

DECS SCHOOL TO WORK STRATEGY

The DECS School to Work Strategy has been developed as a DECS response to the state government's School to Work Strategy, which was announced in the September 2006 budget.

The DECS School to Work Strategy outlines strategic objectives and associated key outputs to be achieved as part of the implementation of the Trade School strategy and the ongoing work of the Youth Engagement Team, incorporating the Futures Connect strategy and Social Inclusion initiatives.

Outcome	Strategic objectives	Key outputs
<p>Young people have an increased capacity to make a successful transition through and from school to work and/or further learning.</p> <p><i>In January 2005 the Premier made the commitment to have all young South Australians (15-19 years of age) learning or earning with a guarantee to help them to achieve their potential, whichever path they choose.</i></p>	<p>1. Streamlined school-business-community partnerships: Students access services, programs and pathways that are endorsed and supported by industry.</p> <p>2. Student customised planning & delivery: Students access services and programs that are responsive to their Individual Learning Plans (ILPs), and which build their career development skills.</p>	<p>A. Three Targeted Industry Pathways Programs developed and trialled in collaboration with Office of Future SACE.</p> <p>B. Seven additional Industry Pathways Programs developed and implemented.</p> <p>C. Trade Schools include a local federation of schools which maximise student access to industry pathways.</p> <p>D. Youth Engagement and Pathways Partnerships Committee operates in each government region. [Consolidates various existing governance structures.]</p>
<p>SASP Targets</p> <p>T6.15 Learning or earning: By 2010 increase the number of 15-19 year olds engaged fulltime in school, work or further education/training (or combination thereof) to 90%.</p> <p>T6.16 SACE or equivalent: Increase yearly the proportion of 15-19 year olds who achieve the SACE or comparable senior secondary qualification.</p> <p>T6.21 VET participation: Exceed the national average for VET participation by 2010.</p>	<p>3. Career services: Students access quality career information, guidance and advisory services and programs that are endorsed and supported by industry.</p> <p>4. Vocational learning: Students access learning and training programs at school, workplaces and elsewhere to develop valued technical and generic skills.</p> <p>5. Student data management system: Student progress is monitored and tracked during their compulsory education phase and for up to twelve months afterwards.</p> <p>6. Core skills for learning and work: Students develop literacy, numeracy and employability skills.</p>	<p>E. ICANs and the Flexible Learning Option (FLO) are progressively rolled out, subject to a successful Cabinet Submission.</p> <p>F. ILPs are implemented and articulate with the future SACE 'Personal Learning Plan' (PLP).</p> <p>G. The Australian Blueprint for Career Development (ABCD) integrated with curriculum.</p> <p>H. Teacher skills and understanding of career development is increased.</p> <p>I. State network of career development centres is implemented in collaboration with DFEEST, subject to resourcing becoming available.</p> <p>J. Mentoring and case management services available to students, according to need.</p> <p>K. Resourcing solutions implemented to improve the affordability of and access to VET programs.</p> <p>L. Student destination surveys (intended and actual) trialled in 2007 through Futures Connect for wider implementation in 2008 in DECS schools.</p>