School to Work Program

2016 Overview

Data reported by 480 schools in 2016

Planning transition pathways

Exploring career futures

Strengthening student outcomes through vocational learning

Building networks & connections
School to Work (STW) Program Participation

In 2016 there were:

- **480** Reporting schools
- **141,000** Years 9-12 participating students
- **76%** STW Program participation rate for Years 9-12

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

- **73%** Stage 5 participation (Years 9-10)
- **80%** Stage 6 participation (Years 11-12)
- **47,151** Year 10 students (Highest number of STW students)

STW participation: Years 9-12

- **9** 54%
- **10** 92%
- **11** 79%
- **12** 82%
Program Management

Whole school management approach

- 79% of schools reported a whole school management approach.

Membership of STW management teams

- 11% of schools had a STW management team directly led by the principal, deputy principal or assistant principal.
- 91% of schools had an executive teacher on their management team.
- 95% of schools had the Careers Adviser on their management team.

Use of STW report

- 81% of schools used the STW report to inform the development and annual review of their school management plan.
- 88% of schools used the STW report in the preparation of their annual school report.
- 56% of schools used the STW report for the school website.
- 72% of schools used the STW report for newsletters to parents, caregivers and the community.


**Equity Group Participation**

### Aboriginal students

- **8%**
  - Aboriginal student share of Years 7-12 STW participation.

- **16%**
  - Year 7 highest year level Aboriginal student participation rate.

**Key insight:** Aboriginal students' share of total STW participation has increased slowly but steadily from 5.3 per cent in 2009.

### English as an Additional Language/Dialect

- **15%**
  - EAL/D student share of Years 7-12 STW participation.

- **22%**
  - Year 7 highest year level EAL/D student participation rate.

**Key insight:** In 2016 English as an Additional Language/Dialect students constituted the largest equity group participating in the STW Program. These are students needing EAL/D support.

### Students with Disability

- **8%**
  - Students with disability (SWD) share of Years 7-12 STW participation.

- **13%**
  - Year 7 and 8 highest year level SWD participation rate.

**Key insight:** In 2016 the number of students with disability (SWD) participating in STW activities increased by 6 per cent.
Targeted support, programs and activities were provided to students in identified groups that addressed student’s individual needs and circumstances. Personal, educational, and career and transition support were provided.

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

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

**Refugee students**
Same support as EAL/D students with additional support from external programs/services that address specific needs of refugees.

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

**Students who are reluctant learners**
Focus on reengaging students with learning through programs and activities to stimulate interest, services to address underlying issues, and support in planning for their future.

**Gifted and Talented students**
Accelerated, enrichment and early entry programs to extend students with a creative, sporting or academic focus to maximise their potential and future career options.

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

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

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

**Boys and Girls**
Provision included gender-specific programs that challenged stereotyping, encouraged consideration of non-traditional jobs and built self-esteem, confidence & respect.
Exploring Career Futures

The Key Result Area Exploring Career Futures supports students to access people, opportunities and a variety of media to assist them to process information about work, education and training options.

Responses from 480 schools in 2016 indicated that...

- **89%** of schools used multiple approaches to support students to access formal and informal careers advice and counselling.
- **82%** of schools evaluated the impact of career advice/counselling.
- **100%** of schools supported students to use careers related websites in their career and transition planning.
- **100%** of schools offered the opportunity for students to participate in work experience.

Evaluations reviewed the impact of careers advice/counselling in terms of student outcomes, particularly post school outcomes, student choice of subjects and work experience, and targets in school management plans. Evaluations also included students’ views in evaluations.

**Career Education Classes**

Provision of career education classes timetabled by schools varies considerably, as do the hours.

- **34,244** Year 10 students
- **11,790** Year 9 students

Students in Year 10 and 9 were the largest cohorts to undertake timetabled career education lessons in 2016.

- **12%** of schools provided no formal career education classes for Year 10 students.
- **51%** of schools provided 20 or less hours of timetabled career education classes in Year 10.
- **24%** of schools provided more than 30 hours of timetabled career education classes for Year 10 students.
- **45%** of schools provided zero hours of timetabled career education classes in Year 11 and Year 12.
This Key Result Area includes the development of employment related skills and making explicit links to vocational and enterprise learning in all curriculum areas.

**Vocational learning**

Teachers used a range of approaches to deliver vocational learning:

- 86% of teachers included career-related perspectives in their teaching.
- 82% of teachers utilised industry websites, resources & worksites.
- 79% of teachers used authentic profession, trades or industry processes in student learning.
- 76% of teachers tapped into TAFE & universities to provide syllabus-related learning opportunities.

**Vocational learning outcomes students have developed:**

- an understanding of the relevance of school learning to employment and the workplace
- awareness of career options and pathways
- employment-related skills
- an understanding of the world of work and employer expectations.

**Employment-related skills**

- 88% of schools described ways in which teachers supported students to develop and/or articulate employment-related skills.
- 71% of schools reported teachers are assisting students to identify the employment-related skills they are demonstrating in class.

**Teachers supported students to develop their employment-related skills primarily through:**

- embedding ERS in all KLA curriculum
- authentic learning/experiences provided through project or enterprise-based learning
- explicit teaching in KLA classes, in VET courses, careers classes and work readiness classes
- raising student awareness of employer expectations regarding ERS
- stimulating discussion & reflection on ERS through use of resources such as the myfuture Bullseye posters
- encouraging students to identify & record their development of ERS through resume preparation, development of portfolios, assessment processes & interviews.

**Enterprising learning**

- 77% of schools provided opportunities for students to be enterprising learners.

**Enterprise learning outcomes**

**Student outcomes included:**

- improved self-esteem and confidence
- greater engagement with school & learning
- heightened career aspirations
- employment-related skills and business, retail, financial, marketing, job seeking, industry specific & life skills.

**Opportunities included:**

- business enterprise activities eg. school café, fund raising
- project-based learning eg. construction projects, event management
- business and leadership activities eg. robotics challenge, $20 Boss and Australian Business Week Program.

**Links with local business included:**

- external programs eg. the Young Entrepreneurs Program, Bendigo Bank Junior Board Directors and Max Potential
- work ready days with local community clubs & councils.
Schools develop and strengthen strategic connections, partnerships and networks to enhance student career, community and work-based opportunities.

Schools had local, regional and national partners that included business, industry, TAFE, universities, sporting organisations, community groups, government agencies and charitable organisations.

Responses from 480 schools in 2016 indicated that...

89% of schools had building community/business partnerships for vocational learning embedded in their school plan.

Schools had open, timely and effective communication, drive, commitment and effort of a key individual or individuals, trust, mutual respect, rapport between partners, staff with assigned responsibility and time, common goals, a collaborative approach and joint planning, partners that understand students’ abilities, needs & circumstances, mutual benefits or a win-win situation, the school values the partnership, funding made available for partnership activities.

80% of schools used at least three community/business activities to support students’ career & transition planning...

89% Careers expos, 88% Guest speakers, 80% Industry visits.

Effective partnerships provided:
- workplace learning
- mentoring
- guest speakers
- site visits
- resources
- equipment
- volunteering opportunities
- scholarships

98% of schools sought to engage parents, caregivers & elders in their child’s career development.

93% parent/caregiver interviews, 87% access to Careers Adviser, 93% subject selection processes.

85% of schools provided mentoring to support students’ career & transition planning.

Mentoring provided support for subject selection, career and transition planning, senior studies/HSC, study skills, developing employment-related skills, transition to senior school and social and emotional well-being.

Year 12 students are most targeted for mentoring...

They are commonly allocated a mentor for...

12 months
Reflections on Achievements

480 schools in 2016 reflected on how effectively 9 outcomes were achieved in their schools.

The following percentages indicate the proportion of schools for which the statement was either true or mostly true.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Students are actively being supported to learn how to document and manage their career and transition planning.</td>
<td>86%</td>
</tr>
<tr>
<td>Students are actively supported to investigate a range of industry and career options for their future.</td>
<td>93%</td>
</tr>
<tr>
<td>Students are actively supported to identify multiple career pathways to their preferred options.</td>
<td>92%</td>
</tr>
<tr>
<td>The school uses current labour market information to inform student career planning.</td>
<td>81%</td>
</tr>
<tr>
<td>The school uses student feedback to inform future career provision.</td>
<td>75%</td>
</tr>
<tr>
<td>Curriculum delivery in our school provides a range of vocational learning opportunities for students.</td>
<td>89%</td>
</tr>
<tr>
<td>The school believes that vocational learning is contributing to improved student engagement.</td>
<td>92%</td>
</tr>
<tr>
<td>Schools are supporting students to build and maintain a range of networks to support their career planning.</td>
<td>90%</td>
</tr>
</tbody>
</table>
Achievements & Outcomes

Students

- Developed confidence to make informed and realistic decisions about future pathways based on a greater level of awareness, knowledge and experience.
- Developed goals and aspirations.
- Developed employment related skills, job specific skills & work related qualifications.
- Developed a greater understanding of the relevance of learning in school to employment and the workplace.
- Developed more confidence, motivation & initiative in career & transition planning and are better able to articulate plans.

Schools

- Gained awareness and knowledge of career options, the skills and qualifications needed for particular careers and the pathways to gaining relevant skills and qualifications.
- Gained employment or successfully transitioned to further education & training.
- Gained employment or successfully transitioned to further education & training.
- Developed more confidence, motivation & initiative in career & transition planning and are better able to articulate plans.
- Delivered expanded or new School to Work programs/activities or implemented changes to the way programs/activities were delivered.
- Increased awareness of & appreciation of STW across the school.
- Increased participation and engagement by students in STW programs and activities, and in career and transition planning.
- Increased engagement by KLA teachers with STW, vocational learning & employment-related skills.
- Increased participation in STW programs and activities by students in identified groups, for example students with disability, and at-risk students.
- Strengthened relationships with business, industry, community, TAFE & universities.
- Greater numbers of students receiving individual careers advice/counselling & support in developing and documenting their career and transition planning.
Approaches Leading to Achievements & Outcomes

- Enthusiasm, dedication and hard work from school staff, particularly careers advisers, transition advisers, learning & support staff and welfare staff.
- Availability of particular programs that attracted student participation.
- Partnerships and stronger links with employers, industry, community, TAFE, universities and others.
- More individualised approaches to support student career and transition planning.
- Inclusion of vocational learning & Employment Related Skills across the curriculum.
- Programs/activities with a career planning focus.
- Workplace learning.
- Additional, new or extended programs/activities.
- Adoption of whole school approach to the STW Program.
- Increased KLA teacher engagement with the STW Program and career/transition agenda.
- Better promotion of the STW Program to students, parents/caregivers & across the school.
- Better promotion of the importance of vocational learning and career and transition planning.
Challenges & Key Priorities

Challenging Aspects of the STW Program in 2016

- Time and resource constraints for STW purposes.
- Securing the active participation of at-risk and disinterested students in STW programs and activities.
- Developing or maintaining a whole school approach to career and transition planning, and engaging KLA teachers in the career and transition agenda.
- Establishing, developing and maintaining networks, connections and partnerships.

Key Priorities for Schools for the STW Program in 2017

- Implement strategies targeting students at-risk of disengaging or who have disengaged from school/learning.
- Build a higher profile for career and transition planning and career development across the school.
- Strengthen or establish whole school approaches to students’ careers and transition; more training for and involvement of KLA teachers; and inclusion of vocational learning and employment-related content in all KLA curriculum.
- Strengthen partnerships with parents and employ strategies to secure their active participation in their child’s career and transition planning.