Career story

## Dubbo School of Distance Education

### Rural and Remote K-12 Career Education Initiative.

#### Describe your school’s project.

Building student aspirations through Stage 5-6 Transition and career exploration and improving whole school awareness of careers education.

#### What were the key objectives for your school’s project?

To review and refine existing programs in the school, including transition points, Taking Charge (Year 10 careers), and post school destination awareness and planning.

To provide professional learning opportunities for all staff including the K-12 Career Learning Framework, Australian Blueprint for Career Development and Core Skills for Work Framework to build awareness of Career Learning within learning areas for future planning and developmentand to develop clearer transition programs and processes for supporting career learning at different stages of schooling, incorporating community stakeholders in students’ local communities.

#### How did the team monitor and measure the programs’ key objectives?

Regular team meetings were conducted as part of our School Improvement Planning strategy. The team also took opportunities to present information at school executive meetings and whole staff meetings, conduct teacher and student surveys in addition to mapping key student data throughout the year. This data included monitoring student course selections and changes that coincided with the transition from Stage 5 to 6, elective choices and alternate curriculum patterns in stage 5, work experience completion, HSC Minimum Standards completion and activities at residential camps and field service visits.

#### How has the project strengthened links with parents and wider community?

Increased student engagement in PLP/CAP development (K-12), work readiness for work experience (Stage 5), and course selection processes (Stage 5 and 6) have strengthened links with parents. Information sessions and parent check-ins have now been incorporated as part of school residential timetable.

Outsourcing some key career and post school transition program initiatives have improved community participation. E.G. Term 3’s “Get a Life” program included sessions with JobLINK Plus, TAFE NSW, and local real estate agent, SJ Shooter.

#### Describe any challenges the project faced and how they were managed.

Sourcing outreach opportunities for students to support student engagement in their local community is a key challenge due to the varied nature of student enrolment across most of NSW and beyond (also includes travellers around Australia and overseas). Instead of independent research by our school’s small team, we have pivoted to instead build collaborative partnerships with careers advisers in different areas to assist with identifying opportunities for students in different geographical areas. This has improved participation in work experience, completion of HSC minimum standards testing and attendance at careers learning opportunities in the students’ own communities. Inconsistent staffing: Throughout the year, like many schools, we have experienced challenges with staffing which has impacted staff availability for the Taking Charge program for the duration of the year. This has resulted in some aspects of the program not being completed/able to be implemented in 2022.

**What measures did you use to ensure the project remains sustainable beyond 2022?**

Developing career learning opportunities with existing school structures and practices will ensure it is able to be sustained from year to year. For example, incorporating the DET transition plan and career action plans as part of the school’s PLP process ensures review of student goals twice per year.

#### Which of the broad project objectives did you achieve successfully, and which objectives require further improvement?

**Success**: Raising student expectation and Pathways to further study/training has been evident in the increased participation in work experience, participation in year 10 “Taking Charge” program (being implemented from Year 9 in 2023 rather than just year 10), attainment of HSC Minimum Standards, and student participation in “Get a Life” residential program. Staff have reported an improved understanding and awareness of the K-12 Career Learning Framework.

**Further improvement:** Transition from Primary to Secondary school. Implementation of new syllabus and inconsistent staffing has impacted implementation of K-6 Career learning this year. A small library of age appropriate children’s books have been purchased to develop some lesson sequences that incorporate career exploration and aspirations.

### Participating Schools

* Dubbo School of Distance Education

### Number of participating students

High School 7-12 = 100.