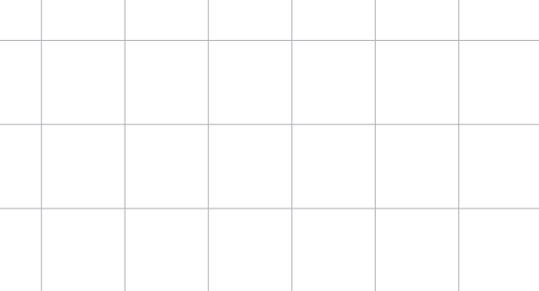




SCHOOL TO WORK PROGRAM

2019 Overview





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INTRODUCTION

The School to Work program

The [School to Work \(STW\) program](#) prepares young people to face the challenges and opportunities of future trends in the world of work. The program lays the foundation for young people to be enterprising citizens engaged in lifelong learning and making positive career transitions.

The STW report is used by school staff to improve student achievements and experiences and to value add to their career education programs. Schools report on activities both inside and outside of the school gate where they have created local networks between schools, business and industry, community and parents. Reporting on their school's student career learning progress allows for reflection evaluation and strategic planning for the following year.



This report

This annual report presents the findings from the 2019 STW program. A total of 169,216 secondary students enrolled in government schools participated in the 2019 STW program. Findings are based on reports submitted by 486 NSW public schools with secondary enrolments. The number of reporting schools may vary as additional reports may have been received during the data processing period. All graphical visualisations are based on a total of 486 unless otherwise stated.

EXECUTIVE SUMMARY

The School to Work program focuses on engaging all students in career and transition planning. Schools are making a positive difference through the four key result areas.

Planning transition pathways

Planning transition pathways aims to build student confidence in managing their career and transition planning. Schools are equipping their students to talk about their career and transition plans. Schools estimate 92% of STW participants in Years 9-12 can articulate their transition plan. Schools are also supporting students to develop helpful career and transition tools such as resumes (94%), cover letters (88%) and portfolios (75%).

Transition advisers are having a positive impact for identified students through the support they provide. Transition advisers are improving student engagement and making more regular contact with students. They are also providing greater awareness of the importance of career and transition planning, as well as providing helpful external links for students' post school activities.

Exploring career futures

Exploring career futures provides opportunities for students to process information about work, education and training opportunities. Students use a number of electronic careers resources to explore possible pathways, most commonly tertiary institution websites (78%) and the [myfuture](#) website (74%).

Students are using technology to access information on new and emerging jobs or skills shortage areas through careers-related websites. Many schools provide opportunities for their students to experience workplace learning through work experience (97%) followed by work placement (85%).

Strengthening student outcomes through career learning

Career learning allows students to explore the world of work and is delivered through the broader curriculum. Schools are most likely to deliver career learning by using industry websites, resources and worksites (91%) or by developing students' transferable skills (85%).

Schools are assisting students to identify the transferable skills they are demonstrating in class (90%). Schools are also providing opportunities for students to develop entrepreneurial skills (78%).

Building networks and connections

The objective of building networks and connections is to provide greater opportunities for students through connections, partnerships and networks. Almost nine in ten schools (86%) have embedded building strategic partnerships in their school plan. The community and industry activities that are supporting student career and transition planning are career expos (86%), guest speakers (82%) and industry visits (78%).

Not only are schools working to build connections with external networks, but internal connections are also prioritised. Almost all schools (98%) seek to actively engage internal networks of parents and carers to support their child's career development.

Achievements and priorities

The 2019 STW program resulted in several positive outcomes for NSW school students. The key achievements from the STW program are:

- Increasing student engagement and positive participation outcomes
- Engaging diverse groups of students
- Integrating a whole school approach
- Building and maintaining networks.

These achievements are areas to prioritise for the future, as students continue to grow and develop in their career learning.

PROGRAM MANAGEMENT AND PARTICIPATION

Program management



81%
of schools have a team that delivers the STW program.



69%
of schools have a documented whole school management plan to deliver the STW program.



66%
of schools use the CICA benchmarks to inform the direction of their STW program.

STW team coordinators are: (n=361)



61%
Careers advisers



17%
Head teacher



10%
Principal, assistant principal or deputy principal

The resources and initiatives that make a positive difference to STW program:

- Funding
- Careers events
- Work experience
- Access to additional/new/specialist staff
- Collaborative and/or whole school approaches
- Individualised career and transition planning support
- Use of technology and access to electronic career resources
- External links/community engagement/networking/industry partnerships/TAFE and university relationships.

Technology plays a key role in the delivery of the STW program as students are able to access a variety of online resources including online career websites. Given the impact of COVID-19 on schooling in 2020, technology is likely to play an even greater role in future career learning.

Student participation in the School to Work program

Participation by year group

Year	Number of enrolments	Number participating in STW	Participation rate (% of enrolled students)
7	53,507	14,519	27%
8	51,815	14,800	29%
9	50,651	28,074	55%
10	50,158	46,596	93%
11	42,103	34,431	82%
12	36,093	30,796	85%

Diverse groups participation (% of STW students)

- 21,346 (12%) English as an Additional Language/Dialect Students (EAL/D).
- 14,409 (8%) Aboriginal and Torres Strait Islander (ATSI) students.
- 13,202 (8%) Students with additional learning needs.

Timetabled career education classes

- 48,000 students in Years 7-12 participated in timetabled career education classes.
- Career education class participants represent 28% of STW participants.

Career learning and transition initiatives in primary schools

- 138 schools work with primary school students on career learning initiatives.
- 130 schools provide Year 6 to 7 transition initiatives that include career learning.

PLANNING TRANSITION PATHWAYS

The main objective of planning transition pathways is to build student confidence in self-managing their career and transition planning.

Students can talk about their career and transition plan

Schools estimate 92% of STW participants in Years 9-12 can articulate their transition plan. Seven in ten schools (71%) estimate their Years 9-12 students have a record of their career and transition plan.

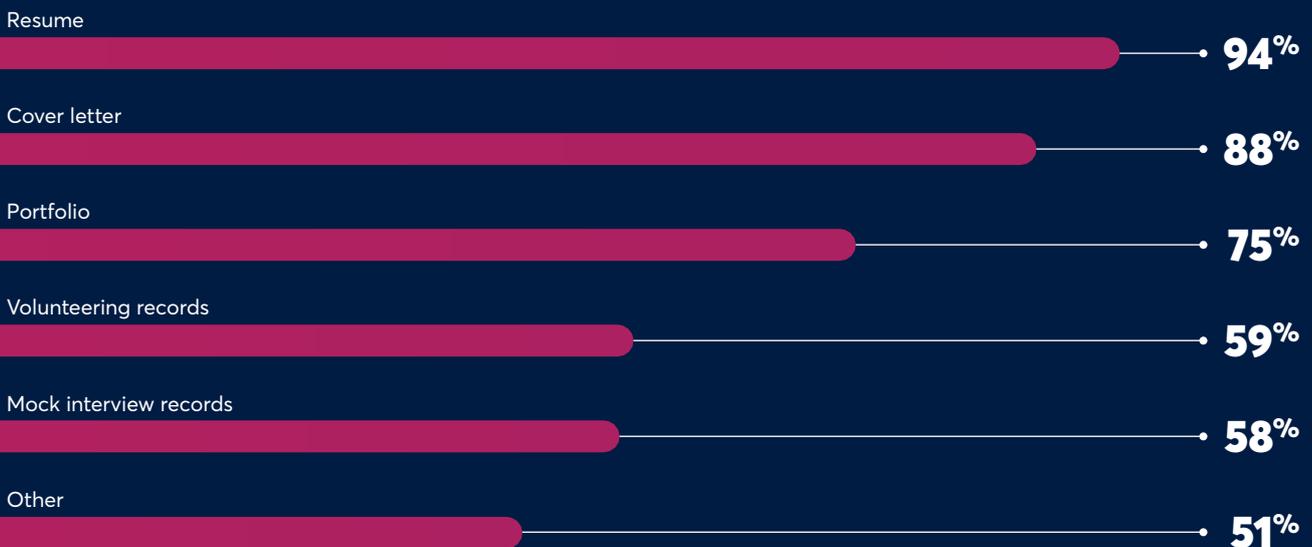
Schools support students to develop a range of career and transition tools

Schools support students to develop career and transition tools. The most common tools students are supported to develop are preparing resumes (94%) and cover letters (88%). Three in four schools (75%) support students to develop a portfolio.

One in two schools (51%) identified 'other' tools they use to support students. These include:

- Work experience documentation
- Career and transition plans, personal learning plans, career action plans
- Vocational or work-related qualifications/certification.

TOOLS STUDENTS ARE SUPPORTED TO DEVELOP



Building student confidence in career and transition planning

Schools work to build student confidence in career and transition planning. Schools use a variety of resources to build student confidence including workplace learning (95%), subject selection (91%) and individual counselling (88%).

Transition advisers are having a positive impact for disengaged and diverse groups of students.

Transition advisers increase a schools' capacity to provide a range of opportunities for students, particularly disengaged and diverse groups of students to better meet their career and transition needs. Transition advisers provide more intensive support to students.

Transition advisers have a positive impact through the following:

- Improved student engagement and more regular contact for students
- More students with career and transition plans and more informed transition decisions
- Better linking of students with service provider support, more effective coordination with outside agencies, stronger community links and more access to work experience
- Raised awareness of the importance of career and transition planning.

TOP FIVE RESOURCES SCHOOLS USE TO SUPPORT STUDENTS' PERSONAL CAREER AND TRANSITION PLANNING

1

95%

Workplace learning

2

91%

Subject selection

3

88%

Counselling

4

87%

Explicit lessons/ activities on career and transition planning

5

87%

Interviews with teachers



Supporting career and transition confidence of diverse groups of students

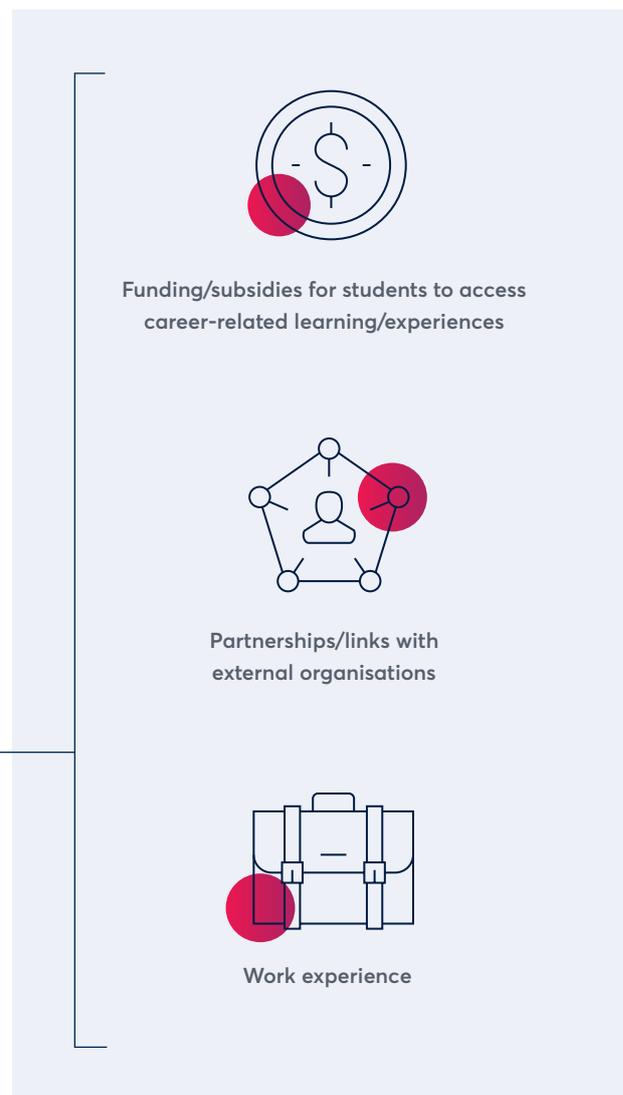
Students living in regional or rural areas make the most of technology and resources

(210 schools)

Schools in regional or rural areas are implementing strategies to support their students in building their career and transition confidence. Technology is used for distance education, video conferencing, webinars and accessing the internet to find local courses, trade training, careers resources, career planning tools and other career-related activities and information. The School Services team in Wagga Wagga reports schools are accessing digital platforms for virtual tours and workshops.

Schools are also supporting regional and rural students to make the most of local opportunities, while working to expand students' horizons and aspirations beyond local opportunities. For example, the School Services team in Tamworth reports their students are given access to TAFE tasters and university open days where students gain exposure to opportunities available in larger cities. Other strategies schools are using to support career and transition confidence in regional/rural students include:

Regional and rural students are faced with the challenge of being less likely than students in populated areas to have access to careers advisers.





Schools support students with a disability through the following:

(462 schools)

- Personalised and individual assistance with career and transition planning
- Building work-related skills, experience and confidence through supported real work opportunities, provision of life skills and personal development programs
- Supported participation in career related events that particularly target people with a disability
- Access to TAFE courses
- Involvement of parents/carers and support from external agencies.

Schools support English as an Additional Language/Dialect students through the following:

(316 schools)

- Familiarisation with culture of work and study in Australia
- Language support, particularly related to careers and transition
- Personal and/or educational support/assistance individually to meet their particular needs
- Involvement of parents/families/carers.

Schools support Aboriginal and Torres Strait Islander students through the following:

(449 schools)

- Support for cultural identity
- Individual (one-on-one) support and mentoring for career and transition planning and individual or small group mentoring
- Work experience and TAFE/VET programs and services and apprenticeships/traineeships
- Partnerships with universities and external service providers
- Involvement of Aboriginal people in career and transition teaching and support roles
- Parent/family/elder involvement.

Schools support students who are reluctant learners in school through the following:

(452 schools)

- Opportunities for and encouragement to participate in careers events
- Work experience
- Learning support
- Mentoring
- Alternative programs
- Opportunities for personal development
- Support from external organisations
- Social wellbeing support from the school.

EXPLORING CAREER FUTURES

[Exploring career futures](#) provides students with access to people, opportunities and a variety of media, which assists them to process information about work, education and training opportunities.

Electronic careers resources support students in career pathways exploration

Schools are commonly supporting students to use the following electronic resources:



Tertiary institution websites



myfuture website



Industry specific websites



The Good Universities Guide

Students access information on new and emerging jobs and skill shortage areas through:

- Careers-related websites
- Information support by careers advisers or other school staff
- Careers lessons and KLAs (Key Learning Areas) lessons
- Government publications.

Students access careers advice and counselling to support pathway planning

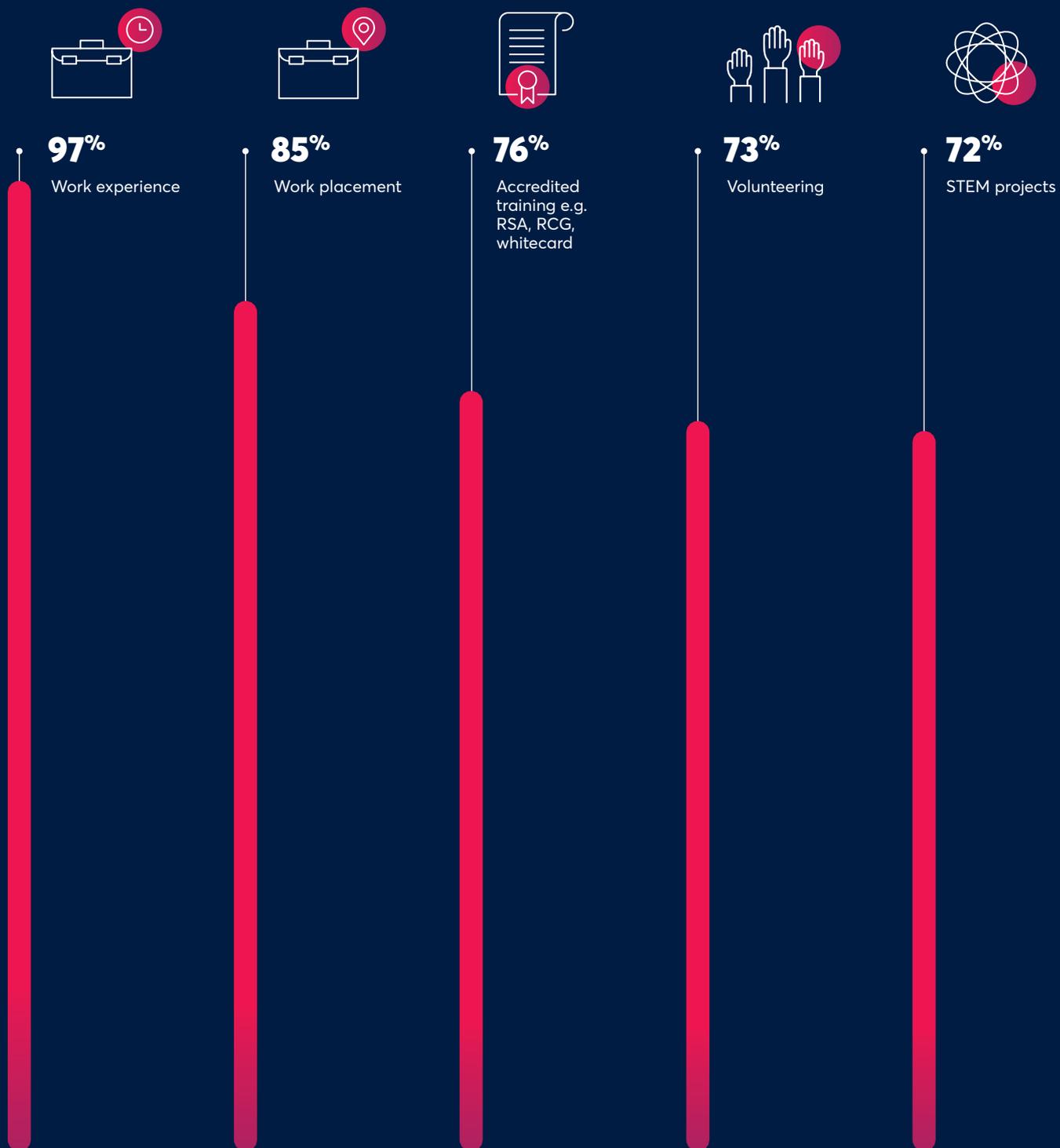
Schools are likely to provide ways for students to access formal and informal careers advice and counselling. Nine in ten schools (90%) provide individual appointments and guidance from careers advisers. This is followed by schools supporting students through drop ins to the careers adviser's office (86%) and careers advisers meeting with groups of students (86%). Schools provide a suitable space for career interviews (84%) and offer mentoring by other staff members (82%).

Work experience is the most common form of workplace learning

The most common form of workplace learning is [work experience](#), used by 97% of schools, followed by [work placement](#) (85%). Three in four schools (76%) use accredited training, skills sets or micro-credentialing.

Around 36,000 students undertook work experience in 2019, representing 26% of total Years' 9-12 STW participation. Work experience is delivered by block release once or twice a year (55%) or by individuals accessing multiple experiences (54%). Almost nine in ten schools (88%) provide a [work readiness](#) program for students prior to attending their work experience.

TOP FIVE OPPORTUNITIES FOR STUDENTS TO EXPERIENCE WORKPLACE LEARNING



STRENGTHENING STUDENT OUTCOMES THROUGH CAREER LEARNING

Career learning helps students [explore the world of work](#), identify career options and pathways, and build career development skills. A successful career education program includes career learning delivered within the curriculum, through one-off events, initiatives such as entrepreneurial learning and workplace learning.

Teachers use a variety of career learning approaches

Nine in ten schools report their teachers (91%) use industry websites, resources, and worksites as one of their career

learning approaches. Teachers are also likely to develop transferable skills (85%) and introduce career/work related perspectives in their teaching (83%).

Integrating career learning through KLAs

Schools identify English (74%) and TAS (74%) as the [Key Learning Areas \(KLAs\)](#) that are most likely to integrate career learning. This is followed by Mathematics (71%) and HSIE (71%).

KLAs INTEGRATING CAREER LEARNING



74%
English



74%
TAS



71%
Mathematics



71%
HSIE



70%
PDHPE



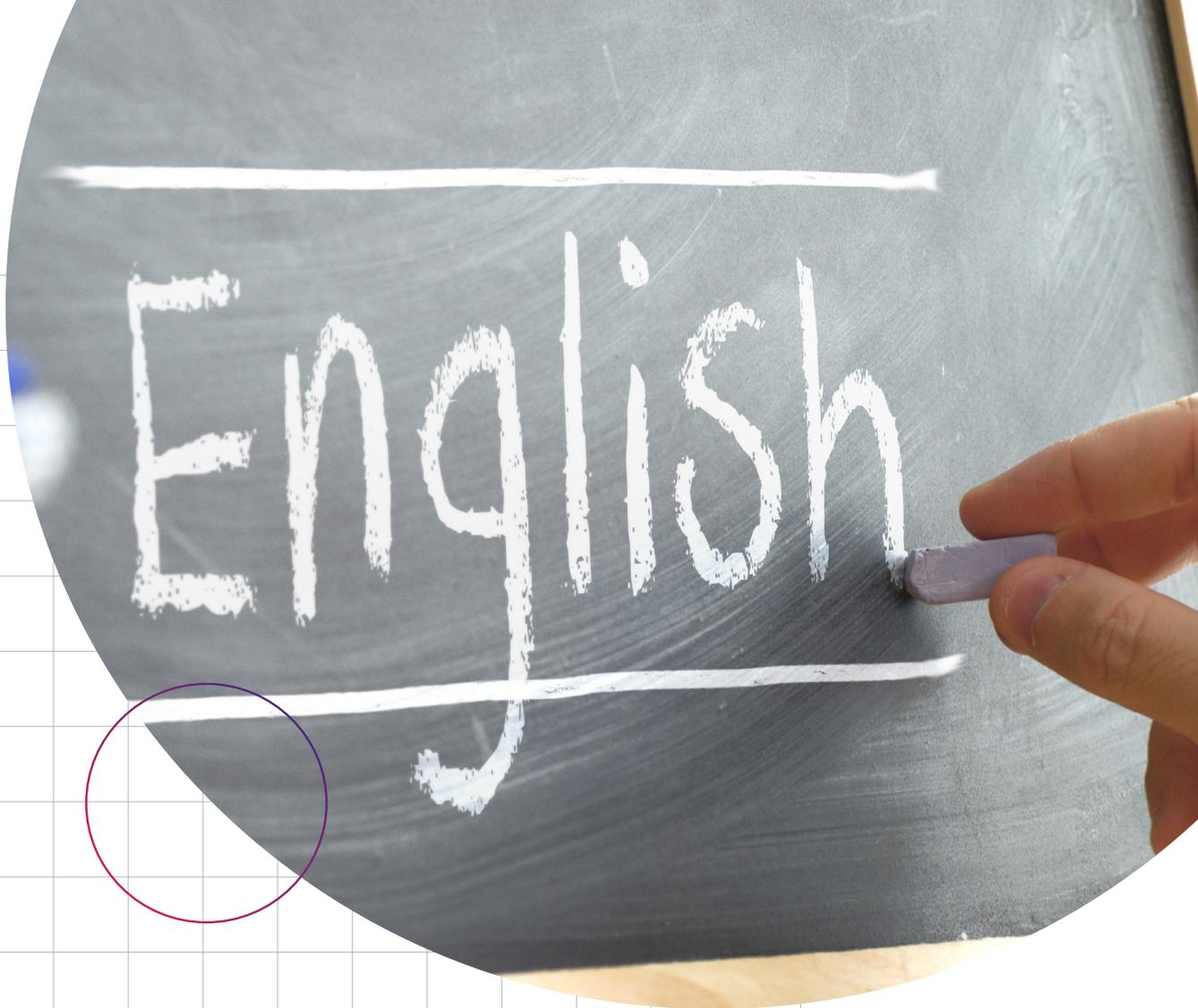
66%
Science



48%
Creative arts



30%
Languages



Nine in ten schools (90%) assist students to identify the transferable skills they are demonstrating in class.

Schools are supporting students to develop transferable skills through:

- Embedding transferable skills in the curriculum
- Explicit teaching of transferable skills
- Teachers providing [project-based learning](#) and authentic learning
- Encouraging and enabling students to identify, demonstrate and record their acquisition of transferable skills
- Mock/practice interviews.

More than three in four schools (78%) are providing opportunities for students to develop entrepreneurial skills.

Schools are doing this through:

- School-based business enterprises, markets or fund-raising ventures
- Business and leadership-related games, challenges, competitions
- Project-based learning
- Leadership activities
- Business mentoring.

BUILDING NETWORKS AND CONNECTIONS

The main objective of building networks and connections is to strengthen career, community and workplace learning opportunities for students through strategic connections, partnerships and networks.

Community and industry partnerships benefit students

Through the STW program, schools benefit from community and industry partnerships. For 86% of schools, building community or industry partnerships is embedded in school plans. Schools are partnering with a vast array of local or regionally-based groups from businesses to community groups. Some schools are also making connections with national businesses. These relationships benefit students through providing opportunities for mentoring and guest speakers, as well as opportunities to learn, upskill and potentially procure work experience.

Careers expos are the most common activity used to support students

Community and business activities are used by schools to support student career development and transition planning. The activities most commonly used to support students are career expos (86%) and guest speakers (82%), followed by industry visits (78%).

Schools seek to engage internal networks

Almost all schools (98%) seek to actively engage internal networks of parents and carers to support their child's career development. Schools are most likely to engage internal networks through parent interviews (90%), subject selection (88%) and newsletters (87%).

COMMUNITY/INDUSTRY ACTIVITIES THAT SUPPORT STUDENT CAREER AND TRANSITION PLANNING



UNIQUE STRENGTHS OF SCHOOL SERVICES TEAMS

The STW program operates across NSW schools with secondary enrolments. School Services teams have collated a report based on their schools' responses.

Unique experiences reported by School Services, Ultimo

- Transition advisers make an impact by forming connections with parents, local employers and TAFE to identify appropriate STW activities and School Based Apprenticeship and Traineeship (SBAT) opportunities.
- Additional resources are provided such as subsidised travel to encourage greater student participation in work experience.

Unique experiences reported by School Services, Macquarie Park

- Work experience participation is encouraged by writing scripts for students who want to cold call potential employers. This could increase student buy-in by placing the responsibility on the students themselves rather than having careers or transition advisers call.
- Online platforms such as My Learning Hub and E-Portfolio are a means to support students to develop and record transferable skills.
- Entrepreneurial opportunities are provided through a Year 9 and 10 commerce unit which allows students to develop, design, manufacture, promote and distribute products.

Unique experiences reported by School Services, Wagga Wagga

- There are increasing entrepreneurial programs to encourage students to think outside the box.
- Year 6 to Year 7 transition initiatives involve whole school activities such as agricultural programs.
- Droughts have impacted rural and remote provisions for work experience in the region. To combat this, schools are offering flexibility by planning alternative solutions such as shorter days at work or school.

Unique experiences reported by School Services, Tamworth

- STW funding allows for the subsidising of courses such as White Card and First Aid Training.
- Tamworth develops their own templates and proformas for recording career and transition plans for students.
- Transition advisers re-engage students, improve attendance, increase retention and provide helpful post-school options.
- Entrepreneurial opportunities are provided through agricultural product development and sales.

LOOKING AHEAD

School reflections

Schools report the following statements about the program are true/mostly true:

- Students are actively supported to investigate a range of industry and career options for their future (90%)
- Students are actively supported to identify multiple career pathways to their preferred options (89%)
- Schools believe that career learning is contributing to improved student engagement (86%)
- Schools are supporting students to build and maintain a range of networks to support their career planning (86%)
- Students are trained to locate and use career information (83%)
- Schools use student feedback to inform future career advice provision (82%)
- Students are actively supported to learn how to document and manage their career development and transition planning (79%)
- Schools are more likely to use current labour market information to inform student career planning (77%) than to train students to locate and use labour market information (67%).



Key outcomes and future priorities

Increasing student engagement and positive participation outcomes

One of the top outcomes reported is the increased opportunities for student participation in the STW program. This has been successfully matched with high levels of participation. Schools report successful student outcomes from participation in STW programs through improved student engagement in careers-related learning and the acquisition of career-related skills and successful student transitions.

A particular challenge for student engagement and participation in career development and transition planning is due to limited awareness of available career advice and competing priorities.

Key priorities:

- Continuing with and strengthening current STW provision and new or additional STW provision
- Increasing student participation
- Enhancing students' career and transition planning
- Focusing on raising awareness of and implementing strategies for students to develop transferable skills/work readiness.

Engaging diverse groups of students

Many schools identified participation and outcomes for diverse groups of students as a top result for 2019. This has been seen for at risk/disengaged students, ATSI students and students with disabilities.

Despite an increase in engagement, securing and supporting the participation of at-risk/disengaged students and students with a disability or mental health remains a challenge in 2019.

Key priority:

- Implementing strategies targeting students at risk of disengaging or who have disengaged from school/learning.

Integrating a whole school approach

One of the top outcomes for the STW program in 2019 is the whole school approach. This is observed through cross-curricular initiatives and KLA teachers delivering transferable skills and career learning.

The whole school approach has also been a challenge when developing the approach to students' career transition planning and development. A further challenge is to embed career learning and transferable skills in the curriculum and consistent engagement across the school in delivering STW initiatives.

Key priority:

- Integrating STW program in school plans, strengthening or establishing whole school approaches, and integrating career learning and transferable skills across the curriculum.

Building and maintaining networks

A key story of success to come from the STW program in 2019 is an increase in engagement from parents/families or successful strategies to involve parents/families. Furthermore, schools have been maintaining or building external relationships/partnerships as well which provides opportunities, support and positive outcomes for students.

Engaging internal networks such as parents, family and carers in student and career transition planning is one of the challenges schools have encountered. Similarly, building and/or maintaining external networks and relationships has also been a challenge. This can have a flow on effect when planning, organising and engaging students in work experience and work placement.

Key priorities:

- Strengthening and establishing partnerships/relationships/links with community, business and industry, tertiary institutions and other organisations
- Implementing approaches to better involve parents/carers in students' career and transition planning and development.

Thank you to all schools that participated in the School to Work Program and your valuable contribution to the School to Work report.

For further information visit [Career learning and vocational education and training](#) or contact Senior Pathways seniorpathways@det.nsw.edu.au

