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:

- o Career Industry Council of Australia (CICA), 'Australian Blueprint for Career Development', [Australian Blueprint for Career Development](#) (ABCD), accessed July 2023
- o 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
- o DESE (Department of Education Skills and Employment) (2019) 'Alice Springs (Mparntwe) Education Declaration', Australian government, accessed February 2021
- o Education Council (2020) Looking to the future, Report of the review of senior secondary pathways into work, further education and training, accessed February 2021
- o NSW DoE (NSW Department of Education) (2017) School excellence and accountability, 'School Excellence Framework', NSW government, accessed February 2021
- o NSW DoE (NSW Department of Education) (2021) Rural and Remote Education, Rural and Remote Education Strategy 2021 -2021, NSW government, accessed February 2021
- o 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)
- o 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.

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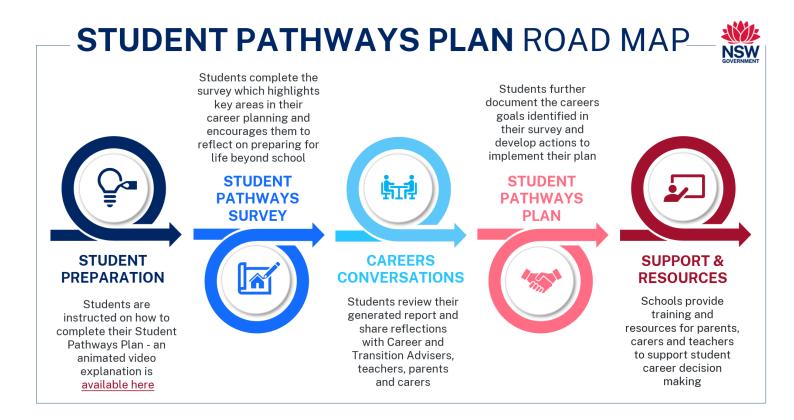
student survey responses, feedback reports and action plans to assist with individual student career guidance and targeted intervention and support.

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

STUDENT PREPARATION

Students are instructed on how to complete their Student Pathways Plan - an animated video explanation is available here

Students complete the survey which highlights key areas in their career planning and encourages them to reflect on preparing for life beyond school

STUDENT PATHWAYS SURVEY

CAREERS CONVERSATIONS

Students review their generated report and share reflections with Career and Transition Advisers, teachers, parents and carers

Students further document the careers goals identified in their survey and develop actions to implement their plan

STUDENT PATHWAYS PLAN

SUPPORT & RESOURCES

Schools provide training and resources for parents, carers and teachers to support student career decision making

Student Pathways Plan Road Map (Text only)

This roadmap provides an overview of the keys 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.

Student Pathways Survey and Plan
Student Survey

First Name: Surname:

Instructions

- The survey has 30 questions.
- Select your answers by clicking in the circle.
- Some questions require a long response, up to 500 characters.
- Once you complete the survey, you will receive a feedback report.
- The feedback report is important to use when you are creating your plan.

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1.   How confident are you in being able to do the following?

	I don't know	Not confident	A bit confident	Average confident	Confident	Very confident
I can set goals for my future						
I can plan how to successfully reach my goals						
There are things I can do now at school to help me reach my goals						
There are things I can do now outside of school to help me reach my goals						

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 right now
     No

3.   If you have a casual/part-time job, approximately how many hours a week do you work?

     6-10 hours
     11-15 hours
     More than 15 hours
     I do not have a casual or part-time job

4.   Have you thought about the kind of work you would like to do after school?

     Yes
     No (*Go straight to question 8*)

5.   What is the job? (*Please type your answer below, maximum 500 characters.*)

6.   Are there other jobs or industries 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, maximum 500 characters.*)

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, maximum 500 characters.*)

9.   How confident are you that this help will assist you with your job decisions?

I don't know	Not confident	A bit confident	Average confident	Confident	Very confident

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 important	Important	Very important
The money I will get						
The hours I need to work						
How interesting the job is						
It is an important job						
How far I need to travel						
I like the job						
How dirty or risky the job is						
I am good at the job						
How my boss treats me						
I know someone who does the job						
The holidays I get						
Who I will be working with						

Other (*Please type your answer below, maximum 500 characters.*)

11. How important is it for you to have more than one job choice?

I don't know	Not important	A bit important	Average important	Important	Very important

12. Why is that? (*Please type your answer below, maximum 500 characters.*)

13. How likely might these things be to **stop you** from getting your first job choice?

	I don't know	Not likely	Low likelihood	Average likelihood	Likely	Very likely
Too few jobs available						
My marks may be too low						
I may not have enough education						
I may not have the right skills						
I may not have the right experience						
I have an injury or disability						
I may not be physically suited						
My reputation						
My luck						
I'm not willing to travel long distance						
I may not have enough confidence in myself						

Other (*Please type your answer below, maximum 500 characters.*)

14. How confident are you in being able to do the following?

	I don't know	Not confident	A bit confident	Average confident	Confident	Very confident
I can change my job choice, if necessary, as time goes on						
I can add to my skills and education as time goes on						
I can find out what education I need for my job choices						
I can find out which schools, TAFE colleges or universities offer the courses I might need						
I know which school subjects are needed for the job/s I am interested in						
I know what marks I need to be able to go on to the next stage of my plan						

15. Do you have a plan on how to get the job you want?

Yes

No (*Go straight to question 18*)

16. Do you have a written plan?

Yes

No

17. How confident are you that you have a good plan?

I don't know	Not confident	A bit confident	Average confident	Confident	Very confident

18. Consider how you can improve your plan, how important to you are the following things?

	I don't know	Not important	A bit important	Average important	Important	Very important
Being clear on what I want to do						
Finding out what educational qualifications and training I need						
Finding out where I can go to get those qualifications or training						
How I will pay for the further education or training I will need						
Knowing what courses to take in school to increase my changes of getting the job						
Knowing what grades I need in school						

Other (*Please type your answer below, maximum 500 characters.*)

19. How likely are you to: (*Years 9 and 10 ONLY*)

	I don't know	Not likely	Low likelihood	Average likelihood	Likely	Very likely
Stay at school and enrol in the Higher School Certificate						
Leave school and enrol in other education and/or training						
Leave school to go to full-time, paid work						

Other (*Please type your answer below, maximum 500 characters.*)

20. How likely are you to leave school before completing the Higher School Certificate: (*Years 11 and 12 ONLY*)

	I don't know	Not likely	Low likelihood	Average likelihood	Likely	Very likely
To take up other education, training and/ or work						
As soon as you turn 17 Years						

Other (*Please type your answer below, maximum 500 characters.*)

21. After leaving school, how likely are you to:

	I don't know	Not likely	Low likelihood	Average likelihood	Likely	Very likely
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						

Other (*Please type your answer below, maximum 500 characters.*)

22. When planning for your future job, how important to you are the following things?

	I don't know	Not important	A bit important	Average important	Important	Very important
Money						
Marks at school						
How smart I am						
How skilled I am						
Where the job is located						

Other (*Please type your answer below, maximum 500 characters.*)

23. When planning for your future job, how important to you are the following things?

	I don't know	Not important	A bit important	Average important	Important	Very important
The opinions of my family						
The opinions of my friends						
The opinions of my teachers						
The opinions of other adults I know						

Other (*Please type your answer below, maximum 500 characters.*)

24. Consider how your school can help you prepare for your future job, how important are the following?

	I don't know	Not important	A bit important	Average important	Important	Very important
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						

Other (*Please type your answer below, maximum 500 characters.*)

Please complete the following background information

25. Are you of Aboriginal or Torres Strait Islander descent?

Yes, I'm of Aboriginal or Torres Strait Islander descent

No

26. Is a language other than English spoken in your home?

Yes

No (*Go to question 28*)

27. What is the most frequently used language other than English spoken in your home?

Arabic	Bosnian	Chinese	Croatian	Indonesian	Japanese
Khmer	Korean	Lao	Macedonian	Persian	Punjabi
Russian	Samoan	Serbian	Somali	Spanish	Thai
Tongan	Turkish	Vietnamese			

Other (*Please type your answer below, maximum 50 characters.*)

28. Do you consider yourself to have a disability, impairment or long term medical condition?

Yes

No (*Go to question 30*)

29. Do you consider yourself to have a disability, impairment or long term medical condition?

Vision

Hearing/deaf

Physical

Medical condition

Mental illness

Acquired brain impairment

Learning

Other (*Maximum 500 characters.*)

30. How do you feel about completing this survey?

	I don't know	Strongly disagree	Slightly disagree	Neutral	Slightly agree	Strongly agree
The survey is easy to access online						
The survey is easy to complete						
The survey is interesting						
The survey asks about things that are important to me						

Student Pathways Survey and Plan

Student Survey Guide

This guide will help you complete the Student Pathways Survey to develop your initial Pathways Plan.

Please remember:

This is **not a test**	There are **no right or wrong answers** just an honest reflection of your interests	These should be **your answers not anyone else's**	Please **do not copy** or discuss with other students	You can **access** the survey and add to or adjust your answers if your goals or ideas change

Accessing the survey

✓ Go to the Student Portal and enter your Department of Education user ID and password.

✓ Under 'Other sites' you will find a link to Creating Future Pathways: Student Survey

✓ Click 'Start Student Pathways Survey' to launch the survey.

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Completing the survey

Things to know

- ✓ Read the information on the front page, including the privacy notice. This survey is about your interests and future career ideas. The survey responses will only be accessed by teachers at the school. Click on continue.

- ✓ The survey is not a test – there are no right or wrong answers. Do not ask teachers or other students for help with responses.

- ✓ Please think about each question carefully before responding. The survey includes 30 questions which should take approximately 30-40 minutes to complete.

About the questions

- ✓ Some questions ask for responses using a Likert scale. These questions ask you to think about how confident, how likely, or how important something is to you.

- ✓ Free text boxes allow you to put in more detail for some questions.

- ✓ Complete every question and check your responses before clicking on save. If you want to clear all existing responses, you can click on reset.

- ✓ If you have missed a question, a message will tell you the question numbers to complete and you'll need to scroll back and answer before you can save.

Your feedback report

Saving your report

- ✓ A personalised feedback report will appear on your screen when you click save – please read it carefully.

- ✓ Return to the main menu and click Download Feedback report.

- ✓ Print the report and save it electronically. You will be able to access the report with a teacher or career advisor.

- ✓ Carefully read and think about the personalised feedback contained in the report. You may eventually like to discuss the feedback with your career adviser, teachers, friends, or family.

Your Pathways Plan

- ✓ The survey report will be the start of your Pathways Plan. You can come back and change your plan at any time.

Finishing up

- ✓ Log out and close the browser. It is important to ensure that other students do not access your private information.

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