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.
1.1 School to Work Program

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 2011. Across the ten NSW school education regions, 463 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 2010, student participation data indicates that the School to Work Program continues to be successful in involving a substantial number of students in career development and transition planning. Twenty-three fewer schools reported in 2010 so direct comparisons of the number of students participating in the Program have not been made. Of note, however, is that in 2010, more students in both Year 11 and Year 12 are reported to have participated in School to Work activities.
than in 2009, even though there were fewer reporting schools. This is no doubt due to the impact of the New School Leaving Age. A similar proportion of the Years 7-10 cohort in reporting schools participated in the School to Work Program in 2009 and 2010.

The share of School to Work participation held by equity groups as a whole increased in 2010. Each equity group in each year level had an increased share of participation except for students with a disability where their share fell by a very small margin. Significantly more Indigenous students were reported as participating in the School to Work Program than in 2009, even though fewer schools reported in 2010. This suggests that schools have continued their strong efforts to attract Indigenous students to the Program. The data also indicates a high level of effort to encourage students from a Language Background Other Than English to participate in School to Work Program initiatives with their share of participation again increasing.

Participation in Board of Studies Work Education and Work and the Community Life Skills courses declined but increased in Work Studies. Student numbers in all courses remained low. There was a slight increase in the proportion of students participating in Career Education in Stage 5, which is the usual focus for Career Education.

**Key result areas**

There were mixed results in each of the four key result areas in 2010. In the Planning Transitions Pathways area, schools continued to employ a diverse range of activities and programs to build students’ confidence in self managing their career and transition planning. More schools reported encouraging students to independently access the Student Pathways Survey. The Survey continued as both a means of heightening students’ awareness of their personal responsibility for career planning, building students’ efficacy and confidence in managing their own career plans, and ensuring students can make informed decisions about subject choices and career and training options. New uses for the Student Pathways School Report were reported. These included ascertaining the commitment of students to career planning, gathering data on students’ intended post-school destinations, identifying students experiencing career planning difficulties, supporting student understanding of careers specific vocabulary and helping build student understanding of the structure and culture of the Australian workplace.

In 2010 a smaller proportion of School to Work Program participants was estimated to be able to articulate a career and transition plan and a smaller proportion was estimated to have a written career and transition plan than 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. Initiatives addressing the needs of students from low socio-economic backgrounds were reported separately for the first time in 2010. While schools generally offered the same suite of School to Work programs and activities to all students including those from low socio-economic backgrounds, additional programs were offered that address the particular needs of these students. Programs and activities to build self confidence, self esteem and resilience, support personal development, foster aspirations and provide motivation feature in many regional reports.

As foreshadowed in the 2009 report, schools employed a range of measures to meet the needs of students staying on at school because of the New School Leaving Age. Many of the programs and activities offered were an extension or continuation of existing School to Work provision but schools in several regions offered Alternative Stage 6 curriculum programs and some are developing Stage 5 Alternative Programs.

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
Electronic resources such as career websites are important tools used by schools to support students in their career and transition planning. During 2010 use of the internet and a range of websites by students, teachers and Careers Advisers remained strong with data showing a higher proportion of teachers using career websites than in 2009. As predicted by regions in 2009, schools also have shown a high degree of enthusiasm in utilising Digital Education Revolution NSW laptops in career development activities. Comments by regions were overwhelmingly positive about the impact of the notebooks and there is said to be a significant increase in the use of laptops for career and transition purposes. Regions also acknowledge the need for further training, particularly for Careers Advisers, if the full potential of the laptop initiative is to be achieved.

The 2010 data shows that for most forms of authentic learning there were increases in the proportion of schools reporting their use which suggests that schools continue to see the value of learning in authentic contexts.

The key result area of Strengthening Student Outcomes through Vocational Learning is about 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. In 2010 school and regional reports indicate mixed results for this key result area.

Use of the Employment Related Skills Logbook varied from region to region and, although remaining relatively high in some Year levels, reported use by students for career and transition planning, curriculum studies and resume/CV declined again in 2010. Several regions commented on their intention to refocus efforts on the use of the logbook in 2011. There may have been under-reporting of Logbook use with schools unable to capture independent use by students using their Digital Education Revolution NSW laptops. There was also wide variation in progress in embedding vocational learning and enterprising learning activities across Key Learning Areas and this is acknowledged by several regions as an area for renewed effort. Enterprising learning and learning in other authentic contexts continue to feature strongly in vocational learning approaches. A broad range of enterprising learning opportunities were provided both through curriculum delivery and as extra curriculum activity.

In terms of the key result area, Building Networks and Connections, schools continued their efforts in 2010 to strengthen existing and foster new strategic connections, partnerships and networks. 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. Partnerships with TAFE and local business remain the two most common school-community partnerships. School efforts resulted in continuing opportunities for vocational learning, work experience, work placements and learning in other authentic contexts for a large number of students.

An increased proportion of schools reported success in engaging parents, carers and elders in students’ career and transition planning. A wide variety of methods continued to be employed with parent interviews being the approach most commonly reported.

Careers advisers continued their commitment to the School to Work Program by accessing professional development so they can more effectively engage students in career and transition planning.

**Highlights and achievements**

Highlights and achievements during 2010 reported by schools and regions were many, with different aspects of School to Work Program implementation featuring in different regions. In at least one region improved student engagement as a result of involvement in School to Work activities was a highlight. In several others, progress in developing a whole school approach to careers education and
transition planning was identified. The impact on School to Work activities of increased student access to computers and associated technology as a result of the Digital Education Revolution (DER) laptop distribution to schools was reported as a highlight by several regions as was the establishment and continued effectiveness of Career and Transition Teams.

Overall, the increase in the proportion of schools agreeing that students are actively being supported to learn how to document and manage their career and transition planning is noteworthy. Similarly the very positive response of schools to the level and effectiveness of the regional support they receive was a Program highlight in 2010.

Generally schools’ responses through the School to Work Program to the impact of the New School Leaving Age is a significant achievement.
2.0 ACTIVITY REPORT

2.1 School report participation

<table>
<thead>
<tr>
<th>School Category</th>
<th>Total schools with STW responsibility</th>
<th>Total of schools reporting</th>
<th>Percentage of schools reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary</td>
<td>400</td>
<td>352</td>
<td>88%</td>
</tr>
<tr>
<td>Central</td>
<td>62</td>
<td>59</td>
<td>95%</td>
</tr>
<tr>
<td>SSP</td>
<td>72</td>
<td>52</td>
<td>72%</td>
</tr>
</tbody>
</table>

In 2010 there were 23 fewer schools that reported school to work activities. Because of this direct comparisons involving actual numbers of schools or students have not be made in this report.

2.2 Program management

Schools use the STW report to inform directions in their school management plan

Slightly over 84 percent of schools, 391 out of 463 schools, reported using the STW Program Report to inform directions in their school management plan. This compares favourably with 2008 when 52 percent of schools reported using the Report for future school planning purposes.
2010 data also indicates that a higher proportion of schools are using a Career and Transition Team approach to coordinate the STW program. Slightly more than 70 percent of schools, 325 out of 463, indicated they had taken this approach in 2010 compared to 62 percent of schools in 2009.

Schools Career and Transition Teams

The composition of teams varies across regions. Two thirds of teams include an executive teacher and almost the same proportion includes a careers adviser. Over a third of teams include a transition adviser. Students, parents and community members each have representation on between 8-10 percent of teams.

Regions have identified a number of areas for professional development to enhance the skills of their Career and Transition Teams. These include organisational and project management, communication and community liaison, leadership, skills to promote and raise the profile of the School to Work Program, and familiarisation with the role of community agencies in student transition.

The need for more active executive support and leadership for Career and Transition Teams was identified by more than half the regions. The need for better communication at all levels, increased cross-faculty support, and increased community, parent and student involvement on Career and Transition Teams were also identified by several regions. A number of regions reported more work needs to be done on strategic planning and a whole of school approach to student engagement, retention and transition.
2.3 Student participation

All students

In 2010 a total of 155,117 students in New South Wales government schools were reported to have participated in initiatives and activities under the auspices of the School to Work (STW) Program. Of note is that in 2010, 149 more students in Year 11 and 1,189 more students in Year 12 are reported to have participated in School to Work activities, even though there were 23 fewer reporting schools. This is no doubt due to the impact of the New School Leaving Age.

The participation rate across reporting schools for the Years 7-12 cohort is 57 percent which is less than half a percent lower than in 2009. Participation rates for each year level across all reporting schools show variations. There was half a percent fall in the participation rate in Year 7 but the rate remains slightly higher than in 2008. In Year 8 the rate is 1.5 percentage points higher than 2008. The Year 9 participation rate continued to fall and was over 5 percentage points lower than in 2009. The participation rate for Year 9 has fallen from 70 percent in 2008 to 60 percent in 2010. Year 10 and 11 rates are down by nearly 2 and 3 percentage points respectively. Year 12, which showed a 9 percentage point fall in the participation rate in 2009, has increased by one percentage point to 83 percent in 2010.

The main effort of the School to Work Program centres on Stage 5 and Stage 6 students. For Stage 5 (Years 9 and 10) there were 76,039 participating students which was 77 percent of enrolments in reporting schools. In Stage 6 (Years 11 and 12) there were 64,128 participating students, a participation rate of 80 percent. In both stages the participation rate was less than in 2009 (both 81 percent).

Most regions have identified areas where participation has increased or decreased but generally have not specifically addressed reasons for the changes to enrolment and School to Work participation other than the impact of the New School Leaving Age.

One region reports that there has been a decline in the number of participating students but an increase in the participation rate. Another has reported a percentage increase in participation across all year levels with the highest being a 4 percent increase for Year 7 and for Year 12. These outcomes are not consistent across regions with aggregated data showing percentage increases for only Year 8 and Year 12. One region reported that the most significant change in participation was a decrease in Year 9 numbers in the School to Work program - from 34.5 percent in 2009 to 24.7 percent in 2010. Several regions reported high and stable Year 10 participation which is reflected in aggregated data.
Equity group participation in School to Work Program

Equity group overview
The above figures show the share of School to Work Program participation held by Indigenous students, students with a disability and students with a language background other than English (LBOTE) in 2010. The share of School to Work participation held by equity groups as a whole increased in 2010 with each equity group in each year level also having an increased share of participation except for students with a disability in Year 11 where their share remained the same and in Year 12 where their share fell by slightly under 0.2 percent.

Indigenous students
In 2010 Indigenous young people made up 6.0 percent (9,368 students) of all School to Work Program participants in Years 7-12 compared with 5.3 percent (8,542 students) in 2009, an increase of 826, even though 23 fewer schools reported in 2010. In Years 10, 11 and 12 the number of participating indigenous students was 511, 420 and 203 more respectively than in 2009. The highest number of participating Indigenous students was in Year 10 (2,737 students) closely followed by Year 9 (2,332 students).

In Years 9-12 in 2010 participating Indigenous students made up 5.5 percent of reported Years 9-12 STW Program participants, up from 4.6 percent in 2009. In Stage 4 (Years 7 and 8) Indigenous students represented 11 percent of total participation, down slightly from 11.9 percent in 2009. Data for each year level showed an increase in the Indigenous STW Program participation rate. In Year 9 the rate rose from 7.1 percent to 8.1 percent, in Year 10 from 4.8 percent to 5.8 percent, in Year 11 from 3.6 percent to 4.8 percent and in Year 12 from 2.8 percent to 3.4 percent.
Two regions reported that Indigenous participation had increased while another indicated that there was a need to continue to promote the School to Work Program to Indigenous students. Another indicated that there may be a need to give more attention to an earlier engagement with indigenous students.

**Students with a disability**

In 2010 students with a disability made up 4.0 percent (6,323 students) of all reported School to Work Program participants in Years 7-12 (155,117 students), compared with 4.2 percent in 2009.

Participating students with a disability made up 3.8 percent of all reported Stage 5 and Stage 6 STW Program participants in 2010, much the same as in 2008 (3.7 percent). Their share of Program participation in Year 9 and Year 10 increased very slightly, remained the same in Year 11 and fell very slightly in Year 12. The total number of participating students with a disability in Years 9-12 was 5,300 with Year 10 having the highest number (1,761), followed by Year 9 (1,388 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 that participation by students with a disability had increased slightly over the last five years.

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

In 2010, as in previous years, students with a language background other than English (LBOTE) constituted the largest equity group participating in the School to Work Program. The 45,627 participating LBOTE students made up 29.4 percent of total STW Program participation in Years 7-12, compared with 27 percent in 2009. It is of note that 2,099 more LBOTE students were reported as participating in 2010 than in 2009 as 23 fewer schools reported in 2010. More participating LBOTE students were reported in all year levels except Year 10 but Year 10 still had the highest number of participants (12,224 students).

In 2010, LBOTE students represented 28.6 percent of all Stage 5 and Stage 6 STW Program participants, up from 26.4 percent in 2009. Of Stages 5 and 6, each year level registered an increase in LBOTE students’ share of STW Program participation. Year 11 and Year 12 had the highest proportions of LBOTE STW Program participation (30.3 and 30.4 percent respectively).

Regional reports indicate a high level of effort to encourage LBOTE students to participate in School to Work Program initiatives.

**Student participation in Board of Studies Courses**

- Student participation in BOS Work Education Syllabus

![Student Participation in BOS Work Education Syllabus](chart.png)
The data in the above graph shows that a total of 6,169 students in Years 7-10 were reported to have participated in Board of Studies (BOS) Work Education courses in 2010. This represents 6.8 percent of all reported STW Program participants compared with 8.6 percent in 2009. Two regions reported that Work Education was not well taken up or had declined while another reported that participation had increased. One region reported that Work Education had been encouraged as a result of the New School Leaving Age and another stated that it intends to focus on increasing participation in Work Education courses in 2011.

- Student participation in BOS Work Studies Syllabus

The data in the above graph shows that a total of 1,968 Year 11 and 12 students were reported to have participated in the Work Studies course in 2010. This represents 3.1 percent of all reported Year 11 and Year 12 STW Program participants compared to 2.9 percent in 2009. The number of participants in 2010 was 142 more than reported in 2009 despite 23 fewer schools reporting in 2010. The higher number of participants reflects the higher number of enrolments in Year 11 and 12 due to the New School Leaving Age.

- Student participation in BOS Work and Community Life Syllabus

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 2010 was 1,352 which was 2.1 percent of all reported Years 11 and 12 STW Program participants compared to 2.5 percent in 2009.

- Student participation in Career Education classes

The total number of students reported as participating in Career Education classes in 2010 was 74,225 or 48 percent of all reported STW Program participants. In 2009 Career Education classes were undertaken by 51 percent of all STW Program participants. Stage 5 (Year 9 and Year 10), which is the principle focus of Career Education classes, had 57,757 participants in 2010. This represented 76 percent of reported Stage 5 STW Program participants, the same as in 2009 and 78 percent of Years 7-12 Career Education class participation, up from 77 percent in 2009.

There were 4,709 Stage 4 (Year 7 and Year 8) participants in 2010, which is 237 more than reported in 2009 despite fewer schools reporting in 2010. This was 31.5 percent of total reported STW Program participation in 2010 compared to 28 percent in 2009 and 6.3 percent of total reported Career Education class participation compared to 5.5 percent in 2009.
2.4 Planning Transition Pathways

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

<table>
<thead>
<tr>
<th>Student Pathways Survey</th>
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<tbody>
<tr>
<td>Total number of regions participating in the survey in 2010</td>
</tr>
<tr>
<td>Schools report encouraging students to independently access the Student Pathways Survey in 2010</td>
</tr>
<tr>
<td>Total number of students accessing the Student Pathways Survey in 2010</td>
</tr>
<tr>
<td>Total number of schools identified through student participation in 2010</td>
</tr>
</tbody>
</table>

In 2010, 235 schools reported encouraging students to independently access the Student Pathways Survey. This is 44 percent of schools with School to Work responsibilities and 51 percent of reporting schools. This compares favourably to 2009 when the proportions were 43 percent and 47 percent respectively.

However, Student Pathways Survey data on student participation indicates that students from 391 schools accessed the Survey. This suggests that schools are not necessarily fully aware of independent student use of the Survey.

Year groups accessing Student Pathways Survey in 2010

<table>
<thead>
<tr>
<th>Year Group</th>
<th>No. Participating in Survey</th>
<th>No Participating in STW Program</th>
<th>Survey participants as % of STW participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9</td>
<td>5,308</td>
<td>28,884</td>
<td>18.4</td>
</tr>
<tr>
<td>Year 10</td>
<td>9,506</td>
<td>47,155</td>
<td>20.2</td>
</tr>
<tr>
<td>Year 11</td>
<td>2,173</td>
<td>33,920</td>
<td>6.4</td>
</tr>
<tr>
<td>Year 12</td>
<td>738</td>
<td>30,208</td>
<td>2.4</td>
</tr>
<tr>
<td>Total</td>
<td>17,725</td>
<td>140,167</td>
<td>12.6</td>
</tr>
</tbody>
</table>

A total of 17,725 students in Years 9-12 accessed the Student Pathways Survey in 2010 which was 12.6 percent of reported STW Program participants. As in 2009 the Survey was accessed most frequently by Year 10 students (9,506 or 20.2 percent of reported Year 10 STW Program participants) followed by Year 9 students (18.4 percent of reported Year 9 STW Program participants). This is consistent with the report from one region that overall there had been an increase in schools utilising the Survey with Year 10 being the most common group accessing the resource.

Regions again reported diverse use of the Survey in 2010. Generally the Survey continued to be used for the three main purposes identified in 2009 and 2008. These are:
• as a tool for individual student career and transition planning
• as a tool for school planning, and
• as a basis for career counselling.

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. There was particular mention in 2010 regional reports of using the Survey to heighten students’ awareness of their personal responsibility for career planning, to build students’ efficacy and confidence in managing their own career plans, and to ensure students can make informed decisions about subject choices and career and training options.

As a school planning tool, the Survey was used for future planning, to help with the development of the STW program and activities, to identify trends in the training and employment aspirations and interests of students and to identify group and individual student needs so they can be addressed in planning.

The use of the Survey as a basis for career counselling was less prominent in reports in 2010 than it was in 2009 reports. When used for career counselling the Survey assisted student goal setting, subject choice and career planning, and helped to identify students ‘at risk’ so early intervention could be provided.

Some comments on use of the Survey in one region are worth noting. Three region specific uses of the Survey were as a ‘place to start’ the strategic thinking involved in the career and transition initiative Planning My Future; as a part of the Industry Work Placement Regional Initiative; and as a conclusion to the Year 9 Careers Program.

<table>
<thead>
<tr>
<th>Student Pathways Survey: School Report</th>
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<tbody>
<tr>
<td>Total number of schools reported using the Student Pathways Survey: School Report in 2010</td>
</tr>
<tr>
<td>Total number of schools that accessed the Student Pathways Survey: School Report in 2010</td>
</tr>
<tr>
<td>Total school visits to the Student Pathways Survey: School Report in 2010</td>
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</tbody>
</table>

The number of schools reporting they accessed the Student Pathways Survey: School Report in 2010 was 176. 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 2010 the two most commonly reported uses were for planning and evaluation or review purposes. The School Report was used to assist with STW planning including developing targets and priorities, to identify areas for focus in the school careers program, and to assist with subject planning. Its use for review and evaluative purposes included identifying trends, ascertaining the effectiveness of STW Program delivery and identifying areas for improvement. The School Report was also used to provide data for both evaluative and reporting purposes.

Regions report the School Report is used by 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 was again mentioned by one region. Some uses not specifically mentioned in previous years include:

• ascertaining the commitment of students to career planning
• gathering data on students’ intended post-school destinations
• identifying students experiencing career planning difficulties
• supporting student understanding of careers specific vocabulary.
• helping build student understanding of the structure and culture of the Australian workplace.

**Summary of school requests to ensure effective use of the Student Pathways Survey and its School Report**

In 2010 there were four main areas where schools requested support to ensure effective use of the Student Pathways Survey and its School Report. These included further professional development on the survey, availability of time and resources, information technology support and whole school recognition and support.

Further professional development is seen as needed for teachers, other implementing staff and school planning teams. Areas where further professional development is needed are the Survey and its uses, the handbook, the strategic planning benefits of the Survey and the School Report, and how to analyse and use Survey data.

Specific time issues identified by regions were about needing time to administer the survey and to train teachers in the use of the survey. One region reported:

*Many schools that use the report across the region have reported that additional time to explore and become familiar with the process would be beneficial.*

In several regions schools reported needing additional resources and funding to support implementation of the Survey and School Report. One region advised that:

*Availability of time, resources and teacher relief inhibits utilisation of the SPS effectively. The value of the tool is recognised and with further management, training and support will achieve more significant use across all KLAs.*

However, another region had a contrary view and advised that:

*All the support that is needed is available.*

Requests for information technology support were not as prominent in 2010 as 2008 and 2009 but some schools continued to experience equipment difficulties. One specific request was for support to get students to bring laptops in working order to class.

More frequent mention was made in 2010 of the need for whole school awareness and support for the Survey. The need for support and endorsement by the Principal was specifically identified in two regions as was the need for whole staff awareness and cooperation.

Other particular requests for support were one on one counselling to really get the benefits of the Survey, identification of best practice to enable more effective implementation and better access for LBOTE students. In regard to the latter, one region requested more student friendly language (especially assistance for LBOTE students) while another requested the use of translations and bilingual support staff.
Students' articulation of a career and transition plan

- % students who can articulate a career and transition plan

The above chart shows judgements about the capacity of the Years 9-12 in reporting schools to articulate a career and transition plan. In 2010 a smaller proportion of students was estimated to be able to articulate a career and transition plan than in 2009.

Reporting schools estimated that 84 percent of STW participants in Years 9-12 can articulate a career and transition plan, down slightly from 86 percent in 2009. However, when total enrolment in reporting schools in Years 9-12 is considered, the estimated proportion of student who can articulate a career and transition plan is 66 percent.

For each year level and each Stage in 2010 a smaller proportion of students was estimated to be able to articulate a career and transition plan than in 2009. Some 65 percent of the Stage 5 STW participants was estimated to be able to articulate a plan, down from 72 percent in 2009, while for Stage 6 the estimate was 99 percent compared to 100 percent in 2009. When total stage 5 enrolments in reporting schools are considered, the estimate is 54 percent who are able to articulate a plan while the corresponding proportion for Stage 6 was 79 percent. This compares with 58 percent and 85 percent respectively in 2009.

Students who have a written career and transition plan

- % students who have written a career and transition plan
It was estimated that 87,645 students or 62 percent of Years 9-12 STW Program participants in reporting schools had a written career and transition plan, down from 65 percent in 2009. When total enrolment in Years 9-12 in reporting schools is considered, 49 percent of the Years 9-12 cohort was estimated to have a written plan in 2010, down 53 percent in 2009.

All year levels showed a slight decrease in the estimated proportion of students with a written plan with the difference being greatest in Year 10 (60 percent in 2010 compared to 68 percent in 2009). Year 12 had the largest proportion of students with written plans (69 percent) followed by Year 10 (60 percent).

Some 52 percent of Stage 5 STW Program participants were estimated to have a written plan, down from 56 percent in 2009, while the corresponding proportion for Stage 6 STW Program participants was 75 percent, down from 78 percent in 2009.

The proportion of the total reported Years 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 16, 13, 20 and 18 percentage points respectively. For Year 11 the gap has closed by three percentage points and for Year 12 it has closed by one percentage point. For Year 9 and 10 the gap has increased by one percentage point.

The data shows that many schools continued to make considerable efforts in the area in 2010, although it also shows that significantly more progress is required before all Years 9-12 students have a documented plan.

**Supporting student career and transition planning**

- School approaches to career and transition planning

  ![Bar chart showing school approaches to career and transition planning](chart.png)

  The above graph shows that the wide range of approaches to support student career and transition planning continued in 2010. The usage pattern for different approaches was much the same as in 2009 and 2008 with most schools indicating they had used electronic planners, workplace learning, teacher interviews, the Employment Related Skills Logbook, and career counselling to assist students. Reported for the first time in 2010 was use of an Online Career Tool which 189 schools used. Workplace learning has remained the most popular approach being used by 445 schools in 2010. Career counselling (426 schools) and teacher interviews (418) are the next most popular approaches. The Real Game Series was used by the least number of schools (117). Schools continued to use multiple approaches and much of the support was individualised.
Supporting the career & transition confidence of students in identified groups

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 through such measures as supported work experience including in-school work experience and workplace learning; mentoring including workplace mentoring; work readiness programs/activities; work shadowing; community visits; job coaching and travel training. Particular programs mentioned include Structured Training and Employment Projects (STEP) which is a Federal Government initiative aimed at providing funding and tailored help to private sector businesses that employ Indigenous Australians; Plan-it Youth which is a program for young people in Years 10 and 11 providing mentoring about education, training and work options, and the Enclave program which aims to get young people with a disability working, earning a wage and then successfully finding further employment in the wider community
- life skills and personal development programs and activities with one example being the Bounce Back program that fosters resilience in children and young people
- personalised career and transition planning – this includes career expos targeting people with a disability; the use of a modified STW logbook; the involvement of Transition Advisers, parents, students, TAFE personnel, employment agency personnel and other relevant personnel in career and transition plan development; TAFE ‘taster’ courses
- disability support – this includes hearing and vision support; close liaison with families, disabilities agencies and community access groups (for example the Aspire, A Pathway to Mental Health agency); specialist support; support provided by Student Teacher Learning Assistance (STLA), Support Teacher Transition (STT), Itinerant Teacher Support and Teachers aides
- personal learning plans and individual training plans.

One region commented that where schools have support units there is a high level of involvement of unit staff in career planning and transition support, often led by the unit teacher(s). However in schools without a support unit the role of the Support Teacher (Transition) is vital.

Another region reported that schools had been innovative in their approaches which included developing specific student programs through the Learning Support Team, student aide support for work placement, a work readiness workshop, connections with disability support agencies, in school work experience, community based work experience, Job coach, developing Action Plans using Transition Advisers, support staff and outside agencies, and guest speakers.

Initiatives for students from language backgrounds other than English

Schools offer whole of school programs which are inclusive of all students but they also offer programs and activities that specifically target LBOTE students. Specific programs and activities mentioned by regions for 2010 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; the Ready Arrive Work (RAW) program; Refugee Transition Program; Refugee Assistance Scheme, international student mentor network
individualised assistance, for example, extra assistance for work readiness; guided access to work experience and subject selection, individual transition assistance, personal one on one interviews; tutorial support; job coaching, intensive English literacy classes
liaison with and inclusion of parents, for example, involving parents in the development of individual learning plans, involving parents through the use of interpreters and community forums.

Multicultural and culturally specific activities did not feature as much in 2010 reports as in 2009 with the emphasis being more on programs and activities that were career and transition oriented.

**Aboriginal & Torres Strait Islander Initiatives**

For Indigenous students in 2010 the strategies and activities to build career and transition confidence were much the same as those reported in 2009. Most regions reported Indigenous students being included in whole of school programs and activities but a range of targeted assistance was also provided that addressed career and transition, cultural identity, personal development and social welfare areas.

The development of Individual Learning Plans or Individual Training Plans for Indigenous students featured in most regional reports. There was an emphasis on work related programs and activities and there was again strong involvement of Indigenous teachers, specialists, and support agencies including Indigenous employment, educational, cultural, health and welfare organisations.

Some of the specific programs and activities reported in 2010 were:

- preparation for the world of work, work readiness activities, ATSI oriented careers markets and expos, career classes, interview training, job coaching, mentoring and School Based Apprenticeships and Traineeships
- Deadly Days Festivals that aim to give young Aboriginal and Torres Strait Islander people greater opportunities in education, employment and training and encouragement to take up a positive and healthy lifestyle
- Our Journey to Respect which aims to work with Indigenous young people involved in violence
- The What Works Program designed to help schools and teachers learn, design, implement and evaluate effective learning experiences for Indigenous students
- The Norta Norta Program that funds schools to provide learning assistance including tutorial assistance, Learning Hubs, mentoring and leadership programs for Aboriginal students.
- Indigenous cultural activities such as NAIDOC week, community days and cultural camps.

**Initiatives to support the New School Leaving Age**

Regions have tended to implement work related strategies and programs to address the needs of young people staying on at school as a result of the New School Leaving Age. One region reported:

*Generally focus is on non-ATAR Stage 6 pathways, greater VET, work experience and work studies.*

Many of the programs and activities offered are an extension or continuation of existing STW provision such as Transition Advisers and CAT Teams, increased VET and TVET curriculum offerings, SBATs, TAFE courses, Work Education and Work Studies, with one region reporting that Work Studies is compulsory. Several regions mentioned the use of the Youth Connections Program which helps young people who have left school, or who are thinking of leaving school, to continue with their education and ultimately gain a Year 12 (or equivalent) level education.

As foreshadowed in the 2009 report, schools in several regions have implemented Alternative Stage 6 curriculum offerings and some are developing Stage 5 Alternative Programs. Other work related programs and activities reported by schools include provision of non ATAR subjects, Year 11 and 12
Trade Training Centre, Trade Academy, extended periods of work experience, work experience in and out of school, individualised work place learning, career counselling and assessment support. One region reports that there has been:

*Sustained continued emphasis on development of student career portfolios and acquisition of employability skills in collaboration with the local community.*

**Initiatives to support students from low socio-economic**

This is the first year that initiatives for students from low socio-economic backgrounds have been reported separately. Schools offer basically the same suite of STW programs and activities to all students including those from low socio-economic backgrounds but additional programs are offered that address the particular needs of these students. While career and transition related activities are reported by all regions, programs and activities to build self confidence, self esteem and resilience, support personal development, foster aspirations and provide motivation feature in many regions. Examples from reports include:

- programs with TAFE/universities to build student and parent aspirations and understanding
- Rock and Water program which aims to apply a physical/social approach to assist boys and girls in their development to adulthood by increasing their self-realisation, self-confidence, self-respect, boundary awareness, self-awareness and intuition,
- Go-Girls, a group program for young women focusing on self-esteem, body image, relationships, assertiveness and emotions
- Social Inclusion Pathways for Refugee Youth (SIPRY).

Several regions report schools providing financial assistance such as information and help to access scholarships, student loans, HELP and FEE-HELP, using STW funding to subsidise access to school excursions, career expos and other activities.

**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.

GATS programs had an academic orientation (accelerated programs with a university, encouragement to participate in specialised industry programs, for example Honeywell Engineering and Siemens Science school, tertiary information days), had a leadership element, or focussed on communication and presentation skills (public speaking, debating). In one region programs for GATS mainly focused on participation in special days run by universities. In another GATS are withdrawn to participate in specialist career presentations or career exploration programs such as Career Search. There was no reporting of competitive programs such as World Skills or the Solar Boat Challenge in 2010.

Gender specific programs often served the multiple purposes of building self esteem and confidence, providing life skills, developing work related skills and knowledge and building work experience. One region reported that its gender specific programs continued to focus on employment opportunities through programs such as the programs for boys run by the Backtrack organisation which aim to support disengaged youth and reconnect them to education and training, and Go Girls, a group program for young women focusing on self-esteem, body image, relationships, assertiveness and emotions. Other programs included promotion and training in non traditional vocational areas, BART and PITSTOP programs for boys, and single sex classes. One region reported that the uptake of gender specific staff training impacted on and contributed to subject selection offerings. Additionally there was increased participation in gender specific University Camps, for example Science and Technology camps.
A number of the gender specific programs, for example those run by Backtrack, also targeted at risk students. Also used was the Youth Connections Program which helps young people who have left school, or who are thinking of leaving school, to continue with their education and ultimately gain a Year 12 (or equivalent) level education. One region commented that programs for disengaged students were more common for boys than for girls.

Summary of Planning Transition Pathways in 2010

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. These include existing DET developed STW programs and creative, supportive and unique programs developed by schools. One region commented on the value of schools implementing programs that are designed to meet the particular circumstances of students, schools and communities. A concern about the extent of coordination of activity was expressed by one region.

Some regions have indicated there is a focus on transition planning for all students while others have highlighted work being done with targeted groups. Several regions emphasised the provision of tailored programs that address individual student need with one region stating that individual transition planning is common and another stating that schools are assisting students in developing skills to self manage and plan transition pathways.

Regions report that schools recognise the importance of transition planning and that where Career and Transition teams are used they are operating well. One region saw greater use of the CAT Kit as leading to improved sharing of resources and ideas.

The quantitative data from regions indicates some positive and some negative results for 2010. Higher proportions of both schools with STW responsibilities and reporting schools encouraged students to independently access the Students Pathways Survey. New ways of using the Survey were reported but schools are still seeking additional professional development, time and resources, information technology support and whole school awareness and support for its use. The proportion of Years 7-12 students estimated to be able to articulate a career and transition plan decreased but schools believed almost all (99 percent) of Stage 6 students could articulate a plan.

In 2010 most regions reported identified groups were included in whole of school programs and activities but provision of individualised assistance to members of identified groups was again highlighted. Initiatives included both personal and educational support as well as career and transition initiatives.

Career and transition initiatives sought to build confidence through familiarisation processes, skills development, mentoring, and career and transition planning. A wide range of programs and activities was used by schools for these purposes.

Schools have responded well to the needs of students affected by the New School Leaving Age. As well as an extension of existing programs a range of alternative programs and activities have been offered including non-ATAR pathways, additional VET programs, work experience and work studies. Targeted support was also provided for students from low SES backgrounds.
2.5 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 2010 to access career information to support their pathways planning. Overall, the data shows the career information website usage pattern was much the same as in 2009 except in 2010 use of the myfuture website, Job Guide and tertiary institutions was reported by roughly the same number of schools whereas in 2009 the myfuture website was clearly the electronic career resource reported by the largest number of schools.

A little over 89 percent of all reporting schools indicated students used the myfuture website in 2010, down from 91 percent in 2009, while 87 percent used tertiary institution websites, down slightly from 88 percent in 2009. In 2010, Job Guide was used in 89 percent of reporting, the same as the myfuture website. A higher proportion of reporting schools indicated use of Job Guide and industry specific websites than in 2009. The data shows schools support students in the use of multiple websites. Nearly 5 percent of schools reported no use of career 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. In 2010 schools reported for the first time on teachers using no websites and using the myfuture website.

The data shows that teachers and careers advisers made considerable use of such resources in 2010. The myfuture website was the most popular with 89 percent of reporting schools indicating teachers used this resource followed by the schooltowork.com.au website and VEiS website used by teachers in 80 percent and 79 percent of reporting schools respectively. Use of the VEiS website appears to have increased significantly. In 2009 only 51 percent of schools reported its use. School/regional websites were used by teachers in a larger proportion of schools than in 2009.

As a single website ReCAP was the least used with 31 percent of schools reporting teachers used this resource. However this compares well with 2009 when it was reported as used in only 15 percent of schools.

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

Regions generally reported similar uses of the DER NSW laptops. These include:

- access to careers websites such as schooltowork.com, myfuture website, university, TAFE and UAC websites
- access to moodle for careers assignments, work experience documentation and other career and transition related purposes
- access to interactive and multi-media content for lessons and career path planning delivery
- communication and information distribution with students, other teachers and parents via email, newsletters
- Student Pathways Survey and other surveys
- access logbook online
- developing e-portfolios and resumes
- producing letters, resumes and other related documentation
- research of post school career and training options.

Comments by regions are overwhelmingly positive about the impact of the notebooks. There is said to be a significant increase in the use of laptops for career and transition purposes. Two comments are:

Laptops generally have made career related work and lessons more productive and efficient and communication easier.

The DER laptops have allowed schools to enhance career delivery. Schools are now able to fully utilize electronic career education programs including myfuture. It has allowed careers advisors to concentrate their efforts on career education other than booking suitable facilities. Access for all students has also allowed schools to support students in their own career pathway exploration.

Support required for schools in DER NSW initiative.

The extent of professional development undertaken by teachers to support laptop use in the delivery of career education and/or career services varied between regions. One region reported little professional development had been undertaken while another commented that professional learning in the use of laptops is in its infancy. In regions where staff development had been undertaken it varied from generic training on the use of laptops to training for specific purposes. Delivery also varied from peer based assistance to delivery by IT and other relevant experts. Professional development reported included:
- staff development days covering various aspects of laptop usage
- regional training days on School to Work resources through the Collaborative Online Workspace (COW)
- Career and Transition (CAT) Kit on COW
- Student Pathways Survey training
- Moodle training
- Digital Education Revolution (DER) laptop training programs
- in-servicing from technology staff and/or peers within the school
- localised initiatives such as Breckie with a Techie
- Careers Adviser network sharing
- Technology in careers conference
- *myfuture* website training

Requirements to maximise the use of laptops in students' career exploration, career education and career and transition planning are quite varied. Some are common across regions while others are region specific. Requirements generally relate to IT access, IT support, generic laptop training, and specific purpose training and support and include:

- all Careers Advisers to have a laptop
- schools to have a reliable and adequate internet connection
- continued training in laptop and software use for Careers Advisers and teachers
- training related to specific career activities such as accessing careers websites, use of Student Pathways Survey and accessing logbook online
- *Moodle* training for Careers Advisers and CAT teams
- support and regular updates for the Hunter Central Coast CAT KIT
- IT support for troubleshooting technical problems
- explicit training on internet searching
- support with accessibility issues for students with disabilities.

Several regions report difficulties created by students forgetting to bring laptops to schools, forgetting to charge them, forgetting passwords or presenting in class with broken laptops. One region commented that there needs to be increased student skill in maintaining/bringing laptops and remembering passwords as well as improved IT infrastructure and reliability.

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

![Graph showing the number of schools providing different types of authentic learning opportunities](image-url)
A range of authentic learning opportunities for students were provided by schools in 2010. Data was collected for the first time in 2010 on inquiry based learning. Also two categories reported in previous years, work placement and work experience, have been amalgamated in workplace learning in 2010.

Workplace learning was provided by 99 percent of reporting schools and was the most used method of authentic learning, followed by volunteering and community based work, used by 79 percent and 74 percent of schools respectively. A higher proportion of schools used volunteering and community based work in 2010 than in 2009 (66 percent and 68 percent respectively in 2009).

Service learning is not as widely used in comparison but the proportion of schools using this method increased from 12 percent to 20 percent, although off a low base.

**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 2010 use of the internet and a range of websites by students, teachers and Careers Advisers remained strong with data showing a higher proportion of teachers using career websites than in 2009.

Regions acknowledge the importance of ICT in 21st century career education and are generally positive in acknowledging the great improvement that the DER NSW laptop initiative has made to the delivery of career education and transition planning. One region commented that the DER laptops are creating a new way of working especially in careers program delivery.

Regions also recognise the need for further training, particularly for Careers Advisers, if the full potential of the laptop initiative is to be achieved. The point is also made that for Careers Advisers to be most effective, each Careers Adviser must be allocated a laptop, be involved in school based professional development, and be aware of the opportunities available when using the DER laptops to enhance and maximise student outcomes.

The 2010 data shows that for most forms of authentic learning there were increases in the proportion of schools reporting their use which suggests that schools continue to see the value of learning in authentic contexts.
2.6 Strengthening Student Outcomes through Vocational Learning

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

The Employment Related Skills Logbook is a major support resource for the School to Work Program. In 2010, 53,093 students were reported to have used the logbook for career and transition planning across the six secondary years. This was 19 percent of enrolments in reporting schools compared to 31 percent in 2009 and continues the decline in reported use of Logbook Online for career and transition planning.

Stage 5 continues to be the major focus Stage for use of the logbook for career and transition planning. In 2010, 35,335 Stage 5 students were reported to have used the logbook for this purpose, which was 36 percent of the Stage 5 cohort in reporting schools, down from 54 percent in 2009. In Year 10, 47 percent of the cohort used the logbook for career and transition planning, down from 70 percent in 2009.

The Employment Related Skills Logbook Online with students

Students use of the Employment Related Skills Logbook Online

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Stage 5 continues to be the major focus Stage for use of the logbook for career and transition planning. In 2010, 35,335 Stage 5 students were reported to have used the logbook for this purpose, which was 36 percent of the Stage 5 cohort in reporting schools, down from 54 percent in 2009. In Year 10, 47 percent of the cohort used the logbook for career and transition planning, down from 70 percent in 2009.
In Stage 6, a total of 30,127 students were reported as using the Logbook in 2010 for career and transition planning, which was 21 percent of the Stage 6 cohort, also well down on 2009.

**No. of students using the Logbook Online for curriculum studies**

![Graph showing the number of students using the Logbook Online for curriculum studies.](image)

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 2010, the logbook was used for this purpose by 30,005 students across the six secondary years. This was 11 percent of Years 7-12 enrolments in reporting schools and 19 percent of STW participants in reporting schools compared with 16 percent of enrolments in reporting schools and 29 percent of STW participants in reporting schools in 2009.

Logbook use for curriculum studies purposes was greatest in Stage 5 (20,465 students or 21 percent of the Stage 5 cohort compared to 32 percent in 2009) and especially in Year 10 (13,522 students or 27 percent of the Year 10 cohort compared to 41 percent in 2009). In Stage 6 a total of 9,121 students or 11 percent of the Stage 6 cohort used the logbook for curriculum studies purposes, well down on the proportion using it in 2009.

**No. of students using the Logbook Online to prepare a resume/CV**

![Graph showing the number of students using the Logbook Online to prepare a resume/CV.](image)
One of the intended purposes of the Employment Related Skills Logbook is that it be used to assist students in their resume writing. In 2010, a total of 45,914 students or 17 percent of enrolments in reporting schools used the Logbook Online for resume purposes, down from 24 percent in 2009.

In 2010, 30,227 or 31 percent of Stage 5 students were reported as using the logbook for resume purposes, compared with 44 percent in 2009. Year 10 had the highest number of students (20,552 or 41 percent of the Year 10 cohort compared with 61 percent in 2009) using the logbook for resume purposes. The data also suggests that logbook use for resume purposes declined in Stage 6.

**KLA teachers supporting career development and vocational learning**

![Number of teachers developing student’s employment related skills](image)

The above data indicates the number of teachers developing students’ employment related skills. This question was asked for the first time in 2010. English was the KLA with the highest number of teachers developing students’ employment related skills, followed by Technology and Applied Studies (TAS). Mathematics and Science had a similar number of teachers with Language being the KLA where the least number of teachers were involved.

![Number of teachers supporting student career development through curriculum](image)

The above data indicates the extent to which teachers are supporting student career development through curriculum delivery. Comparisons of teacher numbers in each KLA cannot be made with 2009 as there were 23 fewer reporting schools in 2010. However the number of teachers in each KLA in
2010 is close to or only slightly below numbers reported in 2009 so it is reasonable to conclude that had all schools reported, the data would have shown an increase in teachers supporting student career development through curriculum delivery. English and Technology and Applied Studies (TAS) remained the KLAs with the highest number of teachers supporting career development through curriculum delivery with Language being the KLA where the least number of teachers were involved.

School participation in enterprising learning initiatives provided solely through extra curricula delivery

Information about specific enterprising activities provided solely through extra curricula activities is reported for the second time in 2010 with a wide range of extra-curricula activities 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, such as Australian Business Week and the ASX share market game.

Activities generally fall into a number of categories such as small business enterprises, environmental enterprises, fund-raising and community service, competitive challenges, personal development, leadership development and specific occupation or trade related activities although many activities serve more than one purpose. Volunteering is mentioned frequently with activities likely to be community service oriented.

Some examples include:

Businesses
- cafes, fetes, furniture manufacturing business, school vegetable gardens, catering, Christmas card sales, Movie Mania business, market day

Fund-raising and community service
- Community meals for senior citizens, Relay for Life Charity, volunteering, Adopt a resident

Environmentally oriented activities
- recycling programs, Green Dear, permaculture partners, environmental garden cooking, Landcare Program participation, Earth Hour activities

Competitive, leadership development, business learning and personal development type activities

Work or trade-related training
- Maths in Work day, Bricklaying, Maths in Trade day, in-school radio station.
Enterprising learning initiatives provided or embedded as part of curriculum delivery

Regions report considerable provision of enterprising learning within curriculum delivery. One school reported:

*Enterprise activities are an integral aspect of delivery in many schools in the region.*

Another reported:

*There are many examples of enterprising activities in the following KLAs-TAS/HSIE/Science/CAPA/PDHPE/Maths & English.*

It is apparent that a number of the activities are reported as extra curricula by some schools but in others they are incorporated into curriculum delivery. The ASX stock market game, Australian Business Week and Duke of Edinburgh awards are examples. There is no particular trend or pattern in the types of enterprising learning activities offered through curriculum delivery as there has been in past years. In one region the majority of activities are implemented in Years 8, 9 and 10 with fewer being provided in Years 11 and 12. In another region a few schools used enterprise competitions within non-VET classes but the majority of the examples involved the application of VET skills in broader school projects.

Examples of embedded enterprising activities include:

- cafes, agricultural plots, hospitality events, cooking events such as Market Day MasterChef embedded in VET hospitality curriculum, flower growing as part of Agriculture school vegetable garden as part of Work Education and Science, financial literacy taught within Maths KLA, construction projects within school, agriculture and livestock shows, automotive programs, a variety of catering and coffee cart projects, mock interviews and resume development with community partners, school, excursions and virtual enterprise projects.

**Student participation in the Real Game Series**

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<tr>
<th></th>
<th>Yr 7</th>
<th>Yr 8</th>
<th>Yr 9</th>
<th>Yr 10</th>
<th>Yr 11</th>
<th>Yr 12</th>
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<tbody>
<tr>
<td>The Make It Real Game</td>
<td>493</td>
<td>177</td>
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<tr>
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<tr>
<td>The Get Real Game</td>
<td></td>
<td></td>
<td>199</td>
<td>52</td>
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</table>

The Real Game series was mentioned by fewer regions in 2010 as a resource that schools accessed in the context of the School to Work Program. In Stage 4, 670 or 0.7 percent of the Stage 4 cohort
participated in The Make it Real Game compared to 2 percent in 2009. Comparison of student numbers cannot be made as 23 fewer schools reported in 2010.

The Real Game component had the most number of participants with 8,976 participants across all secondary schools which represented 3.3 percent of enrolments in reporting schools, slightly lower than 2009. There were 2,572 participants in the Years 9-12 The Real Game, around 1.4 percent of the Years 9-12 cohort compared with 2.1 percent in 2009.

One of the regions using the Real Game series reported that:

*The region has invested time and training into the REAL GAME series so it is disappointing that recorded student numbers in RG have not increased to reflect the investment in training.*

**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.

Use of the Employment Related Skills Logbook varies from region to region and, although remaining relatively high in some Year levels, reported use by students for career and transition planning, curriculum studies and resume/CV has declined again in 2010. Several regions commented on their intention to refocus efforts on the use of the logbook. For example, one region stated:

*There has been a decrease in the access by students of the Logbook Online. The region will seek to develop strategies that increase its use in 2011.*

Similarly another reported:

*Regional focus will be to re-introduce log books on-line and re-visit STW.*

This is not consistent across regions, however, with another region reporting that students and schools are using the STW Logbooks as a vital tool for Vocational outcomes.

Regional reports provide mixed comment about advances in embedding vocational learning and enterprising learning activities across KLAs. Comments include:

*Many schools are involved in Enterprising Activities across various KLAs and with various year groups involving more teachers.*

*There is a wide variation across schools in the implementation of vocational learning activities across KLAs. While it is a strength of a few schools, most have very limited implementation.*

*School have reported great development in the breadth of faculty areas involved in vocational or enterprise learning programs and a move to 'whole cohort' rather than at-risk student involvement.*

Enterprising learning and learning in other authentic contexts continue to feature strongly in vocational learning approaches. One region provided the following positive comments on authentic learning:

*Embedding authentic learning into all curriculum areas has been a big initiative for our region. This has increased student engagement and has allowed teachers to review their teaching and learning practices. Enterprise education provides students with the relevance they need to engage in their learning.*
2.7 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, the same as in 2009 and up from 88 percent in 2008.

Community / business partnerships supporting student career knowledge and understanding

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, Partnership Brokers and Youth Connections, are reported on for the first time in 2010. School reporting indicates at this early stage a higher profile for Youth Connections.
providers who work directly with students and young people to re-engage them in learning. Partnership Brokers are working strategically with a range of stakeholders to support students and teachers to learn more about emerging skills and learning pathways, and supporting parents to help young people make more informed decisions about their career and obtaining the job they want.

There was little change in the pattern of other community-business partnerships in 2010 but the proportion of reporting schools involved in each type of partnership fell. Partnerships with TAFE and local business remain the two most common school-community partnerships with around 92 and 91 percent respectively of reporting schools having partnerships with both. These proportions are slightly smaller than in 2009.

**Community linked activities that support student career and transition planning**

![Bar chart showing community linked activities](image)

The above graph points to the range of community linked initiatives implemented in 2010 that supported student career and transition planning. The data suggest that schools participated in multiple community linked activities. A new category of activity, Alternative Learning Programs, was reported on for the first time in 2010. This is clearly a significant support initiative.

The pattern of involvement by schools in the various initiatives was much the same as in 2009. Guest speakers and Career Expos remain the two most popular activities with 90 percent of reporting schools using these activities. For most activities the proportion of reporting schools using them fell. The largest fall was using enterprise activities for career and transition planning where the proportion fell from 61 percent to 53 percent.

**Schools using networks and connections to provide students with access to careers expos, careers markets, enterprise days and similar events**

<table>
<thead>
<tr>
<th>Careers Expos</th>
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<tbody>
<tr>
<td>Total number of students attending Careers Expos in 2010</td>
</tr>
<tr>
<td>Total number of students attending other community events that support vocational and enterprise learning</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.
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 strongly with a broad range of offerings such as TAFE open days, Try-a-Trade days, Skills and Training Expos and Tech Girls Expo. One region did comment that there is still predominately a focus on tertiary pathways, particularly university options.

There are also a range of expos targeting equity or other particular groups. These include Disability, Indigenous, migrant, and Muslim career expos. Fewer industry or occupationally specific expos were mentioned but included Mining and Marine Careers expos. The national careers expo at Darling Harbour and the SMH HSC and Careers Expo were accessed by schools in Sydney regions. Similarly the Canberra Careers Expo was accessed by schools in regions around the national capital.

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.

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

Parents/carers, elders and/or other community members engagement child’s career and transition support

![Chart showing percentages](chart.png)

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 data indicates that in 2010 a higher proportion of schools achieved this than in 2009.

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, 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.

One region reported increasing involvement in externally managed career and study information evenings for students in the community.
Parents provided with opportunities to support their student’s career and transition

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. In 2010, three activities were used by between 96 and 87 percent of reporting schools. These were ‘parent interviews’ (96 percent of schools in 2010, 93 percent of schools in 2009), ‘Careers adviser access’ (87 percent of schools in both 2010 and 2009) and ‘newsletters’ (90 percent of schools in 2010, 91 percent in 2009).

Careers advisers accessing local, regional and state level professional learning

The above data shows that local professional learning networks was the preferred option for Careers Advisers seeking professional learning in 2010 with 89 percent of reporting schools indicating Careers Advisers had accessed local networks. A significant number (85 percent) also participated in regional professional learning networks. A little over 48 percent of reporting schools had Careers Advisers participating in all three levels of professional learning networks, up from 45 percent in 2009. Slightly under 5 percent of reporting schools indicated that Careers Advisers did not access local, regional or state professional learning networks in 2010.
Schools implementing workplace learning to support student’s educational experience.

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 86 and 96 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 2010 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.

A high proportion of schools continue to see value in community/business partnerships. There are now opportunities for schools to explore engagement with other stakeholder groups through Partnership Brokers and to support students through Youth Connections providers. Partnerships with TAFE and local business remain the two most common school-community partnerships. Schools participated in multiple community linked activities to support student career and transition planning although the proportion of schools involved in these activities fell in 2010.

In 2010 a higher proportion of schools reported success in engaging family, carers and elders in their child’s career development and transition planning. The most commonly reported strategy was parent interviews.

Regional comments on the efforts of schools to build networks and connections are positive. Typical of comments are the following:

*The majority of schools overwhelmingly agree that workplace learning supports students’ educational experiences. All schools actively work to build networks with parents and caregivers to connect with the school and children’s education.*

*Regional schools are making genuine connections with community, parent, industry and training providers.*
There is active commitment and desire from schools to increase links with agencies/industry/business/further training and education organisations to enhance career and transition outcomes for students.

The high proportion of Careers Advisers accessing professional development to equip themselves to more effectively engage students in career and transition planning is evidence of their level of commitment to the underlying philosophy and objectives of the School to Work Program.
2.8 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 2010.

Hunter / Central Coast
The questions posed to schools by the Hunter/Central Coast region were:

a) Outline two strategies your Career and Transition team has implemented this year in response to the New School Leaving Age.

b) Outline two strategies your Career and Transition Team is planning to implement in 2011 to address the impact of the New School Leaving Age.

Region comment: Continue developing new curriculum patterns/ creative thinking when planning flexible timetabling and classroom delivery of all subject areas. Continued implementation of alternative learning patterns designed for all students/ Continued Regional support for Career and Transition Teams and promotion of best practice. All schools are taking up the challenge of the NSLA.

Illawarra / South East
The questions posed to schools by the Illawarra/South East region were:

a) How STW has been able to address student engagement in your school?

b) Briefly describe a specific whole school program that has addressed student engagement issue(s) in your school.

Region comment: Engagement Workshops offered in the region have been the catalyst for schools to embed strategies to enhance student engagement. Schools have reviewed curriculum offerings as well as teaching and learning practices. STW funds have allowed schools to implement alternative Stage 5 & 6 programs for disengaged students with very positive outcomes for example Mulwaree MAP, ruMAD, Mentoring, Waves Café.

New England
The questions posed to schools by the New England region were:

a) What specific initiatives have your schools adopted around Curriculum planning ideas for NSLA cohort (i.e. timetabling, Stage 5 classes)

b) How has the NSLA impacted your schools?

c) What staffing allocation does your school receive for appointment of a Careers Adviser?

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<td>0 - 0.5</td>
<td>1 - 0.6</td>
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<td>1 - 0.7</td>
<td>0 - 0.8</td>
<td>0 - 0.9</td>
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<td>13 - 1.0</td>
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</table>
d) How many careers lessons are timetabled per fortnight in your schools?

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<td>4</td>
<td>12</td>
<td>37</td>
<td>65</td>
<td>17</td>
<td>10</td>
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</table>

Region comment: Initiatives include: promotion of SBATs; TAFE; provision of non ATAR pathways; Workplace Certificates; increase in Work Studies classes; Careers-link subject combinations; Plan-it Youth mentoring; early commencement; and employment of Transition Advisors. Evidence suggests an inconsistent impact of NSLA across the region. Schools which have had a proactive program to engage all students have been minimally impacted. Evidence of increased discipline issues and uptake of community based learning initiatives.

**North Coast**

The questions posed to schools by the North Coast region were:

a) Has your school introduced a new program or strategy in response to the New School Leaving Age?

y 27  n 1

If yes please provide a brief description.

Region comment: Many schools have implemented alternative Year 11/12 curriculum streams and/or courses. A few schools have implemented internal mentoring arrangements (teachers / students).

**Northern Sydney**

The questions posed to schools by the Northern Sydney region were:

Please indicate the extent to which your School to Work projects have:

<table>
<thead>
<tr>
<th>a) Embedded vocational and enterprise contexts into teaching &amp; learning.</th>
<th>4 Low 14 Medium 24 High</th>
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<tr>
<td>b) Made links to the curriculum in at least one KLA or the schools careers program.</td>
<td>1 Low 10 Medium 31 High</td>
</tr>
<tr>
<td>c) Provided contextual learning opportunities e.g. work/community based learning.</td>
<td>2 Low 7 Medium 33 High</td>
</tr>
<tr>
<td>d) Made explicit links to the Quality Teaching Framework.</td>
<td>7 Low 12 Medium 23 High</td>
</tr>
<tr>
<td>e) Targeted large cohorts of students.</td>
<td>3 Low 15 Medium 24 High</td>
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</table>

Region comment: The continued support of the STW regional committee is invaluable. The program has become embedded into school planning. The integrity of the program continues to be strong. The application process is user friendly for schools to apply for funding. There continues to be a reliance
on the Careers Adviser to assist STW coordinators to fill in the application but STW committees play a significant role in driving STW.

**Riverina**
The questions posed to schools by the Riverina region related to Regional support to schools for the School to Work (STW) Program and were:

a) Summarise the key factors identified by schools that contribute to their successful implementation of the STW Program.

b) Summarise the expectations schools have identified of Regional Consultants that would ensure the successful implementation of the School to Work Program.

**Region comment:** Regional staff emphasise STW at network meetings. Whole school support from across KLAs is the major concern. Where schools have a CA/TA team approach much more is achieved. Ongoing support and training in school is essential as staff turnover is significant. An active executive or Head teacher is critical. Careers teachers must be committed to STW. Many Careers Advisers do not see STW as their responsibility.

**South Western Sydney**
The questions posed to schools by the South Western Sydney region were

a) Did you apply for School to Work project funding in 2010?

   y 46  n 22

b) If yes, please document the successes of your school's School to Work project.

c) If no, please indicate the 2 main reasons for not applying for funding.

d) What further regional support do you require in your school to ensure a successful School to Work Program?

**Region comment:** Evidence indicates that support provided by region is both useful and appropriate and the desire is that support be ongoing, both financially as well as in person support for school based staff. STW Coordinator assistance across the region valued. More opportunities to share ideas and resources to cater for increased needs of students retained at school due to NSLA. Some request support for writing applications.

**Sydney**
The questions posed to schools by the Sydney region were

a) How is a focus on work, enterprise and employability skills embedded (and maintained) in the teaching and learning programs at your school?

b) How does your school use the STW program to support student engagement and retention, particularly for students affected by the new school leaving age?

**Region comment:** Some schools are investigating the connection and relevance between workplace learning, enterprise activities, VET courses, excursions and expos, the varied range of pathways available and curriculum to student engagement and attainment. Schools continue to endeavour to embed STW outcomes in all KLA curricula with varied degrees of success.

**Western NSW**
The questions posed to schools by the Western NSW region were

a) How does your school ensure all staff members are aware of STW plans and priorities?

b) How do Year Advisors contribute to the school's STW planning and delivery?

c) How important is First Aid as part of the school's STW plan?
**Region comment:** The comment from school practitioners is always a valuable resource. Region will consider all comments and develop strategies to support and enhance the strategies they have engaged to embed School to work in a holistic approach. As a region, strategies will now be developed to ensure the professional development raised here is available to all stakeholders.

**Western Sydney**

The questions posed to schools by the Western Sydney region were:

Schools accessing the Regionally Assisted Vocational Education (RAVE) program

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<tr>
<th></th>
<th>True</th>
<th>Mostly true</th>
<th>About halfway true</th>
<th>Slightly true</th>
<th>Not true at all</th>
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<tr>
<td>a) The Region provided support through RAVE for Mentoring and Enterprise Learning Programs</td>
<td>34</td>
<td>8</td>
<td>5</td>
<td>2</td>
<td>7</td>
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<td>b) The Region provided opportunities through RAVE to link the school with Industry and Community partners</td>
<td>32</td>
<td>5</td>
<td>9</td>
<td>3</td>
<td>7</td>
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<td>c) The Region provided access to regional personnel and funding for school enterprise endeavours through RAVE</td>
<td>31</td>
<td>7</td>
<td>5</td>
<td>4</td>
<td>9</td>
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<tr>
<td>d) The Region provided access to regional personnel and funding for school programs to address Girls' and Boys' Career Education through RAVE</td>
<td>34</td>
<td>7</td>
<td>6</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>e) The Region provided networking opportunities for STW Coordinators</td>
<td>46</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>f) The Region provided professional development opportunities to assist STW Coordinators and other teachers to develop STW initiatives/programs.</td>
<td>40</td>
<td>9</td>
<td>5</td>
<td>1</td>
<td>1</td>
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**Region comment:** In 2010 the R.A.V.E (Regionally Assisted Vocational Education) initiative has successfully met its aim of providing schools with a centralised opportunity to access programs and initiatives for schools. The provision of a dedicated coordinator facilitated this success. The directional change for the Region’s STW program requires a structural change to RAVE in 2011.
3.0 HIGHLIGHTS AND ACHIEVEMENTS

3.1 Reflection on Highlights and Achievements

How effectively are the following occurring in your schools?

How effectively are the following outcomes occurring in your schools?

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<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>
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<tr>
<td>a) Students are actively being supported to learn how to document and manage their career and transition planning.</td>
<td>9</td>
<td>22</td>
<td>51</td>
<td>204</td>
<td>177</td>
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A large majority of schools (82 percent) believe this statement is true or mostly true, up from 80 percent in 2009. 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. For a significant number of schools (16 percent), the statement is only slightly or about halfway true. This suggests that in nearly 18 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. This compares well with 2009 when nearly 22 percent of schools were in this category. It should be noted that when asked to identify the number of students with a written career and transition plan, responses provided earlier in this report indicated that a smaller percentage of students in Years 9-12 had written plans in 2010 compared with 2009.

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<th>15</th>
<th>17</th>
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<th>147</th>
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<td>b) Students are trained to locate and use career information.</td>
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Over half of responding schools (54 percent in both 2010 and 2009) believe this statement is true with a further 32 percent saying it is mostly true and only 2 percent (up from 1 percent in 2008) saying it is not at all true. For 11 percent of schools the statement is slightly or about half way true. Slightly over 3 percent of schools say this statement is not true at all, up from slightly over 2 percent in 2009. This suggests that at least some students in 14 percent of responding schools may not yet be receiving training to locate and use career information.

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<td>c) School practices and structures are sufficiently flexible to complement work</td>
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and community-based learning

Well over half of responding schools (57 percent up from 56 percent in 2009) indicate this statement is true with a further 31 percent indicating it is mostly true, down from 34 percent in 2009. For 11 percent of schools it is slightly or about half true and for less than 1 percent it is not true at all.

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

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<td>3</td>
<td>9</td>
<td>60</td>
<td>106</td>
<td>285</td>
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Nearly two thirds of responding schools (62 percent, up from 54 percent in 2009) indicate this statement is true with a further 23 percent 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. Nevertheless, for 15 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

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<td>39</td>
<td>114</td>
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Some 64 percent or nearly two thirds of responding schools (the same as in 2009) believe that vocational learning is contributing to improved student engagement with a further 25 percent (also the same as in 2009) believing this statement is mostly true. A further 11 percent of schools believe it is slightly or about halfway true. This statement has the strongest agreement at the ‘true’ level of all statements in this section. Such strong agreement is a sound basis for further achievement in the *Strengthening student outcomes through vocational learning* key result area of the STW Program.

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

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<td>20</td>
<td>50</td>
<td>140</td>
<td>174</td>
<td>79</td>
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While 55 percent of responding schools (up from 53 percent in 2009) indicate this statement is true or mostly true, for 41 percent the statement is only slightly or about half true. For slightly over 4 percent of schools (up from 3 percent in 2009) 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 the percentage of schools agreeing with this statement is 2 percent more than in 2009.

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

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<td>4</td>
<td>13</td>
<td>66</td>
<td>183</td>
<td>197</td>
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Some 82 percent of responding schools (down from 85 percent in 2009) indicate this statement is true or mostly true. The remaining 17 percent (up from 15 percent in 2009) 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.

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<tr>
<th>h) The school actively includes parents in supporting the career development of students</th>
<th>3</th>
<th>23</th>
<th>59</th>
<th>152</th>
<th>226</th>
</tr>
</thead>
</table>

Some 99 percent of schools (the same as in 2009) agreed to some extent with this statement. However, for 18 percent of schools (up from 17 percent in 2009) the statement is only slightly or about half true suggesting parental involvement in supporting the career development of students is less than ideal. This points to a need for a continuation of efforts to engage parents in their children’s career and transition planning.
3.2 Highlights and achievements for 2010

What were the School to Work highlights and achievements for your schools in 2010?

Most regions have reported different aspects of STW implementation and particular programs and activities as being highlights and achievements by schools in 2010. These include such things as development and maintenance of Career and Transition (CAT) Teams, the development of alternative Year 6 programs to address the New School Leaving Age, the development of strong links with TAFE, universities, industry and the community, quality STW programs in many more schools, high participation in the STW Program, adoption of a whole school approach to STW and increased levels of student support for career and transition planning. Some regions reported highlights and achievements in terms of outcomes, the most frequent of which were increased student engagement, increased students’ skill level and confidence, and increased number of students actively seeking career planning. As strengthening student outcomes is a key result area for the STW Program, the reporting by several regions of improved student engagement is a significant achievement.

What has been the most effective aspect of the School to Work Program in increasing student engagement in learning in your schools?

Most regions have reported a range of programs and activities as being effective in increasing student engagement in learning in schools. Frequently mentioned are aspects of curriculum. These include having a more flexible curriculum, providing an alternative curriculum, curriculum expansion and greater curriculum relevance. Also mentioned are whole school approaches to, and whole school support for, careers and transition education and planning, development of CAT Teams, authenticity in work experience and work placement, increased use of technology, earlier introduction of the STW Program, provision of a broad spectrum of choices and pathways, individualised support, enhanced community partnerships and community based programs.

What feedback or advice do your schools have regarding the effectiveness of Regional support for the School to Work Program?

Regions report that schools are satisfied with the regional support they receive, describing it as excellent, professional, helpful and innovative. Examples of positive comments include:

- The majority of schools believe they are well supported and appreciate the efforts of regional personnel.
- Regional support has generally been very good and needs to continue.
- Most schools in the region were very satisfied with the level of support they receive regarding their STW programs.

Schools appreciated regional efforts to support the sharing of STW information, ideas and strategies, particularly through workshops, training days and meetings. Support from consultants and STW Coordinators was also mentioned by several regions as being effective and appreciated. Regional financial support was identified as an effective form of STW Program support. In one region a changed funding structure allowed additional capacity for schools to support local initiatives.

Summarise the future support your schools requested of the Region?

All regions report that schools have identified continued or increased funding as the main form of future support needed for the STW Program. One region noted that:

- Despite all schools having financial assistance to support the program concern has been raised that funding isn’t keeping up with STW program needs.

Other forms of support requested include continued training and professional development on different aspects of STW implementation, and sharing of experiences and ideas, particularly best
practice examples of STW implementation and strategies to assist with the impact of the New School Leaving Age. One region reported that:

....the greatest support is in advising and updating what is out there and examples of what our school can get involved with.

Continued support from VET consultants and support through the provision and enhanced use of laptops were also mentioned.

What were the School to Work highlights and achievements for your region in 2010?

Most regions report a range of regional highlights and achievements. Most frequently mentioned is the wider understanding of the value of, and adoption of whole school approaches to career and transition education and planning. In some regions this included better alignment of the STW Program with school planning and a greater commitment from the school executive to the Program. One region reported:

STW plans are becoming more valued and many feature as strong aspects of the overall School plan.

In another region the focus of STW is said to have broadened to include DET priorities of sustainability, the environment and the New School Leaving Age.

Other highlights and achievements include provision of training and professional development in different aspects of STW implementation, increased STW program activity through new or extended programs and activities, schools finding innovative ways to engage students reviewing curriculum offerings and delivery, increased activity in establishing STW initiatives across the region to assist with the New School Leaving Age, an increased interaction between schools and external agencies and providers, increased partnerships.

One region reported the regional highlight and achievement for 2010 was students achieving greater outcomes and employability skills being more understood and embedded in curriculum.

What future support would your region request from state?

There were a number of forms of support that most regions would like from the State office. Among these are continued financial support for the STW program, continued support for professional development, promotion of the STW program, dissemination of innovative and best practice, and support with web-based resources. While there were general requests for continued financial assistance, specifically mentioned was financial support to initiate innovative programs, to fund programs based on the ‘train the trainer’ model and for Vocational Learning. Professional development was requested particularly for training in various aspects of the STW program involving Information Technology, for example training in Laptop software and support with web-based resources. Regions were complementary about support received from the State office, particularly state-based workshops and requested that these continue. Requests were also made for state level promotion of the STW program through regional support visits, a campaign to promote the concept of shared responsibility for career and transition support across school communities, and dissemination of innovative and best practice, possibly through a state conference where schools and regions could showcase what they are doing. New ideas for STW programs in schools and to meet needs arising from the New School Leaving Age were also mentioned.

Identify 3-5 actions for the region in 2011 to support the improvement of the School to Work Program as a result of the feedback provided in your schools reporting.

Regions identified a range of actions based on school feedback that they would take in 2011 to support the improvement of the STW Program. Common across regions is the sharing of information, ideas and strategies for different aspects of STW implementation, including showcasing STW initiatives. Also mentioned by most regions was continued provision of training and professional
development on aspects of careers and transition education and planning for CAT Teams and KLA teachers with one region reporting that:

*PD is still required for schools to have a clearer understanding of the STW Programs.*

A preference for in-school training session was expressed by schools in one region as well as more regional workshops.

Continuation of efforts to promote a team approach, a whole school approach and the embedding of the STW Program in KLA curriculum are also identified as areas that will be addressed.
Regional Key Priority Areas for 2010 (Appendix 1)

Hunter/Central Coast
Specific programs for targeted students through CAT teams
Improve/consolidate whole school approach to Career and Transition Exit Plans and Personal Learning Plans
Provide current subject information to teachers
Community Networks including LMG Primary schools
Improved information to students re: post school pathways
Use of the Student Pathways Survey and School Report
Junior Campuses-resumes/letter writing/mock interviews; JJC-Role Models/VET/PLPs

Illawarra and South East
Engagement and retention of students through appropriate and relevant curriculum offerings
Utilising DER laptops to encourage online usage of STW logbooks and Student Pathway Survey
Embedding and integrating STW through KLA lessons and curriculum
Networking with parents
Developing Career and Transition Teams

New England
Improve engagement and transition planning through the STW Program
Uptake of work education
Selection procedures and strategies for SBATs to increase completion rates
Strategies for non ATAR students
Increase uptake of employability courses
Continue to provide opportunities to identify career pathway planning
Strengthening links with employment/training providers
Continue to establish Career and Transition teams across KLA’s

North Coast
Use of Laptops in Career Development and Planning Transition planning, especially for Aboriginal and at-risk students
Employment related pathways options for Stage 5 and 6 students
Portfolio projects for Stage 5 students

Northern Sydney
Focus on transition to post school education and post school employment
Support inclusion of new secondary students in external work experience program
Establish mentor and school leadership skills- Personal Goal setting
Embrace School Leaving Age legislation
Prepare staff and create links with external agencies
Link action based learning projects to Curriculum outcomes

Riverina
Regional KLA focus
Development of KLA specific *moodle* courses which connect the STW program with curriculum outcomes
In school workshops for whole staff on STW Program
Whole school involvement and participation

**South Western Sydney**
Incorporating logbook online as the main tool for STW
New school leaving age
Work Ready program to strengthen Work Experience program
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**
Build on the success of current STW programs and further develop employability skills
Develop or enhance existing programs that support transition through stages at school and transition from school to work or education
Increased awareness of career options and pathways for all stakeholders
Strengthen partnerships
Strengthen the ‘whole of school’ approach to STW outcomes

**Western Sydney**
RAVE is a successful regional initiative - program outcomes to be 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 area
**Intended Regional Priorities for 2011 (Appendix 2)**

**Hunter/Central Coast**
Refine/improve/strengthen/expand CAT initiatives across whole school for all students
Professional Learning for Staff
Increase/enhance sound community and industry links and communication with parents/mentors
Embed employability skills across all KLAs
Increase involvement in community volunteering and work experience
Vocational Education opportunities for all
Stage 5
Increase SBATs
Increase Links with primary schools

**Illawarra and South East**
Developing alternative curriculum for Stage 5 and 6
Whole school initiatives that will engage students and change teacher practice across KLA's
Supporting enterprising, curriculum based activity across schools particularly middle years transition projects
Adopting a team approach to STW reflecting Student Engagement
Increase parent school engagement

**New England**
Promotion of transition plans, transition advisor's roles, career and transition teams
Authentic learning and assessment through vocational skill development
Utilising career path planning resources
Increase post school training and employment opportunities for isolated/rural students
Explore methods of formalised STW planning & recording across the 9-12 KLAs

**North Coast**
Alternative curriculum for Stage 5
Focus on pathways to careers and employment
Transition Planning
Building and recognising employment-related skills and student work readiness

**Northern Sydney**
Community partnership and involvement
Transitioning to post school opportunities
Preparation for transition from school to work
Teaching of independent employability skills
Create and strengthen awareness of how students can assist in their own futures

**Riverina**
Moodle training for the Head Teachers STW
Continued development of the STW moodle
Ongoing training of staff in the resources supporting the program
In school Support

**South West Sydney**
Develop a whole school (across KLAs) approach (shared responsibility) to STW and student transition
Links to outside agencies, providers, business and community to enhance student transition
Development of a team approach to Careers and Transition
New School Leaving Age - increasing curriculum options for student retention and engagement
Technology - use of online logbooks and surveys
**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 current Vocational Learning programs to further enhance employability skills and relevant training
Build on the ‘whole of school’ and ‘whole of community’ approach for STW
Strengthen partnerships with all stakeholders
Promote and support the development of ITP’s for all students
Increased awareness of Career options and pathways for all stakeholders

**Western Sydney**
Strengthening strategic alignment between STW KRA’s and the Office of Schools Priorities evidenced in schools planning
Sustainability of regional RAVE programs
Strategic alignment of STW program with NSLA programs being offered in Schools
Provision of conferences that showcase STW and OoS priority areas
Support of key STW personnel- Transition advisers and Careers Advisers in the schools