School to Work Program

Annual Report 2012

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Secondary Education: Senior Pathways Unit
The Senior Pathways Unit (formerly the Vocational Education in Schools Directorate) would like to acknowledge the work and contribution of Information Technology Directorate and Gail Cummins in the preparation of this report.
1.0 INTRODUCTION

1.0 School to Work Program

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

The Senior Pathways Unit provides strategic direction and operational support to regions in implementing the program, informed by a reporting process from schools and regions.

The Program has ensured that regions have been 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 key result areas, lays the foundation for young people to be enterprising citizens engaged in life-long learning and making positive career transitions.

The four 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 and give greater relevance to all curriculum areas
- **Building networks and connections**: strengthening career, community and workplace learning opportunities for students through strategic connections, partnerships and networks.

Compiling the report

This report on STW activity in 2012 has been compiled from school and regional reports completed in 2013. Across the ten NSW school education regions, 466 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 for 2012. Graphical representations are derived from the aggregated data from all ten school regions. Significant differences between regions are noted but regions are not identified.

Headline indicators from the report

- Over 149,000 students from Years 7-12 benefitted from participation in STW activities in 2012.
- 80 percent of the 466 reporting schools had adopted a whole school approach to STW with 15 percent having a team directly led by the Principal, Deputy Principal or Assistant Principal.
• 80 percent of schools use their STW reporting to inform their school plan.

• 50 percent of students enrolled in Years 9-12 are estimated by schools to have a written career and transition plan. This rises to 63 percent for Year 10 students and 69 percent for Year 12 students.

• 91 percent of schools have an embedded community/business partnership in their school plan which is delivering improved student learning outcomes for their students.

• Schools are keen for further professional development around STW initiatives, sharing of practice and better promoting their career services for students.

1.2 Executive Summary

Program Management

The management of the School to Work Program in 2012 reflects best practice with:

• 80 percent of reporting schools having adopted a whole school management approach to the Program. There is still unevenness across some schools and regions.

• 75 percent of Career and Transition teams include an executive teacher.

• 80 percent of schools use the STW School Report to inform the development and annual review of their school plan.

• 85 percent of schools use the STW School Report in the preparation of the Annual School Report and 70 percent in preparing newsletters for parents, carers and the community.

Participation

• In 2012, the School to Work Program involved more than 149,600 students across 466 schools in career development, transition planning and related activities.

• The share of School to Work participation held by equity groups as a whole remained the same as in 2011, indicating a sustained effort to support career and transition pathways for all students.

• There was a reported 30 percent increase in students participating in Board of Studies work education courses. Stage 6 Work Studies participation increased by nearly 11 percent.

• Participation in Work and Community Life courses increased by 12.5 percent.

• 75 percent of Career Education participants were in Stage 5 but there was an increase of nearly 12 percent in participation by students in Years 11 and 12.

Key result areas

There were positive results in the four key result areas in 2012.

In the Planning Transitions Pathways area:

• Schools used a range of activities and programs to build students’ confidence in self-managing their career and transition planning.

• Schools reported that more students could articulate a career and transition plan than in 2011 and estimated that 90,090 students or 50 percent of students enrolled in Years 9 to 12 had a written career and transition plan, the same as in 2011.

• For students with disability there was a continuing emphasis on personal structured support in partnership with external agencies whereas for LBOTE students there was a strong emphasis on lifting English language and literacy skills.
- Support for Indigenous students addressed career and transition, cultural identity, personal development and social welfare areas.
- Support for students in rural or isolated areas aimed to ensure equality of access to the range of career and transition activities available to students in regional and metropolitan areas.
- The most common approach for reluctant learners was flexible alternative learning options designed to re-engage them in learning, with an emphasis on practical, work oriented learning, one-on-one support, development of life skills and improvement of literacy and numeracy skills.
- For students planning to leave with a Record of Student Achievement (ROSA), the focus was on work readiness, job search, exit plans and opportunities to gain additional qualifications/skills to complement the ROSA.
- Schools responses to Transition Advisers have been overwhelmingly positive, with Advisers said to have had a valuable impact on school-community collaboration, student engagement, and student career and transition development.

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.

- Reports acknowledge the continued strong use of information and communications technology (ICT) in career education and transition planning. 420 schools use the national myfuture website. Moodle (269), YouTube (242), Facebook (103) and Twitter (15) are also used.
- 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 students are reported to have less access to careers advice and counselling. There tends not to be formal or timetabled arrangements for these students.
- Schools acknowledged the need to better promote careers services for students.
- Regional reports acknowledge the importance of continued strong use of information and communications technology (ICT) in career education and transition planning.

Strengthening Student Outcomes through Vocational Learning includes the development of employment related skills, career options, enterprising learning and work and community-based learning.

- The majority of regions and schools indicate positive engagement by teachers with vocational learning.
- 33 percent of schools used the Employment Related Skills Logbook Online and 45 percent the hard copy version in 2012.
- 75 percent of reporting schools provided enterprising learning opportunities- similar to 2011. These included small business enterprises, environmental care, fund-raising and community service, competitive challenges, personal development, leadership development and specific occupation or trade related activities.

In the fourth key result area of Building Networks and Connections schools see great value in partnerships and cooperative relationships with community, business and other external organisations. They continued to strengthen and foster strategic relationships.

- 91 percent of schools have embedded community/business partnerships in their school plan, up from 88 percent in 2011.
• 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. Among the outcomes that schools attributed to partnerships are:
  o more meaningful learning opportunities
  o better student attendance
  o improved student engagement with learning, and
  o students gaining part-time and full-time work, becoming more independent and resourceful, having more confidence in their planning and decision making and gaining skills not able to be delivered through classroom teaching.

• Almost all schools, 97 percent, sought to engage parents, carers, and elders in their child’s career development through strategies such as information sharing.

• Schools have also embraced mentoring with widespread use of mentors, including school staff, for a range of purposes. Years 11 and 12 students and at-risk students are particularly targeted for mentor support. Use of outside agencies and programs and peer mentoring is also common.

• Almost all schools, 98 percent, continue to provide work experience for their students. This is also provided as part of Work Education and Work Studies courses. Block release is still the most common model of workplace learning.

Reflections on five key statements on highlights and achievements

Schools were asked to reflect on five statements about highlights and achievements and to indicate the strength of their agreement with those statements. The level of agreement with each statement at the “true” or “mostly true” level was:

a)  84 percent for the statement Students are actively being supported to learn how to document and manage their career and transition planning, up from 82 percent in 2011

b)  87 percent for the statement Students are trained to locate and use career information, up from 85 percent in 2011

c)  88 percent for the statement Curriculum delivery in our school provides a range of vocational learning opportunities for students, up from 85 percent in 2011

d)  94 percent for the statement The school believes that vocational learning is contributing to improved student engagement, up from 89 percent in 2011

e)  90 percent for the statement Schools are supporting students to build and maintain a range of networks to support their career planning, up from 88 percent in 2011.

Achievements and directions

STW Program achievements in 2012 that made the most difference for schools varied. Among the frequently nominated achievements were the following:

• partnerships and generally stronger links with employers, industry, the local community and education and training providers

• greater parent involvement, for example, in student career and transition interviews

• the adoption of a whole school approach including commitment to a Career and Transition (CAT) Team and cross curriculum approaches.

Aspects of the STW Program that proved challenging included:
- 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
- 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 on personal responsibility for aspects of their career and transition planning, for example, completing the Student Pathways Survey
- engaging parents in their children’s career and transition planning and activities.

**Effectiveness of regional support for schools in 2012**

- Schools were generally satisfied with regional support describing it variously as “valuable”, “effective”, “excellent”, “supportive” and “readily available”.
- Schools particularly appreciated professional development related to the STW program, local network meetings, financial support, and support from consultants and STW Coordinators.

To increase the effectiveness of the School to Work Program for students, continued and increased funding support for STW initiatives was overwhelmingly the first priority. Other support frequently identified included:

- extra positions and greater time allocation for Careers Advisers
- more and higher quality professional development for teachers
- structured time-tabled careers lessons
- funding for various activities and programs with some schools mentioning transport costs associated with career expos and excursions
- dissemination of best practice and ideas for alternative programs and approaches
- continued support from consultants
- more whole staff/school support and involvement of KLA teachers, and
- more support and involvement from local employers.

**Local key priorities for the School to Work Program in 2013**

Directions identified for 2013 were diverse and related to the way the STW Program operates in each school. Some common priorities include:

- strengthening or establishing whole school approaches to career and transition, including more training and involvement of KLA teachers and embedding vocational learning and employment related skills across the curriculum
- maintaining and enhancing the effectiveness of existing STW activities and programs
- expanding or establishing various STW activities and programs such as The Real Game series, Student Pathways Survey, Board of Studies courses particularly targeting specific groups such as Work Studies syllabus for Stage 6, and Stage 5 VET courses
- building a higher profile for career and transition planning and development for students
- strengthening and expanding partnerships with parents, community, employers, tertiary institutions and other organisations.
2.0 ACTIVITY REPORT

2.1 School report participation

<table>
<thead>
<tr>
<th>School Category</th>
<th>Total schools</th>
<th>Total of schools reporting</th>
<th>Percentage of schools reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary</td>
<td>398</td>
<td>359</td>
<td>90%</td>
</tr>
<tr>
<td>Central</td>
<td>67</td>
<td>59</td>
<td>88%</td>
</tr>
<tr>
<td>SSP</td>
<td>113</td>
<td>48</td>
<td>42%</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>579</td>
<td>466</td>
<td>80%</td>
</tr>
</tbody>
</table>

As of 16/5/2013

In 2012 a total of 466 schools reported school to work activities, the same as in 2011. The total number of secondary, central schools and SSP schools with reporting responsibilities remained the same, while “other” schools with reporting responsibilities decreased by two.

2.2 Program management

Schools with a whole school management approach to School to Work
In 2012 some 80 percent of reporting schools adopted a whole school management approach to the School to Work Program. There appears to be some unevenness between regions in the extent of this approach. Several regions report that the majority of schools in those regions have adopted a whole school approach, usually through a Career and Transition Team or similar team arrangement, but at least one region reports that the School to Work program is generally supported by the Careers Adviser alone. Another region has had mixed success in integrating career and transition planning into mainstream processes but reports that seed funding for special projects to promote whole school approaches has yielded positive results so far.

Schools Career and Transition Teams

![Bar chart showing the involvement of different categories in Career and Transition Teams](chart)

Schools generally reported slightly less involvement of all identified categories in Career and Transition Teams. While involvement of an executive teacher remained high at 75 percent, sixteen fewer schools (around 4 percent) reported the involvement of an executive teacher and 26 fewer schools (around 7 percent) reported the involvement of a careers adviser. This is in contrast to 2011 when significant increases in the involvement of these two categories were reported. Some 27 of schools, however, reported the involvement of the Principal or Deputy Principal and nine identified all staff or executive staff under the “Other” category which may explain the apparent fall in school executive involvement. Some unevenness between regions in the involvement of school executive members is apparent. One region reports a “noticeable increase in executive support for STW teams across schools in the region”, while another reports that schools with executive support for STW teams are in the minority. On the issue of executive involvement, one region commented:

*It is important to note that if school executive members are involved, this further enhances the capacity and outcomes of Vocational Learning.*

Ten fewer schools included a transition adviser on their team, eight fewer schools included parents and three fewer schools included students. An additional nine schools included community members.
In the “Other” category teachers, particularly head teachers, classroom teachers and year advisers were frequently identified. Members of Learning Support teams, Equity teams, Welfare teams and Counsellors were also identified under the “Other” category which indicates that some schools are taking a more holistic approach to career and transition support.

In 55 percent of schools (205 schools) that reported a whole school management approach to student career and transition, the Careers Adviser is the coordinator of this approach while in 15 percent of schools (66 schools) the Principal, Assistant Principal or Deputy Principal has this role. Head teachers and teachers are also commonly identified as fulfilling this role.

**Use of the online School to Work report for school management planning**

![Pie chart showing use of School to Work report]

In 2012, 80 percent of reporting schools, up from 75 percent in 2011, used the online STW Program Report to inform the development and annual review of their school management plan. This is 21 more schools than in 2011, indicating that the Report is being recognised as an important resource for planning purposes. Only one region reported less use of the report for annual review purposes (down by 10 percent).

**Other uses of their School to Work report by schools**

![Bar chart showing School use of the STW Report]

Schools also use the STW School Report for other purposes. Approximately 85 percent use it in the preparation of the Annual School Report and 70 percent use it when
preparing newsletters for parents, carers and the community. Fewer schools, 45 percent, draw on the report for their school website. The widespread use of the Report, particularly for the annual school reports and school newsletters, is confirmed in regional reports.

2.3 Student participation

All students

In reporting schools in 2012 a total of 149,420 students participated in initiatives and activities under the auspices of the School to Work (STW) Program, down from 155,031 in 2011 (5,611 or 3.6 percent fewer students).

Years 7 and 8 had more participants than in 2011 while Years 10 to 12 had fewer participants. The highest falls were in Year 9 (2,273 fewer participants or an 8.0 percent decrease) and Year 10 (2,757 fewer participants or a 6.0 percent decrease). Participation in Years 7 and 8 increased slightly despite falls in enrolments in those years. However enrolments in Years 11 and 12 remained much the same as in 2011.

Participating students made up 55 percent of total Years 7-12 enrolments in reporting schools, slightly lower than the 56 percent recorded in 2011. Participating students increased as a proportion of total Years 7 and 8 enrolments in reporting schools but decreased for Years 9 to 12.

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 72,296 participating students, down from 77,326 in 2011, which was 73 percent of total Stage 5 enrolments in reporting schools compared with 76.5 percent recorded in 2011. In Stage 6 (Years 11 and 12) there were 61,424 participating students, making up 77 percent of total enrolments, down from 79 percent in 2011.

Despite the overall outcome, participation in the School to Work program across regions varied with several regions reporting increases in participation, not only in Years 7 and 8 but in other year levels as well. One region reported a significant increase in Year 9 participation and another that the participation rate in Stage 6 had increased. Areas where increases in participation were noted include Year 10 participation in the Board of Studies Work Education syllabus and Stage 6 students undertaking Career Education classes.
Regions generally did not address reasons for the changes to School to Work participation. One region questioned the validity of participation data on the basis that the criteria for inclusion or exclusion are open to interpretation.

**Equity group participation in School to Work Program**

The total share of School to Work Program participation held by Indigenous students, students with disability and students with a language background other than English (LBOTE) in 2012 was 41 percent, the same as in 2011.

**Indigenous students**

![Number of indigenous students participating in the STW Program - total](chart)

Participation by Indigenous students in the School to Work Program has increased gradually in successive years. In 2012 Indigenous young people made up 6.6 percent (9,925 students) of School to Work Program participants in Years 7-12 compared with 6.2 percent (9,592 students) in 2011, 6 percent (9,368 students) in 2010 and 5.3 percent (8,542 students) in 2009.

In 2012 the number of participating Indigenous students fell in Year 7 by 11.2 percent (108 students) and their share of total participation in Year 7 fell from 14.4 to 12.3 percent. The number of participating Indigenous students in Year 8 remained the same and their share of total participation in that year fell slightly. This was offset by increases in participating Indigenous students in Years 9 to 12, with the largest increase being in Year 11 (204 students or 13.2 percent).

Indigenous students also gained a greater share of total participation in each year from Year 9 to Year 12, but their share of participation is still greatest in Years 7 and 8 with 12.3 percent and 12.4 percent respectively. One region noted that Aboriginal and Torres Strait Islander students remain an area of focus for the School to Work Program. Another noted a substantial increase in Indigenous students awarded the Higher School Certificate in 2012 (101 students, up from 69 in 2011).
Students with a language background other than English

In 2012, 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 44,279 participating LBOTE students made up 29.6 percent of total STW Program participation in Years 7-12, almost the same as in 2011 (29.8 percent). Very small increases in LBOTE participants were reported for Years 11 and 12 while numbers in other years fell. The largest fall was in Year 9 (1,250 or 15 percent fewer students). Year 10 continued to have the most LBOTE participants (12,317 students).

In 2012, LBOTE students represented 29.7 percent of all reported Stage 5 and Stage 6 STW Program participants, only slightly up from 29.2 percent in 2011. In Stages 5 and 6, each year level registered an increase in LBOTE students' share of STW Program participation except for Year 9 where the share fell from 28 percent to 25.8 percent. In Stages 5 and 6, Year 11 and Year 12 had the highest proportions of LBOTE participation (33.3 and 32.9 percent respectively). Both year levels in Stage 4 experienced a fall in share of participation resulting in the total share for Stage 4 students declining from 35.2 to 29.4 percent.

Students with disability
In 2012 students with disability made up 4.4 percent (6,629 students) of all reported School to Work Program participants in Years 7-12 (149,420 students), compared with 4.6 percent (7,096 students) in 2011. There were varying small falls in the number of students with disability participating in all Years except Year 11. The largest percentage fall in participation by students with disability was in Year 7 (17 percent) and the largest fall in participating students was in Year 10 (234 students).

Participating students with disability made up 4.2 percent of all reported Stage 5 and Stage 6 STW Program participants in 2012, the same as in 2011. Their share of Program participation in Years 7 to 10 fell slightly and increased slightly in Years 11 and 12.

Student participation in Board of Studies Courses

BOS Work Education Syllabus

The above graph shows that a total of 9,325 students in Years 7-10 were reported to have participated in Board of Studies (BOS) Work Education courses in 2012. This is a 30 percent increase in Work Education students and represents 10.6 percent of all reported Years 7-10 STW Program participants. This compares with 7.7 percent in 2011 and 6.8 percent in 2010.

Participation in Work Education courses increased in all year levels. The largest increase was in Year 9 with 798 students representing a 30 percent increase. In Year 8 the increase of 602 students represented a 231 percent increase and in Year 7 the 492 increase represented a 231 percent increase. These increases, particularly in Years 7 and 8, were from a small base. The Years 7 and 8 increases are consistent with regional reports indicating a greater use of Work Education courses with Stage 4 students.

In Year 10 there was a 7 percent (273 students) increase in participating students. The greatest participation continues to be in Year 10 which accounts for 46.5 percent of all Work Education participation. Of note is that one region reported that no Year 10 participation in Work Education had been recorded in 2012 in contrast to the 524 participants recorded in 2011.
BOS Work Studies Syllabus

The above graph shows that a total of 2,872 Year 11 and 12 students were reported to have participated in the Work Studies syllabus in 2012. This represents 4.7 percent of all reported Years 11 and 12 STW Program participants compared to 4.2 percent in 2011 and 3.1 percent in 2010. Student numbers fell slightly in Year 11 (40 students) but increased by 44.2 percent (319 students) in Year 12 resulting in an overall increase in Work Studies students of 10.8 percent.

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. There was a 12.5 percent (156 students) increase in students participating in Work and the Community Life Skills initiatives in 2012 which represented 2.3 percent of all reported Years 11 and 12 STW Program participants, up slightly from 2.0 percent in 2011.
The total number of students reported as participating in Career Education classes in 2012 was 73,642 or 49 percent of all reported STW Program participants, slightly higher than in 2011 (48 percent). Participation fluctuated across year levels with falls in Years 7, 9 and 10 and increases in other years.

Stage 5 (Years 9 and 10), which is the principle focus of Career Education classes, had 55,460 participants in 2012, slightly over 3.0 percent fewer than in 2011 (57,328 students). Although this represented 77 percent of reported Stage 5 STW Program participants in 2012 compared with 74 percent in 2011 the apparent increase is due largely to the 6.5 percent decrease in Stage 5 STW Program participants. Stage 5 participation as a proportion of all Years 7-12 Career Education class participation was 75 percent compared with 77 percent in 2011.

There were 4,418 Stage 4 (Year 7 and Year 8) participants in 2012, the same as in 2011 (4,416). Stage 4 Career Education participants represented 28 percent of total reported Stage 4 STW Program participants in 2012 compared to 29 percent in 2011 and 6 percent of total reported Career Education participation, the same as in 2011.

An increase in Career Education class participation was recorded for both Year 11 and Year 12 with Stage 6 participation increasing by 1,406 students or 11.4 percent. In 2012 slightly more than 22 percent of all reported Stage 6 STW Program participants undertook Career Education classes, up from 20 percent in 2011. Stage 6 Career Education class participation also represented 19 percent of all reported Career Education class participation, up from 17 percent in 2011.

One region reported that the number of Stage 6 students undertaking Career Education classes appeared to have fallen by 50 percent.

**Summary of Student Participation in 2012**

Overall, the number of participants in the School to Work Program fell slightly in 2012 but still represented 55 percent of total enrolments in reporting schools. Despite small falls in enrolments in reporting schools in Years 7 and 8, the number of participants in these years increased. There were also small falls in enrolment in Years 9 and 10 but the magnitude of falls in participation in these years was slightly higher than falls in enrolment. Year 10 continued to have the highest participation in School to Work activities with 30 percent of total School to
Work participation, the same as in 2011. Slightly over 73 percent of Stage 5 students and 77 percent of Stage 6 students participated in the School to Work Program in 2012.

Equity group participation varied in 2012. Participation by indigenous students increased overall and their share of total School to Work Program participation continued the gradual increases experienced in 2011 and 2010. The largest increases were in Years 11 and 12 with both years recording an increase of close to 13 percent. Participating LBOTE students fell by slightly over 4 percent but their share of total participation remained the same. Years 11 and 12 had small increases in LBOTE participation. Participation by students with disability fell by 6.6 percent and their share of total participation fell very slightly.

Participation in all Board of Studies courses increased in 2012 but to different extents. There was a 30 percent increase in Work Education students which followed a 16 percent increase in 2011. The number of Work Studies students increased and although the number remains relatively low, there were almost one thousand more Work Studies students in 2012 than in 2010. An additional 156 students with special education needs accessed Work and Community Life courses in 2012. This represented an increase of 12.5 percent. The overall number of participants in Career Education courses fell by less than one percent but the number in Years 11 and 12 increased by nearly twelve percent. Three quarters of Career Education participants were in Stage 5 and nearly half of all Stage 5 participants were involved in Career Education classes.
2.4 Planning Transition Pathways

Use of the DEC online Student Pathways Survey

<table>
<thead>
<tr>
<th><strong>Student Pathways Survey</strong></th>
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</thead>
<tbody>
<tr>
<td>Total number of regions participating in the survey in 2012</td>
<td>10</td>
</tr>
<tr>
<td>Total number of students accessing the Student Pathways Survey in 2012</td>
<td>14,910</td>
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<tr>
<td>Total number of students accessing the Student Pathways Survey Plan in 2012</td>
<td>4,346</td>
</tr>
<tr>
<td>Total number of schools identified through student participation in the Student Pathways Survey in 2012</td>
<td>259</td>
</tr>
<tr>
<td>Total number of schools identified through student participation in the Student Pathways Plan in 2012</td>
<td>168</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year groups accessing Student Pathways Survey / Plan in 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year Group</strong></td>
</tr>
<tr>
<td>Year 9</td>
</tr>
<tr>
<td>Year 10</td>
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<tr>
<td>Year 11</td>
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<tr>
<td>Year 12</td>
</tr>
</tbody>
</table>

The Student Pathways Survey (SPS) was utilised by nearly 15,000 students from Years 9 to 12 in schools representing all 10 regions during 2012. The majority of students accessing the SPS are in Years 9 and 10 indicating that the survey provides a good foundation for students to begin thinking about their future career aspirations. Students in later years using the SPS would find it useful in rethinking their career direction if they remain uncertain or have changed their career ideas.

There were between 3,000-4000 students who used the Student Pathways Plan (SPP) in 2012. This cannot be compared with 2011 as the SPP was only released at the beginning of Term 4, 2011. The SPP complements the Student Pathways Survey and encourages students to begin the process of career planning. It has been well received by schools.

<table>
<thead>
<tr>
<th><strong>Student Pathways Survey: School Report</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of schools that accessed the Student Pathways Survey: School Report in 2012</td>
<td>255</td>
</tr>
<tr>
<td>Total school visits to the Student Pathways Survey: School Report in 2012</td>
<td>550</td>
</tr>
</tbody>
</table>

The Student Pathways Survey: School Report was accessed by school personnel in 255 schools indicating that there is an interest by schools in analysing student responses to the Student Pathways Survey, although in 2012, 191 fewer schools reported accessing the report than in 2011.
The figures also indicate that school personnel are visiting the Student Pathways Survey: School Report more than once or a number of personnel from the one school are visiting the Report. Total school visits to the School Report in 2012 was around half the number of visits in 2011.

Students' articulation of a career and transition plan

The above chart shows judgements about the capacity of Years 9 to 12 students in reporting schools to articulate a career and transition plan. In 2012 an estimated 125,642 students could articulate a career and transition plan, around one percent more than in 2011. These students represented 94 percent of all Years 9-12 STW participation and 70 percent of Years 9-12 enrolments in reporting schools.

There were increases in Years 10 and 11 in students judged to be able to articulate a career and transition plan, a small decrease in Year 9 (265 students) and Year 12 remained much the same. The proportion of students able to articulate a plan increased slightly in Years 9, 10 and 11 and remained the same in Year 12.

Year 10 had the highest number of students able to articulate a plan (40,151) and Year 12 had the highest proportion (90 percent) of such students while Year 9 had the smallest proportion (38 percent). The number estimated to be able to articulate a plan in Year 11 and Year 12 exceeded the number of reported STW Program participants in those years.

Students who have a written career and transition plan

There were small decreases in Years 9 and 10 in the estimated number of students with a written career and transition plan while there were small increases in Years 11 and 12. Year 10 had the highest number of students estimated to have a written plan (30,978 students) and Year 9 had the lowest number (10,091 students).
Overall it was estimated that 90,090 students or 50 percent of students enrolled in Years 9 to 12 in reporting schools had a written career and transition plan, the same as in 2011. If Year 9, which had a substantially smaller number of students with a written plan, is taken out of the equation, then the proportion with a written plan increases to 62 percent. Year 12 had the largest proportion of students with written plans (69 percent) followed by Year 10 (63 percent).

**Supporting student career and transition planning**

The above graph shows the wide range of approaches used to support students to develop a personal career and transition plan in 2012. The usage pattern is much the same as in 2011 although some categories have been disaggregated and other combined so comparison with 2011 is not possible for all items. Career counselling and workplace learning remain the most popular forms of support followed by explicit lessons/activities on career and transition planning. Interviews with teachers are also widely used.

Forms of support used by fewer schools in 2012 include online career guidance tools (73 fewer schools) and the Employment Related Skills Logbook online (32 fewer schools).

There was an increase in schools (90 schools) reporting they used approaches other than those identified to support students in developing a career and transition plan. While many of the “other” approaches identified were actually among the listed approaches, mentoring, career days, career expos, visits to tertiary institutions, guest speakers and use of social media were among the different approaches reported.
Supporting students to document their personal career and transition planning

The above graph shows the approaches used to support students to document their personal career and transition planning in 2012. Myfuture and personal learning plans were the approaches used by the most number of schools, followed by the Student Pathways Survey/Plan and the Board of Studies Work Education/Work Studies classes. Use of Student Pathways Plan/Survey appears to have increased substantially (from 115 to 244 schools) but the item reported on in 2011 only included the Plan. Some 82 and 21 fewer schools reported using the Employment Related Skills Logbook Online and ReCap respectively.

Around the same number of schools as in 2011 reported using approaches other than those identified to support students in documenting a career and transition plan. While many of the “other” approaches identified were actually among the listed approaches, other approaches such as individual interviews and counselling, resume writing sessions, development of transition plans and use of alternative types of electronic resources such as e-Me and MyCareerMatch were reported.

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

**Students with disability**

Schools have again reported a wide range of in-school and out-of-school strategies and programs to build the career and transition confidence of students with disability. There is continuing emphasis on personal structured support for students and the provision of support in partnership with external agencies such as specialised disability employment agencies, TAFE
and partnership brokers. The types of strategies and programs are consistent with those in use in 2011 and include:

- personalised career and transition planning including the development of personalised learning plans, individual training plans and individual transition plans with the support of Transition Advisers, parents, students, TAFE personnel, employment agency personnel and other relevant personnel, participation in career expos targeting people with a disability, School-delivered Vocational Education and Training (SVET), and TAFE-delivered Vocational Education and Training (TVET) Access courses

- building work related skills and confidence through real work opportunities provided through supported work experience including in-school work experience and workplace learning, classroom and workplace mentoring, work readiness programs/activities, job coaching, community visits, volunteering, and travel training

- developing life skills, personal development programs and activities and contextualised learning

- disability support – this includes hearing and vision support; close liaison with families, disabilities agencies and community access groups; specialist support including that from the Regional Disability Consultant, Support Teacher Learning Assistance (STLA), Support Teacher Transition (STT) and Learning Support Teams.

One region commented that schools in the region had embraced the STW Program as a means of building the career and transition confidence of students with disability by providing real life experiences in and out of the classroom, structured work experience and alternative education programs. Another region reported that students with disability are encouraged to participate in VET programs and supported work experience programs. Support and adjustments are made for students in consultation with their teachers.

**Students from backgrounds where English is not their first language**

Schools offer 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 2012 are generally the same as in 2011 and include:

- special English language assistance, for example, through ESL teachers and consultants and programs such as HSC Fundamental English, and stronger networks with TAFE providing support for students learning English as a second language

- access to specialist services, for example, interpreter and translator services for translation of documents, interpreters for excursions, presentations and parent information sessions; STLA support in classes; International Student Advisers; mentoring programs such as Plan-it-Youth, Big Brother/Big Sister and ASPIRE, and culturally specific support personnel such as Chinese and Korean Language officers

- 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 and subject selection sessions held in community languages and ESL teacher involvement in all transition events/activities

- individualised assistance, for example, case management, 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, parent information sessions.

Mentioned for the first time by one region is the Social Inclusion Pathways for Refugee Youth (SIPRY) which is a TAFE program developed to address issues precluding some refugee students and jobseekers from access to existing mainstream educational programs and appropriate support services.

While there is a heavy emphasis on lifting the English language and literacy skills of LBOTE students, many schools note that their LBOTE students have high level language and literacy skills and therefore are able to participate in mainstream career and transition activities.

Aboriginal & Torres Strait Islander students

For Indigenous students in 2012 the strategies and activities to build career and transition confidence mirrored those reported in 2011. 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 Personal Learning Plans incorporating career and transition plans and individual training plans for Indigenous students was again a feature in most regional reports. There was an emphasis on work related programs and activities such as Indigenous specific School Based Apprenticeships and Traineeships. As in previous years there is evidence of 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 2012 were:

- preparation for the world of work, work readiness activities, ATSI oriented careers markets and expos, career classes, interview training, job coaching, mentoring, School Based Apprenticeships and Traineeships and the Lighthouse Program
- involvement of Aboriginal support staff such as Aboriginal Community Liaison Officers and Aboriginal Education Officers in career and transition activities
- use of targeted programs - the Norta Norta Program was specifically mentioned by several regions. It funds schools to provide learning assistance including tutorial assistance. Also mentioned were Girri Girri which is a sports academy for Indigenous students, Feeling Deadly Not Shame workshops which are personal development programs that focus on promoting cultural identity and the individual’s role within the community, targeted Aboriginal art programs, and the Sista Speak project which is specifically designed for and targets young girls and women to gain valuable knowledge around their educational needs, career aspirations, personal needs and qualities
- Indigenous cultural activities such as community days and cultural camps.

One region reported training staff in the Aboriginal pedagogy framework called the Eight Aboriginal Ways of Learning so they could support Indigenous students to develop their career plans using the 8 Ways processes. The region also commented that much of the effort in the region is directed to developing self-efficacy through improved literacy and numeracy skills that enable students to participate in transition planning processes.

Students living in regional or rural areas

This is the second year in which strategies and programs to build the career and transition confidence of students living in regional and rural areas have been reported. Generally the
career and transition activities and programs offered to these students are similar to those offered to non-rural or remote students such as career expos, work experience programs, School-Based Apprenticeships and Traineeships, student mentor programs and industry visits. There is a greater focus, however, on enabling or increasing access to such activities and programs and to exposing students to a broad range of career options and career development experiences. This includes providing or facilitating access to funding for travel, scholarships for study in metropolitan or regional centres, and living away from home allowance. Opportunities for work experience in metropolitan areas have been negotiated by some regions while the practice of bringing university and TAFE presenters to rural and isolated areas is a common strategy.

Schools also reported the use of flexible learning modes and multi-media initiatives to facilitate access to courses, particularly TVET courses.

Students who are reluctant learners in school

This is the first year that strategies to support the career and transition confidence of reluctant learners has been reported. The most common approach is to provide flexible alternative learning options designed to re-engage reluctant learners. There is an emphasis on practical, work oriented learning, one-on-one support, development of life skills and improvement of literacy and numeracy skills. Most regions report a broadening of the curriculum to include alternative options such as non ATAR courses, Stage 5 and 6 VET and TVET, increased access to School-Based Apprenticeships and Traineeships, Work Education and Skills Pathway for Youth (SPY) TAFE courses.

One region reported the introduction of a Teaching and Learning Hub specifically designed to re-engage students struggling with mainstream curriculum and regular attendance.

Students who are planning to leave with a Record of School Achievement

This is also the first year that strategies to support the career and transition confidence of students planning to leave with a Record of School Achievement (ROSA) has been reported. As well as the range of career and transition activities offered to all students, similar approaches to those reported for reluctant learners are being implemented for students planning to leave with a ROSA but there is also a focus on providing opportunities to gain additional qualifications/skills to compliment the ROSA such as a First Aid Certificate, a WorkCover Construction Induction Card (White Card) and VET skills. Schools also report support to develop school exit plans, assistance to enrol at TAFE or another RTO, referrals to specialist job agencies and the provision of work readiness training. One region reports the provision of an assigned teacher to help students with assessment tasks and outstanding work.

Students from low socio-economic backgrounds

Schools offer basically the same suite of STW programs and activities to students from low socio-economic backgrounds as they do to other students but additional programs are offered that address the particular needs of these students. These are generally programs and activities to build self-confidence, self-esteem and resilience, support personal development, foster aspirations and provide motivation.

As in 2011, a feature of 2012 regional reports is the various forms of financial assistance provided by schools to students from low socio-economic backgrounds. This includes providing financial assistance for school excursions, career expos and other activities, providing information and help to access scholarships, student loans, university equity programs such as the in2Uni program, ASPIRE, government housing scholarships, HELP and FEE-Help, and seeking out or promoting no or low cost options such subsidised training opportunities. One
region reports the promotion of short courses of relevance to local industry needs and casual employment opportunities.

Partnerships with other schools, TAFE and universities in programs to build student and parent awareness and personal aspirations are also mentioned by several regions with one region commenting:

*The partnership with schools has been very positive where the universities work with students, parents and teachers.*

**Students in Other Identified Groups**

Other identified groups reported on by schools generally included Gifted and Talented Students (GATS), boys, girls and refugees. Strategies and programs used with these students in 2012 were similar to those in 2011.

GATS programs reported generally had an academic orientation and included accelerated programs, enrichment programs, science and engineering summer schools with universities, participation in specialisation industry programs, academic Olympics, and the lawyer mentoring program for promising students (LEAPS). Programs for GATS with a leadership element (eg leadership shadowing) and activities focusing on communication and presentation skills (eg public speaking, debating) were not as prominent in reporting as in previous years.

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. Specific programs/activities include boys camp, boys only classes, Rock and Water program, goGirls, Sista Speak, Digi girls and Women in Engineering.

Programs/activities targeting refugees included mentoring support, the Ready Arrive Work (RAW) program, Harmony days, and the Refugee Transition Program.

**Transition Advisers providing career and transition support for identified students**

**Transition Adviser impact in schools**

All regions are positive about the impact of Transition Advisers in schools. Comments include “valuable and significant impact”, “very positive effects” and “tremendously positive impact”.

Transition Advisers have provided an increased capacity for schools to provide a range of options for a variety of students, enabled a case management or one-on-one approach particularly for at-risk students or disengaged students, assisted in the delivery of careers programs, provided mentoring assistance, liaised with employers and industry, supported the Career and Transition Team, provided support and backup for Careers Advisers and coordinated community groups.

Transition Advisers are said to have strengthened and complemented the role of the Careers Adviser. Outcomes attributed to Transition Advisers include more effective liaison and coordination with outside agencies, additional and stronger community links, more consistent and regular contact for students, and improved student engagement with increased student attendance and more informed student transition decisions.

One school reported that:

*The Transition Adviser has had a major impact on the success of students’ transition plans and pathways. This has been widely acknowledged by parents, teaching staff and Health staff. The collaborative manner in which she works has resulted in students who would otherwise be disengaged from education, continuing with their studies and achieving positive results.*
Another commented:

The impact has been positive across the whole school as it has helped disengaged students become more focused on their future and think about the choices they are making at school.

Summary of Planning Transition Pathways in 2012

Planning transition pathways is a key result area for the School to Work Program. The quantitative data from regions indicate generally positive results for 2012. All regions advised that schools were providing a broad range of strategies, programs and support structures to assist students in planning transition pathways and developing career confidence. Regions indicated there is a focus on transition planning for all students with STW programs and activities being tailored to meet the needs of individuals, particularly those in targeted groups.

Use of the Student Pathways Survey declined but use of the Student Pathways Survey Plan has shown positive growth since its release in Term 4, 2011.

A significant number of Years 9 to 12 students are estimated to be able to articulate a career and transition plan with the number increasing slightly in 2012, and around 50 percent of Years 9 to 12 students had a written career and transition plan. A wide range of approaches continued to be used to support students to both develop a personal career and transition plan and to document their planning.

In 2012, identified groups continued to be included in mainstream career and transition program/activities but were also provided with individualised assistance and additional programs to meet their particular needs. Initiatives included both personal and educational support as well as career and transition initiatives. For students with disability there was a continuing emphasis on personal structured support in partnership with external agencies such as specialised disability employment agencies, TAFE and partnership brokers. For LBOTE students there was a heavy emphasis on lifting English language and literacy skills while support for Indigenous students tended to address career and transition, cultural identity, personal development and social welfare areas. The development of Personal Learning Plans incorporating career and transition plans and individual training plans for Indigenous students was again a feature in most regional reports. Support for students in rural or isolated areas aimed to ensure students did not miss out on the range of career and transition activities available to students in regional and metropolitan areas. Providing or facilitating access to financial assistance was often the key strategy in exposing students to career options and career development experiences beyond those available locally.

Strategies to support two groups of students were reported for the first time in 2012. These were reluctant learners and students intending to leave school with a Record of School Achievement (ROSA). The most common approach for reluctant learners was to provide flexible alternative learning options designed to re-engage them in learning. There was an emphasis on practical, work oriented learning, one-on-one support, development of life skills and improvement of literacy and numeracy skills. For students planning to leave with a ROSA, providing opportunities to gain additional qualifications/skills to compliment the ROSA was a common approach. School exit plans, assistance to enrol at TAFE or another RTO, referrals to specialist job agencies and the provision of work readiness training were also commonly reported.

Overwhelmingly, in those schools with a Transition Adviser, the reaction has been enthusiastic with Transition Advisers said to have had a positive impact on school-community collaboration, student engagement, the ability of students to make informed decisions about career and transition options, the level of support provided to students and the variety of career and transition activities able to be provided.
2.5 Exploring Career Futures

Students accessing careers advice/careers counselling to support their pathways planning

School approaches to support student access to formal and informal careers advice/counselling

This is the first year this information has been reported. The data indicate that schools are using all of the identified approaches to support students to access formal and informal careers advice/counselling at their schools, with most schools using at least four of the approaches. Of interest is the high number of schools (83 percent) where parents are involved in meetings with Careers Advisers, indicating an awareness in the school community of the role and services of Careers Advisers. Mentoring by members of the Career and Transition Team, the least used of the approaches, is nevertheless used by 68 percent of schools.

In the “Other” category, approaches identified include referrals to and individual counselling by Transition Advisers, referral to or other involvement of the Learning Support Team or Welfare Team, mentoring, school visits by universities, TAFE and other outside organisations, information dissemination via email and newsletters, and careers discussions in Key Learning Area classes.
Students not accessing careers advice/careers counselling to support their pathways planning

Groups of students not accessing careers advice/counselling

All regions except one identified Stage 4 (Years 7 and 8) students as having less access to careers advice or careers counselling. Several regions commented that no students are excluded from these services but there tends not to be formal or timetabled arrangements for Stage 4 students. Reasons identified include lack of sufficient resources, particularly time/resources allocated to Careers Adviser positions, timetable limitations, the competing demands of other curriculum areas, the need often for students to personally initiate access to services, and schools tending to target more senior years, particularly Year 10. At least one region signalled that some schools intend broadening their focus in 2013 to more adequately include Years 7 and 8 students. Another commented that:

* .... there is a heightened need to adopt a middle years or planned Stage 4, 5, 6 approach to career and transition support.*

In most regions students with attendance issues, and disengaged or at-risk students are also identified as among those not accessing or having limited access to careers advice/counselling. Student motivation is reported by many schools as a factor limiting student engagement with career development services and information. One region commented that the difficulty in engaging at-risk students or those with attendance or behavioural issues is that career path planning may be seen by these students as being “too long term”.

Year 9 students, ESL, new migrant students, students with low levels of English literacy and Aboriginal students were each identified by at least one region as having limited engagement with careers advice/counselling services.

What is needed to ensure these students access careers advice/counselling?

Formal or timetabled careers advice/counselling arrangements, and the necessary additional resources to establish or support these, are identified by several regions as being needed to ensure all students are able to access careers advice/counselling. The need for additional funding for Careers Adviser and Transition Adviser positions is specifically mentioned. One region commented that:

* Most small schools suffer from a lack of the on-going support of a trained Careers Adviser and Transition Adviser.*

Several regions also identified the need to raise the profile of Careers Advisers, to promote careers services more broadly and effectively through various methods and to foster stronger whole school approaches to career development. In at least two regions greater involvement of the Home School Liaison Officer, in the case of poor attenders and at-risk students, and of staff across Key Learning Areas for other students with limited access, are identified. One regional report noted that:

* Most KLA teachers do not see the link between curriculum and student careers futures.*

There is also evidence in responses that schools recognise that careers advice/counselling alone are seldom sufficient to address the broad and complex issues that put students at-risk or that lead to disengagement. Schools report the involvement of a range of support for these students that includes the Home School Liaison Officer, Learning Support Teams, Welfare Teams, Special Education teachers, and Student and Retention Teams.
What career information and materials do these students receive?

Commonly schools in all regions report that students generally not accessing careers advice/counselling services are provided with the opportunity to access the same career information and materials in the same way as all other students. Students are able to access career information and resources on-line. Advice is provided about career-related websites and electronic resources, newsletters and other information are sent to students and their parents in hard copy and electronically. Hard copy careers resources and information are made available in school libraries, resource centres and elsewhere, and material such as posters and bullseye charts are publicly displayed. As well, students have timetabled, referred or self-initiated access to Careers Advisers.

Schools reporting special arrangements for these students identified one to one counselling, counselling involving parents, fast tracked or early commencement of Work Readiness programs, the School to Work program and Individual Careers Action/Learning plans. Schools report the involvement of a range of student support teams such as Welfare and Learning Support Teams in an effort to address the social, behavioural, personal and learning issues limiting access by these students to careers resources and services.

How do schools know that the information and materials are appropriate to the needs of these students?

In determining the career information and materials that are made available to all students, schools generally report relying on the expertise and professional judgment of Careers Advisers and on feedback received from students, parents and teachers through consultative and evaluative processes and informed professional exchanges. Feedback is both formal and informal. Personal Learning Plans, the STW Student Pathway Survey, discussions with students and their parents, the advice of student support teams such as Welfare or Learning Support Teams, and teachers’ knowledge of individuals are used to tailor information and materials to particular needs. A few schools in some regions report not knowing the appropriateness of information and materials to the needs of particular student groups.

Students accessing career information websites to support their pathways planning

The above chart provides a picture of electronic career resources which students were supported to use in 2012 to access career information for their pathways planning. The data
shows schools support students in the use of multiple websites. Overall, the career information website usage pattern was much the same as in 2011. The *myfuture* website, Job Guide and tertiary institutions continued to be the most popular resources although use of Job Guide has increased since 2011, with an additional 23 schools reporting its use. Use of *Ozjac* again fell with 20 fewer schools reporting its use. Only 14 schools reported no supported use of career websites, down from 18 in 2011.

**Teachers accessing electronic career resources to support students in their pathways planning**

<table>
<thead>
<tr>
<th>What electronic resources are being used across the school to support the SVW Program?</th>
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<tbody>
<tr>
<td>Vocational Learning intranet data</td>
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<tr>
<td>Other Employment Related Skills Resources e.g. ERS</td>
</tr>
<tr>
<td>Activities and Lesson Plans</td>
</tr>
<tr>
<td>KLA across the curriculum</td>
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<tr>
<td>myfuture.edu.au</td>
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<tr>
<td>National Career Development Week</td>
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<tr>
<td>ReCAP website</td>
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<tr>
<td>schoolwork.com.au</td>
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<tr>
<td>Vocational Education in Schools Directorate website</td>
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<tr>
<td>Blueprint (AECO) website</td>
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<tr>
<td>SkillsOne</td>
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<tr>
<td>Student Pathways Survey: School Administration</td>
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<tr>
<td>School / region websites</td>
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<tr>
<td>Other</td>
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</table>

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 2012 two additional resources were reported on separately for the first time. These are SkillsOne and Student Pathways Survey: School Administration.

The data show that teachers and Careers Advisers made considerable use of a range of resources in 2012 with the pattern and level of use remaining much the same as in 2011. The *myfuture* website continued to be the most popular resource while 18 and 19 additional schools respectively reported using Other Employment Related Skills Resources and KLA across the curriculum vocational learning resources. Use of the ReCAP website again fell with 15 fewer schools reporting its use.
Electronic tools teachers/careers advisers are using to support the School to Work program

The above data provides a picture of electronic tools which teachers used to support the Schools to Work Program in 2012. This is the first year use of Facebook, Twitter and YouTube and social bookmarking has been reported separately with YouTube being the most popular of these four. Use of interactive whiteboards remained the most widespread, being used by 86 percent of reporting schools. Student DEC email also remained a popular tool. Seventeen additional schools reported the use of Moodle indicating that teachers are becoming more familiar with this online learning tool.

**Use of the DER NSW laptops**

Comments from schools in all regions are fulsome and positive in describing the use of the laptops for career and transition related purposes. Access to online career and transition resources enabled by the laptops is reported to have increased significantly. The laptops are also reported to have facilitated and increased communication between students and led to a more efficient use of Careers Advisers’ time. One region also commented that:

> Generally there has been a significant move to utilise online technologies and web-based information to assist career lessons which leads to greater student engagement.

Laptops are reported to be used regularly in a wide variety of ways by Careers Advisers, students and staff across Key Learning Areas for these purposes. They are used in:

- accessing and researching careers resources and information on websites such as schooltowork.com, myfuture and Job Guide as well as university, TAFE, UAC and industry specific websites
• accessing Moodle for careers assignments and work experience documentation and enabling the development of careers modules delivered via Moodle
• accessing interactive and multi-media content for lessons and career path planning delivery
• communicating and distributing information, including job alerts and upcoming careers events, to students, other teachers and parents via email, newsletters and social media such as Facebook and YouTube
• accessing Student Pathways Survey/Plan, other online surveys and logbook online
• producing letters, resumes, electronic portfolios and other related documentation
• researching post school career and training options, particularly in career education classes.

In contrast to previous years, only one region mentioned ongoing issues in some schools in the use of the laptops.

This year is the first year that ipads and iPhones have been included in this question with responses indicating that these tools are also proving popular and effective. One region commented that the use of social media as a tool to explore careers options is limited but growing.

Schools providing authentic learning

A range of authentic learning opportunities for students was provided by schools in 2012 with the pattern and level of usage remaining much the same as in 2011.

Workplace learning was provided by 98 percent of reporting schools, with only seven schools not involved. It was the most used method of authentic learning, followed by volunteering and community based work, used by 86 percent and 76 percent of schools respectively. One region
voiced a concern about the future of volunteering as an authentic learning strategy with the scaling back of the Premier’s Volunteering program.

Service learning is not as widely used in comparison but the proportion of schools using this method increased to 23 percent, up from 21 percent in 2011 and 20 percent in 2010.

**Summary of Exploring Career Futures in 2012**

The key result area, Exploring Career Futures, is about providing students with access to people, opportunities and a variety of media to assist them to process information about work, education and training options. Almost all schools have a Careers Adviser that provides careers advice and counselling to students and parents. In around 83 percent of reporting schools, parents are involved in meetings with Careers Advisers.

However, access for some students is limited, and often these are the students most in need of career advice and counselling, for example, students with attendance issues, and disengaged or at-risk students. Schools recognise that careers advice/counselling alone are seldom sufficient to address the broad and complex issues that put students at-risk or that lead to disengagement and use a range of strategies including student welfare and learning support teams to address the social, behavioural, personal and learning issues faced by these students.

In terms of access to information and materials schools in all regions report that these students are provided with the opportunity to access the same career information and materials in the same way as all other students but some schools report using alternative or additional methods.

Generally Stage 4 students also have less access to careers advice or careers counselling as there tends not to be formal or timetabled arrangements, usually due to insufficient resources, particularly time/resources allocated to Careers Adviser positions, the competing demands of other curriculum areas, and schools tending to target more senior years, particularly Year 10. Schools acknowledge a need to raise the profile of Careers Advisers, to promote careers services more broadly and to foster stronger whole school approaches to career development but also identify the need for additional funding for Careers Adviser and Transition Adviser positions.

The importance of information and communications technology (ICT) in career education and transition planning, both for students and teachers, is clearly becoming more widely recognised as indicated by the prevalent use of electronic resources in 2012. Most regions and schools are positive in acknowledging the improvement that the DER NSW laptop initiative has made in terms of student learning, student self-management of their career development and planning, access to careers resources, communication between teachers, students and families, new methods of program delivery, and access to teacher professional development.

Schools continue to see the value of learning in authentic contexts with almost all reporting schools providing workplace learning.
2.6 Strengthening Student Outcomes through Vocational Learning

Schools using the Employment Related Skills Logbook

**Number of schools using the Logbook Online website**

The Employment Related Skills Logbook is a major School to Work Program resource that supports the student planning process. It can be accessed online or in hard copy. In 2012, slightly fewer schools used the Logbook either online or in hard copy. Of the 313 schools not using the Logbook Online, 142 were using it in hard copy, almost the same as in 2011.

**Number of students by year group using the Employment Related Skills Logbook**
Fewer students used the Logbook in 2012. Some 54,936 students were reported to have used the Logbook across the six secondary years, a decrease of 7,346 or 12 percent, following a 17 percent increase in 2011. In 2012 the Logbook was used by 20 percent of students enrolled in reporting schools compared to 22 percent in 2011 and 19 percent in 2010. The largest fall-off in usage was in Year 10 (4,420 or nearly 16 percent fewer students) followed by Year 9 (1,742 or 13 percent fewer students).

Stage 5 continues to be the major focus Stage for use of the Logbook for career and transition planning. In 2012, 35,625 Stage 5 students were reported to have used the Logbook for this purpose, which was 49 percent of Stage 5 STW participants and 36 percent of Stage 5 enrolments in reporting schools, down from 54 percent and 41 percent respectively in 2011. In Stage 6, a total of 17,838 students were reported as using the Logbook in 2012 for career and transition planning, which was 29 percent of Stage 6 STW participants and 22 percent of Stage 6 enrolments in reporting schools, down from 31 percent and 25 percent respectively in 2011. The apparent fall in students using the Logbook may be partly explained by inconsistent reporting by schools of their use of the Logbook Online but it may also be explained by an increase in other approaches to delivering employment related skills. For example, widespread delivery of employment related skills as part of the regular curriculum is reported and participation in the Work Education syllabus has also increased.

Teachers teaching Employment Related Skills and supporting students to articulate their ability in these skills

Most regions report the employment related skills are embedded in the delivery and outcomes of KLA programs. The following are two comments that are typical of many made by schools where employment related skills are embedded in the curriculum:

> Employment related skills are embedded in the curriculum. Communication in the workplace is a unit of work in most VET courses. Resume writing, writing covering letters application forms are all taught in PDHPE and English Studies. Science and Geography often take students on excursions to Industry and promote courses at University.

> HSIE teachers have explicitly programmed skills such as team building, problem solving, planning and organising into stage 5 commerce. TAS teachers incorporate planning and organising, problem solving and technology in the design of projects and as part of the FI competition. PDHPE undertake career planning, teamwork and self-management activities. Science teachers invite expert guest speakers.

Schools are utilising the Employment Related Skills Logbook across curriculum areas, however the comment was made that more support and better promotion is needed for the continued uptake or use of this resource across KLAs. Data reported above shows a decline in Logbook use.

Employment related skills are often taught explicitly in VET courses and through the Work Education syllabus. Some regions report that KLA teachers vary in the degree to which they deliver employment related skills (ERS) through curriculum delivery. One region commented:

> Unless there is more explicit support for KLA teachers the ERS will continue to be addressed in a cursory manner.

Among the strategies reported to promote employment related skills and to support KLA teachers in their delivery are the placement of employment related skills posters in classrooms for staff reference, in-service staff training to raise awareness and understanding of employment related skills and how they can be included in the curriculum and Careers Advisers working with other faculties to deliver curriculum that addresses employability skills.
A wide range of other ways of supporting students to develop employment related skills were identified. These included guest speakers, ex-student presentations, taster lessons, site visits, structured workplace learning, simulated activities and action learning projects.

Vocational learning approaches used by teachers

This is the first year this information has been reported. At least 60 percent of reporting schools used all the approaches nominated in the above chart. Around 83 percent of schools included career-related perspectives in their teaching while between 66 percent and 72 percent used four of the six identified approaches. Least used was the inclusion of work, employment and enterprise content by teachers in their teaching.

Regions report that teachers have been creative in their approaches to vocational learning opportunities for their students. They also report that a wide variety of learning outcomes have been achieved by students but with little detail. The approaches employed are said to have a strong positive impact on students who are develop an understanding of the world beyond the school classroom and the connection between school learning, training, further education and the workplace. One region commented that:

There appears to be a noticeable increase in teachers understanding of the need to relate curriculum outcomes to student futures.

Most regions report schools are drawing on business and industry to help deliver vocational learning through guest speakers, workplace visits, and the provision of structured workplace learning. The strong connection with industry is said to have resulted in relevant curriculum delivery, beneficial community links for part time or post school employment and heightened student engagement.

Authentic tasks are widely used to support curriculum delivery to enable students to connect content learning and skills development to real world contexts. Some of the identified authentic
learning opportunities include market days, running of cafes to develop business skills, involvement in Australian Business Week and first aid training.

While the majority of regions and schools indicate a positive engagement by teachers with vocational learning, one region reported schools engaged in ad hoc implementation of a variety of strategies to deliver vocational learning rather than a whole school approach. It was suggested some form of on-line subject-based package is needed to allow students to move forward independently with teacher support.

### Schools giving students opportunities in enterprising learning initiatives

Three quarters of reporting schools indicated they provided opportunities for students to be enterprising learners, around the same as in 2011. Enterprising learning is where learners use initiative, resourcefulness and other enterprising skills in the way they learn. It often involves identifying a real issue or gap and working out a new way to address that issue or gap. It requires taking responsibility, getting involved through first hand real life experience, working cooperatively with others, producing a workable solution, and reflection.

Enterprising learning can be undertaken as part of an external or school developed enterprising learning program, or as a student developed initiative.

As in previous years schools reported an extensive array of enterprising learning opportunities, many of which were school or region specific. Many are locally developed activities while others are national and even international activities. Use is still made of learning activities that are “packaged” and provided or facilitated by external agencies and resources, such as Australian Business Week and the ASX Share Market game. Some initiatives are part of the regular curriculum and others are provided as extra curricula activities.

Activities generally fall into categories such as small business enterprises, environmental care, fund-raising and community service, competitive challenges, personal development, leadership development and specific occupation or trade related activities. Each type of activity usually serves multiple student learning purposes. Volunteering is mentioned frequently with activities likely to be community service oriented. Examples of enterprising learning initiatives include:

**Small businesses**

- setting up and running school or community cafes, school vegetable gardens, catering ventures, market days, landscaping and garden maintenance, and juice bars
Fund-raising and community service

- participation in Premier’s Volunteering Challenge, Social Justice community volunteering, Clean Up Australia volunteering

Environmentally oriented activities

- recycling programs, environmental rejuvenation projects, kitchen gardens, sustainable water systems, Environment Day

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

- Premier’s Challenge, Australian Business Week, Young Achievers Australia, Duke of Edinburgh Awards, The Real Game, World Skills competition, Solar Car Challenge, ASX stock market game, Engineering Science Challenge, ruMAD?

Work or trade-related training

- Step Out bricklaying program, film making, school radio station, Worldskills.

Financial management

- ASX stock market game, Money stuff, YWCA Money Savvy.

Schools report the development of a range of skills through enterprise learning initiatives. These include business skills such as business plan preparation and stock management, retail skills, financial skills such as budgeting and money management, marketing and research skills, leadership, communication and interpersonal skills, teamwork skills, problem analysis and problem solving, job seeking skills, industry specific skills, personal financial management and life skills.

Schools also report outcomes such as improved self-esteem and self-confidence, greater engagement with school and with learning and heightened career aspirations. One region reported:

*Embedding authentic vocational learning in our curriculum offerings has increased student engagement and has had a positive effect on student attitudes towards learning at school. It has also allowed students to see the relevance of subjects taught at school and relate content to real life experiences therefore strengthening student outcomes.*
Schools providing the Real Game Series for students

<table>
<thead>
<tr>
<th>Student numbers by year group</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Make it Real Game</td>
<td>283</td>
<td>191</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Real Game</td>
<td>973</td>
<td>1415</td>
<td>2126</td>
<td>3401</td>
<td>583</td>
<td>162</td>
</tr>
<tr>
<td>The Be Real Game</td>
<td></td>
<td>836</td>
<td>1400</td>
<td>265</td>
<td>59</td>
<td></td>
</tr>
<tr>
<td>The Get Real Game</td>
<td></td>
<td></td>
<td></td>
<td>95</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Real Game Digital edition</td>
<td>8</td>
<td>8</td>
<td>197</td>
<td>421</td>
<td>90</td>
<td>90</td>
</tr>
</tbody>
</table>

Schools continued to provide the Real Game series in 2012 but the number and proportion of students participating in the series remained low. There were changes in the number of students participating in the various components but no overall pattern is discernible.

The Real Game component continued to have the most number of participants with 8,660 participants across all reporting schools which represented 5.8 percent of Years 7-12 STW participants, slightly up from 5.2 in 2011. The highest participation across all components was in Stage 5 with 8,381 students, around the same as in 2011.

Summary of Strengthening Student Outcomes through Vocational Learning

Vocational learning is an important curriculum area which provides students with opportunities to develop skills and knowledge to make a successful transition from school to employment or further education and training.

In 2012, slightly fewer schools reported using the Employment Related Skills Logbook either online or in hard copy. Also fewer students used the Logbook with the largest fall-off in usage being in Stage 5 where the proportion of Stage 5 STW participants using the Logbook fell from 54 percent in 2011 to 49 percent. Although there may be a degree of under-reporting, the decline in usage may also be explained by the apparent widespread delivery of employment related skills as part of the regular curriculum and by the use of other approaches to deliver these skills. Participation in the Work Education syllabus, for example, has also increased.

Regions report that creative approaches to delivering vocational learning opportunities have resulted in students achieving positive outcomes but have provided little detail of the outcomes. Students are said to have developed an understanding of the world of work and the connection between school learning, training, further education and the workplace. Industry involvement in vocational learning through guest speakers, workplace visits, and the provision of structured workplace learning and authentic learning is said to have resulted in relevant curriculum delivery, beneficial community links for part time or post school employment and heightened student engagement.

While the majority of regions and schools indicate a positive engagement by teachers with vocational learning, in many schools vocational learning is provided through the ad hoc implementation of a variety of strategies that lack a whole school approach.

Three quarters of reporting schools provided enterprising learning opportunities, around the same as in 2011, and the same types of opportunities were offered. They included participation in small business enterprises, environmental care, fund-raising and community service, competitive challenges, personal development, leadership development and specific occupation
or trade related activities. A range of vocational learning skills are being delivered through enterprising learning activities including employability skills, enterprise skills and job-specific skills. Students are also gaining greater self-esteem and self-confidence, strengthened engagement with school and with learning and heightened career aspirations.
2.7 Building Networks and Connections

Schools developing community/business partnerships

The above chart indicates that, under the umbrella of the School to Work Program, a high proportion of schools continue benefit from in community/business partnerships with 91 percent reporting that community/business partnerships have been embedded in strategic planning processes, up from 88 percent in 2011.

Examples of effective community/business partnerships across schools

Schools identified countless partnership arrangements. Most are local or regionally based partnerships involving local businesses, industry, education and training providers, sporting organisations, community groups and charitable organisations. There are also many partnerships with national businesses and organisations.

Work experience, workplace learning opportunities, mentoring, role models, volunteering opportunities, access to resources and equipment, post-school employment, job seeking skills, identification of and exposure to possible career paths, and School-Based Apprenticeships and Traineeships are common examples of the opportunities provided through these partnerships. Some partnerships are ad hoc while others are ongoing. The following is a typical description of a partnership arrangement provided by a school:

This partnership has provided work and business opportunities for the school in many areas. They have donated the equipment needed to set up a cafe at the school which will help to skill students and prepare them for work. They also provide work experience placements and they ran a careers expo at the school. They also provide financial scholarships.

Examples of specific programs mentioned several times include the Independent Employment Adviser Program (IEA), the Beacon Foundation programs, Plan-it Youth, Smith Family programs and the UNSW Network Schools program. The IEA Program is a program where advisers work intensively with students in Years 9-12 who are struggling in school, to re-engage them in learning and support their transitions to employment. A regional report described the value in the IEA program to students and teachers as:
...in depth career guidance and assistance with the development of employability skills as well as the opportunity to participate in tailored work experience.

The Beacon Foundation programs aim to help young people make informed, high aspiration decisions about their future pathways. Plan-it Youth is a mentoring program for students at-risk of leaving school early, and the Smith Family provides on-line mentoring through its iTrack program. The UNSW Network Schools program provides the opportunity for invited schools and their students to participate in a wide range of exclusive activities, events, master classes, special information sessions and workshops.

The high and growing proportion of schools with community/business partnerships indicates schools are seeing the value in such arrangement. One region commented that:

Teachers have developed greater understanding of the value of links with business and how these links can achieve positive outcomes for students.

Among the outcomes that schools attributed to partnerships are more meaningful learning opportunities, students gaining part-time and full-time work, students becoming more independent and resourceful, students having more confidence in their planning and decision making, students gaining skills not able to be delivered through classroom teaching, better attendance and improved engagement with learning.

Community linked activities that support student career and transition planning

The above graph points to the range of community linked initiatives implemented in 2012 that supported student career and transition planning. The data indicate that schools participated in multiple community linked activities. There were small increases and decreases in various initiatives but overall the pattern and level of usage remained similar to that in 2011. Industry
visits were reported by 21 fewer schools and Alternative Learning programs by an additional 33 schools. The most used initiative was Workplace Learning which has not previously been reported on in this question.

Regional School Business Community Partnership brokered activities or programs that have supported student career and transition planning

Schools reported a wide range of activities and programs that have been brokered by School Business Community Brokers. Partnerships are identified with local and national business, industry, community and sporting groups. Some partnership arrangements are for a particular event such as the Environment Day mentioned in one region, while others are on-going such as the Worlds of Work (WOW) mentioned by two regions, and a partnership between a group of schools and a local mining company reported by another region. The most commonly reported activities are the brokering of work placement opportunities, School-Based Apprenticeship and Traineeship opportunities and career expo opportunities. Other activities said to be facilitated by Partnership Brokers are mentoring arrangements, employment, try-a-trade events and guest speakers in schools.

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

Schools actively engaging parents, carers and elders in supporting their child’s career development

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. In 2012, a high proportion of schools, 97 percent, sought to engage parents, carers, and elders in their child’s career development, one percent more than in 2011.
Opportunities provided to parents/carers, elders and/or community members to be involved in career and transition support for their child

<table>
<thead>
<tr>
<th>What opportunities have you provided for parents/carers, elders and/or other community members to be involved in career and transition support for their child?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent interviews</td>
</tr>
<tr>
<td>Career expos</td>
</tr>
<tr>
<td>Industry forums</td>
</tr>
<tr>
<td>My Future training</td>
</tr>
<tr>
<td>Career information nights</td>
</tr>
<tr>
<td>Careers adviser access</td>
</tr>
<tr>
<td>Introduction to the Logbook</td>
</tr>
<tr>
<td>Student Pathways Survey/Plan</td>
</tr>
<tr>
<td>Newsletters</td>
</tr>
</tbody>
</table>

The above graph quantifies some of the opportunities provided by schools to parents to engage in and support their children’s career and transition. In 2012, the pattern of use of the various activities remained much the same as in 2011 with parent interviews, used by 97 percent of schools, being most popular followed by newsletters (88 percent) and Careers Adviser access (86 percent). In 2012 all strategies were used by slightly fewer schools than in 2011 with 44 fewer schools using industry forums, 43 fewer using career information nights and 31 fewer using career expos.

Schools identified other approaches to involving parents/carers and others in career and transition support for their children but most of these were a variation on the approaches listed in the above chart. Most school use passive forms of engagement such as information sharing but some schools report more active forms of engagement that involve parents in planning and decision making. Parental involvement in subject selection was mentioned frequently, as was parent visits to tertiary institutions and industry.
Mentoring of students

Schools where mentoring support is available to support students’ career and transition planning

In 2012 mentoring was available to students in over three quarters of reporting schools, almost the same as in 2011 (77 percent).

Regions report schools using a variety of mentors for a range of purposes. Teacher mentors are frequently mentioned, with arrangements varying between schools. In some, all Years 11 and 12 students are allocated or select a teacher mentor. At-risk students are particularly targeted in many schools. Teacher mentoring is also frequently made available to Years 9 and 10 students.

Some mentoring arrangements are on-going while others are for a particular period. One school described a two term program working with at-risk students:

The program provided one teacher mentoring students once a week with sessions including excursions, industry visits, monitoring attendance, help with school work and career/transition based lessons. Key aspects were to increase engagement and make links between school, career goals, transition and work.

Career Advisers are commonly identified as providing mentoring support to students. In some schools Executive staff and Transition Advisers are also engaged in mentoring students. A number of schools mentioned peer mentoring.

Among the specific mentoring arrangements identified are Plan-it Youth, the Smith Family iTrack, the Independent Employment Advisers (IEA) Program, Norta Norta and Sista Speak.

Areas to which mentoring has been directed include development of resumes, subject selection, careers research, preparation of university and scholarship applications, progress and future directions, personal development and re-engagement with learning.
Schools providing careers advisers with access to professional development

The above chart shows that in 87 percent of reporting schools Careers Advisers participated in locally provided professional learning. Regionally provided professional learning was also accessed in a high percentage of reporting schools (82 percent) although this was 23 fewer schools than in 2011. Around 49 percent of reporting schools had Careers Advisers participating in State, regional and local professional learning networks, about the same as in 2011. A slightly larger proportion of schools (7 percent) indicated that Careers Advisers did not access local, regional, state or national professional learning networks in 2012 compared with 2011 (5 percent).

Schools implementing workplace learning to support student’s educational experience

Schools providing work experience

The above chart shows that 98 percent of schools provide work experience.
In 2012 a very high percentage of reporting schools, 98 percent, provided work experience for their students, the same as in 2011.

Work experience, in various forms, is generally provided for students in Years 9-12 but one region reported that work experience is provided for any student aged 14 or over on request. Students commonly targeted include Year 10, students at-risk, students in alternative programs, and students with disability. Work experience is also provided as part of Work Education and Work Studies courses. Year 12 students are less involved in work experience and the most common arrangement is that it is available on request.

**School delivery of work experience**

Work experience is provided in various ways with block release being the most common arrangement being used by 69 percent of reporting schools. Periodic release is used by 47 percent of reporting schools. Schools tend to use multiple arrangements, for example, block release for Year 10 students, periodic release for at-risk students and subject to availability (sometimes in school holidays) for Years 11 and 12.

**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 2012 schools have continued their efforts to strengthen existing and foster new strategic connections, partnerships and networks. A higher proportion of schools reported embedding community/business partnerships in their school plan and many schools participated in multiple community/business linked activities, indicating schools are seeing great value in community/business partnerships.

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. Among the outcomes that schools attributed to partnerships are more meaningful learning opportunities, students gaining part-time and full-time work, students becoming more
independent and resourceful, students having more confidence in their planning and decision making, students gaining skills not able to be delivered through classroom teaching, better attendance and improved engagement with learning.

In 2012, a slightly higher proportion of schools, 97 percent, sought to engage parents, carers, and elders in their child’s career development. Most sought to do this through information sharing activities but there is evidence that some schools have sought to move beyond this to a more active form of engagement.

Schools have also embraced mentoring with widespread use of mentors for a range of purposes. School staff including teachers, Careers Advisers, Transition Advisers, year advisers and school executive members are engaging in mentoring. Use of outside agencies and programs and peer mentoring is also commonly reported. Years 11 and 12 students and at-risk students are the groups most commonly involved with mentors but teacher mentoring is also frequently made available to Years 9 and 10 students.

The commitment of Careers Advisers to the School to Work Program is evidenced by the high proportion accessing professional development to enhance their effectiveness in engaging students in career and transition planning.

Almost all schools, 98 percent, continue to provide work experience for their students. Students generally targeted include those in Year 10, students at-risk, students in alternative programs and students with disability. Work experience is also provided as part of Work Education and Work Studies courses with block release being the most common arrangement.
### 3.0 HIGHLIGHTS AND ACHIEVEMENTS

#### 3.1 Reflection on Highlights and Achievements

How effectively are the following outcomes occurring in your schools?

<table>
<thead>
<tr>
<th></th>
<th>True</th>
<th>Mostly true</th>
<th>About halfway true</th>
<th>Slightly true</th>
<th>Not at all true</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Students are actively being supported to learn how to document and manage their career and transition planning.</td>
<td>246</td>
<td>145</td>
<td>57</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>A large majority of schools, 84 percent, believe this statement is true or mostly true, up from 82 percent in 2011. There was an 8 percent increase (19 schools) in the number of schools that said this statement was true. Only around 1 percent of schools indicate it is not at all true. This is again a positive result and a solid foundation for further achievements in the Planning transition pathways key result area of the STW Program. For a many schools (15 percent), the statement remains only slightly or about halfway true. This suggests that in some 16 percent of responding schools, slightly less than the proportion in 2011, there may be some students in need of active support in learning how to document and manage their career and transition planning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Students are trained to locate and use career information.</td>
<td>281</td>
<td>125</td>
<td>37</td>
<td>15</td>
<td>8</td>
</tr>
<tr>
<td>Around 87 percent of responding schools believe this statement is true or mostly true, up from 85 percent in 2011. Slightly less than 2 percent say it is not at all true. For 11 percent of schools the statement is slightly or about half way true. This suggests that at least some students in 13 percent of responding schools may not yet be receiving training to locate and use career information.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Curriculum delivery in our school provides a range of vocational learning opportunities for students.</td>
<td>274</td>
<td>134</td>
<td>49</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Close to 88 percent of responding schools indicate this statement is true or mostly true, up from 85 percent in 2011. Around 12 percent of schools say this statement is about half way true or slightly true and only one school said it was not at all true. This provides a solid</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
foundation for further achievements in the *Strengthening student outcomes through vocational learning* key result area of the STW Program. Nevertheless, schools need to continue their efforts to embed vocational learning and vocational learning opportunities in all curriculum delivery.

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

Some 94 percent of responding schools indicate this statement is true or mostly true, up from 89 percent in 2011. A further 5 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.

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

Close to 90 percent of responding schools (up from 88 percent in 2011) indicate this statement is true or mostly true. The remaining 10 percent (down from 12 percent in 2011) indicate it is only slightly or about half true. This suggests that there may be some students without adequate support in building and maintaining networks to support their career planning, although the data shows schools are improving in this area.

### 3.2 Achievements and Directions

STW achievements that have made the most difference for schools in 2012

STW Program achievements in 2012 that made the most difference for schools varied from school to school and region to region. Many schools listed more than one achievement they considered had made a difference. Achievements were often school specific, flowing directly from the way in which the STW Program operates in a particular school. Achievements were generally interrelated.

Responses to at-risk or disengaged students were frequently nominated. These included the provision of alternative learning programs, Stage 5 VET; work experience and work readiness opportunities, and increased provision of SBATs and TVET. One school nominated Work Education and reported that:

> Work Education has allowed disengaged students to reconnect with learning in the school environment through a variety of activities including Links to Learning, TAFE, Youth Reach and gardening and cafe programs run within the school.

Partnerships and generally stronger links with employers, industry, the local community and education and training providers were also nominated by many schools. One school reported:

> Building on partnerships within the community has been of great benefit for our students. It has given students opportunities to practise their skills in real life work environments, and participate in workshops /lessons tailored to their individual needs.
The structuring, provision, strengthening and uptake of work experience and work placements were commonly nominated as making a difference. One school, for example, reported:

*Work experience this year has been highly successful with many students gaining casual employment from their placements. VET work placement students received recognition and possible work placements as positions become available.*

Another school reported:

*The work experience is really an eye opener to students who previously had no idea of workplace requirements and the realities of a nine-to-five job.*

Many schools nominated initiatives targeting Year 10 students. The initiatives included VET, work experience, mentoring, guidance testing, resume and CV preparation, *Create your Future* week, parent interviews, tertiary presenters at subject selection sessions and careers lessons.

Greater parent involvement was reported as a notable achievement by a number of schools with one school reporting that engaging most parents in the career and transition interviews for years 10, 11 and 12 had made the most difference in 2012.

The adoption of a whole school approach including commitment to a Career and Transition Team and cross curriculum approaches are credited with making a difference in several regions.

The STW priorities that have proved challenging or elusive

Aspects of the STW Program that proved challenging or elusive varied between regions. In many cases, aspects of the STW Program identified as challenging or elusive were the same as those nominated as making the most difference. There were some common areas of challenge. These included:

- 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
- accessing quality work placements and work experience places, particularly for high needs students, disengaged students and students who do not meet age requirements
- having structured career lessons included in the timetable
- lack of full-time Careers Advisers and funding to provide more Careers Adviser and Transition Adviser positions
- the level of commitment among some students to the program which is manifest in students not taking responsibility for various aspects, for example, not completing the Student Pathways Survey
- assisting disengaged students affected by the raised school leaving age
- engaging parents in their children’s career and transition planning and activities
- issues around the DER laptops such as students not bringing them to class
- issues relating to time, locality, availability of services and resources.

Effectiveness of regional support of schools in 2012

Schools are generally satisfied with the regional support they receive, describing it variously as “valuable”, “effective”, “excellent”, “supportive” and “readily available”. Examples of comments are:
It is imperative to our effectiveness in school. The regional support I have received has been very helpful and timely in response.

The region has provided excellent support this year especially around the new SBAT registering system and how it operates.

The regional staff are exceptional in their provision of ongoing support to our school. They are invaluable to a school like ours.

Schools particularly appreciated regional efforts to provide professional development related to the STW program and the opportunities provided by regional network meetings. Financial support provide through regional offices was identified as an effective form of STW Program support although there were numerous calls for additional funding as well as for further professional development. Support from consultants and STW Coordinators was also mentioned as being both welcome and effective with one school commenting:

There is always open communication with STW consultants. They are willing and helpful and work hard to solve any problems.

Support for schools to increase the effectiveness of the STW Program for students

Regions identified a number of forms of support needed by schools to increase the effectiveness of the School to Work Program for students. Overwhelmingly, continued and increased financial support for STW initiatives was the most common form of support identified. While schools and regions varied in how funding should be applied, areas frequently identified were

- providing extra positions and allowing greater time allocation for Careers Advisers
- providing more and higher quality professional development for teachers
- providing structured time-tabled career lessons and
- providing funding for various activities and programs – funding for transport costs associated with activities such as career expos and excursions for example

Other areas of support identified by schools included dissemination of best practice, continued support from consultants, ideas for alternative programs and approaches, more whole staff/school support and involvement of KLA teachers, and more support and involvement from local employers.

Local Directions for the School to Work Program in 2013

Because there are many different aspects to the School to Work Program and each school has its own mix of activities and programs, directions identified for 2013 were diverse and related to the way in which the STW Program operates in each school. However there were some areas that were common to many schools. These included:

- strengthening or establishing whole school approaches to career and transition, including more training for and involvement of KLA teachers and embedding Vocational Learning and employment related skills across the curriculum
- maintaining and enhancing the effectiveness of existing STW activities and programs
- expanding or establishing various STW activities and programs such as The Real Game series, Student Pathways Survey, Board of Studies courses particularly targeting specific groups such as Work Studies syllabus for Stage 6 and Stage 5 VET courses
- building a higher profile for career and transition planning and development for students
• strengthening and expanding partnerships with parents, community, employers, tertiary institutions and other organisations.

END