School to Work Program 2013

An overview

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Planning transition pathways
Exploring career futures
Strengthening student learning outcomes via vocational learning
Building networks and connections

Secondary Education - Senior Pathways
School to Work Program 2013
An overview of the data that 426 schools have reported about their STW program in 2013.

Key data

Year 9-12 STW Participation 2011-2013

- 426 reporting schools
- 127,949 students from Years 9-12
- 77% of Years 9-12 enrolments

Student STW Participation 2011-2013

- Highest participation rate: Year 10 91%
- Largest increase: Year 12 79% → 84%
- Highest no. STW participants: Year 10 42,121

Key features

The School to Work Program centres on schools reporting on Stage 5 (Years 9-10) and Stage 6 (Years 11-12) students.

In 2013:

- **Stage 5 - Years 9 & 10**
  - 73% of Stage 5 students participated in STW programs and activities, the same as in 2012.

- **Stage 6 - Years 11 & 12**
  - 82% of Stage 6 students participated in STW programs and activities, up from 77% in 2012.
**Indigenous Students**

**Key data: 426 schools reported in 2013 that:**

<table>
<thead>
<tr>
<th>Indigenous students</th>
<th>Highest participation rate: Year 7 12.5%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 6.9% of total STW participation</td>
<td>Largest increase: Year 8 8.5% → 9.3%</td>
</tr>
<tr>
<td>2009 5.3% of total STW participation</td>
<td>Highest no. STW participants: Year 10 2,739</td>
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</tbody>
</table>

**Key findings**

- Indigenous student STW participation as a percentage of total STW participation increased in 2013 for the fifth year in succession.

**Students with Disability**

**Key data: 426 schools reported in 2013 that:**

<table>
<thead>
<tr>
<th>Students with disability</th>
<th>Highest participation rate: Year 7 9%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 5.4% of total STW participation</td>
<td>Largest increase: Year 7 6.1% → 9%</td>
</tr>
<tr>
<td>2012 4.4% of total STW participation</td>
<td>Highest no. STW participants: Year 10 2,095</td>
</tr>
</tbody>
</table>

**Key findings**

- In 2013 the number and percentage of students with disability participating in STW activities was the highest reported for more than five years.

**LBOTE Students**

**Key data: 426 schools reported in 2013 that:**

<table>
<thead>
<tr>
<th>LBOTE Students</th>
<th>Highest participation rate: Year 12 36%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 32% of total STW participation</td>
<td>Largest increase: Year 8 28% → 32%</td>
</tr>
<tr>
<td>2012 30% of total STW participation</td>
<td>Highest no. STW participants: Year 10 11,982</td>
</tr>
</tbody>
</table>

**Key findings**

- In 2013, 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.
Planning Transition Pathways supports students to develop confidence in self-managing their career and transition planning. This includes schools providing a range of activities and programs so that students are able to articulate a career and transition plan and/or have a written career and transition plan. Such a plan most often takes the form of a template to record career and transition activities like career options and aspirations, subject choices, workplace learning, part-time work and future education and training pathways.

**Key data: 426 schools reported in 2013 that:**

- 93% Years 9-12 STW participants are able to **articulate** a career and transition plan.
- 68% Years 9-12 STW participants had a **written** career and transition plan.

**Key findings**

- Equity group students are generally included in whole of school STW programs and activities but a range of targeted assistance is also provided that addresses their particular needs.

- General approaches for particular groups of students:
  - **Students with disability**: Continuing emphasis on personal structured support in partnership with external agencies.
  - **LBOTE students**: Strong emphasis on lifting English language and literacy skills.
  - **Indigenous students**: Focus on personalised career and transition awareness and planning, cultural identity, personal development and social welfare support.
  - **Rural or isolated students**: Focus on ensuring equality of access to the range of career and transition activities available to students in regional and metropolitan areas.
  - **Students planning to leave with a Record of Student Achievement (RoSA)**: Provision of flexible learning options, work readiness, job search skills, exits plans, personal development and opportunities to gain additional qualifications/skills to maximise the value of the RoSA.
  - Schools also provided gender-specific support and additional or targeted support for students from low socio-economic backgrounds, gifted and talented students, at-risk/disengaging/underachieving students and refugee students.

- **Impact of Transition Advisers**:
  - Overwhelmingly positive reports from schools on the impact of Transition Advisers.
  - Transition Advisers have strengthened and complemented career and transition activities resulting in improved student engagement, more informed student transition decisions, and more effective liaison and coordination with outside agencies and the community.
Exploring career futures supports students to access people, opportunities and a variety of media to gather information about planning for work, education and training options.

**Key data: 426 schools reported in 2013 that:**

- 90% of schools use multiple approaches to support students to access formal and informal careers advice and counselling.
- 56% of STW participants used the Employment Related Skills Logbook in 2013.
- 99% of schools used workplace learning as a form of authentic learning.
- 84% of schools used volunteering as a form of authentic learning.

**Key findings**

- Access to careers advice and counselling by students with complex needs is often still limited. Schools have adopted a range of strategies including student welfare and learning support teams to address the social, behavioural, personal and learning issues faced by these students.
- Stage 4 (Years 7 & 8) students have less access to careers advice and counselling. There tends not to be formal or timetabled arrangements for these students. Students with attendance issues, particularly chronic non-attenders, long term absentees or those who are frequently suspended, are also identified as among those not accessing or having limited access to careers advice/counselling.
- Schools acknowledge a need to better promote careers services for students by raising the profile of careers advisers, promoting careers services more broadly and fostering stronger whole school approaches to career development particularly by incorporating career elements into key learning areas.
- Extensive and increased use of laptops, tablets, mobile phones and other electronic devices, as well as social media, for career and transition purposes, indicates the increasingly important role that information and communications technology plays in career education and transition planning for careers advisers, teachers, students and parents.
- Schools continued to see the value of learning in authentic contexts with almost all reporting schools providing workplace learning opportunities. Schools’ use of enterprise activities showed the largest increase, up four percentage points to 79 percent in 2013. Some of these included small business enterprises, environmental care, fund-raising and community service and competitive and leadership development.
Strengthening student outcomes through vocational learning includes the development of employment-related skills, career options, enterprising learning and work and community-based learning.

**Key data: 426 schools reported in 2013 that:**

- 56% of schools used the Employment Related Skills Logbook, either online or in hardcopy.
- 66% of reporting schools indicated teachers used multiple vocational learning approaches, up from 60 percent in 2012.
- 79% of schools provided opportunities for students to be enterprising learners, up from 75% in 2012.

**Key findings**

- The majority of schools indicate positive engagement by teachers with vocational learning.
- Teachers in key learning areas are supporting students to gain employment related skills either formally or informally with around a quarter of the reporting schools indicating that employment related skills are embedded in the curriculum of all or most key learning areas.
- Schools are drawing on business, industry, community organisations and other education and training providers to support their vocational learning efforts.
- The most frequent vocational learning approach was teachers including career-related perspectives in their teaching.
- Reported results/achievements include:
  - Embedding vocational learning in curriculum offerings has increased student engagement and has had a positive effect on student attitudes towards learning at school.
  - Vocational learning has allowed students to see the relevance of subjects taught at school and to relate content to real life and real work experiences, therefore strengthening student outcomes.
  - Enterprise learning initiatives supported the development of business skills, retail skills, financial skills, marketing and research skills, leadership, communication and interpersonal skills, teamwork skills, problem analysis and solving, job seeking skills, industry specific skills, personal financial management and life skills.
  - Students have improved self-esteem and self-confidence, greater engagement with school and with learning, and heightened career aspirations.
Schools see great value in partnerships and cooperative relationships with community, business and other external organisations. They continued to strengthen and foster strategic relationships.

**Key data: 426 schools reported in 2013 that:**

- 91% of schools have embedded community/business partnerships in their school plan.
- 97% of schools sought to engage parents, carers and elders in their child’s career development through strategies such as information sharing.
- 99% of schools provided work experience for their students.
- 94% of schools provided career expos for students as a community-linked activity.
- 76% of schools provided mentoring to support students’ career and transition planning.
- 89% of schools reported careers advisers participated in locally provided professional learning.

**Key findings**

- Partnership arrangements that operated in 2013 included local, regional, state and nationally based partnerships involving local businesses, industry, education and training providers, sporting organisations, community groups, government agencies and charitable organisations.

- Partnerships and community linked activities provided opportunities for work experience, workplace learning, mentoring, workplace/university/TAFE visits, guest speakers, volunteering, access to resources and equipment, post-school employment, job seeking skills, identification of and exposure to possible career paths, mock interviews and school-based apprenticeships and traineeships.

- School Business Community Partnership Brokers were active in providing or organising work placement, career expos and industry/workplace visits.

- Mentoring was another frequent opportunity provided by partnerships. Years 11 and 12 students and at-risk students were particularly targeted for mentor support. Use of outside agencies and programs for mentoring support was common although there was a shift from community-linked to school-based mentoring.

- Parent interviews, access to career advisers and newsletters were the most common approaches to involving parents in their child’s career and transition planning.

- Reported achievements in building networks and connections with partnerships include continuing opportunities to promote vocational learning, work experience, work placements, learning in other authentic contexts and mentoring for a large number of students.

Among the outcomes that schools attributed to these partnerships were more meaningful learning opportunities, better student attendance, improved student engagement with learning, and students gaining part-time and full-time work.

Students also became more independent and resourceful having more confidence in their planning and decision making and gaining skills not able to be delivered through classroom teaching.

The graphs represent a comparison of data from reporting schools in recent years. The number of schools reporting each year varies. In 2013, 426 schools (Secondary, Central and SSP) reported on their STW program.
Schools were asked to reflect on how effectively five outcomes were achieved in their schools in 2013.

RESPONSES: 426 schools reported in 2013 that:

A. 86 percent of schools indicated that the statement, “Students are actively being supported to learn how to document and manage their career and transition planning”, was true or mostly true.

B. 90 percent of schools indicated that the statement, “Students are trained to locate and use career information”, was true or mostly true.

C. 87 percent of schools indicated that the statement, “Curriculum delivery in our school provides a range of vocational learning opportunities for students”, was true or mostly true.

D. 93 percent of schools indicated that the statement, “The school believes that vocational learning is contributing to improved student engagement”, was true or mostly true.

E. 90 percent of schools indicated that the statement, “Schools are supporting students to build and maintain a range of networks to support their career planning”, was true or mostly true.
Achievements that made the most difference

STW Program achievements in 2013 that made the most difference for schools varied. Among frequently nominated achievements were the following:

- Partnerships and generally stronger links with employers, industry, the local community and education and training providers.
- Changes to the structure, targeting and flexibility of work experience and work placements resulting in more and better access by students.
- The adoption of a whole school approach including commitment to a career and transition (CAT) team and cross curriculum approaches.
- The introduction of timetabled careers lessons which provided dedicated time for career and transition related learning and activities.
- The availability of a trained transition adviser, particularly where the transition adviser was able to work closely with the careers adviser.
- Initiatives targeting particular groups such as TVET for Stage 5 students or mentoring for at-risk students.

Challenging Aspects of the STW Program

- Limited time and resources for career and transition purposes.
- Developing a whole school approach to career and transition planning and development for students, particularly embedding vocational learning and employment related skills across the curriculum and engaging KLA teachers in the career and transition agenda.
- Accessing quality work placements and work experience places, particularly for high needs and disengaged students.
- Including structured career lessons in the timetable.
- All students taking personal responsibility for aspects of their career and transition planning, for example, seeking work experience opportunities or completing mandatory work placements.
- Access to and effective use of technology.

The graphs represent a comparison of data from reporting schools in recent years. The number of schools reporting each year varies. In 2013, 426 schools (Secondary, Central and SSP) reported on their STW program.
Key data: 426 schools reported in 2013 that:

Whole school management approach

- 77% schools had a whole school management approach to the program. 2009 62% 2013 77%

Membership of Career and Transition (CAT) teams

- 71% schools had an executive teacher on their CAT team. 2010 67% 2013 71%
- 71% schools had the careers adviser on their CAT team. 2010 61% 2013 71%

Use of online STW Program report

- 80% of schools used the online STW Program report to inform the development and annual review of their school management plan. 2012 80% 2013 80%
- 87% of schools used the report in the preparation of their annual report. 2012 85% 2013 87%
- 48% of schools used the report for the school website. 2012 45% 2013 48%
- 71% of schools used the report for newsletters for parents, carers and the community. 2012 70% 2013 71%