SCHOOL TO WORK PROGRAM

2018 Overview

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INTRODUCTION

The School to Work Program

The School to Work (STW) Program supports secondary students in their journey from school to further education, training and employment. The program lays the foundation for young people to make positive career transitions by ensuring they are prepared to face the challenges and opportunities in the world of work. The program also aims to support career related learning in primary schools to transition students from primary to secondary school.

Key result areas

The School to Work Program measures its impact through four key areas:
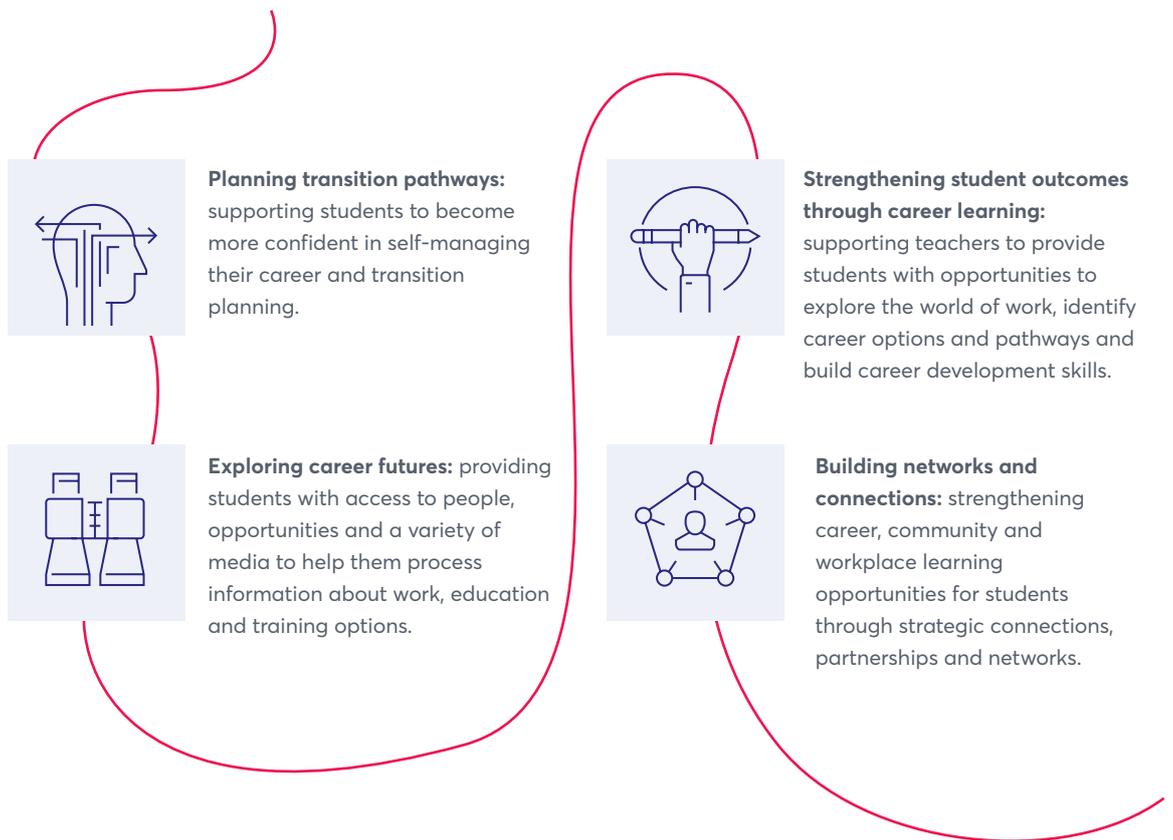
Participation

A total of 163,293 secondary students enrolled in government schools participated in the 2018 School to Work Program. The year groups with the highest rates of participation were Year 10 (92%), Year 12 (86%) and Year 11 (78%).

This report

This annual report presents the key findings from the 2018 School to Work Program. Findings are based on reports submitted by 499 public schools with secondary enrolments. All graphical visualisations are based on this total (n=499) unless otherwise specified.

Planning transition pathways: supporting students to become more confident in self-managing their career and transition planning.

Strengthening student outcomes through career learning: supporting teachers to provide students with opportunities to explore the world of work, identify career options and pathways and build career development skills.

Exploring career futures: providing students with access to people, opportunities and a variety of media to help them process information about work, education and training options.

Building networks and connections: strengthening career, community and workplace learning opportunities for students through strategic connections, partnerships and networks.

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EXECUTIVE SUMMARY

The STW team ensures that the career development services provided to all students are planned, monitored and evaluated to meet the needs of the students and school community. Schools are achieving positive results across each of the four key result areas.

Planning transition pathways

Schools are making considerable efforts to support students in developing confidence by providing various resources and responding to the needs of diverse student groups. The STW Program is instrumental in supporting students to record and talk about their transition plan. Schools estimate that 95% of Year 9-12 students are able to talk about their career and transition plan while seven in ten students (71%) have a record of their plan.

Schools use multiple resources to build student confidence. The most common approaches include workplace learning (94%), subject selection (92%), career counselling (88%) and explicit lessons on career and transition planning (88%). Schools also build confidence through supporting students to develop a range of tools to aid their career and transition such as resumes (96%), cover letters (88%) and portfolios (72%).

Exploring career futures

Schools use a broad range of careers-related resources to help students understand their work, education and training options. The resources supported by the greatest number of schools include tertiary institution websites (77%), the *myfuture* website (71%) and the Good Universities Guide (70%).

More than four in five schools (83%) provide students with multiple ways to access formal and informal career advice and counselling. Schools are most likely to offer an individual appointment and guidance from the careers adviser (91%). Other common approaches include individuals dropping by the office of the careers adviser (87%) and careers advisers meeting with groups of students (86%).

Strengthening student outcomes through career learning

Teachers use a range of approaches to help students build career development skills. The most common approaches include using industry websites, resources and worksites (90%), developing transferable skills (83%) and career-related perspectives in their teaching (82%). The key learning areas which are most likely to integrate career learning include TAS (73%), English (72%) and PDHPE (70%).

Building connections and networks

Nurturing new and existing connections with community, business and industry organisations remains a high priority for schools. Nine in ten schools incorporate building community and business partnerships in their school plan. Schools implement a wide range of community and industry activities to support student career and transition planning such as careers expos (88%), guest speakers (84%) and industry visits (78%).

Strategic partnerships provide a number of benefits for students. Partnerships may provide work experience and volunteering opportunities, mentoring, workplace visits and student scholarships. They may also include opportunities to develop transferable skills, and access to resources, equipment, guest speakers and post-school employment.

LOOKING AHEAD

Key achievements and future priorities

Increasing student engagement and participation

A key outcome of the STW Program is increased opportunities for students to access career learning through the introduction, establishment or expansion of programs. Schools also report increased participation and successful student outcomes, such as improved engagement and acquisition of careers-related skills.

While many schools report increased engagement and participation as key outcomes, a key challenge for schools is increasing student interest in career development and transition planning. Schools also find it challenging to organise and engage students in work experience.

Key priorities

- Strengthening current provision of the STW Program
- Improving student participation in the program
- Increasing student engagement in career and transition planning
- Targeting particular year levels, including Years 7 and 8, for participation in the program

Engaging equity group students

The participation or increasing participation of equity group students in the program is another key outcome of the STW Program. Positively, schools report successful outcomes for these students as a key achievement of the 2018 program.

Securing and supporting the participation of at-risk/disengaged students remains a challenge for schools. There is an opportunity for schools to provide support to these students as they may lack confidence and parental support to engage in career learning. Students with disability or mental health issues present a similar challenge, particularly in regard to workplace learning due to employer capability or transport issues.

Key priority

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

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Integrating a whole school approach

An important achievement of the STW Program is the strengthening of a whole school approach to students' career and transition planning and development. This is achieved through cross-curricular initiatives and teaching transferable skills in key learning areas. Maintaining this whole school approach remains a key challenge as schools aim to embed career learning and transferable skills in the curriculum and maintain consistent engagement across the school in delivering STW initiatives.

Key priorities

- Raising awareness of and implementing strategies for students to develop transferable (soft) skills

- Integrating the 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

Another key outcome of the STW Program is increased engagement with internal and external networks. While schools report increased engagement with parents and families as a key achievement of the program, engaging these parties in student career and transition planning remains a challenge.

Similarly, schools recognise the benefit of external partnerships in providing opportunities for students, such as work experience and work placements. Building and maintaining these networks, however, is a challenge for schools due to lack of time and resources, competition for business/industry support and staff turnover in schools and external organisations.

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

KEY RESULT AREAS

Planning transition pathways

The main objective of *Planning transition pathways* is to help students become more confident in self-managing their own career and transition planning. Schools are supporting students to take on personal leadership and responsibility for planning their career transitions to construct a fulfilling and productive life.

Students can talk about their career and transition plan

Schools estimate that 95% of Year 9-12 students are able to talk about their career and transition plan. Seven in ten (71%) have a record of their plan which is a strong indicator of student confidence. Year 9 students are growing in confidence with 71% able to talk about their career and transition plan in 2018, compared to 59% in 2017.

Around 90% of schools provide students with a template to record their career and transition plans. Just over a quarter of these templates (27%) are school developed and one in ten schools (11%) are using the department's Student Pathways Plan. Other methods of recording students' plans include:

Student Pathways Plan

Career-related websites

Sentral student management software

Employment Related Skills Logbook

Google docs

Supporting students to develop tools for their career

Schools are supporting students to develop a range of career and transition tools. Students are most commonly supported to develop resumes (96%), cover letters (88%) and portfolios (76%). Two in three schools (60%) support students to develop mock interview records and volunteering records.
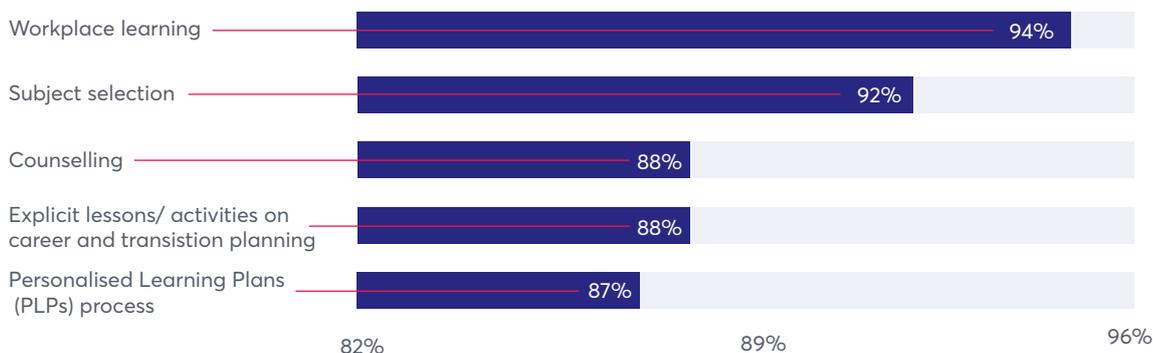
Career tools students are developing

Tool	%
Resume	96%
Cover letter	88%
Portfolio	76%
Mock interview records	60%
Volunteering records	60%
Other	41%

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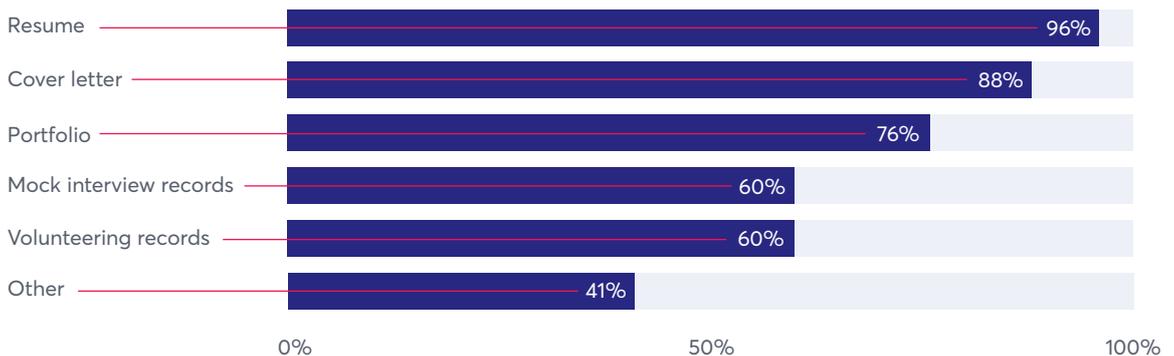
Resources and activities to build student confidence

Schools tend to use multiple resources to support students in their career and transition planning. Schools are most likely to use workplace learning (94%), subject selection (92%), career counselling (88%) and explicit lessons on career and transition planning (88%) to build student confidence. Career apps (24%) and games (32%) are used the least.

In 2018, the number of schools using interviews with teachers to support students increased by 20%. Other resources which have increased in usage include Personalised Learning Plans (PLPs) (13% increase) and career counselling (7% increase).

Transition advisers are having a positive impact

Transition advisers are identified teachers who work with disengaged students. Transition advisers are having a 'massive impact' and are reported to provide schools with the capacity to create a range of opportunities for students. Schools with a transition adviser (n=192) believe these teachers are invaluable and are making positive impacts including:

- Improved student engagement and more regular contact for students
- More students with career and transition plans and more informed student decisions
- Better student links with service provider support, the local community and work experience
- Raised awareness of the importance of career and transition planning.

Top five resources schools use to support students

Resource	Percentage
Workplace learning	94%
Subject selection	92%
Counselling	88%
Explicit lessons/ activities on career and transition planning	88%
Personalised Learning Plans (PLPs) process	87%

82%   89%   96%

PASSION LED US HERE

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Exploring career futures

Exploring career futures aims to provide students with access to people, opportunities and a variety of media to help them process information about work, education and training options. Many students have access to career-related electronic resources, careers advice, and work experience.

Electronic resources support career pathway exploration

Students are able to access a broad range of careers-related resources. The resources supported by the greatest number of schools include:

77%
Tertiary institution websites

71%
The *myfuture* website

70%
The Good Universities Guide

Most schools provide career advice and counselling

More than four in five schools (83%) provide students with multiple ways to access formal and informal career advice and counselling. Schools are most likely to offer an individual appointment and guidance from the careers adviser (91%). Other common approaches include career-related websites and apps, career classes, mentoring by other staff members and community organisations and attending career events.

Work experience is the main avenue for exploring workplace learning

Work experience is the most common form of workplace learning provided by schools (98%), followed by work placement (87%), accredited training (74%), volunteering (72%) and STEM projects (71%). Over 36,000 students undertook work experience in 2018, representing 26% of total Year 9-12 STW participation. The most common work experience arrangements are block release (60%) and students accessing multiple experiences (56%).

Top five opportunities for students to experience workplace learning

Work experience	98%
Work placement	87%
Accredited training e.g. RSA, RCG, whitecard	74%
Volunteering	72%
STEM projects	71%

0%   50%   100%

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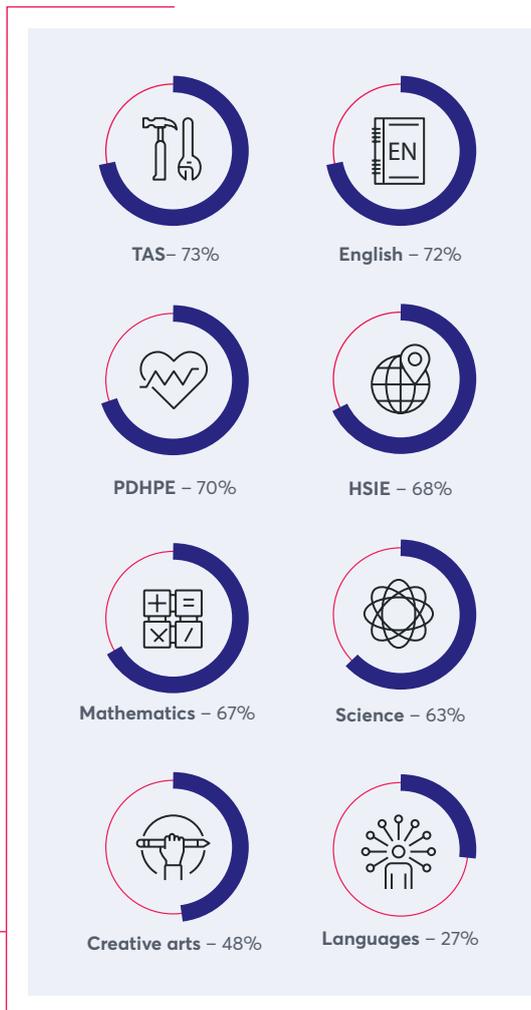
Strengthening student outcomes through career learning

Career learning helps students explore the world of work, identify career options and pathways and build career development skills. Career learning is delivered within the broader curriculum and provides opportunities for students to taste the world of work. *Strengthening student outcomes through career learning* aims to support teachers to provide these opportunities to students.
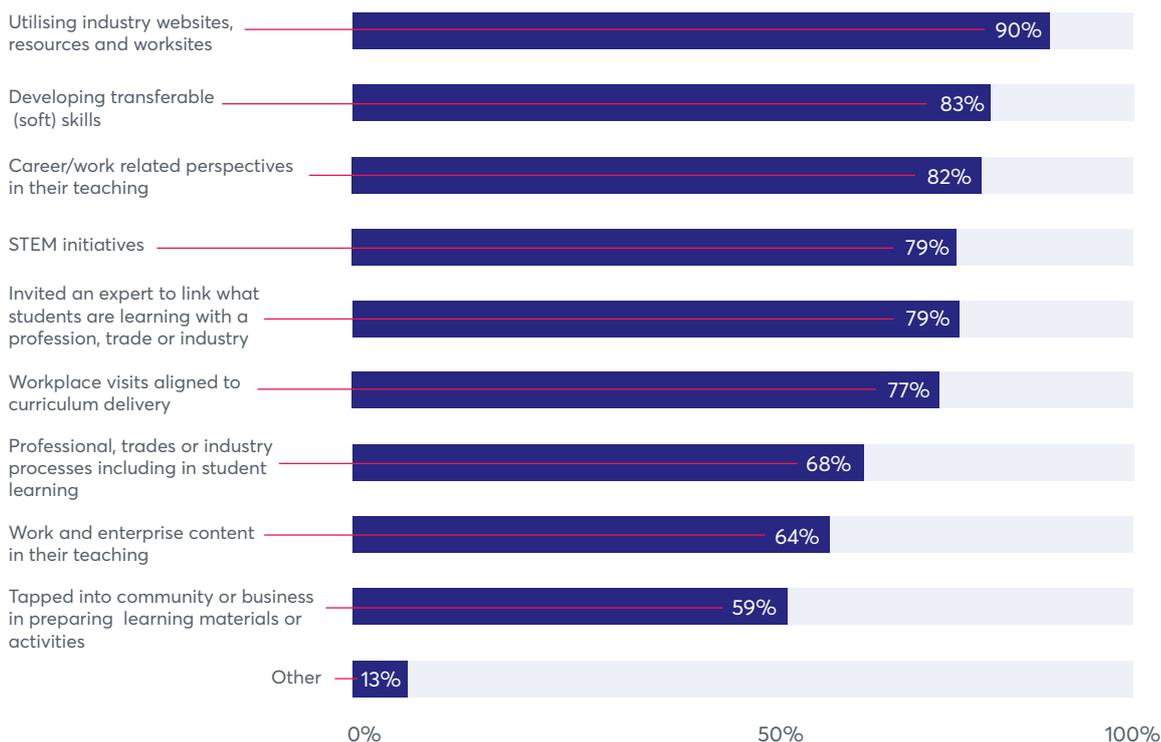
Career learning approaches used by teachers
Teachers use a range of approaches to help students explore the world of work and build career development skills. The most common approaches include using industry websites, resources and worksites (90%), developing transferable skills (83%) and career-related perspectives in their teaching (82%).

Key learning areas integrating career learning
TAS is the key learning area reported by the greatest number of schools to be integrating career learning (73%), closely followed by English (72%) and PDHPE (70%).

TAS– 73%   **English** – 72%

PDHPE – 70%   **HSIE** – 68%

Mathematics – 67%   **Science** – 63%

Creative arts – 48%   **Languages** – 27%

Career learning approaches used by teachers

Approach	%
Utilising industry websites, resources and worksites	90%
Developing transferable (soft) skills	83%
Career/work related perspectives in their teaching	82%
STEM initiatives	79%
Invited an expert to link what students are learning with a profession, trade or industry	79%
Workplace visits aligned to curriculum delivery	77%
Professional, trades or industry processes including in student learning	68%
Work and enterprise content in their teaching	64%
Tapped into community or business in preparing learning materials or activities	59%
Other	13%

0%   50%   100%

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Developing transferable skills

Almost nine in ten schools (87%) indicate teachers are assisting their students to identify the transferable skills they are demonstrating in class. Teachers use multiple approaches to develop transferable skills including:

- Transferable skills taught in classroom lessons as part of the curriculum

- Explicit teaching of transferable skills e.g. VET subjects

- Project-based learning which allows students to demonstrate self-management, initiative etc.

- Reflection and discussion of transferable skills

- Including transferable skills in assessment tasks

- Mock/practice interviews.

Developing entrepreneurial skills

Entrepreneurial learning activities are delivered across the curriculum. Four in five schools (79%) provide opportunities for students to be entrepreneurial. Key strategies for developing entrepreneurial skills include:

- School-based business enterprises, markets or fundraising ventures

- Business and leadership-related games, challenges and competitions

- Project-based learning

- Leadership activities

- Business mentoring.

KLAs frequently mentioned as delivering entrepreneurial skills
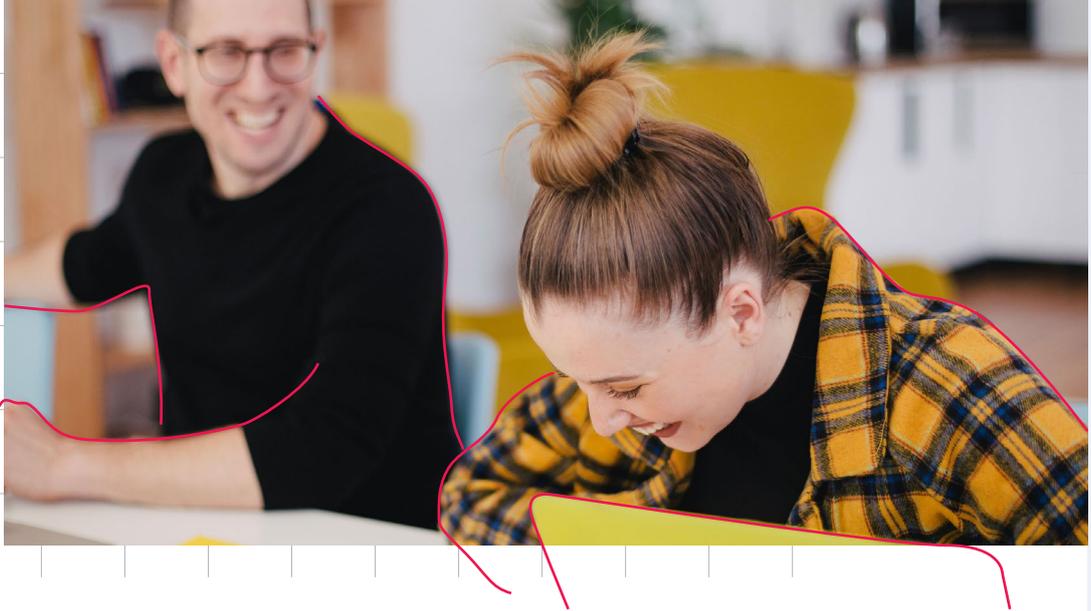
Commerce

Hospitality

Business Studies

HSIE

Agriculture

Work Studies

STEM

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Building networks and connections

The key objective of *Building networks and connections* is to strengthen career, community and workplace learning opportunities for students through strategic connections, partnerships and networks.
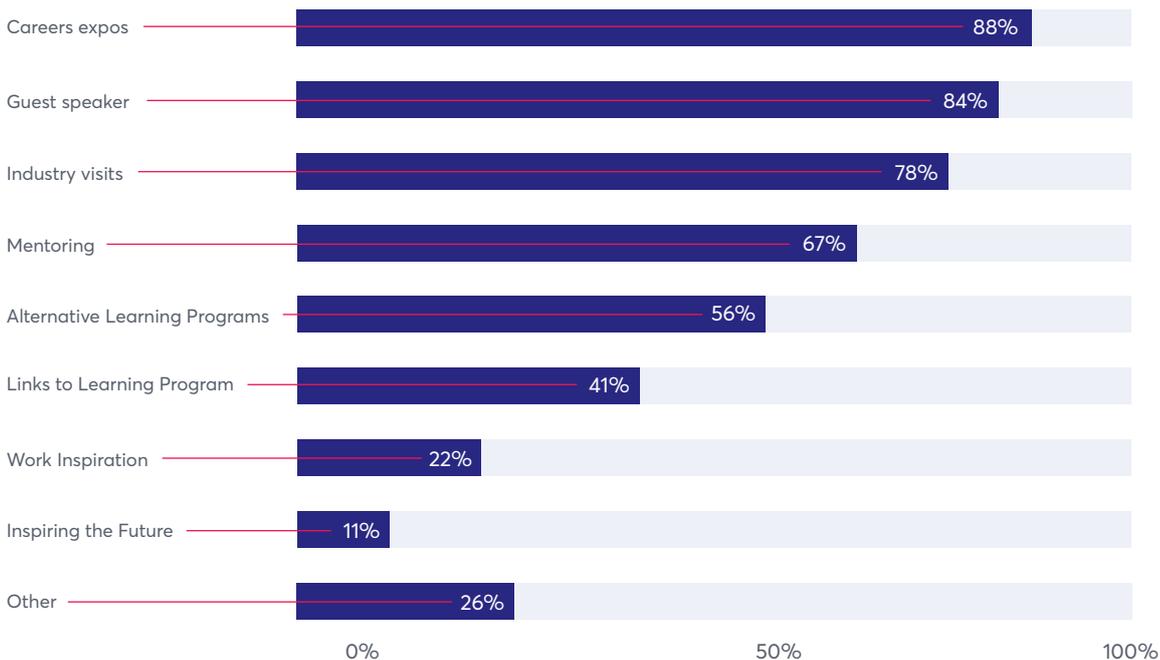
Benefits of community/industry partnerships
Students benefit from community and industry partnerships in a number of ways. Nine in ten schools (90%) have embedded community and business partnerships in their school plan. These partnerships provide students with access to first-hand, authentic advice from mentors and guest speakers, as well as opportunities for work placements, work experience and workplace visits. With partnerships providing so many opportunities for students, nurturing new and existing industry connections remains a high priority for schools.

Community/industry activities to support student career and transition planning
Schools implement a wide range of community/industry activities to support student career and transition planning. The most common activities include careers expos (88%), guest speakers (84%) and industry visits (78%).
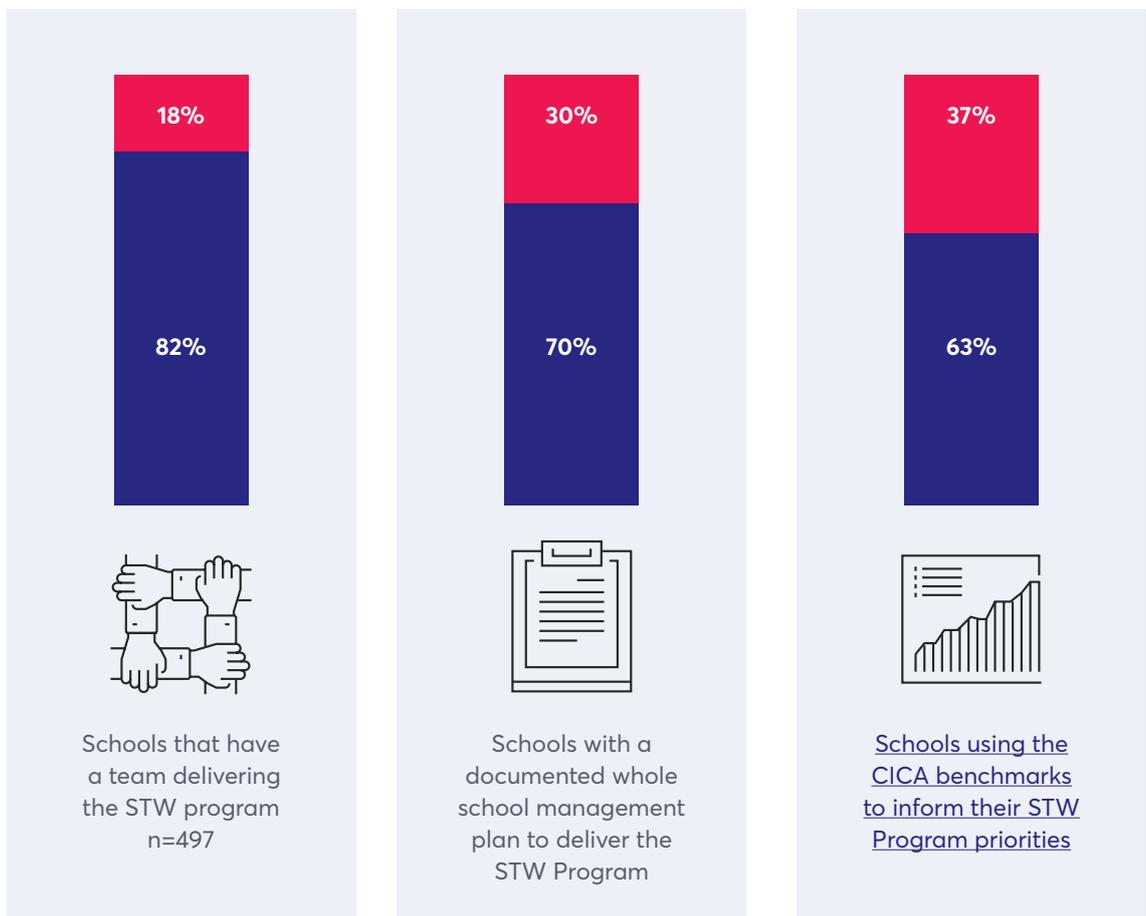
Community/industry activities that support student career and transition planning

Activity	Percentage
Careers expos	88%
Guest speaker	84%
Industry visits	78%
Mentoring	67%
Alternative Learning Programs	56%
Links to Learning Program	41%
Work Inspiration	22%
Inspiring the Future	11%
Other	26%

PROGRAM MANAGEMENT AND PARTICIPATION

Program management

The proportion of schools using a whole school management team approach to the STW Program increased from 371 (75%) schools in 2017 to 409 (82%) schools in 2018.

|		
18%	**30%**	**37%**
82%	**70%**	**63%**

Schools that have a team delivering the STW program
n=497

Schools with a documented whole school management plan to deliver the STW Program

Schools using the CICA benchmarks to inform their STW Program priorities

Who is the STW team coordinator? (n=339)

64%
Careers advisors

15%
Head teacher

9%
Principal, assistant principal or deputy principal

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Resources and initiatives that made a positive difference to STW provision:

- Funding
- Careers events
- Access to new/additional/specialist staff
- Use of technology
- External links, community engagement, networking, industry partnerships and TAFE & university relationships

- Work experience
- Whole school approaches/engagement of key learning area teachers in the STW Program
- Individualised and targeted career and transition planning support.

Student participation in the STW Program
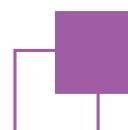
Participation by year group:

Year	Number of enrolments	Number participating in STW	Participation rate (% of enrolled students)
7	52,097	10,781	21%
8	50,011	13,338	27%
9	50,821	26,642	52%
10	50,662	46,631	92%
11	42,554	31,943	78%
12	37,333	31,943	86%
Total	**283,478**	**163,293**	**58%**

Equity group participation (% of STW students)

- Aboriginal and Torres Strait Islander (ATSI) students – 14,616 (9%)
- English as an Additional Language/Dialect (EAL/D) students – 19,828 (12%)
- Students with disability – 13,347 (8%)

Career learning in primary schools and transition initiatives

- Number of schools working with primary school students on career learning initiatives – 118
- Number of schools providing Year 6 to 7 transition initiatives that include career learning – 130

Timetabled career education classes
Almost three in ten STW participants (29%) attended timetabled career education classes. Year 10 students are most likely to attend, representing 61% of all students attending timetabled career classes.