School to Work Program 2014
AN OVERVIEW

Data reported by 472 schools in 2014

Key Result Areas

Planning Transition Pathways
Exploring Career Futures

Strengthening Student Learning Outcomes through Vocational Learning
Building Networks and Connections
In 2014 there were:

- 472 Reporting schools
- 138,000 Years 9-12 participating students
- 74% STW Program participation rate for Years 9-12

The School to Work Program centres on Stage 5 (Years 9-10) and Stage 6 (Years 11-12) students. Some schools include Stage 4 (Years 7-8).

- 72% Stage 5 (Years 9-10) participation rate
- 78% Stage 6 (Years 11-12) participation rate
- 47,168 Highest number of STW students Year 10

STW Participation: All Students Years 9-12

STW Participation Rates: Years 9-12
## Equity Group Participation

### English as an Additional Language/Dialect Students

<table>
<thead>
<tr>
<th>%</th>
<th>Description</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>24%</td>
<td>EAL/D student share of Years 7-12 STW participation</td>
<td></td>
</tr>
<tr>
<td>32%</td>
<td>Largest share of EAL/D student STW participation</td>
<td>Year 8</td>
</tr>
<tr>
<td>9,482</td>
<td>Highest number of EAL/D student STW participants</td>
<td>Year 10</td>
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**Key features**

In 2014 English as an Additional Language/Dialect students constituted the largest equity group participating in the STW Program. These are students needing ESL support.

### ATSI Students

<table>
<thead>
<tr>
<th>%</th>
<th>Description</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.8%</td>
<td>ATSI student share of Years 7-12 STW participation</td>
<td></td>
</tr>
<tr>
<td>15.6%</td>
<td>Largest share of ATSI student STW participation</td>
<td>Year 7</td>
</tr>
<tr>
<td>3,357</td>
<td>Highest number of ATSI student STW participants</td>
<td>Year 10</td>
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**Key features**

ATSI student STW participation as a percentage of total STW participation has increased slowly but steadily in the past six years.

### Students with Disability

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<thead>
<tr>
<th>%</th>
<th>Description</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.3%</td>
<td>SwD share of Years 7-12 STW participation</td>
<td></td>
</tr>
<tr>
<td>9.7%</td>
<td>Largest share of SwD STW participation</td>
<td>Year 7</td>
</tr>
<tr>
<td>2,780</td>
<td>Highest number of SwD STW participants</td>
<td>Year 10</td>
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**Key features**

In 2014 the percentage of students with disability participating in STW activities was the highest reported in the past six years.
Planning Transition Pathways supports students to develop confidence in self-managing their career and transition planning. A range of activities and programs supports students to articulate a personal career and transition plan and to record their plan. Some schools have a specific Transition Adviser to assist targeted students in their transition planning.

472 schools reported in 2014 that:

- 95% Years 9-12 STW participants able to articulate a career and transition plan.
- 72% Years 9-12 STW participants have a written career and transition plan.

Support for Career and Transition Planning for Identified Groups

Students with disability: Emphasis on personal structured support to build work related skills, confidence and develop personal and life skills.

English as an Additional Language/Dialect students: Strong emphasis on lifting English language and literacy skills and EAL/D support for careers events and workplace learning activities.

Students from low socio-economic backgrounds: Focus on building self-confidence, self-esteem, resilience, aspirations, motivation, personal development and access to various forms of financial assistance.

Targeted support, programs and activities were provided to students in identified groups that addressed each student’s individual needs and circumstances. Personal, educational, and career and transition support were provided.

Students planning to leave with a Record of Student Achievement (ROSA): Provision of flexible learning options, work readiness, job search skills, career and exit plans, personal development and additional qualifications and skills to maximise the value of the ROSA.

Rural or remote students: Focus on equality of access to career and transition activities available to students in regional and metropolitan areas.

Indigenous students: Focus on building self-esteem, confidence, life skills, cultural identity, and targeted workplace learning and careers events.

Impact of Transition Advisers

There were 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 assist them to process information about work, education and training options.

472 schools reported in 2014 that:

- **90%** of schools use multiple approaches to support students to access formal and informal careers advice and counselling.
- **95%** of schools evaluated the impact of career advice.
- **66%** of schools had some form of Bring Your Own Device (BYOD) arrangements in place.
- Most schools provided other authentic learning opportunities for students in addition to work experience/work placement.
- Most used were:
  - Careers Adviser meetings with groups of students
  - informal appointments with the Careers Adviser
  - students dropping by Careers Adviser's office.
- Evaluations examined the impact of careers advice/counselling in terms of student outcomes, student choice of subjects and work experience, and in some cases targets in school management plans.
- BYOD activity to support career-related learning increased in 23 percent of schools.
- **84%** used volunteering.
- **77%** used community based work.
- **57%** used inquiry based learning.
Strengthening Student Outcomes through Vocational Learning includes the development of employment related skills and making explicit links to vocational and enterprise learning in all curriculum areas.

472 schools reported in 2014 that:

Vocational learning

61% of schools indicated teachers used multiple vocational learning approaches.

78% of schools indicated teachers tapped into TAFE or University to provide syllabus-related learning opportunities.

77% used authentic profession, trades or industry processes in student learning.

67% of schools indicated teachers tapped into community or business in preparing learning materials or activities.

Employment related skills

95% of schools report teachers are supporting students to develop employment related skills.

86% of schools reported that KLA teachers included career related perspectives in their teaching.

30% of schools have the employment related skills embedded in all or most KLA programs.

Enterprising learning

78% of schools provided opportunities for students to be enterprising learners.

Activities included:
- small business enterprises
- project based learning
- competitions/challenges
- fund raising
- volunteering/community service
- leadership & personal development
- catering and event management.

Vocational learning outcomes

Students have developed:
- an understanding of relevance of school learning to employment and the workplace
- awareness of career options and what is needed to pursue them
- employment related skills, an understanding of the world of work and employer expectations.

Enterprising learning outcomes

Student outcomes included:
- improved self-esteem and confidence
- greater engagement with school and learning
- heightened career aspirations.
Building Networks and Connections
Schools develop and strengthen strategic connections, partnerships and networks to enhance student career, community and work-based opportunities.

472 schools reported in 2014 that:

- 90% guest speakers
- 84% industry visits
- 92% careers expos
- 91% workplace learning

- 90% of schools had the development of community/business partnerships embedded in their school plan.

- 90% of schools used at least three community linked activities to support students’ career and transition planning.

- 97% of schools sought to engage parents, carers and elders in their child’s career development.

- 99% of schools provided work experience for students.

- 81% of schools provided mentoring to support students’ career and transition planning.

Partners included:
- business
- industry
- TAFE
- universities
- Partnership Brokers
- sporting organisations
- community groups
- government agencies
- charitable organisations.

Partnerships provide:
- workplace learning
- mentoring
- guest speakers
- access to workplaces
- resources
- equipment
- volunteering opportunities.

Most used approaches:
- 96% parent interviews
- 89% access to Careers Adviser
- 88% newsletters.

Most common model: Block release.
Students most likely to be involved: Year 10.

- 41,000 students undertook work experience.
- 3,800 were students with disability.

Students most targeted for mentoring: Year 12.
472 schools in 2014 reflected on how effectively eight outcomes were achieved in their schools.

- **84%** 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.

- **89%** of schools indicated that the statement, “Students are trained to locate and use career information”, was true or mostly true.

- **92%** of schools indicated that the statement, “Students are actively supported to investigate a range of industry and career options for their future”, was true or mostly true.

- **82%** of schools indicated that the statement, “The school uses current labour market information to inform student career planning”, was true or mostly true.

- **89%** 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.

- **92%** of schools indicated that the statement, “The school believes that vocational learning is contributing to improved student engagement”, was true or mostly true.

- **90%** 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.

- **91%** of schools indicated that the statement, “Students are actively supported to identify multiple career pathways to their preferred options”, was true or mostly true.
Achievements and outcomes for students

- Development of employment related skills, job specific skills and work related qualifications.
- A greater understanding of the relevance of learning in school to employment and the workplace.
- Better prepared to make informed and realistic decisions and choices about future pathways based on a greater level of awareness, knowledge and experience.
- Gaining employment or successfully transitioning to further education and training.
- More confidence, motivation and initiative in career and transition planning and better able to articulate plans.
- Gaining awareness and knowledge of career options, the skills and qualifications needed for particular careers and the pathways to gaining relevant skills and qualifications.

Achievements and outcomes for schools

- Delivering expanded or new School to Work programs/activities or implementing changes to the way programs/activities were delivered.
- Increased engagement by students in learning and STW programs and activities and in post-school education, training and work options.
- Increased awareness of and appreciation of STW across the school.
- Strengthened relationships with business, industry and community in STW programs/activities.
- Increased engagement by KLA teachers with STW, vocational learning and employment related skills.
- Greater access/exposure for students in identified groups to a range of STW programs, activities and services resulting in increased engagement.
- Greater numbers of students receiving individual careers advice/counselling and support in developing and documenting their career and transition planning.
Additional, new or extended programs/activities
Availability of particular programs that attracted student participation
Programs/activities with a career planning focus
Better promotion of the STW Program
Better promotion of the importance of vocational learning and career and transition planning
Partnerships and stronger links with employers, industry, community, TAFE, universities and others
Financial assistance or funding
Inclusion of vocational learning and ERS across the curriculum
More individualised approaches to support student career and transition planning
Adoption of whole school approach to the STW Program
Increased KLA teacher engagement with the STW Program and career/transition agenda
Enthusiasm, dedication and hard work from school staff, particularly Careers Advisers but also Learning & Support teachers/teams, and teachers
Challenging Aspects of the STW Program in 2014

- Time constraints and limited resources, particularly funding, for STW purposes.
- Securing the active participation of at-risk and disinterested students in STW programs and activities.
- Accessing, organising and managing sufficient and suitable work experience places, particularly for high needs and at-risk students.
- Developing a whole school approach to career and transition planning, and engaging KLA teachers in the career and transition agenda.

Key Priorities for Schools for the STW Program in 2015

- Provide new or extended programs, activities and services targeting particular year levels or groups of students.
- Enhance the effectiveness of STW programs and activities; continue efforts to increase participation; and implement strategies targeting at-risk students.
- Build a higher profile for career and transition planning and career development across the school.
- Strengthen or establish whole school approaches to students’ careers and transition; more training for and involvement of KLA teachers; and inclusion of vocational learning and employment related content in all KLA curriculum.
- Strengthen partnerships with parents and employ strategies to secure their active participation in their child's career and transition planning.
- Strengthen and expand partnerships with community, employers, tertiary institutions and other organisations to secure opportunities for students.
- Maintain or increase the use of technology for career and transition purposes.
Whole school management approach

76% of schools had a whole school management approach.

Membership of STW management teams

70% of schools had an executive teacher on their STW management team.

70% of schools had the careers adviser on their STW management team.

17% of schools had STW management teams directly led by the principal, deputy principal or assistant principal.

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.

83% of schools used the report in the preparation of their annual report.

46% of schools used the report for the school website.

66% of schools used the report for newsletters for parents, carers and the community.