

Student Pathways Survey and Plan: Summary and reflection guide

Rationale:

This summary and reflection guide provides a high-level overview of the Student Pathways Survey and Plan which provides schools with a powerful tool that enables career and transition staff to address the specific career development maturity needs of students. It is designed to promote reflection and conversations with school leaders and teachers.

The Student Pathways Survey and Plan is a unique career tool that enables students to report on self-efficacy in their career and transition planning. Student Pathways Plan is essential for helping students clarify their goals, make informed decisions about their education and career paths, and achieve success in their chosen endeavours. It empowers students to take control of their future and maximizes their potential for growth and achievement.

Timeframe:

The Student Pathways Plan is accessible to all students in years 9 - 12. It is recommended schools administer the Student Pathways Plan at the beginning of the school year which aligns with the academic calendar. It provides a fresh start and an opportunity for students to set clear academic and personal development goals for the year ahead. Students can use the pathways plan to identify areas they want to improve or explore, set personal growth goals, and establish strategies for achieving them throughout the year.

The Student Pathways Plan can be adjusted over time to accommodate changing interests, opportunities, and circumstances. It promotes adaptability and flexibility in achieving goals.

Intended audience:

School leaders, career and transition advisers and teachers of students in years 9 to 12.

When and how to use:

This summary and reflection guide will be used by schools with secondary students when developing their School Improvement Plan (SIP) as part of the School Excellence cycle. Principals should review this resource with key school staff to discuss how its contents may be useful in their school's context and consider how it might inform the development of the school's SIP.

Schools can use this guide when planning for progress measures related to career education and as a resource for use as needs arise.

Evidence base:

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.

Additionally, the Student Pathways Plan is supported by the following evidence base:

- Career Industry Council of Australia (CICA), 'Australian Blueprint for Career Development', [Australian Blueprint for Career Development](#) (ABCD), accessed July 2023
- DESE (Department of Education Skills and Employment) (2019) 'National Career Education Strategy', Future Ready: A student focused National Career Education Strategy, DESE, Australian government, accessed February 2021
- DESE (Department of Education Skills and Employment) (2019) 'Alice Springs (Mparntwe) Education Declaration', Australian government, accessed February 2021
- Education Council (2020) Looking to the future, Report of the review of senior secondary pathways into work, further education and training, accessed February 2021
- NSW DoE (NSW Department of Education) (2017) School excellence and accountability, 'School Excellence Framework', NSW government, accessed February 2021
- NSW DoE (NSW Department of Education) (2021) Rural and Remote Education, Rural and Remote Education Strategy 2021 -2021, NSW government, accessed February 2021
- DESE (Department of Education Skills and Employment) (2014) Preparing secondary students for work, 'Key Elements for Career Education', Australian government, accessed 2021 (<https://www.dese.gov.au/school-work-transitions> Site last modified 2020)
- CICA (Career Industry Council of Australia) (2014) CICA School Career Development Service Benchmarking Resource, 'School Career Development Resource', Career Industry Council of Australia, accessed February 2021

For the complete list of academic research that informed the development of K-12 Career Learning Framework, visit the [Career and Workplace Learning](#) website.

Alignment to system priorities and/or needs:

The Student Pathways Plan aligns to the following system priorities:

- NSW DoE (NSW Department of Education) (2024 - 2027) NSW Department of Education Our Plan for NSW Public Education 2023 which commits to equipping and empowering students with skills as they consider pathways that align with their goals and aspirations. The agreed action states:
"Support, inform and inspire all students to choose post-school pathway options aligned to their goals"

- NSW DOE (NSW Department of Education) Pathways for Secondary Students (Priority B)
“Provide high-quality career education and development”

Alignment to School Excellence Framework: Learning Domain – Learning culture, Wellbeing, Curriculum, Assessment and Student performance measures; Teaching domain – Effective classroom practice and Data skills and use; Leading domain – School planning, implementation and reporting.

Consulted with: This publication was produced in collaboration with the Pathways Resources Working Group including representation from Directors, Educational Leadership, Principals, Principals School Leadership and subject matter experts from across the department.

Reviewed by: Pathways and Transition and Career Programs Directorates

Created/last updated: November 2023.

Anticipated resource review date: Pathways and Transition and Career Programs Directorates has committed to review the resources in November 2024 as part of the annual evaluation strategy.

Feedback: To ensure ongoing improvement of this resource, feedback on this resource can be provided via the [Career Programs feedback form](#) or QR code below to provide an evaluation or feedback on this resource.



Summary and reflection guide

Student Pathways Survey and Plan

This summary and reflection guide provides a high-level overview of the Student Pathways Survey and Plan which provides schools with a powerful tool that enables career and transition staff to address the specific career development maturity needs of students. It is designed to promote reflection and conversations with school leaders and teachers.

What is the Student Pathways Survey and Plan?

The Student Pathways Survey and Plan is an attitudinal online survey developed by the department for students in Years 9-12. Students access the Student Pathways Survey through their student portal. The Student Pathways Plan is linked to the survey and empowers students to reflect upon and then action activities that are likely to enhance their career development and growing career maturity.

The tool provides reports that may be useful for school executive and career and transition staff to analyse with reference to each school's local context. The tool will deliver an evidence-based approach to improving existing career education programs and strategies.

The data from school reports may inform whole-school strategic planning and strategies. The tool may be used to produce a student voice to contribute to annual reports. It may also be used as a source of evidence that can assist schools to self-assess against the three domains of learning, teaching and leading in the Schools Excellence Framework.

More about the Student Pathways Survey and Plan

The Student Pathways Survey, accessed through the student portal, is an online survey developed by the department for year 9 to 12 students.

The resource captures the students' voice as the vehicle to improve student career planning for individuals and groups. The tool provides an evidence base for the development of career skills essential for navigating work and study decisions through and beyond school.

Students who complete the survey will receive a personalised report and a career action plan that may be used as a focus for exploring career pathways. Students are not matched to careers but are guided to take personal responsibility for researching future pathways using career information services such as [myfuture](#).

The School Administration area (accessed via the staff portal) will allow teachers to access

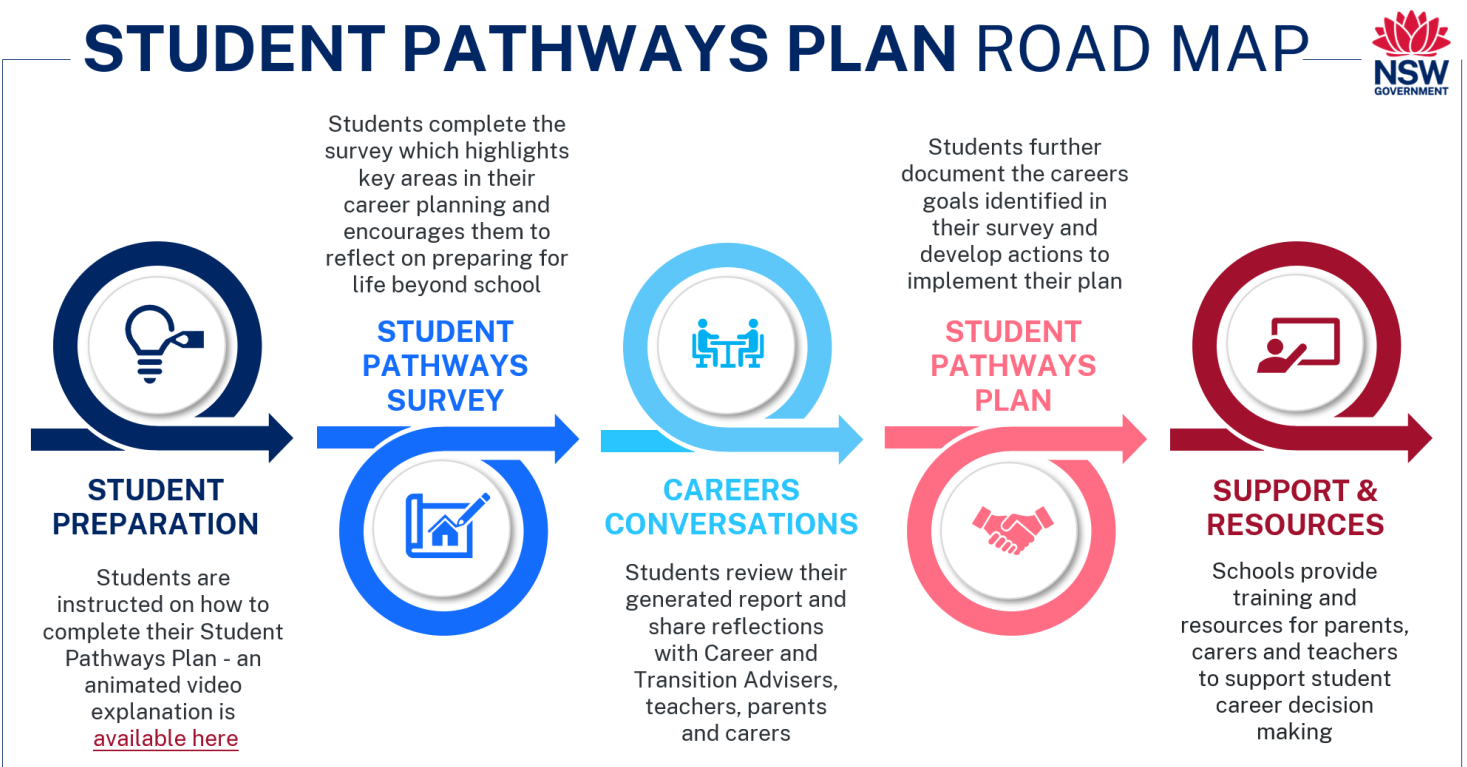
student survey responses, feedback reports and action plans to assist with individual student career guidance and targeted intervention and support.

Teachers will have access to aggregated data from the School Report. Student profiles can be drawn from the aggregated data by year group, including gender, Aboriginality, disability and EAL/D. The school report aggregates data from some survey questions and for students' career self-appraisal in preparing and planning; challenges and barriers; and influences. Comparative state data is provided in the report to assist with local analysis of the data.

Other benefits

The data may be used as a part of the broader school planning consultation processes with stakeholders showing how the data can support the establishment of local school career education strategies. The resource could also be used when working with local employers and the wider community to assist with the development of programs and activities to improve student career development and work readiness.

The Student Pathways Plan supports the School Excellence Framework. The evidence-based data generated from the Student Pathways Survey has been mapped to the learning, teaching and leading domains in the School Excellence Framework. This mapping is available on the Student Pathways Plan [webpage](#).



Student Pathways Plan Road Map (Text only)

This roadmap provides an overview of the key steps to support students develop their plan. The key steps include:

- **Student Preparation** - Before commencing the survey it is important to explain to students that the Student Pathways plan has been developed to assist students in years 9-12. The survey will assist students with their thinking and planning for life through and beyond school and will provide instantaneous personalised feedback. The Careers Adviser, Transition Adviser or teachers can start with the [Student Pathways Survey](#) animation.
- **Student Pathways 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. It is recommended that initial access by students to the Student Pathways Survey is introduced by school staff familiar with the purpose and process of the survey. Once completed the student will receive a personalised feedback report.
- **Careers Conversations** – Students are encouraged to review the feedback report and identify actions they can undertake. Students should discuss their feedback report and plan with their career influencers such as Career and Transition Advisers, teachers, parents, carers, and others.
- **Student Pathways Plan** – The Student Pathways Plan is partly generated from student responses to the Student Pathways Survey. Students can provide more details on work experience, part-time work, outside interests and volunteering. This is a personal plan that will help them identify what actions they need to take while at school to implement their career and transition planning. The career conversations will allow students to identify the steps they can take while at school to meet the ambitions of their plan. They can change their Student Pathways Plan as their circumstances change.
- **Support and Resources** – The Student Pathways Plan Guidelines includes a range of suggested learning activities for students to undertake to inform their career and transition plan.

School Leaders and Teachers

Student Pathways Plan: School Report

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 can provide school leaders with evidence that can enhance whole school strategic planning.

The School Report draws on questions identified in the Student Pathways Plan to provide schools with 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.

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.

Ways schools can use the School Report

The School Report provide information and data for a whole school career development approach.

The Student Pathways Plan provides schools information to be able to:

- evaluate and improve the School to Work Program
- address school plan priorities
- improve engagement and retention
- design individual pathways, transition and exit planning
- engage parents and carers in pathways, transition and exit planning
- guide careers education program planning
- guide careers education (Work Studies and Work Education) as well integration into Key Learning Areas (KLAs)

Reflection Questions

The following questions are designed to promote reflection and conversations within schools between school leaders, career advisers, transition advisers and teachers.

1. What is the current utilisation rate of the Students Pathways Plan?
2. How is it being utilised and by whom?
3. Is there need and capacity for the use of the Student Pathways Plan to be expanded or introduced in the next school planning cycle?
4. How can we use the data contained in the School Report to inform school priorities and support pathways?
5. Which students within my school have a student pathways plan?
6. What further actions or resource allocation is required to initiate or sustain one or more of these programs?
7. Is the school utilising an alternate platform to allow students to plan their future pathways? If so, is it offering the same or greater detail and functionality i.e. content, school oversight, meets the cyber security requirements, etc?

Further detail can be found in [The Student Pathways Plan Teacher Handbook](#), which provides follow-up activities for use in the classroom and individualised pathways planning.