School to Work Program

State Annual Report 2009

it's their career be informed

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The Vocational Education in Schools Directorate would like to acknowledge the work and contribution of Information Technology Directorate and Gail Cummins in the preparation of this report.
1.0 OVERVIEW

1.1 Context

The NSW Government has made a significant investment in the School to Work Program (STW Program) over the past nine 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.

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 2010. Across the ten NSW school education regions, 484 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 this state report. Graphical representations in this report are derived from the aggregated data from all ten school regions.
1.2 Executive Summary

Participation

In 2009, student participation data indicates that the STW Program continues to be successful in involving substantial numbers of students in career development and transition planning. While both participant numbers and the proportion of the Year 7-12 cohort involved were down slightly on 2008 participation, it should be noted that there were fewer total school enrolments in 2009.

Equity group share of STW Program participation increased in each year level except Year 10 where it fell slightly. Total equity group students in Years 7-12 accounted for 36 percent of total participating students, up from 35 percent in 2008. A particular achievement in 2009 was the 4 percent increase in Indigenous student STW participation. This follows a 10 percent increase in 2008. This is an increase of nearly 1000 Indigenous students in two years.

Participation in all Board of Studies courses also increased. Although student numbers in the Work Education, Work Studies and Life Skills courses remain low there were increases of between 12 percent and 24 percent on 2008 figures. Participation in the Board of Studies courses is expected to increase further due to the change in school leaving age in NSW. There was a small increase in Career Education class participants with a little over 50 percent of all STW participants being involved in these.

Key result areas

Notable achievements were made in the four key result areas in 2009. With Planning Transitions Pathways, schools are employing a diverse range of activities and programs to build students’ confidence in self-managing their career and transition planning. Schools used electronic planners, workplace learning, teacher interviews, the Employment Related Skills Logbook and career counselling to assist students in planning. In 2009, the proportion of Year 9-12 STW participants able to articulate a plan increased from 83 percent to 86 percent.

The Student Pathways Survey continued as both a means of encouraging students to reflect on their career and transition planning abilities and a tool for schools to assess students’ confidence in their planning ability. Nearly half of the schools with STW responsibilities encouraged students to independently access the Survey. More schools reported Year 10 students accessing the Survey than other year levels. The Digital Education Revolution NSW distribution of laptops facilitated independent student access to the Survey.

In 2009 regions again identified an extensive range of programs and approaches designed to assist equity group and special needs students. Broad approaches were similar to mainstream approaches but were adapted to target the specific needs of each group.

Most regions are advanced in their planning to support students staying on at school due to the raised school leaving age. Common approaches are increasing the availability of current STW programs and activities, placing a greater focus on work-related training and activities judged as attractive to the students, and diversifying curriculum offerings including adopting alternative curriculum models. Career and Transition Teams are seen as important in these strategies.
The key result area, **Exploring Career Futures**, is about providing students with access to people, opportunities and a variety of media to assist them to process information about work, education and training options. Electronic resources such as career websites are among the important tools used frequently by schools in 2009 to support students in their career and transition planning.

Schools also have shown a high degree of interest and enthusiasm in utilising DER NSW laptops in career development activities. A particularly significant prediction by regions is the increased and more effective integration of career support and education into all KLAs as a result of the availability of the laptops. Importantly, most regions believe that laptop access will overcome issues related to computer access, hardware challenges and the need for improved technology that have been barriers to greater implementation of some aspects of the STW Program.

Regions have recognised that a range of support will be required to maximise the benefit of laptop access for students’ career development with several regions indicating that training and professional development in 2010 would focus on these support needs.

A range of authentic learning opportunities for students were provided by schools in 2009. Work experience was provided by 89 percent of schools with STW responsibility and was the most used method of authentic learning, closely followed by work placement, used by 82 percent of schools. Volunteering and community-based work were both popular, being used by around 60 percent of schools.

School and regional reports show considerable effort was made in 2009 in the key result area of **Strengthening Student Outcomes** through Vocational Learning. There were advances in embedding vocational learning and enterprising learning activities across KLAs with increases in all KLAs in the number of teachers supporting career development through curriculum delivery.

Use of the Employment Related Skills Logbook varied from region to region. Although high, its use by students for career and transition planning, curriculum studies and resume/CV declined in 2009 and fewer teachers reported using it with students. One reason for the decline may have been the more limited access to hardcopy logbooks as the move was made to online resources with an additional 62 schools using Logbook Online in 2009. Additionally there may have been under-reporting as use by students of Logbook Online is difficult for schools to capture. Several regions believe use of the logbook will increase with the rollout of the DER NSW laptops.

Information about specific enterprising activities provided solely through extra curricula activities is reported for the first time in 2009 with a wide range of local, national and international activities reported by regions. Activities include fund-raising, commercial, environmental, community service, competitive, personal development, leadership and work or trade related activities.

Regions also report extensive use of enterprising learning activities within curriculum delivery. On the whole, the activities provided or embedded as part of the curriculum tend to be regional or school specific rather than national or international programs. There tended to be fewer community service activities and more school-based activities.

Regional reports indicate there are some differences in regions in the attitude of schools to Vocational Learning.
In terms of the key result area, **Building Networks and Connections**, schools continued their efforts in 2009 to strengthen existing and foster new strategic connections, partnerships and networks. The efforts resulted in continuing opportunities for vocational learning, work experience, work placements and learning in other authentic contexts for a large number of students.

A wide variety of methods continued to be employed to engage parents, carers and elders in their children’s career planning.

Careers advisers continued their commitment to the STW Program by accessing professional development so they can more effectively engage students in career and transition planning. With the cessation of the federal Government’s Career Advice Australia initiative on 31 December 2009, it remains to be seen how the new arrangements will continue to support students’ career education and planning.

**Highlights and achievements**

Schools and regions identified numerous highlights and achievements during 2009. Among the highlights, most frequently mentioned was the impact on STW activities of increased student access to computers and associated technology as a result of the Digital Education Revolution (DER) laptop distribution to schools. Among the achievements, most notable were:

- the success of continuing efforts to increase participation by Indigenous students in STW activities,
- the increase in whole school involvement in career education and transition planning, and
- the reporting of improved student retention and engagement as a result of involvement in STW activities.
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>
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<tbody>
<tr>
<td>Secondary</td>
<td>400</td>
<td>371</td>
<td>93%</td>
</tr>
<tr>
<td>Central</td>
<td>62</td>
<td>58</td>
<td>94%</td>
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<tr>
<td>SSP</td>
<td>72</td>
<td>55</td>
<td>76%</td>
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2.2 Student participation

All students

In 2009 a total of 161,032 students in New South Wales government schools participated in initiatives and activities under the auspices of the School to Work (STW) Program. This is 10,039 or 6.2 percent fewer participating students than in 2008. The participation rate of the total Year 7-12 cohort is 57.3 percent, nearly two percentage points lower than in 2008 and may reflect the 2.9 percent decrease in total school enrolments in 2009.

There was an increase of nearly 10 percent in participating students in Year 7 which is a positive result given that total Year 7 enrolments fell by 3.4 percent in 2008. There was a
slight fall in the number of students participating in Year 8 and larger falls in Years 9-12. Students participating in Year 9 and Year 12 fell by 10.7 percent and 15.4 percent respectively. For Years 7, 8 and 10 the participation rate for each year level increased slightly with the largest increase, 1.8 percent, being in Year 7. The participation rate in Years 9, 11 and 12 fell with the largest fall, 9.3 percent, being in Year 12. Consistent with previous years, the highest participation rate was in Year 10 (97 percent), almost one percentage point higher than in 2008.

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 82,442 and 62,790 participating students respectively. The participation rate in both Stage 5 and Stage 6 (both 81 percent) was less than in 2008 (83 and 87 percent respectively).

Most regions have not specifically addressed reasons for decreases in participating STW students. On the contrary, several reported increased participation. It is likely that several factors have had an effect on total participation. There was a nearly 3 percent fall in total school enrolments and in one region fewer schools submitted an online report in 2009. It also appears that less use was being made of the Employment Related Skills logbook but there may also have been some under reporting of its use. For schools that have not yet or only recently participated in the Digital Education Revolution rollout of computers there are continuing issues, identified in the 2008 report, around student access to computers. This has likely been exacerbated by more limited access to hardcopy logbooks as the move was made to online resources in 2009. Greater use by students of Logbook Online is difficult for schools to capture and there may be under reporting of its use. Greater self management of their career and transition planning by Year 12 students also could be expected to have had an impact on reported STW participant numbers as the activities of these students are also hard to capture.

It is also possible that some schools may not be reporting all STW participation. As one region commented:

> As a region we believe the number of students participating in STW activities is actually higher than the numbers indicated, and have embarked on a campaign to ensure schools understand the programs involved under the STW banner.
Equity group participation in School to Work Program

Equity group overview

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 2009. The number of Indigenous students and students with disabilities participating in the Program increased in 2009 (by 328 and 51 students respectively) while the number of LBOTE students decreased (by 1,910 students). Overall the number of equity group students fell by 1,531 or 2.5 percent in 2009. This accounted for 15.3 percent of the decrease of 10,039 in total participating students.

Nevertheless, equity group share of STW Program participation increased in each year level except Year 10 where it fell by 1.2 percent. Total equity group students in Years 7-12 accounted for 36.5 percent of total participating students, up from 35.3 percent in 2008.

Indigenous students

In 2009 Indigenous young people made up 5.3 percent (8,542 students) of all STW Program participants in Years 7-12 (161,032 students). The number of participating Indigenous
students increased in all years except Year 10 and Year 12. The largest increase, 29 percent, was in Year 7 with 199 additional students. Overall there was a 4 percent increase in the number of Indigenous STW Program participants.

In 2009 participating Indigenous students made up 4.6 percent of all Years 9-12 STW Program participants, up from 4 percent in 2008, and gained a one percent increase in their share of participation in Years 7-9 while in Stage 4 (Years 7 and 8) Indigenous students represented 11.9 percent of total participation, up from 10.4 percent in 2008. The highest number of participating Indigenous students was in Year 9 (2,414 students) closely followed by Year 10 (2,226 students).

Three regions specifically mentioned experiencing increases in Indigenous student participation in the Program with one indicating increases in Years 7 and 8 and another in Years 7, 8, 9 and 11. However there is continuing concern among regions about Indigenous participation in the Program. One region commented:

\[\text{Again the region is pleased that the number of Indigenous students participating has increased but it is still a long way from 100% and the region will again reassess our strategies to allow us to achieve our goal of 100%.}\]

Another commented:

\[\text{In addition the data indicates the need to continue to focus on promoting STW support for Indigenous and at risk students.}\]

**Students with a disability**

In 2009 students with a disability made up 4.2 percent (6,694 students) of all STW Program participants in Years 7-12 (161,032 students), slightly higher than in 2008.

Participating students with a disability made up 3.7 percent of all Year 9-12 STW Program participants in 2009, much the same as in 2008. Their share of Program participation in each year from Year 9 to Year 12 also remained much the same as in 2008. The total number of participating students with a disability in Years 9-12 was 5,357 with Year 10 having the highest number (1,719 students), followed by Year 9 (1,478 students).

Most regions report a wide range of initiatives that specifically target the career and transition needs of students with a disability. One region commented:

\[\text{The figures above indicate that students with disabilities participating in STW activities has remained steady, again it will be reassessed to ensure our strategies are inclusive and our activities attract the interest of those students.}\]
In 2009, 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 43,528 participating LBOTE students made up 27 percent of total STW Program participation in Years 7-12, the same as in 2008. There were fewer LBOTE students participating in the Program in Year 9 (-348 students), Year 10 (-972 students) and Year 12 (-718 students). Other years had slightly more LBOTE students participating.

Although participating LBOTE students in Stages 5 and 6 fell by 1,982 in 2009, they represented 26.4 percent of all Stage 5 and 6 STW Program participants, slightly higher than in 2008. Of Stages 5 and 6, each year except Year 10 registered a slight increase in LBOTE students’ share of STW Program participation. Years 11 and 12 had the highest proportions of LBOTE STW Program participation in Stages 5 and 6.

Regional reports indicate a high level of effort to encourage LBOTE students to participate in School to Work Program initiatives. As in 2008, one region suggested that the participation rate of LBOTE students could be a direct reflection of the Ready. Arrive. Work. (RAW) program.

Student participation in Board of Studies Courses

![Student Participation in BOS Work Education Syllabus](image)

The data shows that in 2009 a total of 8,468 students in Years 7-10 participated in Work Education courses compared to 7,550 in 2008, an increase of 12.2 percent. Participants in Year 7 are four times higher than in 2008 and in Year 8 they are more than twice as high but participants in these years are very low.
In 2009 Stage 4 (Years 7 and 8) participants in the Work Education course increased by 553 to 740, which is nearly three times higher than in 2008 while in Stage 5 (Years 9 and 10) there was a 5 percent increase from 7,363 to 7,728.

Several regions commented on the low number of students involved in Work Education. One region, for example, reported that Work Education was not well taken up. Another commented:

*Students in Work Education have increased in Year 10 but are much lower than in 2007.*

A third region indicated it is introducing measures to increase take-up of Work Education in isolated schools:

*The Work Education Syllabus numbers are still relatively small. The region is moving to produce a local web based support package to support rurally isolated schools in the implementation of this program.*

The data shows that 1,826 Year 11 and 12 students participated in the Work Studies course in 2009. This was 351 or 23.8 percent more students than in 2008. Several regional reports comment on Work Studies participation. One commented:

*Work studies numbers may increase with the introduction of alternative pathways being promoted in the region.*

Another saw a potential increase in participation in Work Studies as a result of the new school leaving age:

*BOS Work studies numbers remain very small. There may be a significant increase in student numbers as a consequence of the increased leaving age.*
The Stage 6 Life Skills courses stress the application of knowledge, 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 2009 was 1,563 which is 273 more students than in 2008. This is a positive result given that the number of participants had fallen in 2008.

The total number of students participating in Career Education classes in 2009 was 81,638, up by 1,266 or 1.6 percent on 2008, which follows a very positive 8 percent increase experienced in 2008. Stage 5 (Year 9 and Year 10), which is the principle focus of Career Education classes, had 62,679 participants in 2009, a small increase of 143 over 2008. In 2009, Stage 5 participants made up 76.8 percent of all Career Education class participants in Years 7-12, and 76.0 percent of all Stage 5 School to Work participants, both comparable to 2008. There were 4,472 Stage 4 (Year 7 and Year 8) participants in 2009, up by 85 or a little under 2 percent. This increase was considerably less than the 42 percent increase experienced in 2008 although that was from a smaller base.
Unlike 2008 when there were increases in student numbers in each year level, there were falls of around 1 percent in participant numbers in Years 8, 10 and 12. These small decreases were offset by a 16.4 increase (1,114 students) in Year 11. Year 7 numbers increased by 6.3 percent (117 students). Year 10 continues to have the highest number of Career Education class participants, accounting for 49.7 percent of Career Education participants in Years 7-12. Nearly 81 percent of all Year 10 students and 83 percent of Year 10 STW Program participants undertook Career Education classes compared with 78 and 81 percent respectively in 2008.

Several regions commented on increases in Career Education participation with one noting that compared to 2008 data, Career Education classes have increased significantly across the senior years. Another noted that Career Education remains the focus in Years 9 and 10 but suggests that participation in Years 7 and 8 may rise in 2010. One region also commented:

*Career Education is seen as a strong component of successful STW transitions.*
2.3 Planning Transition Pathways

A Career & Transition Team approach to coordinating the STW Program

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 the STW Program. In 2009, 62 percent of schools reported having a Career and Transition Team and a little over 96 percent had an Executive member on their Team.

In one region Career and Transition Teams are seen as an important strategy in supporting students to whom the new school leaving age applies. The region commented:

*Schools in the region have taken on the challenge of the increase in leaving age with all schools developing a Career and Transition Team.*

Using the DET online Student Pathways Survey to improve student career development programs

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<tr>
<th>Student Pathways Survey</th>
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<tbody>
<tr>
<td>Total number of regions participating in the survey in 2009</td>
<td>10</td>
</tr>
<tr>
<td>Schools encouraging students to independently access the Student Pathways Survey in 2009</td>
<td>229</td>
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In 2009, 229 schools encouraged students to independently access the Student Pathways Survey. This is 43 percent of schools with School to Work responsibilities and 47 percent of reporting schools.

In 2009 the Survey was accessed most frequently by Year 10 students (202 schools) with twice the number of schools reporting access by this Year level than in 2008. Schools reporting access by Year 9 students (144 schools) increased by nearly 52 percent. There was also more schools reporting access by Year 11 (42 percent increase) and Year 12 (29 percent increase).

Regions also reported more diverse use of the Survey in 2009. For example, in 2008 one region reported use as:

... a career counselling and planning tool. To assist students to develop future plans and career paths. To promote STW. Collate data for school purposes. Preparation for interview with Careers adviser. Transition group activity.

In 2009 the same region reported:

To support On-the-Job Training Initiative planning and counselling with students. To introduce STW to Stage 5 students. To gauge self-efficacy in student career planning and goal setting. To gather baseline data for STW planning. To inform targets for careers programs. To determine post-school destinations and intentions.

Generally in 2009 the Survey continued to be used for the three main purposes identified in 2008. These are:

• as a tool for individual student career and transition planning
• as a basis for career counselling, and
as a tool for school planning.

When used for student career and transition planning the Survey helped students to develop career pathways plans, clarify and reflect on their attitudes to learning and progress in career planning, identify areas where their planning could be more effective, identify their strengths and weaknesses and those of their career plan 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 counselling, interviews and investigations, helped to identify students’ strengths and weaknesses, provided data for individually targeted assistance, helped in subject selection processes and provided an insight into student interests and knowledge of career planning.

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

As well, STW Program specific planning has emerged as a purpose distinct from school planning. For example, regions listed ‘to assess needs of the Program’, ‘to introduce STW to Stage 5 students’ and ‘data collection for STW planning’ as Program specific uses.

Supporting the On-the-Job Training initiative (OTJTI) has also emerged as a new use of the Survey in several regions with mention being made of its use to support OTJTI planning and mentoring.

Most regions commented on the increased use of the Survey but one region reported that the survey is not used by a majority of schools in the region. The region commented:

*It would be pleasing to see a greater number of schools and students utilise the Student Survey. The region will endeavour to provide additional training for school staff for this in 2010.*

**Student Pathways Survey: School Report**

<table>
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<th>Student Pathways Survey: School Report</th>
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<tr>
<td>Total number of schools using the Student Pathways Survey: School Report in 2009</td>
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The number of schools using the Student Pathways Survey School Report has almost doubled in 2009. 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. In 2009 regions reported similar uses as in 2008, that is, for 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. Using the data in the School Report for comparative purposes is a relatively recent use cited in several regional reports. Some of the specific new or emerging uses include:

- gaining an overview of the student cohort’s career planning and post school pathways, for example, judging student independence in career management
- providing a comparison at the beginning and end of the On-the-Job Training Initiative with students completing the same survey
- ascertaining how students fit in the population of schools in NSW, regionally and with ‘like’ schools
- identifying trends for age groups
- using data in applications for funding.

As in 2008, regions identified three main areas where schools have requested support to ensure effective use of the Student Pathways Survey and its School Report. These are the need for further professional development for teachers, issues around time and resources, and issues around Information Technology. One region reported the support requested by schools as:

*Training in the use of the Survey and Report for additional staff, better understanding of the Survey and Report, timetabled lessons, access to computer labs, support staff to assist students to complete the Survey, more appropriate level of English for LBOTE students, staff cooperation, funding to support implementation, an understanding by all teaching staff of the value of the Survey, time to analyse results and discussions among users of the survey.*

Several regions commented on the potential of laptops provided as part of the Digital Education Revolution (DER) in improving student access to the Survey. For example, one school commented:

*Over a third of schools required greater technology access and support. However most of these schools concluded that the student laptop rollout and wireless access would improve these issues dramatically.*
In commenting on the need for further training or professional development in the use of the Survey and the School Report several regions mentioned the need for such training to be made available also for school Executive members.

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.

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

![Chart showing % of students who can articulate a career and transition plan](image)

The above chart shows judgements about the capacity of students in Years 9-12 to articulate a career and transition plan. In 2009 fewer students were estimated to be able to articulate a career and transition plan than in 2008 but they represented a similar proportion of the total Year 9-12 cohort as in 2008. It was estimated 125,150 students in Year 9-12 can articulate a career and transition plan compared with slightly fewer than 130,000 in 2008. In both 2009 and 2008 these students represented 70 percent of the Year 9-12 cohort.

For each year level there was little change in the proportion estimated to be able to articulate a career and transition plan. Some 58 percent of the Stage 5 cohort was estimated to be able to articulate a plan while the corresponding proportion for Stage 6 was 85 percent.

Of Year 9-12 STW Program participants in 2009, 86 percent were estimated to be able to articulate a career and transition plan, up from 83 percent in 2008. Some 72 percent of Stage 5 STW Program participants were estimated to be able to articulate a career and transition plan while 100 percent of Stage 6 STW Program participants could articulate a plan.
Students who have a written career and transition plan

The above data is an estimate of the proportion of the Year 9-12 cohort that had a written career and transition plan in 2009. The estimate of 95,045 or 53 percent of the Year 9-12 cohort is 5,655 or 5.6 percent less than the 2008 estimate. All year levels showed a slight decrease in estimated students with a written plan with the difference being greatest in Year 9 (-3.5 percent). As in 2008 the year levels seen to have the largest proportions of students with written plans were Years 10 and 12 with 67.8 percent and 71.7 percent respectively.

It was estimated that 65 percent of all Year 9-12 STW Program participants had a written career and transition plan in 2009, the same as in 2008. Some 55.6 percent of Stage 5 STW Program participants were estimated to have a written plan while the corresponding proportion for Stage 6 STW Program participants was 78.4 percent.

The proportion of the total Year 9-12 cohort estimated to be able to articulate a career and transition plan continues to be much higher than the proportion estimated to have a written plan. For each year level from Year 9 to Year 12 the difference in the proportion is 15, 12, 23 and 19 percentage points respectively. For each year level except Year 10 the gap has widened by between 1 and 3 percentage points. For Year 10 it has narrowed by one percentage point. Overall the gap is five percentage points more in 2009 than in 2008.

The data shows that many schools continued to make considerable efforts in the area in 2009, although it also shows that significantly more progress is required before all Year 9-12 students have a documented 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 2009. The pattern of usage of different approaches is much the same as in 2008 and 2007 with most schools indicating they had used electronic planners, workplace learning, teacher interviews, the Employment Related Skills Logbook, and career counselling to assist students. There was less use of all approaches in 2009 except for the Student Pathways Survey which an additional 79 schools are reported to have used. Workplace learning has remained the most popular approach being used by 477 schools in 2009. Career counselling (458 schools) and teacher interviews (456) are the next most popular approaches. The Real Game Series was used by the least number of schools (128). 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 2009 regions again identified an extensive range of programs and approaches designed to assist these students. The broad approaches used for each group are similar 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.

As in 2008, in 2009 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. A wide range of programs and activities was used by schools for these purposes.

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 while similar strategies and activities are being used, and prove effective, across a range of identified target groups, schools are better implementing programs which effectively support identified needs of local students.*

Similarly, another commented:

*There is a great variety of individualised programs targeted at advantaged and disadvantaged students. The innovation and enterprise exhibited by schools in catering for individual student needs is to be commended.*

**Initiatives for students with a disability**

Specific strategies and programs used to build the career and transition confidence of students with a disability include:

- building work related skills and confidence – this includes such measures as supported work experience and workplace learning; workplace mentoring and shadowing; work readiness programs/activities; community visits; job coaching and travel training
- life skills and personal development programs and activities
- personalised career and transition plans – this includes expos for people with a disability; the use of a modified STW logbook; involvement of parents, students, TAFE personnel, employment agency personnel and any other necessary personnel in plan development; Transition Advisor involvement in plan development; TAFE ‘taster’ courses
• disability support – this includes such things as hearing support and vision support; close liaison with families and disabilities agencies; specialist support; support provided by Student Teacher Learning Assistance (STLA), Support Teacher Transition (STT), Itinerant Teacher Support and Teachers aides

• personal learning plans.

Of the approaches listed, work experience, workplace learning, specialist staff and personalised plans appear to be the most frequently used approaches. Comments on these by regions included:

*It is evident that work experience and community visits are a key focus for developing work related skills and confidence in students who have a disability. This coupled with individual planning to consider specific student needs and risks associated with community/industry placement.*

*Schools reported integrated programs which utilised specialist staff from within the school and regional office to develop personalised transition and learning programs.*

*Frequently schools spoke of the value of workplace learning and the key role of external agencies in assisting students with a disability.*

**Initiatives for students from backgrounds other than English**

For LBOTE students there is frequent mention of ESL staff involvement, 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 school strategies. Specific programs and activities mentioned by regions for 2009 include:

• specialist teachers, for example, ESL teachers and consultants

• access to specialist services, for example, interpreter and translator services, DET Community Information Officer, allocated overseas student officer

• LBOTE specific provision, for example, LBOTE subject selection afternoon; specific modules in school subjects; modification of the Real Game for low literacy students; the Ready Arrive Work program; Refugee Transition Program; international student mentor network; Ethnic Community Council’s Links to Learning

• individualised assistance, for example, extra assistance for work readiness; personal one on one interviews; tutorial support; job coaching
• liaison with and inclusion of parents, for example, parent in-service on careers information with interpreters

• inclusivity in all programs and activities for all students, for example, careers literature in community languages

• culturally specific support, for example, liaison with Saturday School teachers; Pacific Islanders and Arabic BVET programs

• multicultural days.

Aboriginal & Torres Strait Islander Initiatives

For Indigenous students in 2009 the strategies and activities were much the same as those reported in 2008. There appears to be an emphasis on inclusive programs, 100 percent targets for ILPs or PLPs, preparation for the world of work and work readiness activities, liaison and involvement of Indigenous teachers, specialists, and support agencies and ATSI oriented careers markets and expos. Some of the specific programs and activities reported in 2009 were:

• liaison with Koori community and elders and celebration of Indigenous cultural events such as NAIDOC week

• links with Indigenous employment, educational, cultural, health and welfare organisations in each of the regions, for example, Wollatuka/Gibalee centres in the Hunter/Central Coast region, and Murra Links to Learning and Koori Mail Jobs in the Illawarra and South East region, liaison and involvement of Aboriginal Education Officers

• work related programs and activities, for example, linking students with tertiary access programs and employer recruitment programs, developing employability skills, one on one interviews with Careers advisers, Aboriginal Career Aspirations Program, region specific activities such as Jobs Week at Tikandi in the Riverina, Koori Jobs Market, Aboriginal Career Expo, utilisation and participation in Aboriginal Employment Strategy. One region used a program called The Learning Journey which provided the opportunity for students to develop a portfolio of work and participate in an interview process designed to develop planning and employability skills.

One region reported:

*The region has worked closely with a local Institute to provide programs which support ATSI students in school completion and career planning. Schools have reported the value of these programs which include V Tracks (TAFE Tasters) and Deadly Days (celebration of ATSI culture and achievement). Schools also*
reported the value of working with the local Indigenous community, workplace learning, ITP and AEOs.

Initiatives to support the New School Leaving Age

Most regions report considerable planning was underway to support students who will stay on at school because of the raised school leaving age. A common response is that schools intend to increase their usual STW Program provisions and activities. As well, schools are planning a greater focus on work related training and activities judged as more likely to be attractive to the students. These include increased promotion of and greater access to VET, TVET, SBATs, Work Education, Work Studies, TAFE and OTEN courses. VET for Stage 5 was specifically mentioned in responses from several regions.

Diversifying and increasing curriculum offerings was also a common response. Several regions mentioned adopting alternative curriculum models. One described a college model with flexible hours and inclusion of workplace learning for one day each week.

Greater use of particular programs featured in responses from most regions. These included the On-the-Job Training Initiative, Youth Pathways, Brick and Block program and Partners in Industry Education Program.

Several regions advised that many schools saw the establishment or strengthening of Career and Transition Teams as an important strategy.

Other Identified Group Initiatives

Programs and activities for other identified groups generally included Gifted and Talented Students (GATS), gender specific, at risk student and remedial programs. For all groups programs were often provided as targeted extra-curricular activities.

GATS programs were often competitive (World Skills, Solar Boat Challenge), had an academic orientation (accelerated programs with a university, Kwong Lee Dow Program at Melbourne University, Engineering Camps), had a strong leadership element (Junior Board of Directors, extension and mentoring programs with community based authentic learning) or focussed on communication and presentation skills (public speaking, debating).

Gender specific programs included more programs for girls than for boys, for example, girls’ programs included Tech Girls, Girls Sense workshops, Go Girls, Girls Savvy and Girls Only Try a Trade whereas boys’ programs identified were Boys to Men Butterfly Effect, Rural Boys program, Year 10 boys in English. Gender specific programs commonly were aimed at building self esteem and confidence and providing life skills.
Programs for at risk students tended to be work related and included SHINE for girls, STAR for disengaged students, Rock and Water, Plan It Youth, Links to Learning and Youth Pathways.

**Summary of Planning Transition Pathways in 2009**

Planning transition pathways is a key result area for the School to Work program. All regions advised that schools were providing a broad range of strategies, programs and support structures to assist students in planning transition pathways and developing career confidence. Regions also acknowledged the importance of career and transition initiatives. One region commented:

*Schools recognise the importance of transition planning and have developed creative and supportive programs to ensure transition programs are valuable, inclusive and suitable.*

Schools reported that Career and Transition Teams are seen as an important strategy in supporting students to whom the new school leaving age applies.

The 2009 data and regional reports provide evidence that schools have continued their efforts to support students to develop confidence in their career and transition planning. Outcomes include increases in the use of the Student Pathways Survey and the extension of the ways in which schools have used the Survey and the School Report. Regions reported that 85 additional schools used the Survey and an additional 79 schools used the School Report in 2009. Supporting the On-the-Job Training initiative (OTJTI) emerged as a new use of the Survey in several regions with mention being made of its use to support OTJTI planning and mentoring. The low use made of the Survey was an issue in 2008 as was the need for professional development so that schools better understood the purpose of the Survey, how to implement it and how to use the data it provides. Clearly much effort has been made to address these issues and to achieve the very positive 2009 outcomes.

There were also positive outcomes from efforts to engage students from identified groups in career and transition planning particularly with the 4 percent increase in participating Indigenous students in 2009.
### 2.4 Exploring Career Futures

Students accessing electronic career information to support their pathways planning

The above data provides a picture of electronic career resources being used in schools by students in 2009 to access career information to support their pathways planning. Overall, the data shows the pattern of usage of websites for career information was much the same as in 2008 although there were small decreases in the number of schools using most websites. A little over 82 percent of all schools with STW responsibility reported students used the *myfuture* website in 2009, down from 94 percent in 2008, while 80 percent used tertiary institution websites, down from 91 percent in 2008. The data shows Industry specific websites usage increased from 58 percent of schools in 2008 to 65 percent of schools in 2009. This was the only category to show an increase in use in 2009. Use of online career guidance websites are not comparable with 2008 data as the data has been collected in a different form in 2009. A new category of website, ‘school/region websites’ is included for the first time with 298 schools using these websites in 2009. The data shows schools provided access to multiple websites and very few schools (4 percent) used no websites.
Teachers accessing electronic career information to support students in their pathways planning

The use of electronic technology to support pathways planning has been embraced by many schools. The above data provides information about access by teachers and careers advisers to electronic resources to support students’ career and transition planning. Usage is not comparable with previous years because of a change in data reporting.

The data shows that teachers and careers advisers made considerable use of such resources in 2009. The schooltowork.com.au website and school/region websites were the most popular with 68 percent of schools with STW responsibility reporting teachers used these resources. Interactive whiteboards were used by teachers in 62 percent of schools. ReCAP was the least used with only 14 percent of schools reporting teachers used this resource.

Impact of DER NSW on career communication, career education, and/or career services in your school

Most regions reported an extensive and diverse range of impacts from the Digital Education Revolution (DER) NSW laptop distribution, with several regions seeing it as overcoming issues related to computer access, hardware challenges and the need for improved technology that had been identified as barriers to greater implementation of some aspects of the STW Program. Frequently mentioned impacts of the increased laptop access are:

- increased, easier, more flexible and more equitable access for students to online careers information, services and resources, for example career education websites, career guidance websites and school Moodle websites
• increased and more effective integration of career education in Key Learning Areas
• increased and more timely communication between teachers, careers advisers and students through access by students to the DET portal and email system
• greater potential to engage students through the use of contemporary technology and use of interactive lessons encouraging more regular and diverse career exploration
• increased and easier use of the Employment Related Skills logbook online and the student pathways survey allowing both to be used more effectively for student pathways, STW and school planning
• potential for increased involvement of parents in students’ career and transition planning
• increased student independence in career and transition planning.

The following are typical of comments from regions:

The majority of schools were enthusiastic about the access to online resources, the communication available between students and careers advisers, use of the logbook online and student pathways survey. Student independence and easy access to STW website and resume templates were also cited as positives with the laptop distribution.

Schools are planning to ensure the most effective use of laptops and many are excited about the opportunities to facilitate greater engagement and dynamic and interactive careers delivery.

One region commented that at the stage of laptop rollout in the region there had been limited planning by some schools on how they will use the laptops in careers, STW and transition planning.

Support required for schools in DER NSW initiative.

The support that regions reported as required for schools to leverage laptop access for students’ career exploration, career education and career and transition planning is mostly related to the provision of, and time for, professional development, training and support for teachers, students and Careers advisers on using the laptops and relevant software applications. Specifically, this included:

• time to practice and plan lessons
• technical support during lessons to troubleshoot problems
• access to best practice examples of laptop use
• networking and sharing information
• wireless connection in all classrooms
• use of laptops for a whole school approach to STW and career development
• use of interactive whiteboards
• conversion of careers resources to electronic format as well as development of electronic careers and STW resources
• ability to download careers programs to the laptops
• a list of or links to career websites on every student’s laptop.

Several regions particularly emphasised the need for professional development for Careers advisers and called for them to be provided with laptops also. In recognising the need for the training and support identified above, several regions also indicated that this would be a focus of training and professional development in 2010.

**Schools providing authentic learning opportunities including work-based and community-based learning**

![Bar chart showing the number of schools providing different authentic learning opportunities](chart.png)

A range of authentic learning opportunities for students were provided by schools in 2009. Data was collected on two additional methods in 2009: service learning and volunteering. There were slightly fewer schools using each of the authentic learning methods for which data was collected in 2008. Work experience was provided by 89 percent of schools with STW responsibility and was the most used method of authentic learning, closely followed by work placement, used by 82 percent of schools. Volunteering and community based work were both popular, being used by around 60 percent of schools. The level of use of volunteering and community-based work suggests that schools link aspects of the STW Program with areas such as citizenship and values education. Together volunteering and community-based work continued to offer authentic learning opportunities for substantial
numbers of students. Service learning is not as widely used in comparison. One region commented that schools will be supported to provide service learning and volunteering opportunities in 2010.

Summary of Exploring Career Futures

Electronic resources such as career websites are important tools used by schools to support students in their career and transition planning. During 2009 use of the internet and a range of websites by students, teachers and Careers advisers remained strong although there appears to have been a small decline in the use of some websites. Most regions reported that schools expected the Digital Education Revolution (DER) NSW distribution of laptops to increase both teacher and student use of electronic career resources.

Most regions reported they expected an extensive and diverse range of impacts on career communication, career education, and/or career services in schools from the DER NSW laptop distribution. One region reported:

*The region is pleased with the interest and enthusiasm schools are showing towards incorporating laptops into career education and STW.*

A particularly significant prediction by regions is the increased and more effective integration of career support and education into all KLAs. As one region commented:

*The potential for much enhanced online and electronic forms of career support and integration of STW outcomes into all KLAs is huge.*

Also, importantly, most regions believed that laptop access would overcome issues related to computer access, hardware challenges and the need for improved technology that had been identified as barriers to greater implementation of some aspects of the STW Program.

Regions have recognised that a range of support will be required to maximise the benefit of laptop access for students’ career exploration, career education and career and transition planning with several regions indicating that training and professional development in 2010 would focus on these support needs.

The 2009 data suggests that schools continue to see the value of learning in authentic contexts and are still seeking out authentic learning opportunities for their students.
2.5 Strengthening Student Outcomes through Vocational Learning

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

<table>
<thead>
<tr>
<th>Employment Related Skills Logbook and Logbook Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of schools using Logbook Online</td>
</tr>
<tr>
<td>Number of schools using Logbook Online as a replacement to the blue folder</td>
</tr>
<tr>
<td>Number of schools using Logbook Online to complement the blue folder</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. In 2009, 86,417 students were reported to have used the logbook for career and transition planning across the six secondary years, down by 22 percent on numbers reported in 2008. Possible reasons for the apparent decline in use are explored in the summary of this section below.

Stage 5 continues to be the major focus Stage for use of the logbook for career and transition planning. In 2009, 55,613 Stage 5 students were reported to have used the logbook for this purpose, which was 54 percent of the Stage 5 cohort. In Year 10, 70 percent of the cohort used the logbook for career and transition planning.

In Stage 6, a total of 30,127 students were reported as using the Logbook in 2009 for career and transition planning, which was 39 percent of the Stage 6 cohort.
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 2009, the logbook was used for this purpose by 45,985 students across the six secondary years which was 12,147 or 21 percent fewer than in 2008. Possible reasons for the apparent decline in use are explored in the summary of this section below.

Logbook use for curriculum studies purposes was greatest in Stage 5 (32,407 students or 32 percent of the Stage 5 cohort) and especially in Year 10 (20,535 students or 41 percent of the Year 10 cohort). In Stage 6 a total of 12,652 students or 16 percent of the Stage 6 cohort used the logbook for curriculum studies purposes.

One of the intended purposes of the Employment Related Skills Logbook is that it be used to assist students in their resume writing. In 2009, a total of 68,911 students used it for this
purpose, a decrease of 18,854 students or 21 percent fewer than the previous year. Possible reasons for the apparent decline in use are explored in the summary of this section below.

In 2009, 44,694 Stage 5 students were reported as using the logbook for resume purposes, 18 percent fewer than in 2008. Year 10 had the highest number of students (30,788 or 61 percent of the Year 10 cohort) using the logbook for resume purposes. The data also suggest that logbook use for resume purposes declined in Stage 6 by 26 percent.

The above graph shows the number of teachers, as distinct from Careers advisers, using the Employment Related Skills Logbook in class. The pattern of use in 2009 has changed from 2008. One of the main differences is that use by English teachers has fallen. Human Society and its Environment (HSIE) teachers were the biggest users of the logbook in class in 2009 whereas in 2008 it had been English teachers. Also fewer English teachers used the logbook in class in 2009 than Maths, HSIE, and Personal Development, Health and Physical Education (PDHPE) teachers. The apparent decline in classroom use may reflect greater use by students of Logbook Online.
The above data indicates the extent to which teachers are supporting student career development through curriculum delivery. There were increases in all KLAs in the number of teachers supporting career development through curriculum delivery with English and Technology and Applied Studies (TAS) teachers, with nearly 2000 each, leading the way. The increase in TAS teachers is very positive as in 2008 there had been a slight fall in their number. Personal Development, Health and Physical Education (PDHPE) was the area with the greatest number of additional teachers (326) in 2009. With the DER NSW laptop rollout there are indications that greater numbers of teachers are looking to integrate career education into Key Learning Areas.

School participation in enterprising learning initiatives

Information about specific enterprising activities provided solely through extra curricula activities is reported for the first time in 2009. A wide range of extra-curricula activities are reported by regions. Many are locally developed activities while others are national and even international activities. Many of the learning activities are ‘packaged’ and provided or facilitated by external agencies and resources. Activities include fund-raising, commercial, environmental, community service, competitive, personal development, leadership and work or trade related activities. Examples include:

**Fund-raising and commercial type activities**
- cafes, fetes, metal sculpture business, garage sale, charity days, agricultural sales, car boot sales, catering groups, financial literacy, Adopt-a-School

**Community service and environmental type activities**
- art and drama performances, kitchen garden project, art project for lake exhibition, mural painting of bus shelters, native bush garden, school beautification, peer tutoring, World Vision 40 Hour Famine, Wrap with Love, recycling programs, Green Dear, permaculture partners, environmental garden cooking, bird cages for Symbio zoo.

**Competitive, leadership, business learning and personal development type activities**
- Australian Business Week, Young Achievers Australia, Duke of Edinburgh Awards, Solar Car Challenge, ASX sharemarket game, School Spectacular Leadership Camp

**Work or trade-related training**
- Maths in Work day, Bricklaying, Maths in Trade day.
Regions report extensive use of enterprising learning activities within curriculum delivery. One school reported:

Many of the region’s embedded enterprise activities allow for the acquisition of evidence towards competency for framework courses. Explicit relationships between enterprise learning and KLA outcomes will continue to be explored during 2010.

It is apparent that a number of the activities reported as extra curricula above are incorporated into curriculum delivery by some schools, for example, the ASX stockmarket game and Australian Business Week. As one region reported:

Over 50% of the region’s schools have reported enterprising activities are embedded as part of the curriculum whilst most schools reported enterprise activities as being provided solely through extra curricula delivery. Whilst schools report that programs are delivered through extra activities, most schools plan and coordinate those activities within the school.

On the whole, the activities reported as provided or embedded as part of the curriculum tend to be regional or school specific rather than national or international programs. There tend to be fewer community service activities and more school-based activities. Examples of embedded enterprising activities include:

- cafes, agricultural plots, hospitality events, cooking events such as Market Day MasterChef embedded in VET hospitality curriculum, making gingerbread houses embedded in Food Technology curriculum, water conservation in Geography, photography projects, local radio program, worm farm, cubby house construction, musical skills and camps, ‘Egg-O-Gram’ (where students market, finance and manage the selling of Easter eggs to the school).

- Adopt-a-School

- Australian Business Week, Virtual Enterprise, Young Achievers Australia, business trade day, RedEx Trade Challenge, Duke of Edinburgh Awards, Formula One Challenge
Maths in Work day, Bricklaying, Maths in Trade day.

Student participation in the Real Game Series

<table>
<thead>
<tr>
<th>Game</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>The Make It Real Game</td>
<td>1804</td>
<td>302</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Real Game</td>
<td>422</td>
<td>1474</td>
<td>4357</td>
<td>3510</td>
<td>320</td>
<td>184</td>
</tr>
<tr>
<td>The Be Real Game</td>
<td></td>
<td></td>
<td>627</td>
<td>2758</td>
<td>213</td>
<td>221</td>
</tr>
<tr>
<td>The Get Real Game</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>170</td>
<td>48</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 Stage 4 game, The Make it Real Game, had a significant increase of 1,909 participants in 2009, up from 197 participants in 2008, the first year data was reported for this game.

In 2009, 10,267 students across all secondary years accessed The Real Game, a slight fall from 11,736 in 2008. The largest falls were in Year 7 (534 students), Year 8 (355 students) and Year 9 (464 students). The number of Year 10 and 12 participants was the same as in 2008. Year 11 participants fell by 106 or 25 percent but off a small base. Stage 5 students continued to make up the highest proportion of participants (77 percent, up from 71 percent in 2008).

The next game in the series, The Be Real Game was utilised by 3,819 students, 460 more than in 2008, with most of the increase being in Years 10 (271) and 12 (166). Year 10 students remained the biggest users of the game accounting for 72 percent of participation, down slightly from 74 percent in 2008. Stage 5 students accounted for 89 percent of participation in The Be Real Game, down from 92 percent in 2008.

The Stage 6 game in the series, The Get Real Game, was used by 218 students, a little less than double the number in 2008.

One region reported that:

*The region has promoted use of The Real Game Series as an engagement strategy. Schools have had teachers trained in several games and there is a wider use of more of the games. Primary schools are using the Play Real Game LMG areas.*

Another reported that:

*The Real Game series is very popular across the region, in particular the program for Stage 5 students.*
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 comment on advances in embedding vocational learning and enterprising learning activities across KLAs with increases in all KLAs in the number of teachers supporting career development through curriculum delivery. Others made reference to vocational learning strengthening student outcomes.

Use of the Employment Related Skills Logbook varies from region to region and although high, its use by students for career and transition planning, curriculum studies and resume/CV has declined in 2009. The data also shows fewer teachers are using the Logbook with students. One region reported that only 50 percent of schools are using Logbook Online. Another reported that the use of the logbook has declined as the region has moved towards a team based approach linking enterprise learning activities/projects across key learning areas.

Some changes in reported Logbook use could also be the result of more limited access to hardcopy logbooks as the move was made to online resources. An additional 62 schools indicated they were using Logbook Online in 2009. Greater use by students of Logbook Online is difficult for schools to capture and there may be under-reporting of its use.

Increased emphasis on student managed career and transition planning in Year 12 could also be expected to have an impact on reported logbook use as it is also hard to capture self managed career activities.

Several regions believe use of the logbook will increase with the rollout of the DER NSW laptops.

Enterprising learning, community based learning and learning in other authentic contexts continue to feature strongly in vocational learning approaches although one region commented that the principles of Enterprise Education need to be revisited.

Regional reports indicate there are some differences in regions in the attitude of schools to Vocational Learning. One region reported:

*Vocational Learning is not particularly well recognised and appreciated as a quality teaching strategy. Responsibility for Vocational Learning is not accepted as a universal KLA responsibility. The competing demands and curriculum pressure associated with other accountabilities means Vocational Learning is not the highest priority.*
However, another region commented:

*Over 80% of schools believe that vocational learning is contributing to improved student engagement. Over 2/3 of schools believe that vocational learning opportunities are embedded in their curriculum delivery.*

At least one region expects the introduction of VET for Stage 5 courses to strengthen outcomes through Vocational Learning.
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 93 percent of schools reporting that community/business partnerships have been embedded in strategic planning processes, up from 88 percent in 2008.

The above graph provides some understanding of the range of community/business partnerships developed by schools to support student career knowledge and understanding. Two additional categories of organisations, Youth Pathways and Job Network, are reported on for the first time in 2009. There was little change in the organisations and the number of schools involved in partnerships with them in 2009, apart from 25 fewer schools having partnerships with TAFE. Partnerships with TAFE remain one of the most common school-
Community partnerships, only slightly behind partnerships with local businesses, with around 86 percent of all schools with STW responsibility having partnerships with both.

The above graph points to the range of community linked initiatives implemented in 2009 that supported student career and transition planning. The pattern of involvement by schools in the various initiatives was much the same as in 2008 although in 2009 school involvement in mentoring and the Links to Learning program are reported for the first time. There was a fall of between 12 and 23 in the number of schools involved in the use of each of the initiatives reported on in 2008. The data suggest that schools participated in multiple activities linked to this area of the School to Work Program.

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 (80 percent and 76 percent of schools respectively). This down from 88 percent and 84 percent of
schools in 2008. Most schools accessed more than one form of support from LCPs. Only 17 schools did not access any type of LCP support.

Schools using networks and connections to provide students with access to careers expos, careers markets, enterprise days etc.

<table>
<thead>
<tr>
<th>Careers Expos</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students attending Careers Expos in 2009</td>
<td>74724</td>
</tr>
<tr>
<td>Total number of students attending other community events that support vocational and enterprise learning</td>
<td>39754</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.

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 for Year 10 and Year 12 students in which all schools participate. Schools also run careers events themselves. While the higher education section is still prominent in careers expos and similar events, the TAFE and VET sectors feature more strongly in 2009 than in previous years with a broad range of offerings such as TAFE open days, Try-a-Trade days, Skills and Training Expos and Army Trades Days.

There are also a range of expos targeting equity groups. These include Disability expos, Indigenous Rural Careers Expo, Koori Careers, V Tracks 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 and the SMH HSC and Careers Expo at Randwick Racecourse were accessed by schools in most Sydney regions. Similarly the Canberra Careers Expo was accessed by schools in regions around the national capital.

At least one region expressed concern about the future of career expos with the cessation of the Local Community Partnerships program in January 2010.

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 the 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 and health industry forums. Events organised by Local Community Partnerships are frequently listed. As one region reported:

*The region acknowledges community events as a medium for the development of vocational and enterprise skills. Students access a wide variety of events eg Try-A-Trade Day, Engineering Day, Hair & Beauty Days, Rev-it-up. Students are involved in work experience, volunteering, Salvation Army Red Shield Appeal.*

Parents being informed about how they can support their child's career development and transition planning.

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.
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 2009 is little changed from 2008. Two additional opportunities are reported on in 2009: Introduction to the Logbook and Student Pathways Survey. In 2009, three activities were used by between 79 and 85 percent of reporting schools. These were ‘parent interviews’ (93 percent of schools), ‘Careers adviser access’ (87 percent of schools) and the ‘school newsletter’ (91 percent). Fewer schools reported use of parent interviews (-13) and Careers adviser access (-19) but an additional 23 schools used ‘myfuture training’ and an additional 40 schools involved parents in careers expos in 2009.

As well as the opportunities listed above, schools have sought to actively engage parents, carers and elders in their role of supporting their child’s career development through both general information sharing activities and targeted activities. General information sharing includes websites, emails, 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 and career seminars for parents. Targeted activities include Personal Learning Plan interviews, Subject Selection interviews, phone contact, parents as student mentors, participation in excursions and involvement in work placement/work experience.

Careers advisers accessing local, regional and state professional learning networks

The above data shows that Careers advisers in a high number of reporting schools (90 percent) participated in at least local professional learning networks over the course of 2009 with a significant number (87 percent) also participating in regional professional learning networks. A little over 45 percent of reporting schools had Careers advisers participating in
all three levels of professional learning networks. The number of schools reporting that Careers advisers did not access local, regional or state professional learning networks dropped from 35 in 2008 to 20 in 2009.

**Schools implementing workplace learning to support student’s educational experience.**

![Student Outcomes through workplace learning](image)

The above chart indicates outcomes that schools see workplace learning achieving. There is a high consistency in school responses. High percentages of reporting schools (between 89 and 95 percent) see providing students with future part-time work opportunities, building students networks and connections, providing students with their first experience of the world of work, informed career decision making, and engagement with learning as achieved through workplace learning.

**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 2009 schools have continued their efforts to strengthen existing and foster new strategic connections, partnerships and networks. The returns from these efforts have been continuing opportunities for vocational learning, work experience, work placements and learning in other authentic contexts for a large number of students.

Recognition of the importance and legitimacy of enterprise learning as a part of the School to Work Program has continued in 2009. 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.

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.

The data as well as regional comments in previous years has pointed to a growing and productive relationship between schools and Local Community Partnerships. With the cessation of the LCP program in January 2010 it remains to be seen how the new arrangements will continue to support students’ career education and planning.
2.7 Region Specific

The School to Work Program is delivered in a flexible manner to ensure that Regions meet the needs of students in their unique localities. Regions set key strategic outcomes within the framework of School to Work. This section enables Regions to collect extra data that aligns with their priorities for 2009.

Hunter/Central Coast

Career and Transition Teams in 2009 and their targets for 2010

(a) Achievement of school Career and Transition Teams in 2009

Achievements cited involved both whole cohorts and individuals and included:
- establishment of a CAT team and better understanding of team role
- increased retention, engagement and successful transitions eg increase in students offered university place and employment
- employer involvement in student career development eg mock interviews
- successful implementation of the On-the-Job Training Initiative, increased work placement and work experience opportunities
- programs and activities for gifted and talented students
- successful implementation of a range of careers related programs and activities eg numeracy and literacy programs, mock interviews, careers expos career workshops and similar events, often targeting specific group
- increased student numbers in work experience and work placements, particularly at risk and equity group students
- greater embedding of career development and vocational learning across KLAs
- inclusion of Employment Related Skills on School Reports

(b) Targets for Career and Transition Teams in 2010

The main targets identified for CAT teams in 2010 are:
- build a strong cohesive CAT team
- increase use of Student Pathways Survey
- extend the incorporation of career development and vocational learning in KLAs
- increase retention and engagement of at risk, Indigenous and students with a disability
- increase SBATs and vocational opportunities, extend participation in the On-the-Job Training Initiative, increase opportunities for work placement, work experience, volunteer placements and service learning, particularly for at risk and equity group students
- continue promoting opportunities for professional careers and university entry
- assist in meeting needs of students staying on at school due to increase in leaving age
- promote the STW program, careers and transition planning and vocational learning to students, parents, employers and KLA teachers
- facilitate opportunities for more community involvement to support career development
- expand links between high school and partner primary schools to develop a cohesive K-12 Career Education continuum
- maximise benefits of DER laptops in career development
increase business and industry links with schools to facilitate involvement in career education and vocational learning, access to work placements, work experience and apprenticeships and traineeships.

Illawarra/South East

Student engagement and the raised school leaving age

(a) Assistance provided by regional workshops in implementing strategies for student engagement in 2009

Assistance included:
- greater awareness of implications of new school leaving age and strategies to meet needs of students affected by the change
- greater awareness of issues and strategies for increasing retention and engagement
- opportunities for networking and sharing of ideas with colleagues
- empowering staff to change programs
- access to relevant statistics
- awareness of resources and best practice models for STW implementation.

(b) Specific programs introduced to address challenges of raised school leaving age

Specific programs included:
- modified English and Maths syllabuses, Content Endorsed Courses, non ATAR subject combination, BOS courses, preliminary ECO Agriculture course; work placements; personalised transition plans for all students; STW interviews linked with logbooks; ‘School within a School’ program; promotion of VET for Stage 5, TVET Post School Certificate Program, a range of non-academic courses (CEC) including VET courses, TAFE courses; a one-on-one job ready program for at risk students; timetabling initiatives to accommodate SBATs, work and life issues; in-depth student interviews; CGVE and national modules, increased diversity of curriculum choice, student subject choice counselling; flexible pathways for students; distance education opportunities; College Program for senior students; professional development for staff; careers based programs targeting early year groups; Construction Frameworks course, alternative Y11 program.

North Coast

Student career and transition planning

(a) Students with written plan for school completion and transition to work.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No. 15 year old students</td>
<td>9233</td>
</tr>
</tbody>
</table>
| No. 15 year old students with written plan for school completion & transition to work | 2901
| % of students         | 31.42          |

(b) Indigenous students with written plan for school completion and transition to work.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No. 14 year old Indigenous students</td>
<td>5327</td>
</tr>
</tbody>
</table>
| No. 14 year old Indigenous students with written plan for school completion & transition to work | 166
| % of students         | 3.12           |
North Sydney

STW projects meeting regional priorities

(a) Extent to which embedding vocational and enterprise contexts into teaching and learning strengthened student outcomes

<table>
<thead>
<tr>
<th></th>
<th>2 Low</th>
<th>13 Medium</th>
<th>23 High</th>
</tr>
</thead>
</table>

Example: Production of Minerva Magazine. Project enabled integrated work across 3 KLAs with higher order thinking skills and student leadership opportunities. Project was authentic with deep knowledge and understanding and significance. Enhance student outcomes in literacy and ICT. Established and strengthened links with community and industry providers.

(b) Extent to which STW projects linked to Quality Teaching Framework dimensions

<table>
<thead>
<tr>
<th></th>
<th>2 Low</th>
<th>10 Medium</th>
<th>26 High</th>
</tr>
</thead>
</table>

Example: Construction project for disengaged students. During project students realised that skills and knowledge learned in Maths and TAS could be used successfully in planning, estimating and constructing an environmental garden bed that required calculation of angles, lengths, prediction and design.

(c) Extent to which STW projects made links to curriculum in at least one KLA to support the learning needs of students

<table>
<thead>
<tr>
<th></th>
<th>3 Low</th>
<th>7 Medium</th>
<th>28 High</th>
</tr>
</thead>
</table>

Example: The Apprentice game. This workplace based game providing a middle school innovative cross-KLA learning experience. It required students to work in teams to gather information, solve problems and create a range of products related to their KLA learning. Performance was assessed including ability to communicate, manage time and deadlines to work effectively as a team in a time pressured environment.

(d) Extent to which STW projects provided contextual learning opportunities to students.

<table>
<thead>
<tr>
<th></th>
<th>2 Low</th>
<th>11 Medium</th>
<th>25 High</th>
</tr>
</thead>
</table>

Example: Cafe Malvina project. This provided comprehensive practical learning for students in running the Café. This prepared them for work by providing the skills which are transferable to the workplace plus formal training as Baristas with an outside provider. Teamwork and attention to detail with a high level of interpersonal skills are necessary to successfully run the Cafe.

Riverina

Regional support for schools for the School to Work Program

(a) School identified factors contributing to successful STW Program implementation

Key factors included: funding support, good networks, support from Principal and executive, dedication, motivation and energy of Careers advisers and VET coordinators, supportive staff, cooperation & support of classroom teachers, STLA and Welfare Team, implementation across faculties, effective partnerships between CAs and LCP, employment agencies and local businesses, MOU with nearest TAFE, strong community support, access to regional network groups and support staff, access to up to date and new information, measures to ensure consistent student participation, LCP involvement and support, individualised student plans.
Schools’ expectations of Regional Consultants that would ensure the successful implementation of the School to Work Program.

Accessibility and visibility; regular timely school visits, communication and sound advice; assistance identifying opportunities; disseminating information, best practice strategies and problem solving; facilitation of professional development for all staff including KLA teachers, facilitation of funding for student travel in rural and isolated areas, more inter-school communication/networking, promotion of career based activities at executive level.

South Western Sydney
Regional support for the School to Work Program

(a) Applications for School to Work project funding in 2009
   Yes 41               No 31

(b) Successes of School to Work projects in schools
Increased engagement and retention of students; increased access to careers resources; more parental involvement in careers planning and school events; better understanding of Careers adviser role; increased students’ knowledge and awareness of post school options and importance of personal presentation & resume; increased student confidence in planning and interviews; more comprehensive student resumes; improvements in students’ work skills and work behaviours; more informed and better subject selection; greater teacher awareness of career development issues and student support strategies; increased student interest and numbers gaining apprenticeships, traineeships and casual employment; students developing personal skills and attributes, more partnerships.

(c) Main reasons for not applying for STW funding.
These included: availability of carry-over funding, new staff not able to develop significant project in time, consolidating current programs, new programs required no extra funding, unable to identify specific need, additional workload, time constraints, over committed on other projects, criteria too specific, not aware of funding opportunity, careers adviser on extended leave.

(d) Further regional support required by schools to ensure a successful School to Work Program
Continued and additional funding for current and new initiatives; earlier advice of funding; more flexible use of funding eg for some consumables, for outside delivery of industry courses and for student travel; more training and professional development; communication of regional and state initiatives; more support in KLAS at head teacher level; regular access to new resources and initiatives; more human resources; time allocation for a CAT support teacher, laptop training for careers advisers.
Sydney

Student engagement and the raised school leaving age

(a) Ways STW is embedded in the teaching and learning programs

Many schools have STW embedded in teaching and learning programs across the whole school through KLA syllabuses with specific STW related outcomes. In some, STW is embedded only in some KLA syllabuses and in others STW is not embedded in syllabuses but career related classes, activities and programs are provided. School responses also indicate that STW is embedded through Quality Teaching dimensions, teachers aligning subjects with careers that use and value the skills and knowledge taught in the classroom, active use of the Logbook within KLA courses and classrooms, curricula requiring a World of Work component, facilitation of TVET and VET courses through flexible timetables, timetabled careers lessons, dedicated STW weeks, ERS mapped to all subjects, STW activity assessed for School Certificate, delivery of vocational stream syllabus, work related outcomes included in teaching programs, embedding of Vocational Learning in KLAs.

(b) Schools using the STW program to support student engagement and retention, particularly for students affected by the raising of the school leaving age

Schools report providing worthwhile and relevant vocational, career development and transition planning programs and activities; increased focus on work related training and activities; flexible curriculum delivery; promotion of benefits and facilitation of SBATs; increased VET offerings; use of electronic resources to encourage career and transition planning; individual student interviews, support and guidance; use of learning support teams; special assistance and support for at risk students; provision of authentic learning opportunities.

Western NSW

Regional support for the School to Work Program

(a) Professional development activities needed to support role in the STW Program

In-school staff development on STW and its resources; PD on 17+ issues; use of the Student Pathways Survey, Real Game series and myfuture website; converting classes for on-line delivery; training in effective use of student laptops for STW lessons; smart board training; networking opportunities for schools, careers advisers, VET coordinators, regional and state network meetings; industry visits/tours; PD on syllabus requirements/career education outcomes; training for STW coordinators; time management skills; mentoring for new teachers; disability specific training; regional careers guidance workshops; logbook training; event management; funding submission preparation, best practice sharing.

(b) Systems in place to enable the collection of data required for STW reporting

Formal written and computerised attendance, enrolment, participation and other relevant records and databases kept by school office as part of school accountability compliance; formal but non-compliance related databases, registers and other records kept by STW coordinators, careers advisers, head teachers, school office and others; informal records eg careers adviser diary notes; student, community and parent survey databases; situational analysis process; Student Pathways Survey data and school report; student logbooks; welfare team minutes; computer systems commonly used is OASIS.
(c) **Most successful school developed strategies to increase parental involvement in the career planning process**

Encouragement to participate in meetings (ITPs, ILPs, subject selection, parent/teacher) and information nights; organised industry visits; information sessions with Job Centre; connecting parents to STT; personal approach particularly phone calls and email; newsletters; ‘open house’ policy; food at parent events; involving parents in decision making roles, work experience and work placements; fitting in with parent time and work commitments; use of non school venues; websites.

(d) **Schools collating data on parental involvement in the career planning process**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11</td>
<td>37</td>
</tr>
</tbody>
</table>

**Western Sydney**

RAVE programs and Enterprise Learning initiatives

(a) **Please indicate how many students have participated in the following RAVE programs during 2009 on the table below**

<table>
<thead>
<tr>
<th>RAVE Project</th>
<th>No. Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enlighten</td>
<td>1224</td>
</tr>
<tr>
<td>Oxygen Factory</td>
<td>688</td>
</tr>
<tr>
<td>E-Buddies</td>
<td>10</td>
</tr>
<tr>
<td>RAW</td>
<td>14</td>
</tr>
<tr>
<td>COPE</td>
<td>33</td>
</tr>
<tr>
<td>Shift International</td>
<td>790</td>
</tr>
<tr>
<td>Careers Seminars</td>
<td>2478</td>
</tr>
</tbody>
</table>

(b) **School participation in Enterprise Learning Activities during 2009**

<table>
<thead>
<tr>
<th>Business</th>
<th>No. students</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coffee School Barista Course</td>
<td>25</td>
<td>Self sufficient. Is making, serving coffee</td>
</tr>
<tr>
<td>Australian Business Week</td>
<td>60</td>
<td>Students developed their teamwork skills, communication skills, numeracy skills, resilience, ability to cope under pressure, organisational skills, oral presentation skills, knowledge of how to marketing, business operations management</td>
</tr>
<tr>
<td>School agricultural plot</td>
<td>15</td>
<td>Selling of produce after being involved in establishing the product</td>
</tr>
<tr>
<td>The Body Shop</td>
<td>25</td>
<td>Business philosophy &amp; Strategic Planning. Sustainable Practices</td>
</tr>
<tr>
<td>Pine Tea</td>
<td>25</td>
<td>Industry Accredited skills, employment opportunities, communication and team skills</td>
</tr>
<tr>
<td>SKM Engineering</td>
<td>30</td>
<td>Students able to design, produce, work as teams</td>
</tr>
<tr>
<td>Resmed</td>
<td>9</td>
<td>Students gained enterprising and vocational skills</td>
</tr>
<tr>
<td>Local Community Partnership</td>
<td>16</td>
<td>KOORIKREW was established and students</td>
</tr>
<tr>
<td>Institution</td>
<td>Type of Initiative</td>
<td>Duration</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>--------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Penrith</td>
<td>School based initiative</td>
<td>12</td>
</tr>
<tr>
<td>Lend Lease</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>M2 Motorway Management</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>SKM Engineering St Leonards</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Telstra Marketing Academy</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>M McDonalds, Bunnings, Super Cheap Auto, Peter Wynn, ANZ Bank</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Michel’s Patisserie</td>
<td></td>
<td>150</td>
</tr>
<tr>
<td>Quakers Hill High</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>AFL Indigenous Academy</td>
<td></td>
<td>22</td>
</tr>
<tr>
<td>Sydney Markets</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>ABW</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Local - Woolworths, Subway, St Clair Shopping Centre, Computer Man Company, Micheles, Toastmasters, National Technical Services</td>
<td></td>
<td>138</td>
</tr>
<tr>
<td>Enterprise Education Garden Cafe</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>McDonalds McGraths Hill</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>School based</td>
<td></td>
<td>40</td>
</tr>
</tbody>
</table>
3.0 HIGHLIGHTS AND ACHIEVEMENTS

3.1 Reflection on outcomes

How effectively are the following outcomes occurring in your schools?

<table>
<thead>
<tr>
<th></th>
<th>Not at all true</th>
<th>Slightly true</th>
<th>About halfway true</th>
<th>Mostly true</th>
<th>True</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Students are actively being supported to learn how to document and manage their career and transition planning.</td>
<td>8</td>
<td>24</td>
<td>67</td>
<td>199</td>
<td>187</td>
</tr>
</tbody>
</table>

A large majority of schools (80 percent) believe this statement is true or mostly true, up from 78 percent in 2008. Less than 2 percent say it is not true at all. This is a positive result and 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 (19 percent), the statement is only slightly or about halfway true. This suggests that in nearly 22 percent of responding schools there may be some students in need of active support in learning how to document and manage their career and transition planning.

<table>
<thead>
<tr>
<th></th>
<th>Not at all true</th>
<th>Slightly true</th>
<th>About halfway true</th>
<th>Mostly true</th>
<th>True</th>
</tr>
</thead>
<tbody>
<tr>
<td>b) Students are trained to locate and use career information.</td>
<td>11</td>
<td>18</td>
<td>36</td>
<td>160</td>
<td>260</td>
</tr>
</tbody>
</table>

Over half of responding schools (54 percent, up from 52 percent in 2008) believe this statement is true with a further 33 percent (up from 30 percent in 2008) saying it is mostly true and only 2 percent (up from 1 percent in 2008) saying it is not at all true. This is also promising in terms of achievements in key result areas of the STW Program. For 11 percent of schools the statement is slightly or about half way true. This suggests that at least some students in 13 percent of responding schools may not yet be receiving training to locate and use career information.

<table>
<thead>
<tr>
<th></th>
<th>Not at all true</th>
<th>Slightly true</th>
<th>About halfway true</th>
<th>Mostly true</th>
<th>True</th>
</tr>
</thead>
<tbody>
<tr>
<td>c) School practices and structures are sufficiently flexible to complement work and community-based learning</td>
<td>1</td>
<td>9</td>
<td>43</td>
<td>163</td>
<td>269</td>
</tr>
</tbody>
</table>

Well over half of responding schools (56 percent up from 49 percent in 2008) indicate this
statement is true with a further 34 percent indicating it is mostly true. For 11 percent of schools it is slightly or about half true and for less than 1 percent it is not true at all. This is a positive result as 5 percent of schools who said this was mostly true in 2008 are now saying it is true indicating schools have not only maintained their performance in this area but have improved it.

d) Curriculum delivery in our school provides a range of vocational learning opportunities for students

| 2  | 20  | 62  | 138 | 263 |

Well over half of responding schools (54 percent, up from 50 percent in 2008) indicate this statement is true with a further 28 percent (down from 30 percent in 2008) 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. It also means that for 2 percent of schools for whom this statement was mostly true in 2008 and another 2 percent for whom it was only slightly or about halfway true now believe it is true. Even so, for 17 percent 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

| 1  | 16  | 38  | 122 | 308 |

Some 64 percent or nearly two thirds of responding schools (up from 60 percent in 2008) believe that vocational learning is contributing to improved student engagement with a further 25 percent (down from 30 percent) believing this statement is mostly true. Around 11 percent (up from 9 percent in 2008) 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

| 13 | 61  | 155 | 166 | 90  |

While 53 percent of responding schools (up from 51 percent in 2008) indicate this statement is true or mostly true, for only a slightly smaller percentage of schools, 44 percent, the statement is only slightly or about half true. For 3 percent of schools (down from 5 percent in 2008) 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. A positive result, however, is that 2 percent more schools agree with the statement in 2009.

g) Schools are supporting students to build and maintain a range of networks to support their career planning

| 2  | 13  | 60  | 205 | 205 |
Some 85 percent of responding schools (up from 83 percent in 2008) indicate this statement is true or mostly true which is very positive and consistent with data presented elsewhere in this report. A further 15 percent (down from 17 percent in 2008) 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.

<table>
<thead>
<tr>
<th>h) The school actively includes parents in supporting the career development of students</th>
<th>7</th>
<th>22</th>
<th>62</th>
<th>174</th>
<th>220</th>
</tr>
</thead>
</table>

Some 99 percent of schools (up from 98 percent in 2008) agreed to some extent with this statement. However, for 17 percent of schools (down from 21 percent in 2008) 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 in the 2008 report and points to the difficulties encountered by schools when they seek to engage parents in their children’s career and transition planning.
3.2 Highlights and achievements for 2009

Schools and regions identified numerous highlights and achievements during 2009. Among the highlights, most frequently mentioned was the impact on STW activities of increased student access to computers and associated technology as a result of the Digital Education Revolution (DER) laptop distribution to schools. Among the achievements, most notable were:

- the success of continuing efforts to increase participation by Indigenous students in STW activities,
- the increase in whole school involvement in career education and transition planning, and
- the reporting of improved student retention and engagement as a result of involvement in STW activities.

Impact of increased student access to laptop computers and associated technology

Most regions reported an extensive and diverse range of positive impacts from the DER laptop distribution on STW Program implementation, with several regions reporting the availability of laptops had alleviated barriers to implementation associated with computer access, hardware challenges and the need for improved technology. Among the impacts reported are:

- increased, easier, more flexible and more equitable access for students to online careers information, services and resources
- increased and more effective integration of career education in Key Learning Areas
- increased and more timely communication between teachers, careers advisers and students through access by students to the DET portal and email system
- greater potential to engage students through the use of contemporary technology and use of interactive lessons encouraging more regular and diverse career exploration
- increased and easier use of the Employment Related Skills logbook online and the student pathways survey allowing both to be used more effectively for student pathways, STW and school planning
- potential for increased involvement of parents in students’ career and transition planning
- increased student independence in career and transition planning.

Increased Indigenous participation

Evidence from reports indicates that in the three years up to and including 2009 schools and regions have made special efforts to increase the number of Indigenous students
participating in the STW Program. These efforts have resulted in very positive outcomes. In 2009 there was a 4 percent increase in Indigenous participants that followed a 10 percent increase in 2008. This is an increase of nearly 1000 Indigenous students in two years. Indigenous student participation as a proportion of total STW Program participants has grown from 4.7 percent in 2007 to 5.3 percent in 2009. The efforts to achieve these outcomes reaffirm the NSW education system’s commitment to closing the gap in Indigenous access to career and transition support and programs.

**Increased whole school involvement in career development**

In 2009 there were increases in all KLAs in the number of teachers supporting career development through curriculum delivery and regional reports made reference to the embedding of career development in KLAs. These outcomes are an indication that career development increasingly is being accepted as a whole school responsibility. The continuing high percentage of Career and Transition teams with a school executive member is likely to be a contributing factor in encouraging whole school support. School and regional reports also suggest that increased student access to laptops has been a real factor in enabling teachers to integrate career development with curriculum delivery, and that further improvements can be expected in this area.

**Improved student retention and engagement**

Strengthening student outcomes is a key result area for the STW Program so the reporting by several regions that student involvement in various STW activities had led to improved student retention and engagement is a significant achievement. There are indications that at risk students are benefitting in this regard with reports stating that STW activities are making a real difference for these students. Also mentioned by several regions is the greater connection that students are making between classroom learning and employment and career paths. The linking of learning with paid work experiences, particularly through increased take-up of school-based apprenticeships and traineeships, is reported as contributing to improved student retention and engagement. Broadening responsibility for the STW Program from the Careers adviser to the whole school, and embedding career development in KLAs are also seen as contributing to this outcome.
Regional Key Priority Areas for 2009 (Appendix 1)

Hunter / Central Coast
- Support current programs.
- Management plans, examples include Logbooks, interview programs, authentic assessments, expos.
- Support new technology; intranet, career lessons.
- Support CAT team initiatives across KLAs.
- Career Ed as whole school approach.
- Transition plans for all.
- Increase school retention - access to vocational education courses-VET for Stage 5.
- Explicit teaching of employability skills.
- Involve parents & community.

Illawarra / South East
- Investigating and using online STW applications and programs (including MyFuture, Student Pathways Survey and Logbook Online).
- Cross-curriculum links between STW and learning.
- Involving and communicating with parents regarding STW.
- Student engagement through programs and classroom learning.
- Promoting STW in and out of the school.

New England
- Developing work ready and employability skills through the Real Game series, log books, short courses and senior success programs.
- Improve retention through SBAT’s, VET for Stage 5 and building career pathway opportunities through local community partnerships.
- Initiatives for at risk, indigenous students and further establish career and transition teams imbedding cross KLA vocational learning.

North Coast
- Written transition plans with a special focus on ATSI, students at risk and students with special needs.
- Career Exploration and role of technology & workplace learning in that.
- Involvement of whole school in STW.
- Improving links with local community and businesses.
- Work readiness programs.

Northern Sydney
- Embed vocational and enterprise contexts into teaching and learning.
- Make links to the curriculum.
• Provide work based or community based learning i.e. contextual learning opportunities.
• Engagement/Connectedness-meaningful activities and tasks with relevance to students’ future lives.
• Building networks and connections with the community.

**Riverina**
• Integration of ERS identification and recording into KLAs across the curriculum.
• Transition planning processes to be strengthened using the Pathways Survey as a starting point.
• Establishing career and transition teams in schools.
• Increase the use of on line technology in recording ERS and student portfolios.
• Partnerships between schools and community including business and industry.

**South Western Sydney**
• Recording of Employment Related Skills (ERS) across all KLA’s.
• Enhancing STW outcomes for LBOTE, Indigenous and special needs students.
• Student access to online STW resources.
• Yr 9, 10 timetabled careers lessons.
• Linking STW with School Plan.

**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 the previous success of specific programs to develop sustainability.
• Develop and build community engagement and participation.
• Broaden students understanding of alternate pathways and options for post school education, training and career development.
• Broaden and develop opportunities and pathways for rural and isolated students.

**Western Sydney**
• Streamline programs offered through RAVE and strengthen the outcomes.
• Student career path planning strategies.
• Engage and strengthen STW initiatives across the regions SSP’s.
• Continue building partnerships for enterprise learning across the region.
• Build capacity using STW concepts and connected classroom technologies.
Intended Regional Priorities for 2010 (Appendix 2)

Hunter / Central Coast
- CAT Team to be strong and collaborative.
- Implementation of DER applications in Stage 5 and Stage 6 to support STW.
- Work Studies option to aid in transition.
- Programs based on vocational learning to enhance engagement and retention.
- Accurate tracking e.g. exit plans, ITP’s for all students.
- Career Education curriculum expanded into Stage 4.
- STW programs extended.
- LMG connections.
- Community networks to maintain and improve.
- Expand Real Game.
- Mentors.

Illawarra / South East
- Engagement and retention of students through appropriate subject selection, Quality Teaching, SBATs and alternate programs.
- Online STW facilities including logbook, Student Pathways survey and DER laptops.
- Embedding and integrating STW through KLA lessons and curriculum.
- Networking with parents.
- Developing Career and Transition Teams.

New England
- Support stage 5, SBAT, and early commencement stage 6 for career pathway planning.
- Increase training opportunities for students at risks and individualise planning for indigenous students.
- Addressing changes to the school leaving age by utilising specific STW programs.
- Individualise student learning to improve student outcomes.
- Refine use of existing resources (e-log book, mentoring, etc.)

North Coast
- Greater emphasis on transition planning due to change in school leaving age.
- Review and develop student transition plans.
- Greater focus on identified student groups, e.g. ATSI, students at risk and students with special needs.
- Greater use technology in STW Program, myfuture, Student Pathways Survey.
- Greater community, business & parent involvement in STW Program.

Northern Sydney
- Sustainability across the curriculum linked to the DET Sustainability Policy.
- Middle school - Opportunities for gifted and talented in non gender based careers.
- Enhance access and use of career planning resources.
- Increase student engagement.
- Cross KLA mapping of work related skills.
- Quality teaching across the curriculum embedding vocational learning outcomes.

Riverina
- Increased use of career and transition teams to support STW outcomes across all KLAs.
- Support for KLAs by establishing local working KLA groups to develop implementation support packages.
- Increased use of on line, electronic and DER technology to support STW outcomes.
• Additional professional development for new and existing teachers in charge of STW using videoconferences and workshops.

South Western Sydney
• Incorporating logbook online as the main tool for STW.
• New school leaving age.
• Work Ready program to strengthen Work Experience programs.
• Laptops for STW resources access.
• VET SPY and TVET courses.

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
• To build on the previous success of specific programs to develop sustainability.
• To develop and build community engagement and participation.
• To broaden students understanding of alternate pathways and options for post school education, training and career development.
• To broaden and develop opportunities and pathways for rural and isolated students.

Western Sydney
• RAVE is a successful regional initiative and that the program's outcomes are maintained and improved.
• Promotion of the Student Pathways Survey.
• Develop strategies for the incorporation of laptops into STW initiatives.
• Gathering best practice strategies from SSP schools and incorporating their data into the regional report.
• Reinvigorate the incorporation of STW across KLA areas.