

Student Pathways Plan

Supporting Student Engagement in Career and Transition Planning



Career and Workplace Learning

NSW Department of Education

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Student Pathways Plan

Introduction

The Student Pathways Plan is a School to Work initiative. It consists of a range of online 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. It enables efficient electronic storage of students' feedback reports.

The Student Pathways Plan is one tool that 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 to support the department's [Aboriginal education policy](#).

Overview

Students

Students take on personal leadership and responsibility for planning and self-managing their career transitions, preparing them to effectively participate in society and become responsible, informed, and active citizens.

Teachers/ careers advisers

Students' intentions are powerful predictors of subsequent participation in education and consequently post-school plans.

School

High quality evidence of student's voice provides schools with unique and valuable information that can influence whole school planning.

About self-efficacy

The Student Pathways Plan is a unique career tool that enables students to demonstrate 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). 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 survey questions encourage students to reflect and report on their confidence in 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:

- their intentions regarding further education and training,
- confidence in career planning and accessing career opportunities; and
- influences that impact their career and transition thinking.

It provides the 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.

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

A career development program is multifaceted and should be considered as a whole school and 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.

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.

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.

Supporting parents to facilitate their child's career development involves providing them with resources, guidance, and opportunities to empower their child. Explicit ways parents can be supported include:

1. **Access to information:** Provide parents with comprehensive information about various career paths, educational opportunities, apprenticeships, and vocational training programs available for their child.
2. **Career guidance workshops:** Offer workshops, seminars, or webinars for parents to understand the current job market trends, skills required for future careers, and how they can guide their children effectively.
3. **Parenting resources:** Provide access to parenting resources that focus on career development, such as books, online articles, and webinars tailored to helping parents support their children's career aspirations.
4. **Mentorship programs:** Facilitate mentorship programs where parents can connect with experienced professionals or career counsellors who can guide them on supporting their child's career goals effectively.

5. **Financial literacy:** Offer resources or workshops to enhance parents' financial literacy so they can better understand the costs associated with higher education, vocational training, and other career development opportunities for their children.
6. **Networking opportunities:** Organise networking events where parents can meet other professionals or parents who have successfully guided their children through the career development process.
7. **Career exploration activities:** Organise career fairs, job shadowing opportunities, or career exploration activities for parents and their child to gain exposure to various industries and career paths.
8. **Parent-teacher collaboration:** Encourage collaboration between parents and teachers to create personalised career development plans for students, incorporating input from both home and school environments.
9. **Community resources:** Connect parents with local community resources, such as career centres, counselling services, or youth organisations, that can provide additional support and guidance for their child's career development journey.

Completing The Survey

Student preparation and access

Before commencing the survey, explain to students that only teachers at the school will have access to each student's personal information. Explain the survey:

- has been developed to assist all students from Year 9 to Year 12.
- can assist them with their thinking and planning for life through and beyond school.
- will provide them with an instant personalised feedback report which they should print or save electronically, read, reflect upon, and then store in their [Employment Related Skills Logbook](#) (ERSL) or digitally. Suggest the student feedback be utilised to complete the worksheets in the student section of the ERSLS worksheets such as the 'Action plan,' 'Exist plan,' and 'This is me now.'
- survey responses will allow the school to better support students to prepare for life beyond school (their voices will be heard).
- is not a test, so there are no marks, no pass/fail, and no right or wrong answers.

- empowers students to independently reflect on their unique career perceptions, fostering self-reliance by encouraging them not to seek assistance from peers or teachers to answer questions.
- key teachers including careers advisers, transition advisers, and year advisers, will provide support after students have completed the survey.
- final version is saved in the School Administration: Student Pathways Survey and can be revisited.

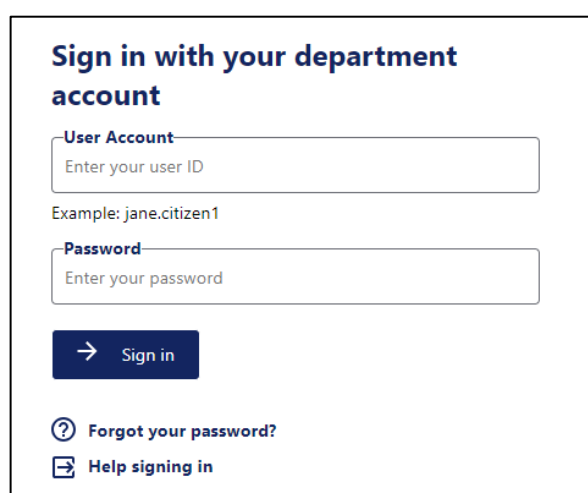
Following the survey, students should be encouraged to use the feedback report to begin actioning their career and transition plans. Such actions include setting specific goals based on the feedback received, exploring relevant educational or vocational opportunities, seeking out mentors or professionals in their field of interest, and actively engaging in experiential learning opportunities such as work experience or volunteer work. Students should be encouraged to regularly revisit and revise their plans as they progress, reflecting on their experiences and adjusting their goals accordingly.

Instructions

The survey has been designed to alert students to key areas in their career and transition planning to encourage them to reflect on their preparation for life beyond school. Initial access by students to the Student Pathways Survey is best if prepared school staff formally introduces them. The following set of instructions have been designed to help teachers guide students to access and complete the student pathways survey.

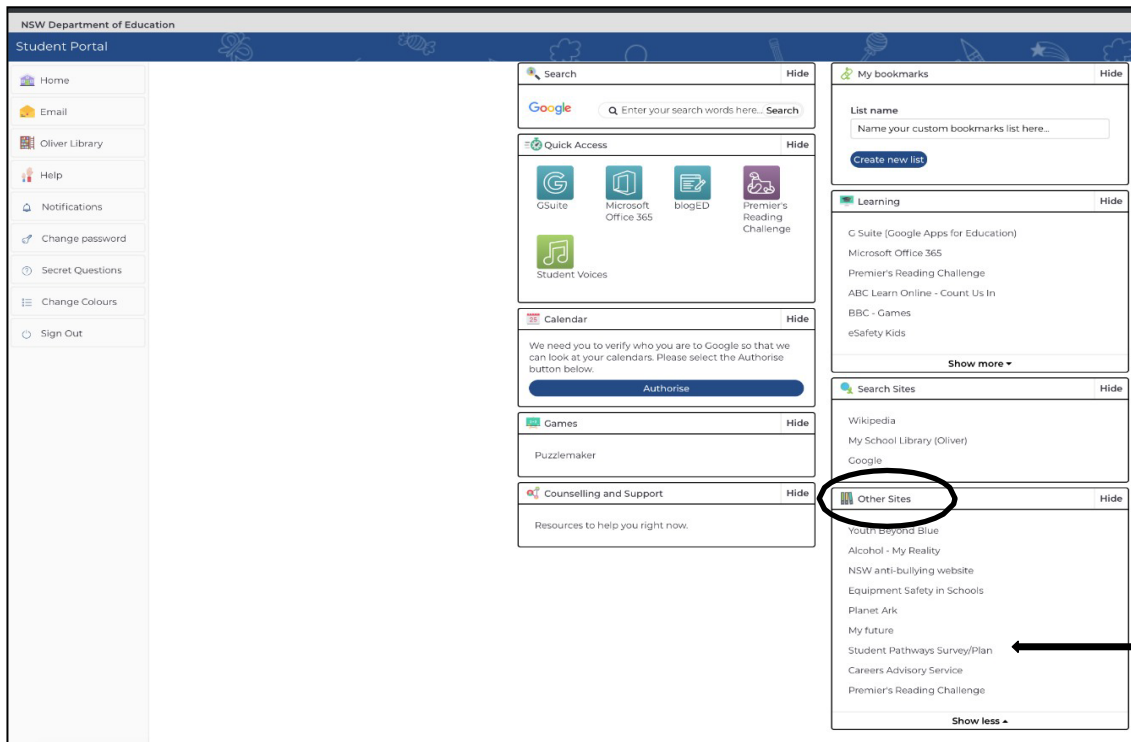
Students are to complete the following steps:

1. Log into the Student Portal.



The image shows a login form titled "Sign in with your department account". It contains two input fields: "User Account" with the placeholder text "Enter your user ID" and an example "Example: jane.citizen1", and "Password" with the placeholder text "Enter your password". Below the fields is a blue "Sign in" button with a right-pointing arrow. At the bottom, there are two links: "Forgot your password?" with a question mark icon and "Help signing in" with a help icon.

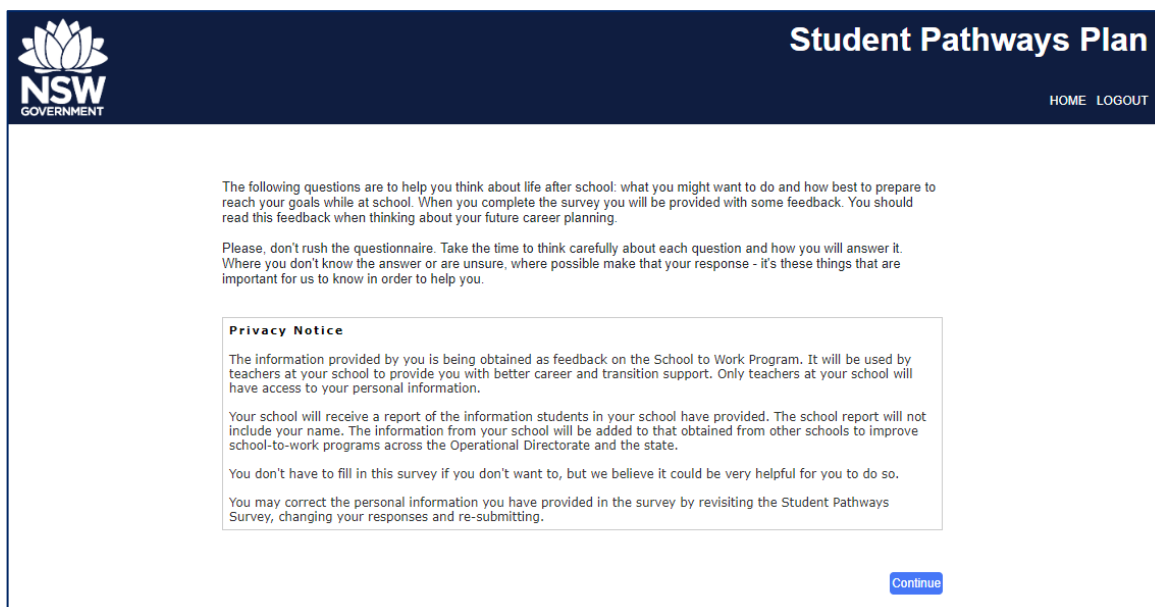
- Under 'Other sites' students will find a link 'Creating Future Pathways: Student Survey.'



- Before completing the Student Pathway Survey, students should watch [the animation](#). The animation provides them with an explanation of how the plan is best used and its benefits.

The screenshot shows the 'Student Pathways Plan' introductory page. At the top left is the NSW Government logo, and at the top right are 'HOME' and 'LOGOUT' links. The main heading is 'Tell me about the Student Pathways Survey/Plan.' Below this is a video player showing a cartoon character. Under the video, there are two buttons: 'Student Pathways Survey' and 'Student Pathways Plan'. To the right of these are two download links: 'Download Feedback report' and 'Download Your Pathways Plan'. A short paragraph explains the purpose of each document.

4. Ask Students to read the information on the front page of the survey, including the privacy notice. It is recommended 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.'



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. Remind students 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. Make sure students think about each question carefully before responding. The survey includes 30 questions which should take 30 - 40 minutes to complete.

Student Pathways Survey and Plan

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 feedback report.
- The feedback report is important to use when you are creating your plan.

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="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I can plan how to successfully reach my goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
There are things I can do now at school to help me reach my goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
There are things I can do now outside of school to help me reach my goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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?

- Less than 5 hours
- 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?

- Yes
- No (Go straight to question 8)

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

✍

You have 500 characters left.

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. Some questions ask for responses using a Likert scale. These questions ask students to think about how confident, how likely, and 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).

Teachers notes: A Likert scale works by presenting respondents with a series of statements or questions and asking them to indicate their level of agreement or disagreement on a scale, usually ranging from “Not important” to “Very important” or "strongly disagree" to "strongly agree." Each response option is assigned a numerical value, allowing for quantitative analysis of the responses.

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 checked="" type="radio"/>
The hours I need to work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
How interesting the job is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
It is an important job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
How far I need to travel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
I like the job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 checked="" type="radio"/>
I am good at the job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
How my boss treats me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
I know someone who does the job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
The holidays I get	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 checked="" type="radio"/>

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

You have 500 characters left.

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

online.test.education.nsw.gov.au says

Are you sure you want to save now?

OK
Cancel

You have 50 characters left.

28. **Do you consider yourself to have**

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

You have 500 characters left.

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	<input type="radio"/>	<input type="radio"/>	<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 type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
The survey is interesting	<input type="radio"/>	<input type="radio"/>	<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 type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Reset
Save

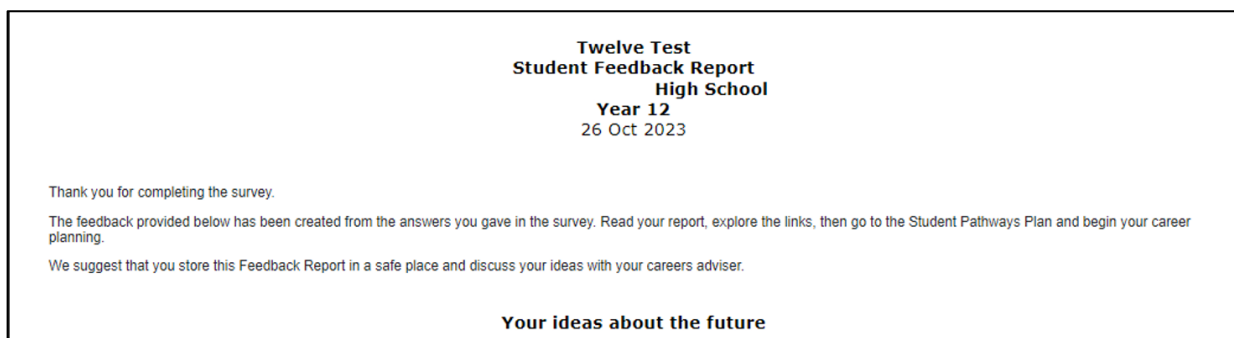
9. If a student has missed a question, a message they will then need to scroll back and answer before they can save.

online.test.education.nsw.gov.au says

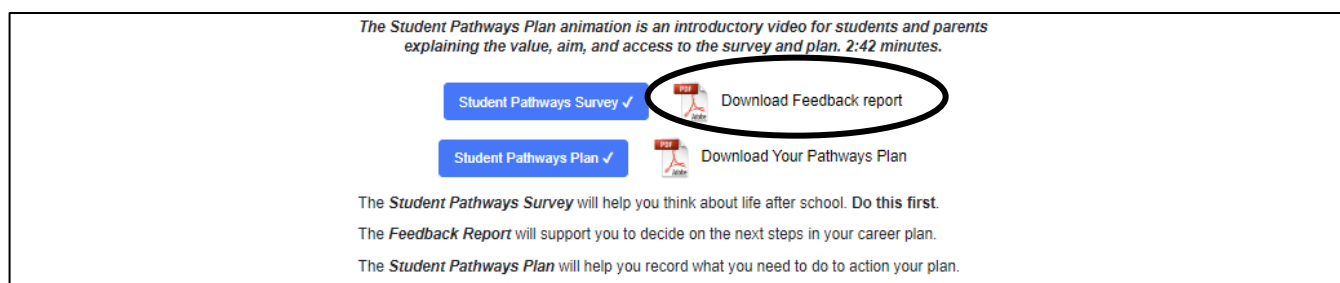
Please complete Q8

OK

10. Once the student clicks save, they will receive an instantaneous personalised feedback report on their screen.



11. Once the student returns to the main menu they can click Download Feedback Report to download a PDF. Once the PDF is downloaded, they can save or print the document.



12. 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.
13. Save their report electronically so they can return to the report and utilise the live web links to access and explore information that will guide their career choice and future planning.
14. Carefully read and think about the personalised feedback contained in their report. They encouraged to discuss their feedback with their careers adviser, other teachers, their friends, and their family. Students should store their reports in their [Employment related skills logbook](#).
15. Log out and close their browser. This is important to ensure that other students do not access the confidential information of the students who have used the computer.



The feedback report

After completing the survey and receiving the Feedback Report students will find that the plan comprises two parts:

- Receiving an instantaneous online feedback report.
- Completing the personal action plan. The plan provides a roadmap for turning aspirations into reality by breaking down larger goals into manageable tasks.

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 challenges.
- Influences on your thinking about future job options.
- The importance of career information and services available.

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.

Survey Feedback Report activities

The following are six activities that will support student use of the information provided in their feedback report.

Feedback Report activities

1. Students explore their individual feedback report and identify actions they could undertake from the information provided in each of the factor areas. (Activity 1 in activity sheet)
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.

Personal Action Plan Activities

3. Students should complete a personal action plan. (activity 2 in activity sheet)
4. 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, discuss what has influenced their ideas since they last completed the survey and identify how their perceptions may have changed due to those influences. Students should update their personal action plan.

5. Students complete a STAR Contract / Agreement. (activity 3 in activity sheet)
6. Students should complete the handout titled Student Pathways Survey Reflection (activity 4 in activity sheet)

Other learning activities to support the four factor areas have been provided in the Support Documents: Student Pathways Plan, student worksheets.

(See: Student Worksheets in the Support Documents)

Schools accessing student data

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.

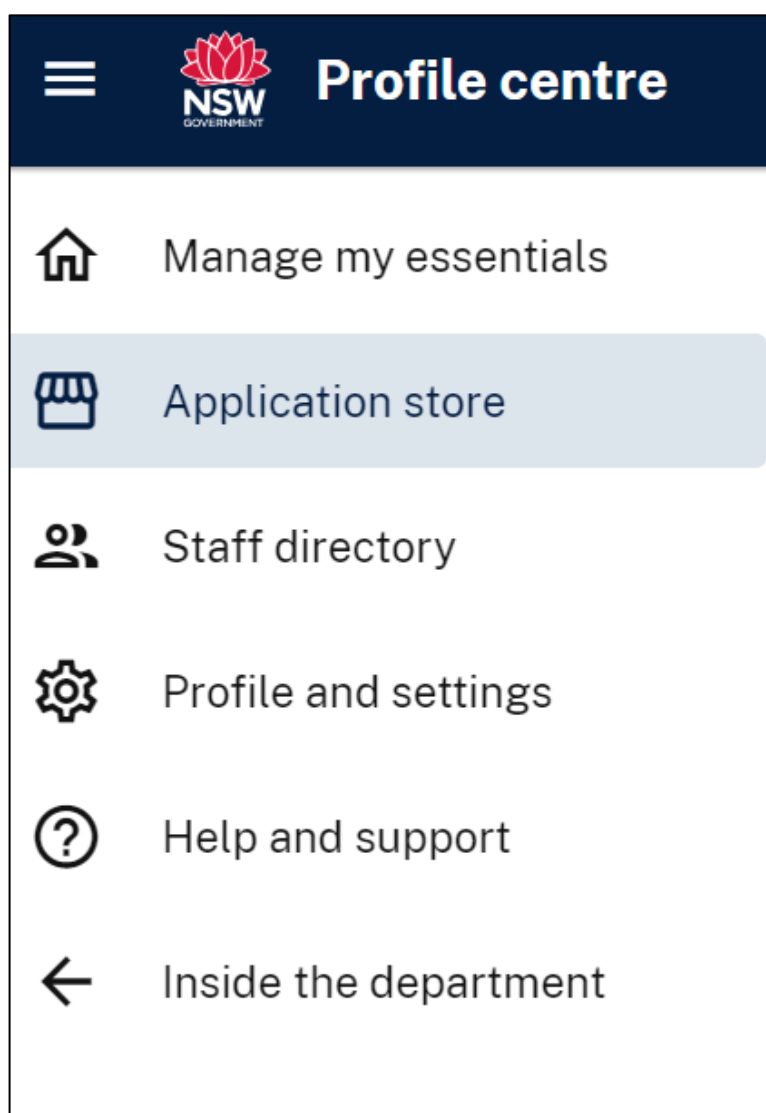
NB: Staff accessing student data should be made aware that this data is based on self- efficacy, indicating student confidence, student intentions and student influencers in their career decision-making. It is the student's current perception, and this should be always respected.

Accessing The Student Pathways Survey: School Report

Instructions to Access School Report

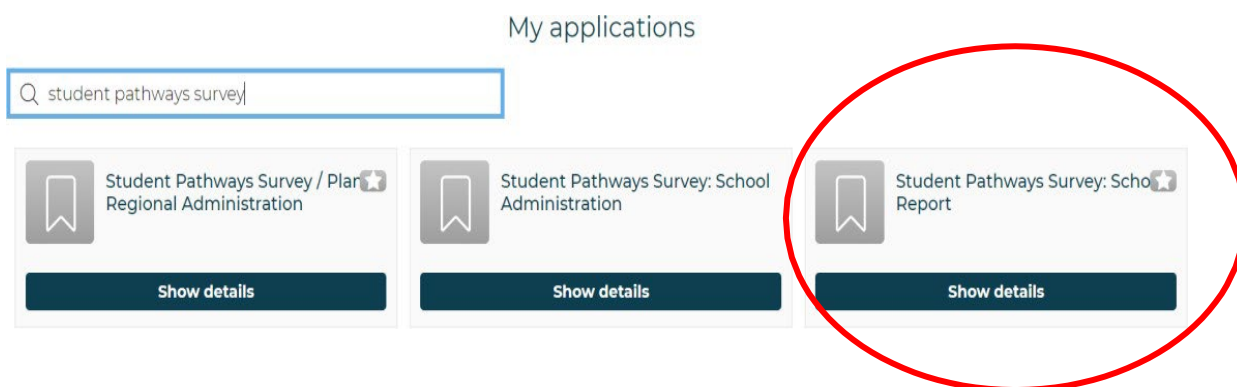
STEP 1

Teaching staff can access the Student Pathways Survey and Plan through the School Administration section on their home page on the DoE Staff Portal from the Application store.



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.



The 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 executive with evidence that can enhance their 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 each year.

Instructions to generate a school report

Schools can 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.

Homepage

The homepage allows users to generate various report types.

NSW GOVERNMENT

Student Pathways Plan

HOME LOGOUT

Select survey year 2022 Student Type Show all students

Refresh

BACK TO SCHOOL SELECTION

Page: 1

No.	First name	Surname	Year	Survey	Feedback	Plan	Date Submitted	Print Selection	Custom Group
-----	------------	---------	------	--------	----------	------	----------------	-----------------	--------------

Note:

- This indicates that the student has submitted the 2011 version of the survey
- This indicates that the student has submitted the OLD version of the survey
- This indicates the student's feedback report
- This indicates the student's has submitted the plan
- N/A This appears under the Plan column because the student submitted the OLD version of the survey that does not have a plan

Student profile

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



Student Pathways Plan

[HOME](#) [LOGOUT](#)

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

[HIGH SCHOOL > Student Profile](#)

[BACK TO SCHOOL SELECTION](#)

HIGH SCHOOL

202 STUDENT PATHWAYS SURVEY REPORT BY YEAR GROUPS

Reporting Period:

Student Profile

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

Report Type: (Total cohorts by)

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

Data Presentation

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

Student Pathways Plan
HOME LOGOUT

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

HIGH SCHOOL > Student Profile
BACK TO SCHOOL SELECTION

HIGH SCHOOL

20 STUDENT PATHWAYS SURVEY REPORT BY YEAR GROUPS

Reporting Period:

20

Submit

Report Type: (Total cohorts by)

Total - year groups (9 - 12)

Submit

Student Profile

Direct Response to Questions

- Part-time Work
- Career Choice
- Career Ideas
- Job Choice
- Importance
- Career Plan
- Written Plan
- Plan Quality
- Leaving School Yr 9 & 10
- Leaving School Yr 11 & 12
- Career Factors
- Planning & Preparing
- Career Challenges
- Career Influences
- Career Information & Services
- ABCD Mapping
- School Feedback

Student Profile

Number of students who completed the survey in this reporting period: (This data relies on students self identification)

Total - year groups

09	26	14	12	53.85%	46.15%	
10	124	75	49	60.48%	39.52%	

ATSI

09	1	0	1	0.00 %	100.00%	
10	7	4	3	57.14%	42.86%	

Disability

09	2		7.69%			
10	10		8.06%			

LBOTE

09	1	0	1	3.85%	0.00 %	100.00%
10	8	3	3	4.84%	50.00%	50.00%

LBOTE By Language (Q26)

LBOTE Arabic	1 (100.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	
LBOTE Macedonian	0 (0.00%)	2 (33.33%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	
LBOTE Serbian	0 (0.00%)	1 (16.67%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	

Ways to use the Student Pathways Survey: School Report

The school report can:

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

- evaluate 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 students completing either Year 12 or recognised vocational training
- enhance the school's relationship with parents/carers
- aligns with the department's [Our Plan for NSW Public Education](#) goal: Every student finishes school ready to succeed in their chosen pathway as an informed, responsible citizen
- enhance access to high-quality Vocational Education and Training (VET) in schools, school-based apprenticeships and traineeships, and HSC pathways
- support, inform and inspire all students to choose post-school pathway options aligned to their goals
- improve access, opportunities and choice across post-school pathways including university, training, and work for all students.

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 (such as Project based learning).
- 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 for schools from schools

Schools have shared successful methods for implementing and using the Student Pathways Plan. The following ideas offer schools strategies to effectively support students in navigating their pathway planning journey, ensuring they acquire the knowledge, skills, and confidence needed to make informed decisions about their future education and career pathways.

Careers/ work studies classes

The following methods can effectively leverage the feedback report or student plan to support students in their pathway planning journey and empower them to make informed decisions about their future education and career pathways.

- **Year 9 and Year 10 Career Education classes:** Integrate discussions about the feedback report or the student plan into the curriculum of Career Education classes. Use these classes as dedicated sessions to explore the feedback report, discuss career interests, set goals, and develop action plans.
- **Year 9 Careers and Year 11 study period:** During Year 9 Careers classes and Year 11 study periods, allocate time for students to review their feedback reports or student plans independently. Guide how to interpret the information, explore career options, and identify actions to progress their pathways.
- **Year 9 Career classes and Year 11-12 Work Studies:** Use these sessions to facilitate group discussions, share insights from the feedback reports, and brainstorm strategies for achieving career goals.

- **Year 9 Careers, Year 10, 11, and 12 optional or own choice and own time:** Offer flexibility for students to engage with their feedback reports or student plans at their own pace and during designated optional or own choice periods. Provide resources and support for students to explore career interests, research pathways, and develop action plans independently.
- **Year 11 Work Studies:** Use Year 11 Work Studies classes to delve deeper into the feedback report or student plan. Encourage students to reflect on their strengths, interests, and aspirations, and explore how these align with potential career pathways. Facilitate discussions on setting goals and taking actionable steps towards achieving them.

Career Interviews

Career Interviews can be used effectively in conjunction with the feedback report or the student plan to support students in their pathway planning journey:

- **Year 10 and Year 12 career interviews:** Conduct career interviews with students in Year 10 and Year 12, using the feedback report or student plan as a basis for discussion. These interviews provide opportunities to explore students' career interests, aspirations, and goals in-depth, guiding them towards suitable pathways and resources.
- **As a self-efficacy tool for students in conjunction with Work Education and a careers adviser interview regarding goal setting:** Integrate the feedback report or student plan into Work Education sessions and careers adviser interviews focused on goal setting. By using these tools as self-efficacy instruments, students can gain insight into their strengths and areas for development, empowering them to set realistic and achievable goals for their future.
- **Capture student's goals and aspirations as a basis for informing further individual support and action:** Use the insights gathered from career interviews to capture students' goals and aspirations. This information serves as a valuable basis for providing individualised support and action, whether through additional career guidance, tailored learning opportunities, or access to relevant resources and networks.

Curriculum Options

Key Learning Areas (KLAs) encompass a broad range of subjects and disciplines that form the foundation of the curriculum. These areas, facilitated by the School to Work coordinator and careers adviser, offer valuable opportunities for students to explore their academic interests and align them with their career aspirations.

- **KLAs facilitated by School to Work coordinator and careers adviser:** Collaborate with the School to Work coordinator and careers adviser to facilitate discussions on curriculum options within Key Learning Areas (KLAs). Use their expertise to guide students in exploring how their academic interests and career goals intersect, providing insights into relevant subject choices and learning pathways. This collaborative effort ensures that students receive comprehensive guidance and support in aligning their academic pursuits with their future aspirations.

Supporting ICT Skill Development

Supporting ICT skill development involves integrating technology into various aspects of student learning. Schools can effectively support the development of students' ICT skills across various subjects, preparing them for success in both academic and professional settings.

- **Computer classroom lessons supported by other KLA teachers:** Incorporate ICT skills development into computer classroom lessons, leveraging support from teachers across different Key Learning Areas (KLAs). For example, in English classes, students could use word processing software to draft essays or presentations, while in Science classes, they might use spreadsheets for data analysis. This collaborative approach ensures that students receive comprehensive ICT instruction across multiple subjects.
- **Using the survey to support ICT skills as identified in the maths syllabus:** Integrate the use of surveys into mathematics lessons to develop specific ICT skills outlined in the curriculum. For instance, students could design and distribute surveys to collect data for statistical analysis, practicing skills such as data collection, organisation, and interpretation. Students can print out their survey responses to include in their School to Work (STW) logbooks, documenting their ICT proficiency development. Completing a logbook entry on the employability skills practiced during the exercise further reinforces the integration of ICT skills into real-world contexts.

Exit And Transition Planning

Exit and Transition Planning plays a crucial role in preparing students for the next phase of their education or career journey. Exit and transition planning in the school curriculum at strategic intervals, schools can empower students to make informed decisions about their post-school options and navigate their transitions successfully.

- **Year 10 as core transition planning and through Work Education:** Designate Year 10 as a pivotal period for core transition planning, integrating it into the curriculum through dedicated Work Education sessions. These sessions provide students with essential skills

and resources to navigate the transition from secondary school to post-school options effectively.

- **Exit Planning Year 10 and 12; Transition Planning Year 9 and 11:** Implement exit planning in Years 10 and 12 to prepare students for their imminent departure from secondary school, focusing on practical aspects such as career exploration, tertiary education options, and job readiness. In contrast, transition planning in Years 9 and 11 lays the groundwork for future pathways by assisting students in setting goals, exploring interests, and identifying potential career pathways.

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 _____

- Ensure you have your Student Portal ID username and password handy.
- Go to your Student Portal home page.
- Find Other sites.
- Click on Creating Future Pathways: Student Survey Plan.
- Read instructions and complete survey.
- Print your feedback report on completion and /or save it electronically.
- Read and reflect on your report and store it in your logbook and/or electronically.
- Inform your careers adviser / supervising teacher.

Date to be completed: _____

Teacher Signature: _____

Blueprint for Career Development

		Career Phases				
		Awareness	Exploring	Starting out	Groundwork	Advancing
Career management competency		Learning Area A: Personal management				
1	Build and maintain a positive self-concept	Build a positive self-concept	Build a positive self-concept while discovering its influence on yourself and others	Build a positive self-concept and understand its influence on your life, learning and work	Develop abilities to maintain a positive self-concept and understand its relationship to educational and career goals	Maintain a positive self-concept and understand its influence on career decisions
2	Interact positively and effectively with others	Develop awareness of what contributes to positive and effective relationships	Develop abilities for building positive and effective relationships in life	Learn to apply abilities for building positive and effective relationships with others	Apply abilities for building positive and effective relationships in life and work	Monitor how you apply your abilities for building positive and effective relationships in life and work
3	Change and grow throughout life	Observe family and community members and their roles and responsibilities	Discover that change and growth are part of life	Learn to identify, monitor, and respond to change and growth	Understand how change and growth can impact relationships in life and work	Develop strategies for responding positively to life and work changes
4	Manage wellbeing, mental and physical health	Develop awareness of a range of feelings and how they can be expressed	Develop awareness of a range of feelings, the ability to describe feelings, and who your support people are	Develop strategies for responding to circumstances that may impact wellbeing, mental or physical health	Develop ability to apply strategies that promote wellbeing, mental and physical health in daily life and to support others	Incorporate strategies that promote wellbeing, mental and physical health in life, learning, and work settings
		Learning Area B: Learning and work exploration				
5	Participate in lifelong learning supportive of career goals	Develop an interest in learning	Discover the importance of learning and its contribution to life and work	Link learning to personal career aspirations and understand the need to continue to learn throughout your career	Understand the importance of lifelong learning to the career-building process	Participate in continuous learning supportive of career goals
6	Locate and use career information effectively	Develop awareness of learning through reading hardcopy and online materials	Understand what career information is	Understand how to locate and use career information	Locate and evaluate a range of career information sources relevant to career aspirations	Use career information effectively in the management of your career
7	Understand the relationship between work, society and the economy	Recognise that people work in paid and unpaid roles	Discover how work contributes to individuals' lives	Understand how work contributes to the community	Understand how societal needs and economic conditions influence the nature and structure of work	Incorporate your understanding of changing economic, social and employment conditions into your career planning
8	Understand the changing nature of life and work roles	Imagine life as an adult	Learn to recognise gendered life and work roles and to question their appropriateness	Explore non-traditional life and work options and learn to challenge stereotypical thinking	Examine factors that influence and explore strategies that respond to gender bias and stereotypical thinking	Seek to eliminate gender bias and stereotypical thinking in your life and work
		Learning Area C: Career building				
9	Secure/create and maintain work	Learn to play, share, and collaborate with others	Explore effective ways of working	Develop qualities to seek and obtain/create work	Develop abilities and resources to secure/create and maintain work	Continue to update skills and resources to secure/create and maintain work
10	Make career-enhancing decisions	Develop awareness of decision making	Explore decision making	Develop decision-making skills and knowledge	Engage in career decision making	Engage in decision making that enhances your career
11	Maintain balanced life and work roles	Become aware of the connections between play, chores, and other family commitments	Explore and understand the interrelationships across life roles and how they change over time	Explore and understand the interrelationships between life and work roles	Consider the relationships between lifestyles, life stages, and life roles to career building	Incorporate life/work balance into the career building process
12	Understand, engage in and manage the career-building process	Recognise that careers exist	Understand what career-building is	Understand how people build their careers	Develop the skills and knowledge to engage in career-building	Manage your career-building

The Blueprint is a framework grounded in career theory that can guide career development work and support career development learning across the lifespan.

Competencies

The Blueprint identifies twelve career management competencies, grouped into three learning areas:
A: Personal Management
B: Learning and Work Exploration
C: Career Building

Developmental Phases

Each competency in the Blueprint is expanded according to five Career Phases: Awareness, Exploring, Starting Out, Groundwork, Advancing.

Performance Indicators

Performance indicators demonstrate the achievement of career development competencies.

Career Development Learning

Career development learning is informed by experiential learning theory and contextualised according to career development learning needs of the client or client group and the setting.

Australian Blueprint for Career Development (ABCD)

Learning Area	Career Management Competency	
A Personal management	1	Build and maintain a positive self-concept
	2	Interact positively and effectively with others
	3	Change and grow throughout life
	4	Manage wellbeing, mental and physical health
B Learning and work exploration	5	Participate in lifelong learning supportive of career goals
	6	Locate and use career information effectively
	7	Understand the relationship between work, society, and the economy
	8	Understand the changing nature of life and work roles
C Career building	9	Secure/create and maintain work
	10	Make career-enhancing decisions
	11	Maintain balanced life and work roles
	12	Understand, engage in, and manage the career building process

Example of how the Student Pathways Plan can be mapped to the Australian Blueprint for Career Development (ABCD)

Year 9	Career management competency											
	1	2	3	4	5	6	7	8	9	10	11	12
Identifying strengths and areas for improvement	✓		✓	✓								✓
Setting career targets			✓		✓	✓			✓			✓
Defining career goals					✓	✓	✓			✓		✓
Make informed decisions					✓	✓	✓	✓	✓	✓		