

STUDENT PATHWAYS PLAN

SUPPORTING STUDENT ENGAGEMENT IN CAREER AND TRANSITION PLANNING



SENIOR PATHWAYS – CAREER LEARNING
NSW DEPARTMENT OF EDUCATION

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STUDENT PATHWAYS PLAN

INTRODUCTION

The Student Pathways Plan 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 Plan 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 30 questions, is accessed online and on completion, students receive an instantaneous feedback report and it will also enable efficient electronic storage of students' feedback reports.

OVERVIEW

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.

ABOUT SELF-EFFICACY

The Student Pathways Plan is a unique career tool which 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).

(Bandura, A. (1986). Social foundations of thought and action: A social cognitive theory. Englewood Cliffs, NJ: Prentice-Hall.)

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.

ABOUT THE SURVEY QUESTIONS

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

The Student Pathways Plan encourages students to consider their intentions in regards to further education and training, their confidence on career planning and accessing career respites; 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 Plan 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. It 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 SUPPORTING PARENTS/CARERS

Schools could provide training for parents to support student career decision making by starting with the [Student Pathways Survey](#) animation. This is a simple explanation of the survey's purpose and intended usage.

A career development program is multifaceted and should be considered as 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 for 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.

The School to Work Program provides an excellent framework allowing schools to implement a whole school career development program. A whole school career development program is best managed through a school team effort forming a Career and Transition Team.

Career development programs will differ between schools. The Australian government document, the [Australian Blueprint for Career Development \(ABCD\)](#) is available to support schools in developing their career development program.

STUDENT PREPARATION: [student preparation and access](#)

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 digitally.

- there will be support provided by key teachers in the school after students have completed the survey, e.g. 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 (i.e. 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 responses.
- 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.

COMPLETING THE SURVEY

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.

Students are to:

1. click onto this website and enter their Department of Education user ID and password in the appropriate boxes displayed.

Log in with your DoE account

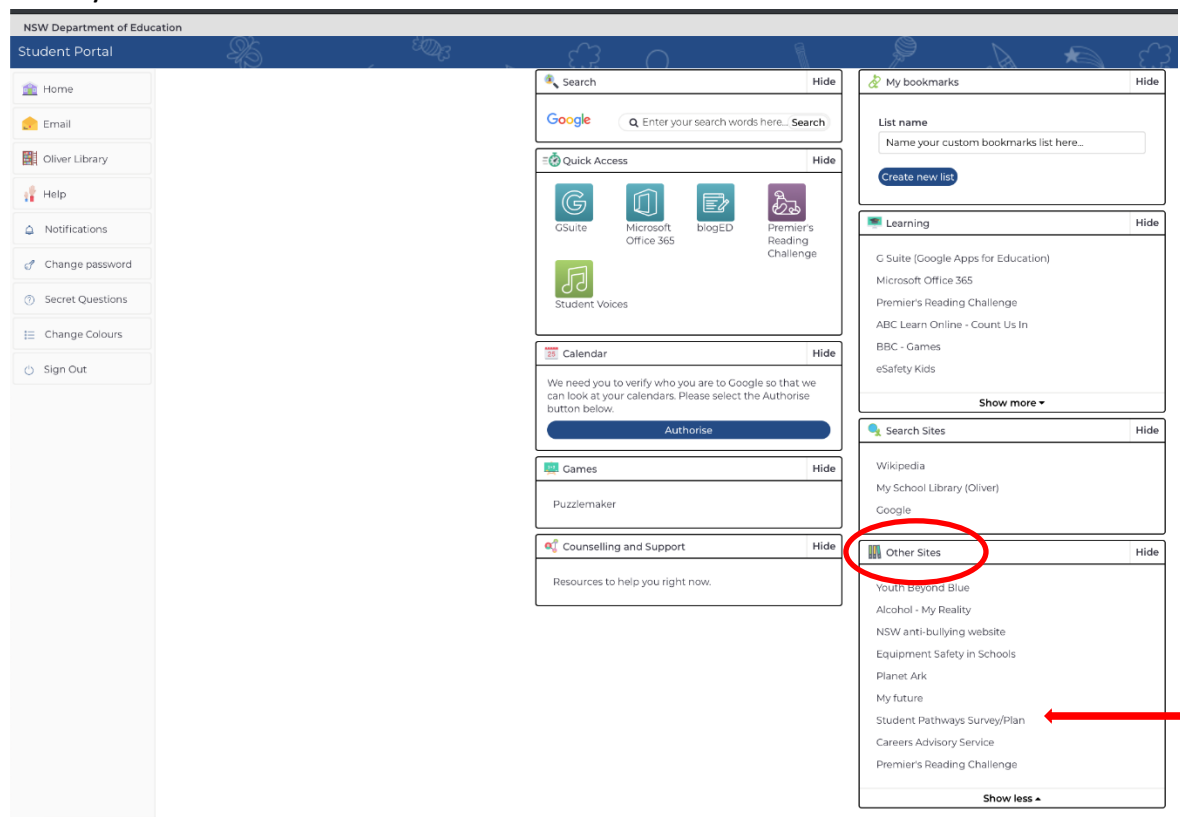
User ID

Example: jane.citizen1

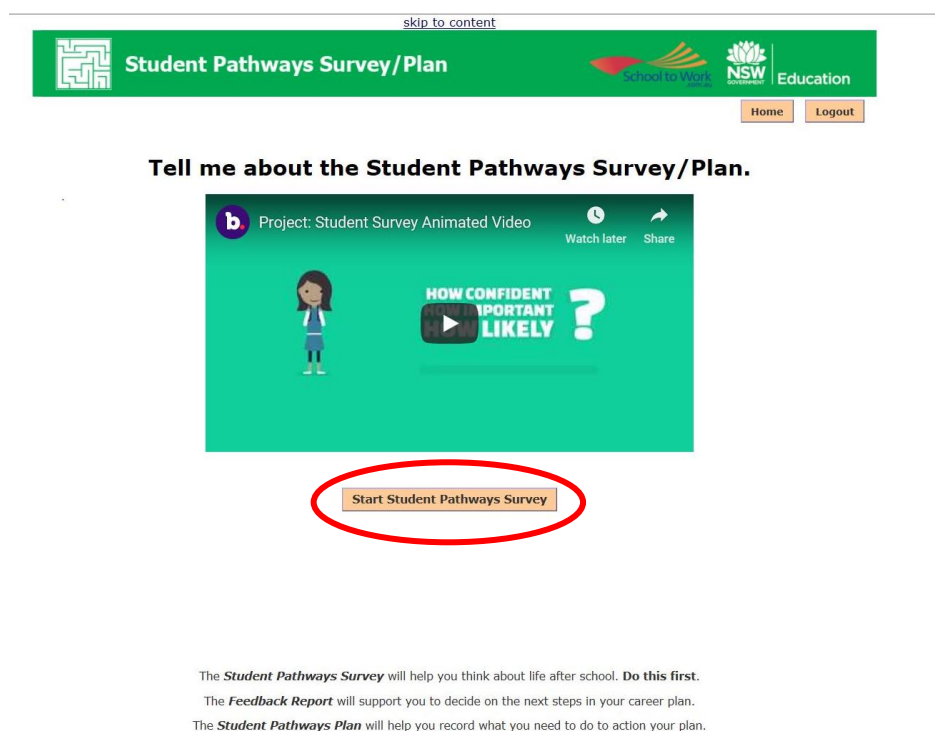
Password

[Forgot your password?](#)

- under “Other sites “ they will find a link Creating Future Pathways: Student Survey.






- An animation is available for students to view before beginning the plan which provides them with an explanation of how the plan is best used and its benefits. Students **must** do the survey first.



4. read the information on the front page of the survey, including the privacy notice . 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'.

[skip to content](#)

**Student Pathways Survey/Plan**



[Home](#) [Logout](#)

Student Pathways Survey

The following questions are to help you think about life after school: what you might want to do and how best to prepare to reach your goals while at school. When you complete the survey you will be provided with some feedback. You should read this feedback when thinking about your future career planning.

Please, don't rush the questionnaire. Take the time to think carefully about each question and how you will answer it. Where you don't know the answer or are unsure, where possible make that your response - it's these things that are important for us to know in order to help you.

Privacy Notice

The information provided by you is being obtained as feedback on the School to Work Program. It will be used by teachers at your school to provide you with better career and transition support. Only teachers at your school will have access to your personal information.

Your school will receive a report of the information students in your school have provided. The school report will not include your name. The information from your school will be added to that obtained from other schools to improve school-to-work programs across the Operational Directorate and the state.

You don't have to fill in this survey if you don't want to, but we believe it could be very helpful for you to do so.

You may correct the personal information you have provided in the survey by revisiting the Student Pathways Survey, changing your responses and re-submitting.

[Continue](#)

5. be reminded that the survey is not a test – there are no right or wrong answers. The survey is about them as individuals, they should not ask teachers or other students for help with responses.
6. to think about each question carefully before responding. The survey includes 30 questions which should take approximately 30 - 40 minutes to complete.



Student Pathways Survey

Please select your answer(s) by clicking in the circles as directed by each question.

First Name: **Twelve**

Surname: **Test**

1. How confident are you in being able to do the following?
- | | I don't know | Not confident | A bit confident | Average confidence | Confident | Very Confident |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I can set goals for my future | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I can plan how to successfully reach my goals | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| There are things I can do now at school to help me reach my goals | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| There are things I can do now outside of school to help me reach my goals | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
2. Do you want a casual/part-time job while at school?
- ☐ I'm undecided
- ☐ Yes, I already have one
- ☐ Yes, but I don't have one currently
- ☐ No
3. If you have a casual/part-time job, approximately how many hours a week do you work?
- ☐ Less than 5 hours
- ☐ 6 - 10 hours
- ☐ 11 - 15 hours
- ☐ More than 15 hours
4. Have you thought about the kind of job you want as a career?
- ☐ Yes
- ☐ No (Go straight to question 8)
5. What is the job?
(Please type your answer below)
-
- You have 500 characters left.
6. Are there other jobs that you might be interested in?
- ☐ I don't know (Go straight to question 8)
- ☐ Yes
- ☐ No (Go straight to question 8)
7. What are they?
(Please type your answer below)
-
- You have 500 characters left.
8. List the people, places or things where you can get help to work out what your future job(s) might be.
(Please type your answer below)
-
- You have 500 characters left.

7. be made 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 Q10 example below).

10. How important to you are the following job features when you are making decisions about your future career?

	I don't know	Not important	A bit important	Average importance	Important	Very important
The money I will get	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The hours I need to work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How interesting the job is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is an important job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How far I need to travel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like the job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How dirty or risky the job is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am good at the job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How my boss treats me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know someone who does the job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The holidays I get	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Who I will be working with	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (Please type your answer below)

You have 500 characters left.

8. use the free response text box (see Q7 and 8 example below).

7. What are they?
(Please type your answer below)

You have 500 characters left.

8. List the people, places or things where you can get help to work out what your future job(s) might be.
(Please type your answer below)

You have 500 characters left.

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

The screenshot shows a survey titled 'Senior Pathways - Home' with the NEALS logo. A confirmation dialog box is open, asking 'Are you sure you want to save now?' with 'OK' and 'Cancel' buttons. The survey questions visible are:

28. Do you consider yourself to have a disability, impairment or long term medical condition?
☐ Yes
☒ No (Go straight to question 30)

29. If yes, select any that apply
☐ Vision
☐ Hearing/Deaf
☐ Physical
☐ Medical condition
☐ Mental illness
☐ Acquired brain impairment
☐ Learning
 Other:

30. How do you feel about completing this survey?

	I don't know	Disagree	Slightly agree	Strongly agree
The survey is easy to access online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
The survey is easy to complete	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
The survey is interesting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
The survey asks about things that are important to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Buttons: Reset, Save

- be made aware that if 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 save.

The screenshot shows a survey question: 'Is a language other than English spoken at home?' with radio buttons for 'Yes' and 'No (Go to question 28)'. A message box is overlaid, stating: 'online11.test.det.nsw.edu.au says Please complete Q8'. The text 'Please complete Q8' is circled in red. An 'OK' button is at the bottom right of the message box.

- 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.

Twelve Test Student Feedback Report High School Year 12 23 May 20

12. 'Create Report as PDF'
13. print their report. Please explain to the students they can access their reports from the careers adviser or a nominated teacher at a suitable time.
14. save their report electronically so 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. 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. close their browser. This is important to ensure that other students do not access the private information of the students who have used the computers.



ACCESS AND IMPLEMENTATION

STEP 1

Student access the survey and plan through their Student Portal under Other Sites, then select Student Pathways Survey/Plan.

STEP 2

Doing the Survey and receiving the Feedback Report.

Students will find that the plan comprises of three parts:

- responding to the survey questions
- receiving an instantaneous online feedback report
- completing the plan

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 FEEDBACK REPORT

The **Student Pathways Survey: Feedback Report** provides students with:

- tangible evidence regarding their career intention
- their career confidence
- their career influencers.

The data and information provided by the Feedback Report enables students to start identifying and actioning their career and transition ideas.

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:

FEEDBACK REPORT AREA	ACTIONS I COULD TAKE
My ideas about the future	
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	

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:

Steps or actions I need to take	Who/what can help me?	What do I want to achieve?	When?	What I learnt? What I need to do now?

- 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.
3. Ask students to update their personal action plan.
 4. Students could complete the handout titled Student Pathways Survey Reflection (page 25 in this handbook).
 5. Students might complete a STAR Contract / Agreement (page 26 in this handbook).
 6. Other learning activities to support the four factor areas have been provided in the Support Documents: Survey Feedback Report - Suggested Learning Activities.

(See: Student Worksheets in the Support Documents at the back of this handbook)

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 Plan.

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.

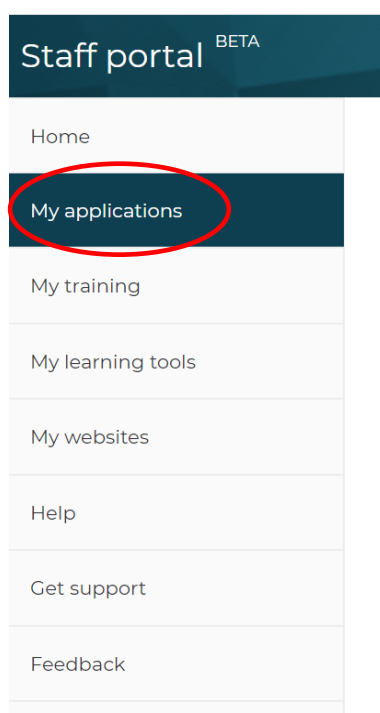
- The School Administration Access for teaching staff provides a list of students who have completed the survey and plan.
- Each student's current year at school.
- Access to each students' response to the survey individual student's feedback report.
- The last date each student completed the survey 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 Report](#)

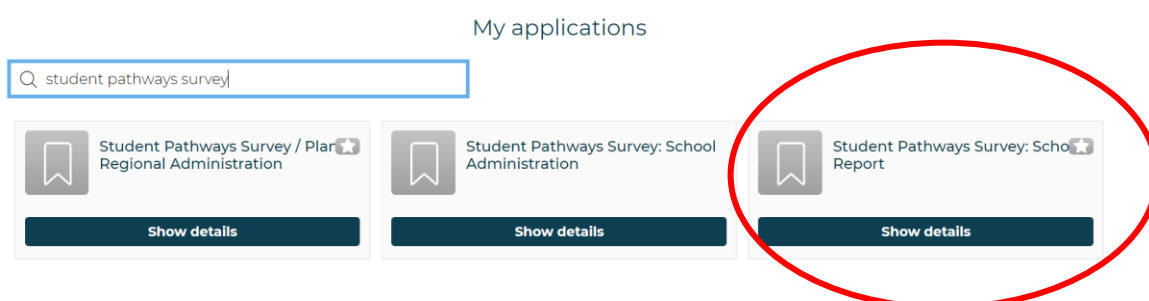
STEP 1

Teaching staff access to the Student Pathways Survey and Plan School Administration area is through the home page on the DoE staff portal in My applications.



STEP 2

Select the Student Pathways Plan: School Administration. This page allows you to select different year groups to view the student responses to their survey, feedback report and plan.



Self-identified students who have intentions to leave school early or who have more than 15 hours of work per week can be viewed here.

[SCHOOL REPORT: Access and Implementation](#)

The Student Pathways Plan: School Report provides data that reflects a school's student voice when thinking about their future. **It must be emphasised that this is NOT an accountability tool nor does it measure school effectiveness.** This data is able to provide school executive with evidence that can enhance whole school strategic planning.

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

The Student Pathways Plan 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 an ATSI, LBOTE / EAL/D and with a disability. It also indicated students by gender.
- *Direct Response Questions* which provide schools with data that relates to students' participation in part-time, casual or volunteering work; student's career intentions and 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 perceptions 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 challenges
- Influence 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.

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 screenshots below indicate the range of information schools can access.

1. HOME PAGE

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

[skip to content](#)

**Student Pathways Survey/Plan**Education

Student Pathways Survey: School Report
PLANNING FOR MY LIFE AFTER SCHOOL

[HIGH SCHOOL](#)[BACK TO SCHOOL SELECTION](#)
[LOGOUT](#)

HIGH SCHOOL
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 - Female
 - ☐ Gender - Male
 - ☐ ATSI
 - ☐ Disability
 - ☐ LBOTE
 - ☐ Customise Group

Custom Group Instructions

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

[Home](#)


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2. STUDENTPROFILE

This profiles who have participated in the Student Pathways Survey. The page provides access to all the data that relates to the topics identified in the survey for the report type requested.

[skip to content](#)



Student Pathways Survey: School Report PLANNING FOR MY LIFE AFTER SCHOOL

[HIGH SCHOOL](#) > [Student Profile](#)

[BACK TO SCHOOL SELECTION](#)
[LOGOUT](#)

HIGH SCHOOL

STUDENT PATHWAYS SURVEY REPORT BY YEAR GROUPS

Reporting Period:

20
Submit

Student Profile

No data is currently available, please select a different reporting period or type.

Report Type: (Total cohorts by)

Total - year groups (9 - 12) ▼
Submit

- [Student Profile](#)
- Direct Response to Questions
 - [Part-time Work](#)
 - [Part-time Work Hours](#)
 - [Career Choice](#)
 - [Career Ideas](#)
 - [Job Choice](#)
 - [Importance](#)
 - [Career Plan](#)
 - [Written Plan](#)
 - [Plan Quality](#)
 - [Staying at School Yr 9 & 10](#)
 - [Leaving School Yr 9 & 10](#)
 - [Leaving School Yr 11 & 12](#)
 - [Impact on Career Plan - Family/Friends](#)
 - [Impact on Career Plan - Teacher/Other](#)
- Career Factors
 - [Planning & Preparing](#)
 - [Career Challenges](#)
 - [Career Influences](#)
 - [Career Information & Services](#)
- [ABCD Mapping](#)
- [School Feedback](#)

[Home](#)



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3. DATAPRESENTATION

The following screen provides a view of the style of data available for direct response questions.

[skip to content](#)



Student Pathways Survey: School Report PLANNING FOR MY LIFE AFTER SCHOOL

[HIGH SCHOOL](#) > [Direct Response to Questions](#)

[BACK TO SCHOOL SELECTION](#)
[LOGOUT](#)

HIGH SCHOOL

2018 STUDENT PATHWAYS SURVEY REPORT BY YEAR GROUPS

Reporting Period:

20

Report Type: (Total cohorts by)

Total - year groups (9 - 12) ▼

- [Student Profile](#)
- Direct Response to Questions
 - [Part-time Work](#)
 - [Part-time Work Hours](#)
 - [Career Choice](#)
 - [Career Ideas](#)
 - [Job Choice](#)
 - [Importance](#)
 - [Career Plan](#)
 - [Written Plan](#)
 - [Plan Quality](#)
 - [Staying at School Yr 9 & 10](#)
 - [Leaving School Yr 9 & 10](#)
 - [Leaving School Yr 11 & 12](#)
 - [Impact on Career Plan - Family/Friends](#)
 - [Impact on Career Plan - Teacher/Other](#)
- Career Factors
 - [Planning & Preparing](#)
 - [Career Challenges](#)
 - [Career Influences](#)
 - [Career Information & Services](#)
- [ABCD Mapping](#)
- [School Feedback](#)

Part-time Work

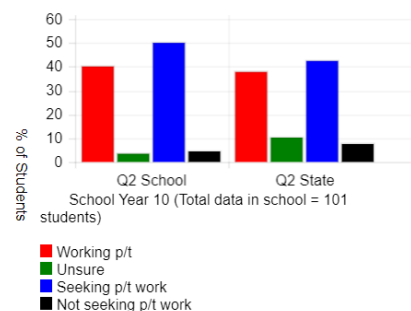
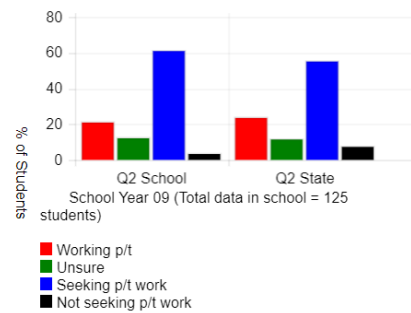
Do you want a part-time job while at school?

Year 09 Responses	Num of Students in Your School	% of Students in Your School
Working p/t	27	21.60
Unsure	16	12.80
Seeking p/t work	77	61.60
Not seeking p/t work	5	4.00

Year 09 Responses	Num of Students in Your State	% of Students in Your State
Working p/t	552	24.17
Unsure	277	12.13
Seeking p/t work	1273	55.74
Not seeking p/t work	182	7.97

Year 10 Responses	Num of Students in Your School	% of Students in Your School
Working p/t	41	40.59
Unsure	4	3.96
Seeking p/t work	51	50.50
Not seeking p/t work	5	4.95

Year 10 Responses	Num of Students in Your State	% of Students in Your State
Working p/t	1626	38.29
Unsure	456	10.74
Seeking p/t work	1823	42.92
Not seeking p/t work	342	8.05



SUPPORT DOCUMENTS: Survey Administration Checklist

Supervising teachers have been briefed and have a copy of the Teacher Instructions.

Schools administering the survey should:

- tell students that they must know their Department of Education ID and password to access the survey
- allow time for students to view the animation to understand what the Student Pathways Plan is about and how to access it
- brief all students who are completing the survey
- prepare a location that is adequately prepared with electronic devices capable of accessing the student portal
- tell students they will receive a feedback report which can be printed and/or saved electronically
- tell students they must access the survey through the home page on the Department of Education Student Portal under **Other Sites**. Look for “Creating Future Pathways: Student Survey”
- ensure timetabling arrangements are in place and teachers have been informed
- provide provisions for any students with additional needs
- allow adequate time for all students to complete the survey.

WAYS TO USE THE STUDENT PATHWAYS SURVEY: School Report

Provide information and data for a whole school career development approach. The Student Pathways Plan provides schools information to be able to:

- evaluated their School to Work program
- identify student satisfaction
- enhance their vocational and education programs.

Inform strategic planning to improve:

- student career development opportunities
- student career and transition outcomes
- student retention
- School to Work program.

Address Schools Plan priority- Student Engagement and Retention to:

- develop clear strategies and specify targets to improve student participation and retention
- increase the proportion of student completing either Year 12 or recognised vocational training
- enhance the school’s relationship with parents/carers.

Meet Department of Education Strategic Plan:

- prepare young people for rewarding lives engaged citizens in a complex and dynamic society
- every student is known, valued and cared for in our schools
- every student is engaged and challenged to continue to learn
- all young people finish school well prepared for higher education, training and work.

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, wellbeing support and the implementation of structured activities / programs. Strategies could include:

- employer presentations
- excursions to business and community organisations
- volunteering
- student-led career research
- 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 as identified in the Student Feedback Report.

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.

PLAN IMPLEMENTATION IDEAS FROM SCHOOLS

Schools have reported the methods that they used to implement and utilise the Student Pathways Plan.

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 OPTIONS

- KLAs facilitated by School to Work coordinator and careers adviser.

SUPPORTING ICT SKILL DEVELOPMENT

- Computer classroom lessons supported by other KLA teachers
- The survey is used to support ICT skills as 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.

EXIT AND TRANSITION PLANNING

- Year 10 as core transition planning and through Work Education
- Exit Planning Year 10 and 12; Transition Planning Year 9 and 11.

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.

Student Pathways Survey

Student Access Card

Name _____

1. Ensure you have your personal Department of Education 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 Plan
5. Read instructions and complete survey
6. Print your feedback report on completion and /or save electronically
7. Read and reflect on your report and store in your logbook and/or electronically
8. Inform your careers adviser / supervising teacher

Date to be completed: _____

Teacher Signature: _____

STUDENT ACTIVITIES AND WORKSHEETS:

SURVEY FEEDBACK REPORT SUGGESTED FOLLOW UP LEARNING ACTIVITIES

Survey Factor Area	Suggested Activities
Planning and preparing for your career future	<p>Investigate:</p> <ul style="list-style-type: none"> • Job Guide • SkillsOne • myfuture • local newspapers/websites • local industries • interview an employee/employer regarding their career path/career barriers and successes • students to work through the myfuture and provide you with their action plan • explore favourite jobs and identify subjects that support these jobs/careers (use the Bulleyes posters in myfuture resource area) • explore the local Careers Expo and talk to people • undertake work experience, work shadowing, employee/employers interviews • mind map career alternatives (in this handbook).
Your Career Challenge	<ul style="list-style-type: none"> • Identify interests, hobbies, parent/community expectations, personal dreams and ambitions. • Investigate other peoples stories and discuss the influences and obstacles they overcame in their career pathways <ul style="list-style-type: none"> - TAFE NSW - videos on myfuture, SkillsOne
Influences on your thinking about future job options	<ul style="list-style-type: none"> • Identify people who have influenced student's career ideas. • Identify chance events that have or could influence a student's career decisions.
The importance of career information and services	<p>Divide the class into groups and ask them to research and assess:</p> <ul style="list-style-type: none"> • Industry websites • Career information websites • Education and training websites • Resume builders • Job sites • Career expos • Open days and industry events • etc.

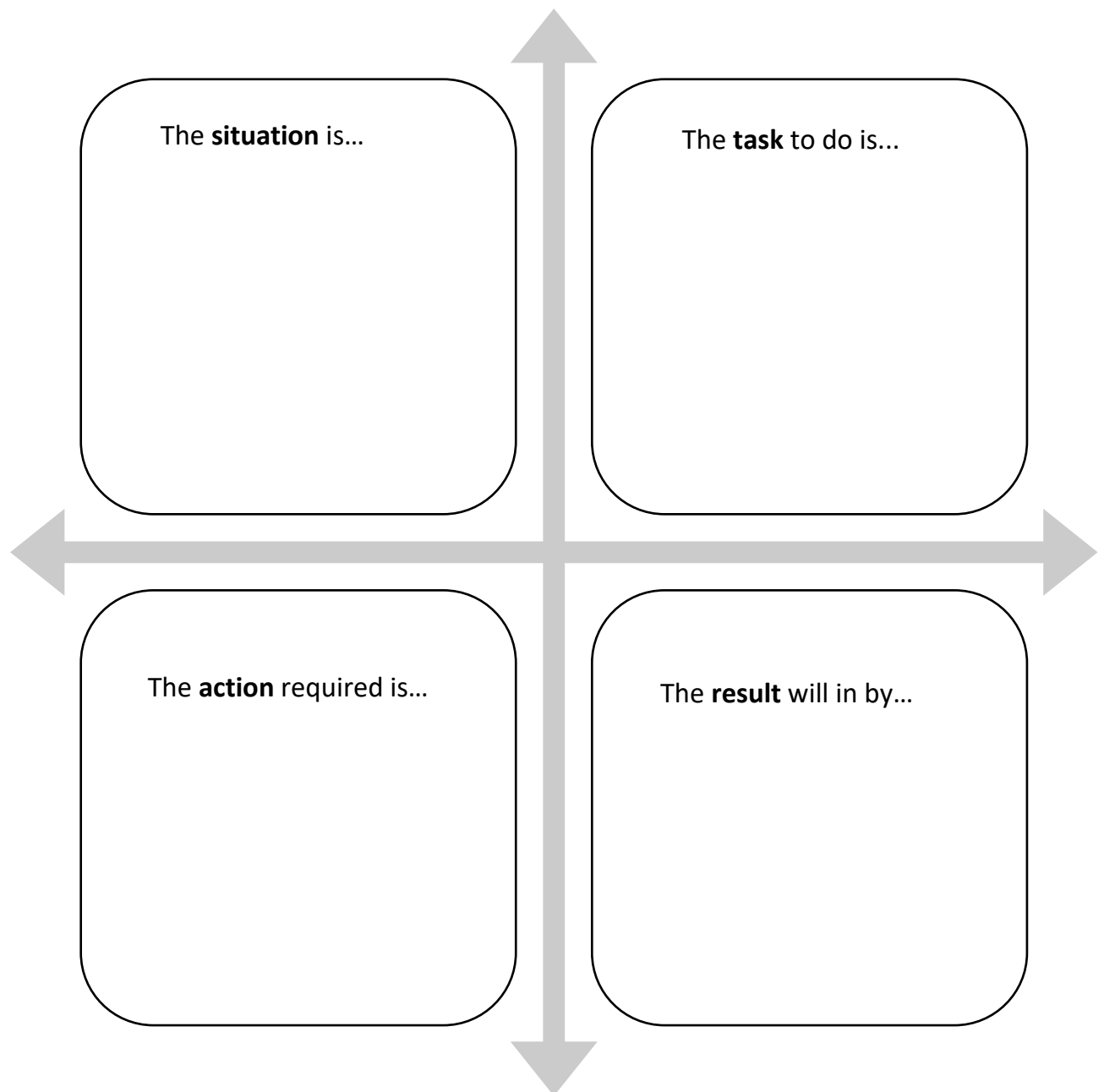
	<p>Students share with others why they discover and how helpful the websites/events are.</p> <ul style="list-style-type: none"> • Identify career and information services in the local community – job networks, Centrelink, TAFE counsellors, etc. and what services do they provide. • Students' are provided with an outline of the career services provided by the school including access to the careers adviser.
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Student Pathways Survey Reflection

Date survey completed:
From reading <i>Your ideas about the future</i> in my feedback report, this is what I learnt about myself
From reading <i>Planning and preparing for your future career</i> in the feedback report there are 2 actions I could do in the next month.
From reading <i>Your career challenge</i> in the feedback report this is what I need to do to progress my career ideas.
From reading <i>Influences on your thinking about future job options</i> in the feedback report these are some key messages that are important.
From reading <i>The importance of career information and services to you</i> 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

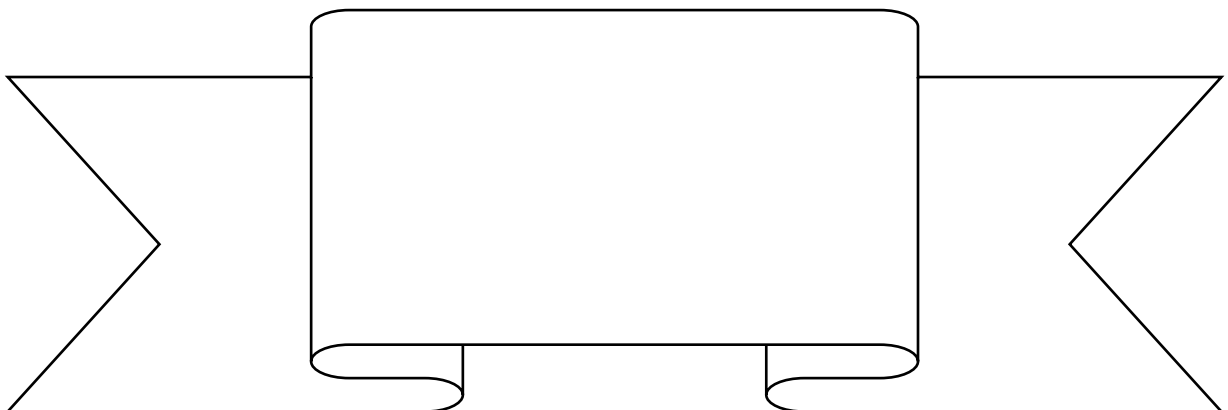
The STAR (situation, task, action, results) Method is a great way to talk about what you have achieved and what you are planning to achieve. It helps you talk about past actions and future actions.



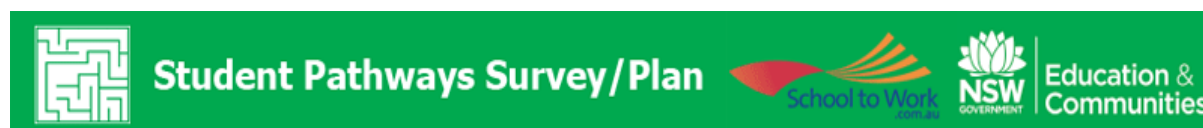
Who has influenced me?

People who have influenced me	What did they say or do?	What did you think and /or feel about it?

What I have learnt about myself.



STUDENT FEEDBACK REPORT



###Student Name

Student Feedback Report

###School Name

Year 12

###Date

Thank you for completing the survey.

The feedback provided below has been created from the answers you gave in the survey. Read your report, explore the links, then go to the Student Pathways Plan and begin your career planning.

We suggest that you store this Feedback Report in a safe place and discuss your ideas with your careers adviser.

Your ideas about the future

Part-time job

You are uncertain about having a part-time job.

Your career ideas

You have not thought about the kind of job you want as a career.

Job choices

You think that it is important to have more than one job choice.

Your plan

You have a plan to get the job you want.

This is a written plan.

You feel confident that it is a good plan.

Education and training intentions

You are considering leaving school before you complete the Higher School Certificate.

Options after school

- ❖ When you leave school you would like to:
 - get a job
 - get some training
 - get a training qualification - such as through a traineeship or apprenticeship
 - go on to TAFE
 - go on to university
 - go and get some other kind of qualification

Influences on my future career plans

- ❖ When you are planning for your future you think the following are important:
 - Money
 - Marks at school
 - How smart I am
 - How skilled I am
 - Where the job is located
- ❖ When you are planning for your future you think the following are important:
 - The opinions of my family
 - The opinions of my friends
 - The opinions of my teachers
 - The opinions of other adults I know

How school can help

- ❖ You consider that it is important that the school can help you prepare for your future job in the following ways:
 - provide me with access to information about jobs I am interested in
 - 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 write a resume
 - help me to use the internet to find out about jobs
 - show me what I can do well
 - help me to keep a record of my skills and experiences

Planning and preparing for your future career

- ❖ Twelve of your response shows that you are confident in your ability to plan for the future - congratulations!

People who are confident about their future always set alternative plans and are flexible with their planning.

- You are also good at setting goals, so now is the time to begin to [prioritise and set your goals](#) as short term (while you are at school) medium term (after you leave school) or long term (where would you like to be in 5 years).
- You also need to [seek more clarification](#) about your career plans, such as future prospects, labour market or business opportunities, courses offered by institutions, income possibilities etc.
- Consider if your career plans align with your personal values. Will the career or job offer you chosen be a lifestyle you want; provide prestige, security, independence, creativity, skill development etc.? This might help you to evaluate your career plans over time, to ensure that you are heading in a direction that best suits you.

Seek support from your careers advisers to help you with this.

Your career challenge

- ❖ Twelve now is a really good time for you to reflect on where you are now and consider [where you would like to be in a few years time](#). Everyone has to start somewhere - if you know where you want to go, you will discover that working out how to get there becomes much easier.
- Your survey responses indicate that you are unsure of what you need to do to get started on your career journey. Alternatively, you might know what you want to do but are not confident you have what it takes to be successful.
- Your careers advisers can help you to test your ideas - this could even involve getting some work experience or part-time work to boost your confidence, and help you to learn about the world of work.

It is also normal for people to re-think their original job choices - sometimes we need to consider whether our choices are suitable and realistic. Making different choices can be a great way to move forward with confidence.

Influences on your thinking about future job options

Twelve your response to the survey indicates that your career decisions appear to be influenced by the ideas and comments of other people and different situations you find yourself in. 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

Twelve you recognise the importance of career information and services. Are you using these things to your advantage?

- Have you discussed your career plans with your careers adviser?
- Have you found out about career services that are available to you beyond the school to support your career planning?

To help you get started, try thinking about some ways of finding further assistance and information about your career interest areas e.g. [google](#), [job research](#), [myfuture website](#), careers advisers in [TAFE colleges](#), [private colleges](#) and [universities](#), talk to [someone who works in that job](#), contact [professional industry associations](#). Try listing another five areas that can provide you with further career information and service.

"You can reprogram your thought patterns, attitudes and beliefs, no matter what they may be at present, to whatever you would like them to be."

Anonymous.

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USEFUL RESOURCES:

- [myfuture](#)
- [SkillsOne](#)
- [Australian Blueprint for Career Development \(ABCD\)](#)
- [Employment Related Skills Logbook](#)
- [Career learning](#)
- [TAFE NSW](#)
- [University Admission Centre](#)

AUSTRALIAN BLUEPRINT FOR CAREER DEVELOPMENT (ABCD): Competencies used to inform the Student Pathways Survey feedback report

Areas in the ABCD	Years	1. Career Planning and Preparation	2. Inhibitions to Career Confidence	3. Influences Impacting On Career Decision Making	4. Ability to Access Career Information and Services
Personal Management	9 -10	2.2 Develop abilities for building positive relationships in life 3.2 Learn to respond to change and growth	1.2 Build a positive self-image and understand its influence on life and work	1.2 Build a positive self-image and understand its influence on life and work 3.3 Learn to respond to change and growth	5.2 Locate, understand and use career information
	11-12	2.2 Develop abilities for building positive relationships in life and work 3.2 Learn to respond to change and growth	1.3 Develop abilities to maintain a positive self-image	1.3 Develop abilities to maintain positive self-image 3.3 Learn to respond to change and growth	5.3 Locate, interpret, evaluate and use career information
Learning and Work Exploration	9 -10	5.2 Locate, understand and use career information 6.2 Understand how work contributes to the community	4.2 Link life-long learning to personal career aspirations, both present and future	4.2 Link life-long learning to personal career aspirations, both present and future	N/A

Areas in the ABCD	Years	1. Career Planning And Preparation	2. Inhibitions To Career Confidence	3. Influences Impacting On Career Decision Making	4. Ability To Access Career Information And Services
Learning and Work Exploration (cont.)	11-12	5.3 Locate, interpret, evaluate and use career information	4.3 Link life-long learning to the career building process	4.3 Link life-long learning to the career building process 6.3 Understand how societal and economic needs influence the nature and structure of work	N/A
Career Building	9 -10	8.2 Link decision-making to career building 11.2 Understand and experience the process of career building	7.2 Develop qualities to seek and obtain/create work 9.2 Explore and understand the interrelationship of life roles	9.2 Explore and understand the interrelationship of life roles 10.2 Explore non-traditional life and work options	8.2 Link decision making to career building 11.2 Understand and experience the process of career building
	11-12	8.3 Engage in career decision making 11.3 Recognise and take charge of the career building process	8.3 Engage in career decision-making 11.3 Recognise and take charge of the career building process	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	8.3 Engage in career decision-making 9.3 Link lifestyles and life stages to career building 11.3 Recognise and take charge of the career building process