STUDENTS
Students take on personal leadership and responsibility for planning and self-managing their career transitions to construct a fulfilling and productive life.

TEACHERS/CAREERS ADVISERS
Students’ intentions are powerful predictors of subsequent participation in education and consequently post-school plans.

SCHOOL
High quality evidence of student voice provides schools with unique and valuable information that has capacity to influence whole school planning.
Introduction

Student Pathways Survey: Access and Implementation

School Administration: Access and Implementation

School Report: Access and Implementation

Support Documents
Career Development: a whole school community responsibility

Benefits of the Survey for schools
Schools share how they use the Survey

Accessing the Student Pathways Survey: School Administration
Using Student Pathways Survey data
Survey implementation ideas from schools

Accessing the Student Pathways Survey: School Report
Steps to generate a School Report
Benefits of the School Report according to schools
Schools share how they use the School Report

Survey Administration Checklist
Teacher Instructions (Teacher-managed approach)
Completing the Survey
Teacher Instructions (Student-managed approach)
Student Access Card
Student activities and worksheets
  Student Feedback Report – suggested follow-up activities
  Student Pathways Survey Reflection
  STAR Method
  Mind Mapping Career Alternatives
  Those Who Have Influenced Me
  Sample Student Pathways Survey Feedback Report
Australian Blueprint for Career Development Mapping
The Student Pathways Survey is a joint venture between the Vocational Education in Schools Directorate, Educational Measurement and School Accountability Directorate and the Information Technology Directorate.

The Student Pathways Survey is a School to Work initiative. It consists of a range of on-line resources including:

- The Student Pathways Survey and Feedback Report
- The Student Pathways Survey: School Administration
- The Student Pathways Survey: School Report
- The Student Pathways Survey: State and Regional Administration

Students in Years 9-12 undertake the Student Pathways Survey as an initial step to identify actions in their career and transition planning. The Survey consists of 29 questions, is accessed on-line and on completion, students receive an instantaneous feedback report.

Student access to laptops, provided through the Digital Education Revolution NSW, will improve the school’s ability to coordinate student access to the Survey. It will also enable efficient electronic storage of students’ feedback reports.

Introduction
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...IT IS PARTLY ON THE SELF-BELIEFS OF EFFICACY THAT PEOPLE CHOOSE WHAT CHALLENGES TO UNDERTAKE, HOW MUCH EFFORT TO USE AND HOW LONG TO PERSEVERE FOR.


The questions in the Survey encourage students to reflect and report on their confidence in relation to their goal setting, part-time work, job choices and aspirations, career information and support, pathway options, career and transition planning and intended school exit and destination plans.

The Student Pathways Survey is a unique career tool in that it enables students to report on self-efficacy in their career and transition planning. Self-efficacy refers to a person’s belief in their capacity to organise and execute courses of action required to achieve a desired outcome.

Self-efficacy was first described by psychologist Albert Bandura. Bandura’s claims about the importance of self-efficacy beliefs in explaining behaviour have been supported by research in a variety of contexts, including academic performance and career development (Bandura, 1986).


From the standpoint of self-efficacy theory, to increase students’ self-efficacy in their career development is to provide them with the training, experience and support to successfully achieve mastery in setting and enacting their career and transition goals.
The Student Pathways Survey encourages students to consider their intentions in regards to further education and training; their confidence in career planning and accessing career resources; as well as the influences that impact on their career and transition thinking. It provides an excellent basis for individual career counselling, and can be used with existing tools, practices and programs to better support students’ career planning, and increase student motivation and student engagement.

The Student Pathways Survey is one tool which supports individual students to develop the skills, confidence and capacity to begin self-management of their career journey through and beyond school. The Student Pathways Survey is an ideal tool to supplement the development of Personalised Learning Plans, in particular to support the Aboriginal Education and Training Strategy.

Schools supporting mentoring programs would also find the tool useful as a conversation starter regarding students’ intentions and their career aspirations.

Students could share their feedback report with parents/carers.

Schools could provide training for parents to support student career decision making by starting with the presentation ‘Introducing my future to parents’ provided on the VEiS website at:

Career Development:
A Whole School Community Responsibility

Schools are not solely responsible for young people’s career development. A career development program is multifaceted and should be considered a whole school community responsibility.

A well structured career development program for students involves a range of teachers and community people who have the capacity to contribute to students’ career development. Some approaches can include:

- Support for individual career and transition planning
- Opportunities for students to develop and record their employment related skills
- Access to current career information and career resources
- Explicit links to learning and their career options and career choices (lifelong learning)
- Provision of vocational learning, enterprise learning and authentic learning through curriculum delivery
- Access to accredited training through VET subjects
- Access to opportunities offered in and by the broader school community.

Each school needs to consider the context of their school within their school community and the career development needs of their students. The School to Work Program provides an excellent framework in which to implement a whole school career development program. A whole school career development program is best managed through a school team effort, such as forming a Career and Transition Team, or embedding into the Teaching and Learning Committee.

Career development programs will differ between schools. However, two frameworks available to support schools in shaping their career development program are available through the brochure, Career Development in NSW Public Schools and through the Australian government document, the Australian Blueprint for Career Development (ABCD).
Student Pathways Survey:
Access and Implementation

STEP 1
Before the survey: student preparation and access

The survey has been designed to alert students to key areas in their career planning and to encourage them to reflect on their preparation for life beyond school. Initial access by students to the Student Pathways Survey is best if they are formally introduced by prepared school staff.

Advice for student preparation is provided in the Support Documents in this handbook: Teacher Instructions (teacher-managed approach) and Teacher Instructions (student-managed approach).

Student access to the survey is through the home page on the DET Student Portal under Other Sites.

Students click onto this website and enter their unique DET user ID and password in the appropriate boxes. (This is the same as accessing their portal and email.)

NB: Teachers implementing the survey can access it via the Vocational Education in Schools internet at: https://www.det.nsw.edu.au/vetinschools/schooltowork/index.html
**STEP 2**

Doing the Survey and receiving the Feedback Report

Students will find that the survey comprises two parts:
- Responding to the survey questions online
- Receiving an instantaneous online feedback report.

*Students should be encouraged to save their feedback report electronically* as it has interactive web-links in four career factor areas:
- Planning and preparing for your career future
- Your career challenge
- Influences on your thinking about future job options
- The importance of career information and services to you.

The *Student Pathways Survey: Feedback Report* provides students with tangible evidence regarding their career intention, their career confidence, and their career influencers. The data and information provided by the Feedback Report enables students to start identifying and actioning their career and transition ideas. A sample feedback report can be found on page 38 in the Support Documents in this Handbook.

**STEP 3**

Guiding student use of their Survey Feedback Report

Below are four activities that will support student use of the information provided in their feedback report.

1. Encourage students to explore their individual feedback report and identify actions they could undertake from the information provided in each of the factor areas: Eg.

<table>
<thead>
<tr>
<th>FEEDBACK REPORT AREA</th>
<th>ACTIONS I COULD TAKE</th>
</tr>
</thead>
<tbody>
<tr>
<td>My ideas about the future</td>
<td></td>
</tr>
<tr>
<td>Planning and preparing for your career future</td>
<td></td>
</tr>
<tr>
<td>Your career challenge</td>
<td></td>
</tr>
<tr>
<td>Influences on your thinking about future job options</td>
<td></td>
</tr>
<tr>
<td>The importance of career information and services to you</td>
<td></td>
</tr>
</tbody>
</table>

Instructions for schools to implement the *Student Pathways Survey* are provided in the Support Documents. It is recommended that you refer to these to support your implementation.
2. Provide students with time, or direction to utilise their feedback report to explore the web links provided in each of the factor areas. This might form the basis of guided discussion of each factor area, allowing students to share their learning. They could also be asked to complete a personal action plan. A sample is provided below:

**CREATING MY PERSONAL ACTION PLAN:**

Date:

My personal career goals are:

<table>
<thead>
<tr>
<th>Steps or actions I need to take</th>
<th>Who/what can help me?</th>
<th>What do I want to achieve?</th>
<th>When?</th>
<th>What I learnt? What I need to do now?</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Students who have completed the report a second time could be encouraged to revisit their former report and compare it with their current one. In pairs or small groups they could discuss what has influenced their ideas since they last completed the survey and identify how their perceptions may have changed due to those influences. They could then be assigned to update their personal action plan.

3. Students might complete a STAR Contract / Agreement (See: Student Worksheets in the Support Documents in this Handbook)

4. Students could complete the handout titled “Student Pathways Survey Reflection”, provided in the Support Documents page.34.

5. Other learning activities to support the four factor areas have been provided in the Support Documents: Survey Feedback Report - Suggested Learning Activities.
CAREER PATHWAY PLANNING
THE SURVEY HELPED:

- identify individual students experiencing career planning difficulties leading to more targeted assistance to those students in their career pathway planning
- increase student awareness of available career resources
- increase student knowledge of the career and transition assistance available to them
- deepen student thinking and knowledge in career exploration
- encourage students to explore their career and transition options
- encourage career investigation such as talking to employers, attending career expos or participating in workplace learning.

THE SURVEY ALSO:

- heightened students’ awareness of the role they can play in their own career and transition planning
- increased student participation in self-monitoring their career development
- supported students to clarify and reflect on their attitudes to learning and career planning.

CAREER COUNSELLING
THE SURVEY HELPED:

- identify key focus areas for individual career counselling
- prioritise students requiring career counselling
- scaffold individual interviews related to subject selection and future career intentions
- identify students who intend to leave school.

THE SURVEY ALSO:

- encouraged discussion with the careers adviser
- encouraged discussion with parents/caregivers.

CURRICULUM DELIVERY
THE SURVEY WAS USED TO:

- develop students’ ICT skills, including accessing online information about careers
- complement the delivery of the Year 10 Real Game activity
- be a component of Personal Learning Plans
- identify students at risk of leaving school who could be supported by engagement programs
- introduce and raise the profile of the School to Work Program to Year 9 students
- review the impact of Work Education on students’ self confidence in career & transition planning
- provide evidence of student expectations for the review and refinement of the school’s careers program.

STUDENT CAREER SELF-MANAGEMENT
THE SURVEY PROVIDED:

- a starting point for career and transition planning (including exit plans)
- the impetus for students to start identifying their career directions
- a springboard for career investigation
- a planned opportunity for student self evaluation.

In the 2007 & 2008 School to Work Annual Reports NSW secondary schools noted the Student Pathways Survey was instrumental in raising student awareness of their individual responsibility in their career and transition planning. Schools reported using the Student Pathways Survey with students to achieve a range of outcomes that support student retention, participation and engagement. They include:

BENEFITS OF THE SURVEY FOR SCHOOLS

In the 2007 & 2008 School to Work Annual Reports NSW secondary schools noted the Student Pathways Survey was instrumental in raising student awareness of their individual responsibility in their career and transition planning.
HUNTER RIVER HIGH SCHOOL
The school initially trialled the use of the School to Work Survey (Student Pathways Survey) with a Work Studies class to get student feedback on their opinions of its effectiveness and relevance to their individual stage of career development. As a result of the positive feedback from students the intention is now to facilitate small group workshops to complete the survey for Years 9, 10 & 11 students in 2009.

JAMISON HIGH SCHOOL
The Survey feedback report enabled teacher and student reflection/feedback on Year 10 Career Education and Year 9 Work Education classes. The Year 9 students will have a copy of their STW Survey (Student Pathways Survey) attached to the Semester 2, 2008 Report. The Survey assists in developing a Career Education Pathways/Exit Plan.

GLEN INNES HIGH SCHOOL
This school identified that the Student Pathways Survey:
1. Supported students with individual transition planning with a personalised report.
2. Supported students to self manage their career planning.
3. Enabled students to reflect on their career planning gaining confidence in the direction they are heading.
4. Also enabled teachers to evaluate the direction of their career program.

WARIALDA HIGH SCHOOL
This school used the Student Pathways Survey to support the school’s individual pathway planning interviews.

KEMPSEY HIGH SCHOOL
The Student Pathways Survey was used to get students thinking about where they are presently situated in their career development and to generate ideas about the types of things they should be considering. It was also used to gather data on students that can be used to assist them in their career decision making.

KINGSCLIFF HIGH SCHOOL
This school identified that it was a good “tool for students to reflect on their career plans, also a discussion starter for career research activities”.

ASQUITH GIRLS HIGH SCHOOL
The Student Pathways Survey helped students to identify areas of their career planning that could be more effective. It also reinforced the relevance of education/learning to career planning.

ALBURY HIGH SCHOOL
The Student Pathways Survey helped students to gauge where they are at with their individual career plan. Also to assist each student to identify the strengths and weaknesses of their career plan and to determine how they may work on improving any...
weaknesses. It also assists them to gain greater awareness of the people they can utilise to develop their career plan more effectively.

**UNGARIE CENTRAL SCHOOL**

All students completed the Student Pathways Survey as part of their transition plan. It proved a useful tool for students, staff, support staff and executive staff. It allowed for appropriate planning to be in place for students and also a great conversation starter when talking with students about their post school pathways.

**AMBARVALE HIGH SCHOOL**

The Student Pathways Survey was used for estimating potential school leavers and "at risk" students in years 9, 10, 11, and 12 which made it easier to target and work with these students on a one to one basis for career planning and counselling. The feedback was used to re-design the STW careers program to ensure the career needs of students in years 9, 10 and 11 are met. Information used as basis for careers counselling.

**BELMORE BOYS HIGH SCHOOL**

The Student Pathways Survey is a very valuable tool allowing students to examine their goals and map out their Career Pathways. It encourages them to reflect on all areas of career and life planning with particular emphasis on their abilities and future needs. It encourages them to analyse their current position and plans. It is a great support to careers counselling.

**BEVERLY HILLS GIRLS HIGH SCHOOL**

Students who completed the survey were able to self evaluate, reflect on their employment skills & their career plans & transition needs. Students in Years 10 & 11 could compare their responses from previous years.

**LURNEA HIGH SCHOOL**

The Student Pathways Survey provides an opportunity to assess the student’s level of career knowledge and to start students thinking in more detail about their future. It also provides an opportunity to demonstrate growth over time if students undertake the survey more than once during their time at school.

**COBAR HIGH SCHOOL**

Students in Years 9 to 12 have been introduced to the survey in careers class and given the opportunity to do it during class time. They were also informed that the survey could be done at home if they were online and that it could also be updated at any time. I requested that students take their hard copy of the summary home to discuss with family/caregivers the results.

**NARROMINE HIGH SCHOOL**

The Student Pathways Survey gives students the opportunity to reflect on their career planning. To help students further their engagement with the process of career planning.
School Administration: Access and Implementation

Each student’s responses to the survey and their feedback report can only be observed by teaching staff in the student’s school. This complies with the Privacy Statement on the Student Pathways Survey.

Student survey responses provide information which may be useful for teachers who have a role in working with individual students in relation to their career and transition planning, including subject selection. Such teachers could include careers advisers, transition advisers, welfare teachers or teachers in a career and transition team, school welfare team, year advisers, school counsellors and senior school executive.

The School Administration access for teaching staff provides:
- a list of students who have completed the survey
- each student’s current year at school
- access to each student’s response to the survey
- individual student’s feedback report
- the last date each student completed the survey
- a record of each teacher’s access to the website.

NB: Staff accessing student data should be made aware that this data is based on self-efficacy, indicating student confidence, student intentions and student influencers in their career decision-making. It is the student’s current perception and this should be respected at all times.
Accessing The Student Pathways Survey: School Administration

**STEP 1:**
Teaching staff access to the Student Pathways Survey: School Administration area is through the home page on the DET Portal, in My applications. The link is titled Student Pathways Survey: School Administration.

**STEP 2:**
On the home web page click onto Browse records and a page similar to the one below will open.
Using Student
Pathways Survey Data

The Survey and its feedback report provide excellent information to support school personnel in the following areas:

**ENGAGEMENT AND RETENTION**
Develop a set of strategies to provide targeted support for students intending to leave school early, such as personal interviews, tutorial support, welfare support and the implementation of structured activities / programs. Strategies could include:
- Employer presentations
- Excursions to business and community organisations
- Participation in the Real Game Series
- Volunteering
- Student-led career research e.g. Career Search
- Workplace literacy and numeracy
- Community programs

**CAREER AND TRANSITION PLANNING**
Design activities to expand students’ career knowledge and understanding and encourage them to specify their career and transition planning. Ideas to create learning activities that address the four key career factor areas identified in the Student Feedback Report are provided in the Support Document, Survey Feedback Report - Suggested Learning Activities

**INFORMING PARENTS/CARERS**
Develop opportunities that will inform and engage parents/carers such as:
- Use the Feedback Report in career interviews with parents and students.
- Encourage parents / carers to request that children share their Student Pathways Survey: Feedback Report.
- Provide information about students accessing the Student Pathways Survey in school newsletters.
IN THE 2007 AND 2008 SCHOOL TO WORK ANNUAL REPORT, SCHOOLS REPORTED ON METHODS THEY USED TO IMPLEMENT AND UTILISE THE STUDENT PATHWAYS SURVEY

SURVEY IMPLEMENTATION IDEAS FROM SCHOOLS

CAREERS/ WORK STUDIES CLASSES

- Year 9 and Year 10 Career Education classes
- Year 9 Careers and Year 11 Study Period
- Year 9 Careers and Year 11 Work Studies
- Year 9 Careers, Year 10, 11 and 12 optional or own choice and own time
- Year 11 Work Studies.

CAREER INTERVIEWS

- Year 10 and Year 12 career interviews
- As a self-efficacy tool for students in conjunction with Work Education and a Careers Adviser interview regarding goal setting.
- Capture student’s goals and aspirations as a basis for informing further individual support and action.

CURRICULUM CLASSES

- Maths Classes Year 9 - 1 Day Blitz
- Year 10 PDHPE Classes
- Year 9 English in a dedicated STW unit - Careers Adviser supports English teacher
- Year 9 Maths Careers Adviser support and IT expert support
- Delivered to Year 9 & 10 through PDHPE faculty
- Students participated during a Science period, facilitated by School to Work coordinator and careers adviser
- Students accessed through their English KLA as part of their career topic- ‘Beyond’.

SUPPORTING ICT SKILL DEVELOPMENT

- Computer Classroom Lessons in week 4/5/6 supported by other KLA teachers
- The survey is used to support ICT skills identified in the maths syllabus. Students print out their survey response to include in their STW logbooks and complete a Logbook entry on the Employability skills practised during the exercise.

WITHDRAWAL OF STUDENTS/CLASSES/SEMINARS

- Withdrawal in Year 11
- All Year 9 students were withdrawn from a Maths lesson
- Students in Years 10, 11 & 12 completed the survey during seminar sessions
- Individual students selected for the Youth Pathways Program
- Identified students and career interviews.

STUDENTS SELF-MANAGE

- We print STW cards (ie. Student Access Card) with the details of how to log on to the survey so middle and senior students can complete the survey in a set time on or off campus. The support of my Boss (Principal) and the Deputies regarding the value of both the survey and report provides greater currency within the school.

EXIT AND TRANSITION PLANNING

- Year 10 as core transition planning and through Work Education
- Exit Planning Yr 10 and 12; Transition Planning Yr 9 and 11.
The Student Pathways Survey: School Report provides unique and valuable information about the school community and its aspirations. It provides schools with live, online data sourced from students’ responses to the Student Pathways Survey. The release of the School Report was announced in the InPrincipal memo (DN/07/00185) on 27 July 2007.

The School Report draws on identified questions in the Student Pathways Survey that gives schools rich information. The Student Pathways Survey: School Report can be used to inform whole school strategic planning and provide information and data for the Annual School Report.

The Student Pathways Survey: School Report consists of:

- **A Student Profile** - of all the students in the school who participated in the survey in a given school year. The profile provides the number of students who self-identify as ATSI, LBOTE and with a disability. It also indicates student numbers by gender.

- **Direct Response Questions** which provide schools with data that relates to students’ participation in part-time work; student’s career intentions; student’s ability to create a career and transition plan; and student’s intentions about leaving school. This is excellent information to access student voice on retention and lifelong learning.

- **The Career Factor Areas** which are students’ scored responses to a range of questions that reflect their perception in areas of their career development. An explanation of each area is provided in the report. The four career factor areas are:
  - Planning and preparing for your career future
  - Your career challenge
  - Influences on your thinking about future job options
  - The importance of career information and services to you.

- Each school’s data is provided alongside aggregated state data. The state data is drawn from total student responses across the state in a given year.
The Student Pathways Survey: School Report can be used to:

Provide information and data for the Annual School Report (ASR) if relevant to the area chosen by the school in:
- Key evaluations
- Student satisfaction
- Vocational education programs

Inform strategic planning to improve:
- Student career development opportunities
- Student career and transition outcomes
- Student retention
- School to Work Program

Address the Office of Schools Plan priority - Student Engagement and Retention to:
- Develop clear strategies and specific targets to improve student participation and retention
- Increase the proportion of students completing either Year 12 or recognised vocational training
- Enhance the school’s relationship with parents/carers

Meet NSW State Plan priorities, in particular that students fulfil their potential by:
- Better equipping 15 – 19 year olds to individualise their career pathway planning
- Identifying the diverse needs of 15 – 19 year olds and provide targeted support for individuals and groups.

Accessing the Student Pathways Survey: School Report

Staff members enter their DET Staff Portal, go to My applications then...
Steps to generate a School Report

Schools are able to generate a variety of report types after choosing the school year from which they wish to generate the reports. A report will only be generated if more than five (5) students have participated in the Survey.

The three screens showed below indicate the range of information schools can access.

1. **HOME PAGE**

There are seven report types that can be generated from the home page.

**2009 STUDENT PATHWAYS SURVEY REPORT BY YEAR GROUPS**

Welcome to your Student Pathways Survey Report which provides data that reflects your students’ voice when thinking about their future. It must be emphasised that this is NOT an accountability tool nor does it measure school effectiveness.

Please follow these steps to generate your school’s report:

1. **Choose the reporting period:**
2. **Identify the report type:**
   - Total - year groups (9 - 12)
   - Gender - Male
   - ATSI
   - Disability
   - UGATE
   - Customise Group

**Custom Group Instructions:**

To customise a report, identify students from the list using the checkboxes labelled Report Group, then click on the Generate Report button.
2. STUDENT PROFILE

This profiles students who have participated in the Student Pathways Survey in an identified year (2009). This page provides access to all the data that relates to the topics identified in the Survey for the Report type requested.

3. DATA PRESENTATION

This following screen provides a view of the style of data available for direct response questions.
SCHOOLS SHARE HOW THEY USE THE SCHOOL REPORT

SAMPLE RESPONSES FROM SCHOOLS ON HOW THEY USED THE STUDENT PATHWAYS SURVEY: SCHOOL REPORT IN 2008

SEFTON HIGH SCHOOL
Examining whole group and individual responses enabled the school to obtain a snapshot of the effectiveness of the STW program and to incorporate any changes or improvements into the Management Plan. It was also used to identify students not engaged in their career planning so as to provide adequate support for a post-school destination.

JAMISON HIGH SCHOOL
The Principal has used the results to assess the effectiveness of the Career Education Program, Work Education, TVET and School Based Apprenticeship Program. Assist with curriculum development and timetabling. For 2009 the Survey results will appear in the school newsletter for the community to study.

CHATSWOOD HIGH SCHOOL
This High School is bimodal (selective and mainstream) and the information students entered is used to inform future course offerings and identify students "at risk". As a result of the survey Chatswood HS will be offering Work Studies to Year 11 for the first time in 2009.

GOSFORD HIGH SCHOOL
The Student Pathways Survey: School Report was used to gauge trends that have relevance to career aspirations of students in a selective high school.

Benefits of the School Report According to Schools

In the 2008 STW Annual Report NSW secondary schools noted that the Student Pathways Survey: School Report was used to:

- Review management plans for the School to Work Program
- Inform strategies that support student retention
- Provide information and data for the Annual School Report,
  and
- Reflect, review and improve current strategies that support student career development as well as career and transition planning.

SAMPLE RESPONSES FROM SCHOOLS ON HOW THEY USED THE STUDENT PATHWAYS SURVEY: SCHOOL REPORT IN 2008

© State of NSW, Department of Education and Training, Vocational Education in Schools Directorate 2009
BALRANALD CENTRAL SCHOOL

The Student Pathways Survey: School Report was used to assess the success of existing programs and to highlight the need for further initiatives.

CAMDEN HAVEN HIGH SCHOOL

The Student Pathways Survey: School Report was used to assist in the relevant delivery of career (through STW) and transition programs for all students, including the disadvantaged and the indigenous students. It is also used to provide data that assists teachers in planning to meet student career needs.

NARROMINE HIGH SCHOOL

The Student Pathways Survey: School Report was used to collect data to enable analysis of student views about the career planning, as a way to making improvements in how the school handles this process. To better understand existing patterns of career planning in the school, & the diverse needs of our students.

TUGGERAH LAKES COLLEGE: BERKELEY VALE

The Student Pathways Survey: School Report was used to evaluate the vocational education direction in the School Management Plan for 2009. Identify priorities for the School to Work Program.

LIVERPOOL GIRLS HIGH SCHOOL

The Student Pathways Survey: School Report was used to gather data in particular from Year 10 (165 girls) in preparation for Year 11 careers fair, training and purchase of appropriate resources. Language data section used to identify interpreters to prepare for parent meetings.

THOMAS REDDALL HIGH SCHOOL

The Student Pathways Survey: School Report was used to assess confidence of students as career self-managers and to inform school planning in relation to improvement. It was also used to identify future priorities regarding support for student career and transition planning, counselling and welfare information/use.

BLACKTOWN GIRLS HIGH SCHOOL

The Student Pathways Survey: School Report guided staff … to gauge needs and act as supplementary data for counselling to support student’s subject selection. “It was also identified that a host of siblings of students that completed the Survey also accessed the SPS survey - offering insights into our maturing students.”
Support Documents
Survey Administration Checklist

- Supervising teachers have been briefed and have a copy of the Teacher Instructions (Teacher-managed approach or the student-managed approach)
- Students **must** know their own **DET user ID** and **password** to access the survey
- All students who are completing the survey have been briefed and have a copy of the Student Access Card
- Computer rooms, classrooms or other locations are adequately prepared
- Consideration has been given to the logistics of students accessing their feedback reports upon completing the survey. Feedback reports can be printed and/or saved electronically
- Students access the survey through the home page on the **DET Student Portal** under Other Sites. Look for “Creating Future Pathways: Student Survey”
- Timetabling arrangements are in place and teachers have been informed
- Provisions for any students with additional needs are in place
- All nominated students have completed the survey within the expected timeframe – careers advisers or other nominated teachers can check this through Student Pathways Survey: School Administration on the DET Staff Portal.

SCHOOLS ADMINISTERING THE SURVEY SHOULD ENSURE THAT:
(TEACHER-MANAGED APPROACH)

These instructions have been developed to support a teacher-managed approach where the survey is completed by students in a classroom setting.

Student Instruction Card

Teachers may wish to provide students with an instruction card to assist them in completing the survey. The student instruction card can be copied from Teachers Instructions (Student-managed approach). See page 31 in the Handbook.

Before Commencing

The Survey Explain

To The Students That:

- The survey has been developed to assist all students from Year 9 to Year 12
- The survey will assist them with their thinking and planning for life through and beyond school
- The survey will provide them with an instantaneous personalised feedback report which they should print or save electronically, read, reflect upon and then store in their Employment Related Skills Logbook or in their school online folder
- There will be support provided by key teachers in the school after students have completed the survey, eg Careers Adviser, Transition Adviser, Year Adviser etc
- Their survey responses will allow the school to better support them in their thinking and planning for life beyond school (ie their voices will be heard)
- Only teachers at the school will have access to each student’s personal information in the survey
- The survey is not a test, so there is no pass/fail and no marks
- There are no right or wrong answers in the survey
- The survey enables students to reflect on their individual career perceptions, so they should not talk to other students or ask teachers to help with answers
- They can redo the survey again at a later time, remembering that only their most recent attempt will be retained in the Student Pathways Survey:
- School Administration
- Students should be encouraged to use the feedback report to begin actioning their career and transition plans.

IN THE 2007 AND 2008 SCHOOL TO WORK ANNUAL REPORTS SCHOOLS REPORTED ON METHODS THEY USED TO IMPLEMENT AND UTILISE THE STUDENT PATHWAYS SURVEY

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1. Ask students to log onto DET Student Portal and under Other sites they will find a link Creating Future Pathways: Student Survey.

2. Ask students to click onto this website and enter their DET user ID and password in the appropriate boxes displayed. (Same as accessing their portal)

3. Ask students to read the information on the front page of the survey (or you can read this for them), including the privacy notice (see next page). It is a good idea to check that the students are clear at this point on the purpose of the survey (see Student preparation above) and that their survey responses will only be accessed by teachers at the school. Once this has been done, ask students to click on ‘continue’.
4. Remind students that the survey is not a test – there are no right or wrong answers. Also, as the survey is about them as individuals, they should not ask teachers or other students for help with responses.

5. Advise students to think about each question carefully before responding. The survey includes 29 questions which should take approximately 30 - 40 minutes to complete.

6. Be aware that some questions ask for responses using a likert scale. These questions ask students to think about how confident, how likely, or how important something is to them. You may need to explain to your students how to make the best use of these scales when answering (see Q1 example below).
7. Some questions ask students for free responses using a text box. Please ask students to limit their responses to no more than 40 words (see Q7 example below).

8. Inform students that they must complete all of the questions that the survey asks them. Encourage students to check their responses before they click on 'submit'. (NB Clicking on 'reset' will remove all existing survey responses).

9. If the survey does not submit the student has missed a question or two. A message will tell them which question and they will then need to scroll back and answer before they can submit.

10. Once students have clicked on 'submit' they will see the following prompt:

11. Once students have clicked on 'OK' they will see an instantaneous personalised feedback report on their screen. This report will have a ‘print’ option. It will also provide an option to create the report as a PDF document which can then be saved electronically to a personal file.
12. If students choose the “Create Report as PDF” option they will see the following prompt:

13. If student reports are unable to be printed immediately, please explain to the students they can access their reports from the careers adviser or a nominated teacher at a suitable time.

14. If the students save their report electronically they are able to return to the report and utilise the live web links to access and explore information that will guide their career ideas and future planning.

15. Encourage students to carefully read and think about the personalised feedback contained in their report. They may eventually like to discuss their feedback with their careers adviser, other teachers, their friends and their family. Encourage students to store their reports in their Employment Related Skills Logbook.

16. Once the reports have been printed and the survey is no longer needed, ask students to close their browsers. This is important to ensure that other students do not access the private information of the students who have used the computers.
After students are well prepared to complete the survey, they can be provided with the following instruction card to complete the survey in their own time.

**Student Access Card**

After students are well prepared to complete the survey, they can be provided with the following instruction card to complete the survey in their own time.

**Teacher Instructions**

(Student-Managed Approach)

These instructions have been developed to support a student-managed approach where the survey is completed by students in their own time (eg. at home, school library, computer room).

Please Ensure That:

- the timeframe for completion is provided to students
- teacher support is available for students during this time
- students have access to computers with internet connection.

**Student Preparation**

Before Commencing The Survey Explain To The Students That:

- the survey has been developed to assist all students from Year 9 to Year 12
- the survey will assist them with their thinking and planning for life through and beyond school
- the survey will provide them with an instantaneous personalised feedback report which they should print, read, reflect upon and then store in their Employment Related Skills Logbook
- there will be support provided by key teachers in the school after they have completed the survey
- their survey responses will allow the school to better support them in their thinking and planning for life beyond school (ie their voices will be heard)
- only teachers at the school will have access to each student’s personal responses
- the survey is not a test, so there is no pass/fail and no marks
- there are no right or wrong answers in the survey
- the survey enables students to reflect on their individual career perceptions, so they should not talk to other students or ask teachers to give answers.
- they can redo the survey again at a later time, remembering that only their most recent attempt will be retained.
Ensure you have your personal DET user ID and password handy (same used for portal access)

2. Go to your Student Portal home page

3. Find Other sites

4. Click onto Creating Future Pathways: Student Survey

5. Add DET user ID and password again (same as portal)

6. Read instructions and complete survey

7. Print your feedback report on completion &/or save electronically

8. Read and reflect on your report and store in your Logbook and/or electronically

9. Inform your careers adviser / supervising teacher

Date to be completed: _____________________________

Teacher Signature: ___________________________________
### SURVEY FACTOR AREA

### Planning and Preparing for your Career Future

#### Possible Student Activities:
- **Investigate:**
  - Job Guide
  - SkillsOne
  - Myfuture
  - Local newspapers / websites
  - Local industries
- **Interview an employee / employer regarding their career path / career barriers & successes**
- **Ask students to work through the My Guide area of myfuture and provide you with their action plan**
- **Explore favourite jobs and identify subjects that support these jobs / careers (Quick Facts in the Occupation pages of myfuture OR use the Bulls Eye Posters in myfuture in the Resources area)**
- **Explore the local Careers Expo and talk to people – ensure teacher/careers adviser does extensive preparation and follow up.**
- **Undertake work experience, work shadowing, employee/employer interviews, (Complete the Student Guide to Workplace Learning.)**
- **Mind map career alternatives (page 36 in this handbook.)**

### Your Career Challenge

#### Student Resources and Activities:
- **Identify interests, hobbies, parent / community expectations, personal dreams**
- **Investigate other people's stories and discuss the influences and obstacles they overcame in their career pathways:**
  - Love Your Future – NSW TAFE
  - Videos on myfuture, SkillsOne,
  - Jobs Alive
- **Two card activities – Optimism Boosters and Sometimes Magic Happens (available through Bright and Associates at www.brightandassociates.com.au) help young people overcome obstacles and encourage them to open their mind to new insights. These activities are described in booklet provided at the Student Pathways Survey Training Workshop 2006 p51-58.**
Influences on Your Thinking about Future Job Options

Introduce Students to Resources and Activities that:

- Identify people who have influenced student’s career ideas – Activity on page 37. A follow-up activity can be found in Amundson, Poehnell and Pattern, careerscope: looking in, looking out, looking around, Activity 19 (pp.53-57)
- Identify chance events that have or could influence a student’s career decisions – Refer to The Wotif Exercise and The Butterfly Model of Careers Technique in the booklet provided at the Student Pathways Survey Training Workshop 2006 (pp.33 -36)
- Identify their Circles of Influence p48 – 50 in the booklet provided at the Student Pathways Survey Training Workshop 2006.

The Importance of Career Information and Services to You

Student Resources and Activities:

- Divide the class into groups and ask them to research and assess:
  - Industry websites
  - Career information websites
  - Education and training websites OR
  - Resume builders
  - Job sites
  - Careers Expos
  - Open days and industry events
  - Etc.

Students share with others what they discover and how helpful the websites/events are.

- Identify career and information services in the local community – Job Network, Centrelink, TAFE Counsellors, etc. and what services they provide.
- Students are provided with an outline of the career services provided by the school, including access to the careers adviser.
Student Pathways Survey Reflection

Date Survey Was Completed:

From reading *Your ideas about the future* in my feedback report, this is what I learnt about myself.

From reading *Planning and preparing for your future career* in the feedback report there are 2 actions I could do in the next month.

From reading *Your career challenge* in the feedback report this is what I need to do to progress my career ideas.

From reading *Influences on your thinking about future job options* in the feedback report these are some key messages that are important.

From reading *The importance of career information and services to you* in the feedback report this is what I need to do to increase my awareness and knowledge of career information and services.

Choose ONE action I need to take as a result of reading my feedback report.
STAR Method

The STAR method is a great way to talk about what you have achieved and what you are planning to achieve. That is it helps you talk about past actions and future actions.

The situation is...

The task to do is...

The action required is...

The results will be in by...
Mind Mapping Career Alternatives

This activity helps you to identify alternative careers related to the career you chose to put into the circle in the middle of this diagram. You could explore these careers and then identify the skills that are transferrable across all these careers.

Transferable skills

My favourite or current job
Those Who Have Influenced Me

<table>
<thead>
<tr>
<th>People who have influenced me</th>
<th>What did they say or do?</th>
<th>What did you think &amp;/or feel about it?</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

Record what you have learnt about yourself through the eyes of others:
CREATING FUTURE PATHWAYS: STUDENT SURVEY
PLANNING FOR MY LIFE AFTER SCHOOL

Survey submitted.

STUDENT FEEDBACK REPORT

Name: Sammy
Year: 10
School:

Thank you for completing the survey. The feedback provided below has been created from the answers you gave in the survey. This information might be useful for you to consider your career planning. We suggest that you store this feedback report in a safe place such as your Employment Related Skills Logbook and discuss your ideas with your careers adviser.

Your ideas about the future

You currently have a part-time job. You have thought about the kind of job you want as a career. You are interested in Graphic Designer as a job and you are also interested in Architect Interior Designer

You think that it is not important to have more than one job choice.

You have a plan to get the job you want. This is a written plan. You feel confident that it is a good plan.

You are considering leaving school
• at the end of Year 10
• after completing Year 12

When you leave school you would like to
• get some training
• go on to TAFE
• go on to university
• go and get some other kind of qualification

You consider that it is important that the school can help you prepare for your future job in the following ways:
• show me what school subjects I need for different jobs
• show me what courses I need to study after I leave school
• show me what marks I need
• help me to keep a record of my skills and experiences

Planning and preparing for your future career

Sammy you indicate that you are confident in your ability to plan and prepare for your future career - congratulations! Now might be a good time for you to reflect on your career goals to make sure that your plans are reasonable and realistic and specify when you expect to reach the goal. Your career adviser can help you to do this. Successful people always keep an open mind to ensure that their career goals are flexible enough to cope with any changing circumstances that might occur in the future. It is always a good idea to have some alternative career options in mind and remain alert to new and emerging opportunities.

Your career challenge

Sammy you seem to feel confident about your future career - congratulations. Just remember that the world changes every day - including the world of work. It is very unlikely that you will have the same job throughout your working life. You too will experience personal changes. Your ideas about work will probably change as well. It is important that you are always flexible and willing to consider other career possibilities. You should always try and keep your knowledge and skills up-to-date.

Influences on your thinking about future job options

Sammy your response indicates that your career decisions appear to be influenced by the ideas and comments of other people and different situations. Ultimately, you are responsible for your own personal career journey. This does not mean that you have to do this alone but you need to become aware of and value your individuality. It is important to recognise all of the influences on your career decisions and prioritise what is important to you. Your careers adviser can help you to do this.

The importance of career information and services to you

Sammy you recognise the usefulness of careers information and services. However it appears that you are not yet accessing them to gain the maximum benefit they can provide. Set yourself a task to find out about as many sources of career information and services as you can. Your research should include speaking to a range of people, exploring the internet and finding out about career publications. Check with your careers adviser to see if you are on the right track and discuss what you need to do to progress your career pathway planning.

"Goals are dreams with deadlines." Diana Scharf Hunt.

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NSW Department of Education and Training
## Australian Blueprint for Career Development (ABCD)

Competencies used to inform the Student Pathway Survey feedback report in the four factor areas

<table>
<thead>
<tr>
<th>Areas In The ABCD</th>
<th>Years</th>
<th>1. Career Planning And Preparation</th>
<th>2. Inhibitions To Career Confidence</th>
<th>3. Influences Impacting On Career Decision Making</th>
<th>4. Ability To Access Career Information And Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Management</td>
<td>9 - 10</td>
<td>2.2 Develop abilities for building positive relationships in life</td>
<td>1.2 Build a positive self-image and understand its influence on life and work</td>
<td>1.2 Build a positive self-image and understand its influence on life and work</td>
<td>5.2 Locate, understand and use career information</td>
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<td></td>
<td></td>
<td>3.2 Learn to respond to change and growth</td>
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<tr>
<td></td>
<td>11-12</td>
<td>2.2 Develop abilities for building positive relationships in life and work</td>
<td>1.3 Develop abilities to maintain a positive self-image</td>
<td>1.3 Develop abilities to maintain positive self-image</td>
<td>5.3 Locate, interpret, evaluate and use career information</td>
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<tr>
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<td></td>
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<td></td>
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<tr>
<td>Learning and Work Exploration</td>
<td>9 - 10</td>
<td>5.2 Locate, understand and use career information</td>
<td>4.2 Link life-long learning to personal career aspirations, both present and future</td>
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<td>N/A</td>
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<td>6.2 Understand how work contributes to the community</td>
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<tr>
<td>Learning and Work Exploration (cont)</td>
<td>11-12</td>
<td>5.3 Locate, interpret, evaluate and use career information</td>
<td>4.3 Link life-long learning to the career building process</td>
<td>4.3 Link life-long learning to the career building process</td>
<td>N/A</td>
</tr>
<tr>
<td>Career Building</td>
<td>9 - 10</td>
<td>8.2 Link decision-making to career building 11.2 Understand and experience the process of career building</td>
<td>7.2 Develop qualities to seek and obtain/create work 9.2 Explore and understand the interrelationship of life roles</td>
<td>9.2 Explore and understand the interrelationship of life roles 10.2 Explore non-traditional life and work options</td>
<td>8.2 Link decision making to career building 11.2 Understand and experience the process of career building</td>
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<tr>
<td></td>
<td>11-12</td>
<td>8.3 Engage in career decision making 11.3 Recognise and take charge of the career building process</td>
<td>8.3 Engage in career decision-making 11.3 Recognise and take charge of the career building process</td>
<td>9.3 Link lifestyles and life stages to career building 10.3 Understand and learn to overcome stereotypes in life and work building 11.3 Recognise and take charge of the career building process</td>
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