



Conditions for Career Practitioners in Schools 2025 Extended Appendix



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Conditions for Career Practitioners in Schools research 2025.

1. In which state or territory is your school located?

ACT QLD NSW NT SA Tasmania WA VIC

2. Where is your school located?

Greater Melbourne Area

Large Regional Centre (over 100000 residents)

Small Regional Centre (10000 to 100000 residents)

Rural Victoria

3. What is the total time fraction your school has allocated to careers (including all staff performing careers work)?

0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9	1.0	1.1	1.2
	1.3	1.4	1.5	1.6	1.7	1.8	1.9	2.0	2.1	2.2	2.3
	2.4	2.5	2.6	2.7	2.8	2.9	3.0	>3.0			

4. In your role, what time fraction is allocated to careers?

0.1		0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9	1.0
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5. Are you the sole career practitioner at your school?

Yes

Yes, but I have administrative assistance

No (it is a shared role on the one campus)

No (my school has other practitioners at other campuses)

6. How is the role shared?

We have the same responsibilities and each work with particular groups of students at different year levels

We have the same responsibilities and each work with particular year levels

We have different responsibilities (eg one takes classes and the other runs work experience)

Other (please specify)



We have different responsibilities as someone else has a coordinating role

We have different responsibilities as I have a coordinating role

7. Does your school require you to have a formal qualification in your current careers role?

Yes

No

Unsure

8. Do you have a formal qualification in career education (you can select more than one answer)?

No

Certificate IV in Career Development (or equivalent)

Graduate Diploma of Career Education and Development (or equivalent)

Graduate Certificate of Career Development Practice (or equivalent)

Other (please specify)

9. How many years have you worked in career education?

< 1 yr in career education

1-2 yrs in career education

3-5 yrs in career education

6-10 yrs in career education 1

1-20 yrs in career education

>20 years in career education

10. What is your position title?

Head of Careers

Career Practitioner

Leader of Careers

Other (please specify)



Coordinator of Careers Careers Teacher

11. Are you registered on the National Career Institute's Australian Register of Professional Career Development Practitioners promoted by CICA?

Yes

No

Unsure

12. On average, how many hours of professional learning do you complete across the year?

0-5

6-10

11-15

16-29

30+

13. Are you employed in a teaching position or non teaching position?

Teaching position

Non Teaching Position: Education Support

Non Teaching Position: Career Practitioner

14. Has your role been changed to a non teaching position since the last ACCE Survey of Career Practitioners in Schools (2023)?

Yes

No

Unsure/was not in this role in 2023

15. Are you ever required to supervise students in a teaching role?

Yes

No, if I am working with students there is always a teacher present



16. What type of school is your current school?

Government

Independent

Catholic

Please specify if other type of school

17. If you are in and Education Support role in a Victorian Government school, what level are you employed at?

Level 1 Range 1

Level 1 Range 2

Level 1 Range 3

Level 1 Range 4

Other (please specify)

Level 1 Range 5

Level 2 Unsure

I work in a school outside Victoria

18. What type of school is your current school?

Government

Independent

Catholic

Please specify if other type of school

19. In your current role, what full time equivalent pay rate are you on?

\$45000 - \$47500

\$60001 - \$62500

\$47501 - \$50000

\$62501 - \$65000

\$50001 - \$52500

\$65001 - \$67500



\$52501 - \$55000

\$67501 - \$70000

\$55001 - \$57500

Above \$70000

\$57501 - \$60000

I would rather not say

20. In your role, which of the following are you required to have knowledge of (Choose all that apply):

VCE

VCE Vocational Major (VCE VM) Victorian Pathways Certificate (VPC)

VET Delivered to Secondary Students (VETDSS) IB

Senior Secondary Certificate/s relevant to my non-Victorian school ([ACACA](#))

Please specify other requirements

21. Approximately how many students do you work with at each level (through designing programs or meeting with students)?

Please select one answer for each row.

None Less than 50 50 to 99 100 to 149 150 to 199 200 to 249 250 to 299 300 or more

Below year 7

Year 7

Year 8

Year 9

Year 10

Year 11

Year 12

22. Do you offer work experience at your school?

No, we do not offer work experience

Yes, we do offer optional work experience

Yes, we have compulsory work experience



23. Do you manage the work experience program at your school?

Yes

No

24. Approximately how many students complete work experience each year?

Less than 5

Between 5 and 20

Between 21 and 50

Between 51 and 100

Between 101 and 150

Between 151 and 200

Between 201 and 250

Between 251 and 300

Over 300 Unsure

25. Do you offer Structured Workplace Learning at your school?

Yes

No

26. Do you manage the Structured Workplace Learning program at your school?

Yes

No

27. If you could deliver the career service needed at your current school, what extra time fraction would be needed?

<0.2 0.2 0.4 0.6 0.8 1.0 1.2 1.6 1.8 2 >2.0

28. Does your school have careers embedded in the curriculum?

Yes

No



29. Do you find the school leadership is supportive of your role?

Yes

No

30. Has your role changed in expectations over the past two years?

No

Unsure

Yes, but expectations are lower

Yes, and career service expectations have increased (please explain)

31. When thinking of the careers service at your school, what do you think is working well?

32. When thinking of the careers service at your school, what are the barriers to delivering the career services students need?

33. What is your annual budget for careers resources, programs and activities?

0

up to \$1000

\$1,001 to \$3,000

\$3,001 to \$5,000

\$5,001 to \$10,000

\$10,001 to \$20,000

\$20,001 to \$30,000

\$30,001 to \$50,000

>\$50,001

34. Please share the key activities that your career budget is used to support?

35. If you work in a Victorian Government school, can you access your Career Education Funding from the Victorian government?

Yes

No

Unsure

I don't work in a school in Victoria

36. In your current role, which of the following tasks and duties do you perform for Year 12 Applications? Choose all that apply.

Run one on one career counselling sessions with Year 12 students

Run a VTAC Information Session (or equivalent interstate)

Assist students with interstate applications Assist students with overseas applications Help to prepare resumes for students Coordinate VET students

Calculate and prepare predicted ATARs for early offer

Meeting with students during change of preference

Attend university/TAFE career practitioner days Class lessons

Careers Expo

Run one or more parent information sessions

Organise guest speakers

Other (please specify)

37. In your current role, which of the following tasks and duties do you perform for subject selection? Choose all that apply.

Meeting with parents and students

Running information sessions on subject selection for parents

Distributing information on subject selection

Conduct training and instruction to colleagues in subject selection

Other (please specify)

38. In your current role, which of the following tasks and duties do you perform in liaising with community groups? Choose all that apply.

Running parent information sessions

Working with ex-student networks

Organising guest speakers

Organising of graduates for tertiary/pathway planning expos

Other (please specify)

39. In your current role, which of the following management responsibility tasks and duties do you perform? Choose all that apply.

Undertake strategic planning of careers service

Coordinate distance education programs with external providers

Coordinate an on-campus VET program with internal or external providers

Coordinating a compulsory work experience program

Coordinating a structured workplace learning program

Implementing/coordinating a whole school approach to careers education

Other (please specify)

40. In your current role, which of the following tasks and duties do you perform for finance? Choose all that apply.

Preparing a budget

Organising payments to organisations

Presenting a budget to management

Payment of guest speakers/presenters

Submission of purchase orders

Other (please specify)

41. In your current role, which of the following tasks and duties do you perform in student welfare? Choose all that apply.

Meeting with welfare coordinator to discuss students

Meeting with students transitioning from school

Meeting with individual students in a welfare capacity to create achievable pathways through school

Discussing Special Entry Access Scheme (SEAS) applications with students (or equivalent in states outside Victoria)

Other (please specify)

42. In your current role, which of the following tasks and duties do you perform in reporting and communication with leadership?

Meeting with senior management on a regular basis

Regular formal report of careers program to senior management

Summarising Year 12 outcomes for senior management

Other (please specify)

43. In your current role, which of the following tasks and duties do you perform in delivery of professional student support services? Choose all that apply.

Offering individual career counselling sessions with Year 12 students or others

Offering individual subject pathway planning information to students and parents.

Communicating with tertiary providers on behalf of current students

Other (please specify)

44. In your current role, which of the following tasks and duties do you perform in career teaching? Choose all that apply.

Develop of career lesson plans or a careers curriculum

Delivery of careers classes

Develop digital resources for use by students

Other (please specify)

45. In your current role, which of the following tasks and duties do you perform in career testing? Choose all that apply.

Organising and running Morrisby Profiling or other career profiling programs

Meeting with students to discuss testing results

Conduct training and instruction to colleagues in Morrisby or other career profiling programs

Other (please specify)

46. In your current role, which of the following tasks and duties do you perform for staff management? Choose all that apply.

Management of other careers staff

Management of an assistant/support staff

Management of internal VET providers

I don't manage other staff

Other (please specify)

47. In your current role, which of the following tasks and duties do you perform in Work Experience? Choose all that apply.

Liaising with employers with regards to work experience

Organising and completing work experience documentation

Visiting students on work experience

Meeting with students to debrief work experience

Other (please specify)

48. In your current role, which of the following tasks and duties do you perform in communication? Choose all that apply.

Use of LMS for development of careers materials/curriculum Creation of careers newsletters

Use of social media or other digital platforms in communicating careers information/encouraging career exploration

Other (please specify)



49. In your current role, which of the following tasks and duties do you perform continuous improvement of service? Choose all that apply.

Reviewing careers program/research

Regular surveys of student use of service/program

Creation of destination surveys

Undertaking regular benchmarking of careers program/services

Other (please specify)

50. In your current role, which of the following tasks and duties do you undertake for professional development? Choose all that apply.

Attending regular career practitioner days

Attending industry information sessions

Maintaining membership with the Australian Centre for Career Education (ACCE) or other CICA Career Association

Attending VTAC briefings (or equivalent outside of Victoria) Other (please specify)

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Q6. How is the role shared?

“Other responses”:

- 2 x Teacher Coordinators with 5 period allocation each. 1 x Assistant (me) at 0.8 EFT.
- At the moment I am only mentoring 2 very new people in the careers space with actually no time allocation. I will be using my day off [and paid as a CRT] to try to perform this role as I teach , am the VET and Vocational Workplace Program Coordinator.
- Combination of different and same responsibilities. We all lead different areas within careers but always work together on these as a team.
- Different responsibilities; one is FT careers while I'm approx. 0.4 VASS & 0.6 Careers. In reality this plays out as about 0.75 for each & I'm unable to achieve what I'd like to in the Careers role. Disparity present in pay scales also, with the FT CP earning \$20K more than I am, though pressure from different requirements means I'm working much longer hours.
- Have the same responsibilities in careers education. One person coordinates between campuses
- HeadStart in schools. Different role.
- I also have VET incorporated in my role; plus a .2 assistant to help with VET and work experience admin (included this in overall time fraction)
- I am 0.8 Careers (0.2 VET) Leader; I have a 1.0 and 0.4 FTE counsellors who complete the Year 10 MIPs interviews, the 3 of us share ad hoc early school leaver interviews, classroom activities and Yr 12 VTAC/SEAS interviews. We also have a 0.6 Careers Admin staff member to support us.
- I am Junior School and the other is Senior School
- I am transitioning to be the sole CP
- I am working to get into careers so I only participate in Morrisby Debrief Interviews
- I teach WRS and work closely with the Careers co-ordinator
- I work with Year 12 students regarding tertiary admissions, my colleague coordinates work experience and organises guest speakers and events.
- My focus is Tertiary and further education the other role is Apprenticeships/Traineeships/Work placement
- One has a focus on VET/SWL/WE and the other on pathways planning - we do share most of the work and the responsibilities
- One is a teacher with a teaching load and I'm education support
- One teacher + one ES
- One teaches classes and the other is a VET Coordinator
- Overlapping responsibilities with some variations to duties/focus. No careers coordinator role.
- Same responsibilities for separate houses. One coordinator on 0.6
- Similar responsibilities with similar year level due to large number of students'
- There is a 0.8 Coordinator, an assistant who is 0.6 and two qualified practitioners who help out with tasks but in their own time.
- There is one careers advisor who works under the Senior School Coordinator (me). My role is to coordinate and liaise with the Leadership team.

- We all share the load, whoever is available speaks to students. We all work together to create lesson plans etc
- We both work across 2 campuses. Students can book with whoever. We are overseen by someone who is not currently careers trained. 2 of us for 2800
- we both work with all year levels and do the same work and responsibilities even though I am not the coordinator.
- we contract a careers practitioner to come in to run interviews
- We have 5 Practitioners here with 2500 students. We each have our year levels and responsibilities
- We have 5 staff, including 1x dedicated work experience, 2x tertiary study pathways, 2x work, apprenticeships, extra support, disability etc
- We have a team leader and administrative support and four practitioners divide the workload as needed at the different times of the year.
- we have same responsibilities and work as team sharing work. However one member is in charge of VET and the other is in charge of our year 10 compulsory work experience programme
- We have the same job responsibilities
- We have the same responsibilities and each work with particular year levels, plus we run all different programs, e.g. one does Morrisby, & SWL, one does work experience and Yr 12 excursion to the expo etc...
- We have the same responsibilities, and we both work with 10 to 12. Plus I have coordinating role
- we share the role and work with all students across all year levels. we each take responsibility for particular projects in a given year. there is no-one in a coordinating role
- with other people in order for students to be taught as there is a teaching allotment

Q 10. What is your position title?

“Other responses”:

- | | |
|--|--|
| • Assistant Principal | • Career Guidance Counsellor |
| • AST of Pathways and Partnerships | • Career Practitioner & Careers Coordinator |
| • AST Pathways and Partnerships | • Career Practitioner (Assoc.) |
| • Career & Pathways Coordinator | • Careers & Pathways Advisor |
| • Career & Pathways Leader | • 2 x Careers & Pathways Coordinator |
| • 3 x Career Advisor | • 2 x Careers & Pathways Leader |
| • Career Advisor and Librarian | • Careers & Pathways Manager |
| • Career and Pathways Advisor | • Careers & VET Coordinator |
| • Career and Pathways Coordinator | • 6 x Careers Advisor |
| • Career and Pathways Leader | • Careers and Partnerships Leader |
| • Career Counsellor | • 2 x Careers and pathway coordinators |
| • Career Development Counsellor (my own title) | • Careers and Pathways Coordinator/VET Coordinator |
| • Career Development Leader | • Careers and Pathways Leader |
| • Career Development Practitioner | • Careers and Pathways Leader |
| • career events coordinator | • Careers and Pathways Manager |

- Careers and pathways practitioner and VET coordinator
- Careers Associate
- 2 x Careers Coordinator
- 10 x Careers Counsellor
- Careers counsellor and teacher
- Careers Counsellor/Teacher
- Careers Development Practitioner & Pathways Leader
- Careers Development Practitioner & Pathways Manager
- Careers Development Practitioner & Pathways Manager
- Careers education coordinator
- 2 x Careers Education Leader
- Careers Education Officer
- Careers Education Support
- Careers Leading Teacher
- Careers Manager
- Careers Practitioner, VET and Work Experience Coordinator
- Careers Practitioner/Pathways & Transitions/VASS Coordinator/VSV & VSL Administrator/VVLN Administrator/VET Administrator
- 2 x Careers Specialist
- 3 x Careers Support
- Careers, Pathways, VASS & VET Coordinator
- Careers, VET & Pathways Leader
- Careers, VETDSS and Pathways Advisor
- Careers/Pathways/VET Coordinator
- Careers/VASS/VET Assistant
- Classroom teacher
- Director is Careers and Student Pathways
- Director of Careers and Student Opportunities
- Director of Operations Risk and Compliance
- Director of Student Pathways - Leading Teacher
- Director of Tertiary Pathways
- Employment Consultant
- Engagement Leader - Careers and Transition
- Futures and Pathways Leader
- General educator
- Head of Career Development
- Head of Pathways and Careers
- Head of Teaching & Learning - Senior School
- HeadStart coordinator
- It could be anything. VET Coordinator, Careers Coordinator, Career Practitioner, Career & Pathways Coordinator, Pathways Coordinator - on my PD it's Careers & Pathways Advisor, but they're happy to call me a coordinator and not pay for a coordinator
- Jobs Skills and Pathways
- Lead careers practitioner
- Leading Teacher of Pathways and Careers
- Leading Teacher Pathways and Transitions
- LifeWork Centre Coordinator
- No position yet
- Out Learning Coordinator
- Pathways Advisor
- Pathways and Careers Advisor
- Pathways and Careers Coordinator
- Pathways Consultant
- 10 x Pathways Coordinator
- 2 x Pathways Counsellor
- 4 x Pathways Leader
- Pathways Officer
- Senior School Careers and Pathways Counsellor
- Senior School Coordinator
- Structured Workplace Learning
- Student Futures and Pathways Coordinator
- 2 x Student Futures Specialist
- Student Opportunities Coordinator
- Student Pathways Manager
- Student Services Leader
- Student Services Leader (Wellbeing and Pathways)
- Teacher (as my Careers role is only, sadly, 20%)
- VET and Careers Coordinator
- VET and SBAT Coordinator



- VET and Vocational Workplace Program Coordinator
- VET coordinator and Careers Advisor
- VET Leader within the Pathway team
- VET Specialist/Careers Practitioner
- VET/Careers Coordinator
- VET/SWL and Careers Coordinator
- Vocational Experience Coordinator

Q20. In your role, which of the following are you required to have knowledge of (Choose all that apply):

- Alternative pathway options - non VCE
- And alternative Pathways at Local Tafe who offer VCE/VM and VPC
- Any pathway relating to secondary or tertiary education options in the ACT or interstate, also vocational training and employment options.
- anything related to schools and careers
- Apprenticeships/TAFEs/University courses
- ATAR, alternate entry into TAFE, tertiary pathways
- ATAR, SEAS, Scholarships, Work Experience, SWL, SBATs
- Big Picture Learning Australia, School Based Apprenticeships and Traineeships, VASS, Structured Workplace Learning and Work Experience
- CAPs for Yr 7 to 10
- Careers Practitioner/Pathways & Transitions/VASS Coordinator/VSV & VSL Administrator/VVLN Administrator/VET Administrator
- everything career & pathways related
- exemption from school process
- Exit, Transition, Employment, Work Experience, SWL, Disability Support, Alternative Education Programs
- GCEA
- Inter state and overseas applications
- Interstate and Overseas education options
- Morrisby
- Morrisby
- Morrisby planning, excursions & incursions
- Morrisby, Year 10 work exp, VTAC and pathways
- NDIS, ASDAN
- Non-traditional schooling options
- Overseas qualifications
- Overseas tertiary applications
- Pathways, SBATs, Apprenticeships, VTAC, Courses both at HE and VET, Extension programs, Work Experience, SWL, VCE VM, VETDSS
- Post secondary options and pathways
- QCE
- QCE / VET
- QCE and VET Pathways



- QCE, VETiS (Qld), Vocational Pathways, Senior Secondary certificates for people with disabilities (QCIA)
- SBAT
- SBAT
- SBAT Apprenticeship and Traineeship WE SWPL
- SBAT requirements
- SBAT, VET, Work Experience, SWL, Uni, TAFE, Tertiary Providers, Employment Agencies, Apprenticeships, Traineeships, Employment Opportunities, Alternative Education Settings anything to do with post high school opportunities, school, work training, employment
- SBATs, Community/Business links
- SBATS, SWL and Work Experience legislation
- SBATs, SWLs, Work Experience, VTAC
- SBAT's, Work Experience
- SBT work experience
- School Based Apprenticeships
- Structured Work placement, Work Experience
- SWLR, exemption from school process 705, alternate programs for school refusers/exemption process, apprenticeship/traineeship and SBAT (in collaboration with Headstart), work experience, event management: expos, workshops, guest speakers, programs with Deakin Uni/Monash Access Program
- TAFE transition options
- Tasmanian Certificate of Education & VET Pathways
- Traineeships, Apprenticeships, work experience, SWPL
- VASS
- VASS
- VASS
- VASS Administration
- VASS and Work Experience
- VASS, Destination Data, plus more. Job description is very long. Can supply if required.
- VASS, SWL, Work Experience
- VASS, work experience, SBATS. SWL
- Victorian Curriculum
- Victorian Curriculum
- VSV
- VSV - online options,
- VTAC
- VTAC, Morrisby, Work Experience and Work Placement
- VTAC, SBA's, Employment Opportunities, TAFE, Universities, Alternative education settings, short courses/tasters
- VTAC, SBAT, TAFE, scholarships, residential info
- VTAC, SEAS and Scholarships
- VTAC, Work Experience
- VTAC/ SEAS and Uni course and Early Entry specific application process, various VET enrolment processes, Exemption processes, Work Experience & SWL Policy as well as Events management for expo excursions etc..
- WBL, EFSA



- Wellbeing Officer
- Whilst based in the NT, my school delivers VCE
- Work experience, HeadStart, apprenticeships, pathways, uni entrance, and so so so much more!
- work experience
- Work Experience Opportunities
- work experience, Morrisby testing, careers curriculum delivery,
- Work experience, SBAT, Apprenticeships
- Work experience; students with juvenile justice involvement; MCP; Morrisby; local services;
- Work Experience; Structured Workplace Learning; Morrisby

Q 30. Has your role changed in expectations over the past two years?

- more students looking for VET or extension programs, More students are applying for overseas and the school does not give information to third parties or agents
- 2024 was our first year of providing Year 11 and 2025 first year of Year 12
- 2nd campus are increasing to VCE which I also oversee
- A lot more work and accountability
- Added compulsory work experience, introduced Morrisby
- Added pressure to find alternate settings for students
- Adding more tasks
- Addition of Career Lessons for years 7 - 10 & extra activities for Year 11. We are also working to improve the school's participation in Immersions.
- Additional whole school admin tasks added to my role.
- Additional work with Morrisby; MCP; work experience is extremely difficult to arrange; students coming from Court requirements.
- As a brand new school, the school is very willing to put more support towards the pathways team. as we grow, so does our expectations.
- As one of three career advisors we attend a lot of SSGs, have an increased volume of non or poor attenders that we endeavour to support/engage, we support 300+ Yr10 students undertaking mandatory study in Industry and Enterprise, and a myriad of incursions and excursions.
- As opportunities are explored and delivered, higher expectation is created
- As the senior CP on site (but not leading teacher) I mentor others within my team including leading teacher
- assumption that I have the knowledge so will develop all of the curriculum, without time provided and with little collaboration.
- Being at a different school my roles has changed as I am expected to book excursions in and also implement new program to year 9 which has not been done here before
- Being made to manage many programs nonrelated to pathways. (VSL/VSV) now Sac supervision. it is a lot of work.
- Building onto the careers program to cater for student pathway needs
- But this is likely through me driving it to be a more whole school approach
- Career action plans, career expo, parent meetings
- Career education Planning and Improvement tool
- Careers Coordination, Main contact for >300+ Yr 12 students

- Careers Practitioner/Pathways & Transitions/VASS Coordinator/VSV & VSL Administrator/VVLN Administrator/VET Administrator
- Changes are made to our area without consultation
- Class room expectations, more parent nod session's
- Cohorts are larger than the last two years (i am the designated career practitioner for year 10 and 11 which is approx. 800 students), excursions, delivering careers content in classes, school exemptions, course direction/pathways, work experience, parent meetings, general careers appointments with students in between.
- collaboration with NDIS supports/services essential.
- Covering more areas
- Curriculum development.
- Delivering 'Careers in the Classroom' for Years 7-8, mandatory individual interviews with Years 10-12, more evening presentations, Careers Week activities, Key Note, Panel, Breakfast, University Expos
- Department initiatives such as Morrisby Careers Profile has increased load. Increased administrative work in student follow up and applications for exemptions from school has increased. Greater demand from community and community employers seeking students. Administrative load in organisation of careers activities has increased
- Developing and implementing a coped and sequenced careers program across Years 7 - 12. Increasing number of careers education events/activities/workshops/excursions/assemblies.
- Employment of another careers counsellor at 0.4 ETF. Establishment of a careers centre, Year 7-12 careers program (Ponder)
- Expectations have increased over a longer period of time.
- Expected to do more at our other campus - now a cross-campus role
- extra students with educational needs
- Extra VET Requirements (managing a larger cohort), Being available to all year levels, More reporting
- Finding work experience and SWL placements for students rather than the parents
- Frequent changes in school leadership, constant changes to curriculum priorities, balancing student needs with family expectations & retention/achievement targets, etc.
- greater coordination role in external services, greater expectation on contributing to other roles/resp in school due to workforce shortages as well as an increase in disengaged students, non-attendance concerns and CP is a support for this as well as the increased awareness of pathways in VCE VM curriculum etc.
- Greater expectation to meet with students and their parents outside of the school hours and within, with less time allocated for the role e.g. being used in other areas of the school to cover classes etc). Greater administrative demands without support or time allowances to meet these demands.
- greater number of students expected to be counselled. Leadership role with input into college AIP
- greater SWL with VCE VM
- Growing cohorts
- Growing number of students in the senior years, no additional staff allocated to meet student growth
- Have added focused careers projects in STEM areas
- have started to incorporate curriculum - time is more
- Having to write curriculum, bring new VETs into the school and work with staff to come up with are-engagement programs
- I also enter the VASS data for VET
- I am a .4 fraction who is expected to deliver a careers service on my own for a school of around 900 and growing year on year. The teacher they gave me only provides 3 periods of work and is meant to

be doing work on the curriculum re: careers and I am not involved in it at all. I feel as an ES staff member I am treated differently, and I get to do the "shit" work if that makes sense. My role is meant to contribute to career programs, but I don't have the time nor am I tasked with the stuff that would help me make a difference to careers at our school. My role comprises 80% paperwork and 10% counselling and 10% meetings. I would prefer that I counsel way more than I do given I am the only counsellor here doing it and whilst they say they need us, they just want us to do the paperwork associated with work experience, VET etc. to take this function from teachers. Teachers are still giving careers advice and it is not done in a coaching/counselling/narrative way at all so I'm also unsure why I am doing the Grad Cert if there is no need for it to be honest!

- I am fielding a huge number of calls from parents this year - more than normal. I am also taking LSL and my role won't be covered at all while I am away so I am still expected to get everything done but in less time!
- I am now completing destination data, exits and exemptions, submitting events for approval
- I am now required to manage SWL Placements
- I have 20 years working experience in VET, VETDSS and a range of other programs. I utilise 10% of these skills.
- I have a priority cohort, work with school projects in partnerships with external providers such as universities and other event management that correspond to careers
- I have gained accreditation as a career practitioner
- I have more responsibilities around planning events, lessons, and counselling that go along with increased expertise.
- I have taken on greater responsibility within the team, more so in the pathways of at risk students and forward planning of programs.
- I have taken on other responsibilities, but I am still required to work in the careers space with Year 12 students as the new Careers teacher has limited knowledge / experience in this space
- I now also manage all the VET enrolments, attendance, at risk chronicles, etc
- I started at the school in 2023, there was not really a Careers program in the school then. I have built the program up with the support of Administration. This has raised the level of understanding across the school, hence the increase in service expectations.
- I started in the careers role, but have ended up back in the classroom as well and this has put a lot more pressure on me.
- I think the need for career advice has increased with kids more uncertain and changing their minds
- I work with more students each year as the school grows and I'm only there for 17.5 hours and the main career practitioner there. School now has 880 students
- implementation of new programs such as the reintroduction of work experience. implementation of structured career services across middle and senior school
- In charge of VCE VM/VPC programs, More parents wanting to attend meetings, need to be more available out of scheduled school times such as during the holidays
- Increase in overseas applications
- Increase in responsibilities
- Increase in student numbers
- Increase in student numbers
- increase in student numbers, introduction of Morrisby testing
- Increase interest in Interstate applications. Increase in providing alternate pathways support.
- Increased student numbers, introduction of VM, increase in VETDSS, early uni applications
- Increased work load, extra duties not related to careers expected

- Increasing number of students and expectations by parents and students engaging in interstate studies, overseas studies and Gap years
- Increasingly students are looking to overseas opportunities which can be complex
- Introducing work exp and Morrisby profiling
- introduction of year 10 career program once per fortnight. another part time career practitioner was employed to cope with this plus the increase of 300 more students
- I've implemented a transition planning framework for our students along with a structured program in class to assist them in building an Individualised Transition Plan for them to move into their post-school pathways. We only go to Year 10..
- Just more to do, more added to my portfolio without any extra time
- Larger cohorts and the VET compliance work has increased, along with bigger numbers in VCE VM which means more in VET and SWL. Student behaviour deteriorated as well making it harder to get things completed easily; 7 Morrisby catch up sessions in 2024 due to student refusal and reluctance to complete the profiling.
- Larger cohorts, more responsibility, overseeing staff within the department
- less staff but only doing what is in front of me and nothing more
- less time fraction, more to accomplish
- Lot of time consumed assisting students to find FT employment when school is not an option, also lot of time spent finding SWL placements for yr 11 and 12 VCE-VM students, Administration/Paperwork side is huge and really could do with extra person to do this at least 3 days week, have suggested this but no assistance
- many more students and tasks
- More activities, more 1:1 with students, increased careers for staff & students
- more admin with VDSS, early leavers support
- More career counselling/Higher expectations for career outcomes
- More counselling required for students at risk, more meeting with students transitioning into the college. Leaders wanting careers curriculum embedded in all year levels within new wellbeing timeslot now on timetable. VET enrolments have tripled.
- More disengaged students from Year 9-10 to help with careers options.
- More duties related to embedding in curriculum areas
- More individual conversations, more expectation on knowledge
- More interactive activities developed
- more international applications and early entries
- More involved with VET and subject selections
- More involvement across the school (my own implementing of this) and more involvement in students with specials requirements EG: unscored/ leaving school early/ dropping subjects etc.
- More neurodiverse and disabilities needs
- More one on one support required for early leavers and disengaged students
- More pathways and opportunities needed
- more requirements are added each year
- More requirements from DET, students needs are higher as we put more students in SBATs, more focussed careers counselling etc
- More responsibility and potential leadership opportunities in the future
- More responsibility has been placed on me without an increase in time allowance nor no financial remuneration for my role.
- More Structure work place learning paperwork is needed.
- More students and greater needs

- more students at each year level requires more time allocated
- More students in our schools, Morrisby delivered by our school including the debrief counselling. Services have grown over the past 5 years.
- More students needing additional needs such as work placement for 1 day through the week; students not attending; alternative school settings to be explored etc.
- More students on SBAT's, more students seeking pathways to transition to work.
- More students requiring specialised support plus more students wanting support in work experience and applying for jobs
- More students therefore the role has increased accordingly
- More students with complex needs, more disengaged, more non-scored, all needing more time and attention
- More students,
- More students, more duties added to the role with a decreased time allocation
- More students, no support for the extra work load, directed to work with year 12's, other year levels as directed
- More students, same time fraction. Morrisby introduced at yr 10 but no one employed to unpack with students - just me on top of everything else I do.
- More students/multi campus/less admin support time
- more work, more programs
- Moving from Year 10 Careers teacher to more of a Careers practitioner role
- My job tasks have increased, more than was advertised, also so much more extra time working with dis-engaged students.
- My role has increased with more expectations to support VCE VM, and oversee the entire subject selection process from year 9-12
- needing to do all administration, and everything careers related including disengaged, non-attenders and early leavers
- New role created for structured workplace Learning
- New to role and new to school
- New to this school in 2025, similar role held at previous school
- No in charge of writing all the curriculum for subjects related to Careers for 2 year levels
- No real job description so given what ever feels "careers" by CLT
- Now required to find SWL placements for VM students
- Now seeing all Yr 10s & 12s individually (used to be more ad hoc), more involved in subject selection process and conversations, organising annual careers expo, planning excursions and careers week activities (incursions, excursions, presenters), work closely with Yr 10 coordinator to plan "Futures" curriculum - Fortnightly double period for careers.
- Numbers have increased - we see all Year 10., 11 and 12 students individually - which leaves less time for programs in Y7-9 and lower year levels
- One of our APs can be unrealistic regarding resourcing vs healthy workload
- Only just kicking off our career/pathways program at our school
- Only qualified Practitioner, All VET responsibility, Priority Cohorts for Morrisby. All VTAC, Subject Selections
- Our numbers have increased and I wanted to see careers curriculum introduced to all year levels.
- Our school expects us to meet one-on-one with Years 10-12, as well as all the other components of our role
- Our school is currently growing, so each new year level creates new expectations

- our school is growing, but they now give less time for it, so your questions 23/24 i would have liked 'sort of' as they give it a job title and a year 9&10 class but everything else is on our own planning time
- Over worked on the same time frame in 8 years. Everything is added every year. My time fraction has not changed for 9 years. I just get "JOB CREEP" expectations every year. I absolutely HATE IT. I will be retiring in the next few years and I will never do this work again as I work at night and on weekends with it. Just so much work.
- Parents want more support
- Pathways are very important for neurodiverse kids parents needing more advice as schooling is different in Australia
- Previously undertaken by someone with a teaching allotment. More duties are being performed in Careers role now.
- Program expansion across the school, but without added resources, in particular no extra staffing to support the suggested improvements.
- Push to do more with less time, doing both wellbeing and careers.
- Qualifications, PD, fortnightly meetings etc
- Reduced time fraction without reduced workload
- Reduction of supervision and assistance. Greater demands on time and expertise and expanding terms of reference
- require delivery career service in classroom
- Restructuring in the senior school resulted in me overseeing applications to VSV/VSL along with delivering the Subject expo for Year 9 to 11 students.
- School has grown from 50 students to 125 students each year level. Principal does not see need for additional careers staff or even understand the careers role, despite my efforts to promote it..
- Significant increase in VET provision aligning with VCE VM up take which requires greater admi, VASS, monitoring, eligibility, contracting, school agreements, budget mgt etc. Delivery of Morrisby which does not sit in curriculum is hard to ensure completion with high absenteeism and disengagement.
- Staff are increasingly requiring careers to speak to students but it is difficult when I am the sole careers practitioner in the school and expected to run and coordinate career events, VET courses, work experience, structured workplace learning, parent meetings, course counselling for all year levels, career action plans etc.
- Student and parent expectations of responses to communications as well as being available for meetings
- Student numbers are increasing and expectations on my role to provide advice re alternate pathways and also unorthodox VCE plans is increasing due to a change in student cohort with more Learning Diverse students
- Student numbers have increased
- Students need more support because they are less certain about pathways since covid. The introduction of IB has increased workload for subject choices and international pathways. There is a new timetable and subject options at school that is increasing workload. There are also extra random duties in school that I get roped into (e.g. wellbeing).
- Students need more support, we are continually expanding our program, greater expectations of how we support students
- Students require service more
- SWL has been introduced. Previously they didn't have SWL
- SWL is now our responsibility. Increased student numbers.

- Teaching again, so more pressure to do the same careers work with less time.
- Teaching VET as well as WRS and year 10 VPC
- Team of 3 went down to just me for 11 weeks due to health issues of my other team members who were not present
- The better I am, the more is expected of me
- The inclusion of the VCE VM and VPC and increase in SWL have added expectations to the role. This is not negative though, just growth/increase.
- The longer you stay in a role, I feel the more that is added to your plate. I have recently been asked to help with following up on exits and exemptions from school which is a lot of students at our school. I had a careers assistant when I first started, but this was removed when no one applied.
- The needs of our students has increased dramatically over the past two years. more students with complex needs, mental health, parents needing support, wanting more help from us and appointments are now taking up an hour or longer. Also a lot more overseas applications than ever before.
- The role is getting bigger and more difficult to cover.
- The role was held by two staff at 0.6 in 2024. This was reduced to one staff member in 2025 at 0.8. I previously worked at 0.6 and felt the need to increase my time fraction to manage the workload that was previously shared. The workload also now includes managing VET.
- The school want more students seen and programs written as part of the capabilities.
- the student numbers are growing
- There are events to organise careers days, universities, employer interviews, absenteeism from VET
- There are more administrative demands to provide resources for student and not enough provision for interviews with students
- There is so much demand on practitioners to get students to engage in further education after Year 12, however the school teachers and leaders do not encourage engagement. All the pressure is on the Practitioners
- To implement more programs
- VCE VM, complex counselling - school refusers etc, data collection, marketing and publicity
- VCE VM, SWL
- VET Contract Management, all post school options, exiting students
- Was a teacher role, they hired me for 3 days a week which I negotiated 5 days a week at time of interview. Have since taken on VET, SWL, SBAT coordination as well as VASS administration on top of the careers role.
- We are a growing school
- We are a new school and beginning to develop our careers program
- we are a new school so expectations have increased
- We are expected to have every single Year 12 student into their chosen pathway.
- we deliver careers information as part of the pastoral program. This is becoming more crowded so we need to advocate for this time and/or deliver our information differently. Eg prepare a lesson for a tutor/form teacher to deliver rather than the careers team
- We have enhanced the careers program each year to improve the quality
- We have introduced more programs at middle school years 9-10
- We have introduced Morrisby but also I have increased my team
- We have restructured our org chart and now have designated leader (me) and a careers team for each campus. Very well supported. Pathways is also part of our school strategic plan.
- We have to design and develop Careers lessons, run Information Evenings, take whole Year Levels to excursions, liaise with TAFE, universities, Private Providers, alternative education providers, complete

exemption paperwork, organise VET, manage our own RTO for VET, arrange work experience and complete all paperwork for all Year 10 students, support students to arrange SWL for their VM certificate (completing all paperwork), liaise with other schools and the LLEN to broker and support VET courses at other schools in the region, and TEACH!

- WE now compulsory Yr10 and available to all others throughout yr. All students are required to undertake pathway meetings
- We now have an AP overseeing careers and they expect more participation in career based activities for students.
- We now need to work more closely with priority cohorts from younger years, destination data collection now falls under our responsibility.
- We provide more and more opportunities and activities - but I am trying to juggle this with my core of meeting with students.
- With a new principal we are now introducing Morrisby and individual interviews for Year 12, plus parent information sessions
- Work experience has been added (from another staff member), students are asking for more access
- work experience, careers curriculum, enhanced counselling
- working to increase the amount of careers delivered in curriculum, taking on VASS
- working with Year 7 and 8 with CAP
- Workload - increased interest in careers
- Workload and responsibilities are not equally shared
- Yes as Leadership do not know what the careers person does they have loaded me up with many more career expectations, and now Year 8 & 9 Male cohorts are becoming very disengaged and are another work task that careers practitioners are to solve as teachers and leadership send these students to the careers practitioners for solutions/ to solve the issue.
- Younger students are often requiring specific careers intervention as a means of engagement.

Q 31. When thinking of the careers service at your school, what do you think is working well?

- 1 on 1 student counselling External VET options
- 1:1 counselling
- 1:1 counselling and curriculum embedded
- 1:1 counselling with students, parent interactions, collaboration with wider staff.
- 1:1 counselling. Referral process. Pathways counselling
- 1:1 interviews with Yr 12 students. Internal VETs on offer.
- 1:1 meetings when they can happen. Careers expos to expose the students to industry and courses
- 1:1 meetings with students
- 1:1, WBL, we are streamlining to make dialogue easier for parents/students to understand
- 5 experienced practitioners with a wide range of experience and expertise, 4 have non-school backgrounds meaning lived experiences beyond a school setting
- A collaborative team approach
- A team oriented approach
- Ability to offer a wide range of advice and services in conjunction with our LLEN to a small group of students.

- Absolutely without a doubt, most valued by students is 1:1 interviews - held with every Year 10 and every Year 12 + ad hoc on demand for any year level. Work Experience is always highly valued whether it be a negative or positive experience for the student. Year 12 interviews see us well represented in scholarship offerings as we support tertiary applications as well as SEAS and Scholarship applications for those going on to further education.
- All students get Careers Education
- Am very busy so it is difficult to do anything well.
- An increasing awareness of the importance of the role
- appointments as student driven
- Approachability, accurate information, support.
- approachability, availability of one-on-one appointments
- As a special school collaboration with external services and specific timeframes work well.
- As I am a qualified teacher (but not in a teaching role) we are increasing the provision of embedded curriculum under my guidance. We also offer a unique industry partnership program across Year 9-12 (and beyond) which we are also building, and it is delivering excellent outcomes, particularly for girls in STEM industries.
- At least careers is being taught now
- career counselling
- Career Counselling, Integrated Careers Program into curriculum and head of houses support with career development.
- Career Education programs. Morrisby, Work Experience, Year 12 counselling,
- Career Expo, Pathway Interviews, School Based Apprenticeships, Subject Counselling
- Career planning & educating & promoting pathways/careers
- Career service, information and opportunities, experiences
- Careers Coordinator is excellent
- Careers counselling, careers lessons, careers excursions, work experience, VET programs, Morrisby, VTAC support.
- Careers curriculum at Years 9 and 10 and 11
- careers lessons for year 10's
- Case management
- Collaboration between careers staff, quality of service delivery to students
- Collaboration with others at different year levels
- collaboration with VCE Leading Teacher
- Colleague encouragement. Communication and program delivery
- Combination of ES supported coordination and curriculum development and delivery between ES coordinator and teachers
- Communication and interaction with students and families
- Comprehensive information provided to all Year 10 and Year 12 students, to make informed decision
- Compulsory interviews at year 10 and 12/ Year 10 Morrisby testing
- Compulsory Pathways Interviews with Year 10 & 12's
- Connections with students and external providers, supportive leadership and colleagues, valued by parents/guardians
- consultations
- conversations year 10-12
- Cooperation between campuses and support from administration

- Coordination of career excursion and incursion with a well thought out scope and sequence of career development opportunities.
- Coordination within the Careers team. Working with other support areas-learning support, wellbeing
- Coordinator is passionate, caring and knowledgeable. We work well as a team. Offer amazing service above time commitments
- Could be better if support staff was available - especially administrative work and organisational work
- counselling
- counselling
- Counselling
- Counselling 12, Y9 program, communication to community
- Counselling service
- Counselling sessions
- Counselling that is provided to Year 12
- Counselling, communications, events and programs offered
- Counselling, Morrisby Profile Testing, Year 10 careers program, subject selection, Year 12 support
- counselling, opportunity to have time with the senior students.
- counselling, work experience
- Course Selection, work experience Morrisby
- Definitely not the New portal for SWL. While it was bad with the manual entries we have gone back to it. What works well is the same stuff has to get done. VTAC maybe the one that we have perfected.
- developing pathways education and relationships with students
- Distribution of work - we have a strong team who work well together
- Drop in times, w/exp, 1-1 interviews
- Embedded careers program and Individual Year 12 appointments
- embedded curriculum
- Embedded program; compulsory individual interviews year 10 & 12
- enabling students to look at increasing variety of opportunities and pathways.
- engagement
- Engaging with all senior students, facilitating different options. Work Experience Week in Year 10
- Engaging with students by delivering Careers Curriculum myself in class
- Everything could be improved. We are extremely understaffed.
- Everything currently embedded works well and is of a high quality.
- Excursions and opportunities
- Exposure to opportunities
- Flexibility with days for WE/SWL
- Flexibility, and school happy for variety
- For the most part, yes.
- Given the limited resources and time it is difficult to offer a full range of activities for all year levels
- Giving as much as physically possible with 1 person across all career aspects
- Good communication with students and parents. Have a designated staff member to follow up with VM/VPC students.
- Good team environment
- Great program in place for Year 9 - 12 students embedded classes in curriculum
- Great team, Leaderships support

- Hard to say. There is just so much to do.
- Having a leading teacher in careers, allows for careers to be on all staffs' radar.
- Having a planned calendar of diverse events. One on one appointments with senior students. Introduction of Career Tools. work experience
- Having a team to work with
- having actual lessons in 9/10 and 2 trained people, work experience, Morrisby
- Having career practitioners that don't have a teaching load, we try different opportunities in an effort to engage students, we are constantly reviewing how we communicate opportunities with students and parents.
- Having one day a week with yr 7-10.
- Having Year 10 coordinators assisting with Work Experience program
- Highly qualified practitioners. Support from Principal, Year Level Leaders and allied staff
- How we structure programs per year level amazing support from senior staff I have autonomy to do whatever I want and introduce anything I want. Budget is good
- I am given autonomy to manage my role effectively, and trusted to do my job. The Futures subject at Yr10 is valuable and allows good space to implement subject selection, Morrisby testing, guest speakers, etc. Seeing all Yr 10 and 12s, while time consuming, is valuable.
- I am meeting all the minimum requirements by the Department in terms of career lessons and career action plans, work experience program
- I am supported in completing professional development which allows me to keep up to date.
- I believe we offer a strong service: as we provide individual career advice to students year 10 & 12 and on demand career advice to other year levels. We have a strong alumni network and draw on them to present at career events and expos.
- I do but I think it could work better
- I feel like everything would be better and we would meet the requirements with a better time fraction and admin support
- I have just stepped into the role this year, taking over from a colleague who has been in the position the past 17 years. The school is looking to have change implemented, but for this to effectively occur, time needs to be provided for additional professional learning and networking, also additional staffing is required to effectively implement additional programs. Overall, I would say that things are working well in that I am running the programs that have previously been implemented, Morrisby testing with Year 10, career meetings with Year 12s, meeting with Year levels (10 - 12) in regards to careers and organising the up and coming Careers Expo.
- I have no idea I think others need to be the judge of that
- I have the support of Headstart which is amazing. Staff are willing to help and leadership are supportive of me and my choices for dates/delivery/programs. Students are very confident to come and see me which I love.
- i think and hope all
- I think that we have a supportive team
- I work very hard with the minimal time allowance and the services I manage to deliver are well appreciated by the students and their families.ge
- I'm the first full-time senior school career practitioner the school has employed in a long time. The previous position holder worked part-time for many years. Though I am new to my school, my leadership team are open to new ideas about the school's current career programs.
- I'm really only just getting started
- Incorporation of Morrisby into SET Plan, support for students undertaking work experience, amount of time each senior student will receive one-to-one career counselling at least twice a year

- increased personal interactions with students so that they are more comfortable in sharing their goals and open to discussing their options
- individual and small group meetings
- Individual career counselling
- individual career counselling with students
- Individual careers sessions for Year 10's and 12's
- Individual counselling
- individual counselling
- Individual discussions with students about their future pathways
- Individual meetings and support, parent meetings
- Individual student meetings; relationships we have with our students are very positive; diversity of information sessions at lunchtimes for different interest areas; special events for Y9-12 cohorts
- Individual work with students
- individualised
- info and outcomes
- information provided to students, families and staff
- Interventions by CP with students at risk, open door policy and students very willing to engage with CP. Morrisby and CAPs are embedded 7-12. Students have access to many opportunities to engage with the World of Work via LLEN, TAFE and local organisations.
- interviewing all year 10 and 11 students
- Interviews with Years 10 and 12, VET, Work Exp
- It all works well, we are just very time poor. I am the only daily org in the school, so my careers duties are often done out of hours, it is not unusual for me to be at school till 7 pm several days a week and I do not get TIL. I feel like if I spend the day doing a careers activity, my punishment is that I have to stay back and do my daily org work. I was originally hired as a career practitioner.
- It is working smoothly but there is definite room for growth and improvements
- It seems valued by the school community despite lacking resources.
- It works well but can still be reactionary as there isn't the time to invest in pre-emptive measures.
- I've only been in the position for less than 12 months and already there is an increase in VETs delivered at school and Students completing their Career Action Plans.
- Leadership support
- Leadership support and understanding of careers department objectives, collaborative approach, careers lessons in Life Skills,
- Leadership support, student motivation, ability to seek PD, no work experience
- level of expertise, parent appointments
- Lobbying leadership for resources
- Lots of opportunities
- Many aspects: Career Counselling; Careers expo; VET program is working well; Trade taster programs; Work experience is growing each year; Morrisby is working well; New curriculum looks promising
- MCP and Morrisby; VTAC;
- meeting with families and students
- Morrisby assessment & debrief, VTAC counselling & applications, ne-on-one counselling, work experience, Career Expo onsite at school.
- Morrisby Testing, counselling before subject selection, TAFE experiences, Pathways night, variety of excursions & immersions
- Morrisby, career appointments are possible, some proactive planning for students

- Morrisby, Structured Work, Work Experience, Guest Speakers
- Morrisby, Year 10 work experience, VET programmes
- Most of it is quite good, as we have a constant flow of students, families and staff that approach us for supports.
- Most of it!
- Most things work well
- Mostly everything.
- Mostly good - one on one with students and teachers delivering career programs where possible
- Mostly yes. However, I'm very dependent on my team and delegate some jobs. I have a supportive team and the careers program wouldn't work without them.
- Multiple team members in the pathways office with different roles and specialties - all are career practitioners, we have someone for VET and SBAT, a pathways leader and 2 additional career practitioners with different specialty areas (wellbeing, students with additional needs, disengaged etc)
- My autonomy to manage my time
- My colleague and I work well together and share the load well, we bounce ideas off each other when required and have good systems and processes in place
- My engagement with the students and parents
- na
- New staff team getting on the same page
- Nice facility
- Not promoted enough across all schools as valuable and essential
- Not really
- not sure
- NOTHING REALLY. THE FACT THAT I ROCK UP 4 TIMES A WEEK IN A PLACE THAT NOW FEELS LIKE A HOLDING SPACE OR THE MAKINGS OF A JUVENILE DETENTION CENTRE IS A WIN FOR THE SCHOOL.
- Now having a qualified Career Practitioner with 10+ years experience
- Number of staff in the Careers team
- One on one appointments, work placements, subject selection, University information
- one on one consultations
- One on one counselling
- One on one meetings with kids, Morrisby, careers counselling and info nights, VET
- One on one meetings with students and careers events - would love more careers in the curriculum though!
- One on one service to students
- One on one support and tailored advice
- one on one to guide student to choose subjects/ courses
- One-on-one support for students.
- Opportunities for 1:1 support and discussion, careers topics delivered in pastoral time by tutors
- opportunities for students to do work experience & SWL, university and industry tours, resume writing, job applications
- Options and PD
- Organising senior Expo, Year 9 Mock Interviews, interviewing all the year 12 students for VTAC
- Our accessibility to the school community. Our communication and team cohesion amongst all departments across the school.at i
- Our approach to counselling our senior student



- Our careers counselling of year 12s
- our communication with students and our ability provide a safe and confidential space that students feel comfortable
- Our counselling is excellent and we go above and beyond for our students
- Our high standard of careers counselling, implementing a variety of careers experiences across all year levels and delivering careers content in the classroom.
- Our overall program works well, meeting with students and parents at Years 10 and 12 predominantly, our profiling of students in Year 10 to advise VCE subject selection, our external speaker information sessions and our Careers Evening or Expo all go well
- Our program in general working well but not enough time, seem to be rushing through everything planned
- Our program is streamlined and purposeful. Each Year 10 and 12 student has a 1 to 1 meeting with a practitioner.
- Our relationships with students, our collaboration within our team, and with all staff at our school, as well as our networks within our career groups
- Our team
- Our team - high functioning, supportive (of each other and students) so able to provide a very broad program to a diverse cohort of students (from more than 42 cultures)
- Our team works well together
- Overall support from lead teachers and management
- pathway activities
- Pathway classes at years 9 - 12
- pathway planning, work experience, careers counselling
- Pathways for exit
- Pathways planning for young people, aspirations are higher and more interest in university. We are seeing more interest in SWL too.
- personal attention to students, thoroughness of information provided
- Personalised counselling is a huge plus and valued by students and families. We also are proactive in helping students who are struggling so that no one falls through the cracks. This is because my role sits in with the Student Services Department and we work well as a team.
- personalised guidance, up to date information, early engagement and supportive environment.
- Placements into TAFE, post school planning
- Post school pathways, Student understanding of pathways, and how they can be individualised for students. VDSS uptake has increased dramatically since I have started at the school. We run Pathways camps across Years 10 - 12, covering Melbourne, Regional Vic and Canberra/Southern NSW.
- Processes are starting to get put into place/seems to be further support from ACCE and NEMA....
- Programs we run for the levels
- Promotion of work experience opportunities and programs, counselling for Year 12 students and students at risk
- Putting procedures in place for work experience and booking appointments with students, and using MS Teams to communicate with students regularly.
- Quality SWL placements. Better career outcomes
- Raising profile
- Range of programs/events
- Relationship building with students, especially the senior students
- Regular newsletter, Trade excursions, Morrisby, Y12 counselling

- relationship between teachers and career guidance counsellor
- Relationships with students. Professional knowledge. At risk triage and monitoring. VTAC success.
- Resourcing and program development
- Robust program. Careers embedded throughout the whole year for yrs 9-12.
- school staff monitoring students career pathways
- See comments above
- Senior school Information, SWL, Work Experience,
- Servicing students via interviews/providing opportunities for connecting with industry via yearly expo onsite, where industry reps and uni reps and alumni are invited to attend as speakers for over 1500 students. Delivery of information via dedicated careers home page on intranet
- Small group information sessions for years 10,11 and 12. Integrating Careers at all year levels during pastoral care period.
- Some of it is working well, but there is never enough time. It is a squeeze to fit all the students into counselling and is very stressful. If I had more time, I could run more career programs in school (e.g. guest presenters and excursions/incursions). The things that are working well is dedicated and detailed counselling to students, and we are a knowledgeable team about uni pathway options.
- Staff and students are more aware of how pathways can help, senior staff have been getting pathways more involved in parent discussions, more focus on the individual student
- Starting the program from Year 7
- Strong relationships with students
- Student "career conversations" yr 10-11-12; year 10 Course Counselling & Subject Selection program
- Student acceptance of Careers Practitioner advice + availability
- Student access and engagement in career education is high. They have dedicated career education in the timetable from Year 9 -12, and multiple career experiences for students in Year 7 and 8. With additional time we could access the junior school and expand our existing community partner & alumni involvement -creating greater opportunity for our current students to connect with the world of work through on campus and in the workplace experiences.
- student contact / connection, delivery of information, counselling, subject selection
- Student contact and access to vast array of alumni.
- Student engagement
- student engagement
- Student engagement and willingness for conversations
- Student Engagement to School
- student interviews
- student meetings and support, work experience, VET, My Career Insights
- Student one to one support and conversations. Pathways information sessions. Course selection
- Student outcomes
- Student outcomes, tracking and some programs
- Student participation
- Students and families are asking for support
- Students are happy to seek out support. We keep the community well updated via fortnightly Career Newsletters.
- Students are happy with the support, advice provided & parents are appreciative also
- Students are thinking more about their pathways
- Students choosing to come to see me for careers advice
- Subject Change meetings, VTAC advice, pathways advice, employment

- Subject selection and students exploring their pathway options
- Subject selection process/communication with parents
- support of students and meeting time
- Support of students with individual meetings, work experience, careers expo, Year 8 and 9 programs
- Supporting Year 10 and Year 12 students
- Supporting year 12 students, supporting disengaged/At Risk students/Supporting students with Work Exp & SWLs, Making SBATs available
- supporting Year 12's with post school options
- Supportive approach from leadership
- Supportive leadership, CPs are part of the pastoral and curriculum leadership teams with good relationships and communication; open and trusted service and relationships with students and parents; produce and share consistent resources and information
- Supportive mentor and senior school team providing me with training on the job
- SWL and Work Experience, Morrisby, Work experience program
- Targeted engagement activities
- Team approach and lots of support from leadership
- Team approach but with clear understanding of different roles in managing student requirements
- team approach, wide range of programs we are offering
- Team effort, management recognising importance of careers to students
- Team of Careers Practitioners working well together
- Team work, expanded team, specific member for pathways (VM ETC), house system
- That it is valued and administration support is provided. Additionally, that I have the diversity of knowledge to really support students.
- That there are many of us
- The 1:1 support we give, the programs we currently offer
- The Careers Coordinator
- The Careers counselling we provide is excellent.
- The collaboration with the teachers and students understanding the importance of career planning.
- The fact that I am very experienced, know what needs to be done, and make things work. The school knows I will and are taking advantage of this.
- The fact that I can process a lot of paperwork in a short period of time which is why they like me. Unfortunately, I don't get to counsel that much given I'm the only staff member doing this role at a .4 fraction.
- the fact that I know all the students well and their families are invested in future careers of their children
- The Individualised Transition Plan framework I implemented.
- the mentor program; when teachers jump on board with assisting students with advice and help with their career pathway journey.
- The one to one engagement/meetings offered to students
- The one-on-one support we offer to students especially in year 11 and 12.
- The opportunities students have to explore careers.
- The outcomes from work experience, Morrisby etc
- The passion and dedication of the practitioners
- the relationships built with students and parents.
- The senior school team, HEADTSTART and some exposure to CE in earlier years

- The team are friendly, capable and positive. Here for the right reasons and passionate about the work.
- The time fraction
- The Year 10 program has solidified over the past couple of years. The contact with VCE general kids is very good as well
- They changed it from ES 1-3 to 1-4 to attract stronger candidates
- This is my first year in the role - opportunities we offer students.
- Time allocated to see individual students
- Time management to meet all year 12 students in T1,2 and 3 for one-on-one career consultations
- Transforming Careers Education initiatives; careers education; SWL; WE; VET offerings; links with universities and other tertiary institutions; professional learning opportunities; support from SWLLEN, ACCE etc
- Transitioning from year 12 into tertiary or other. Year 10 Work experience
- University advice/work experience/subject selection
- UNSURE
- VCE Careers Guidance
- VET attendance
- VET, SBAT's, Work Experience, Morrisby,
- VTAC applications
- We are given autonomy to plan and implement programs. Leadership are supportive of our programs and value the work we do, particularly with senior students
- We are lucky enough to have sufficient time to meet with all Year 10 and 12 students individually and address their immediate requirements
- We are well resourced, and provide a variety of supports across years 9-12
- We have 4 qualified career practitioners, a VET coordinator and an admin support person. This is a large team in comparison to other schools. Given we are such a big team we are able to divide the work up giving us more time to do things.
- We have a great team! We have 2 Leading Teachers in Careers (one for Middle School / one for Senior School), Team Leader for Work Experience coordination, 2 ES Staff for VET. Our Team are amazing. We have an AP who oversees Careers.
- We have a large team (5 staff) who work well together. We have good access to our students who are keen to engage with us.
- We have a lot of students employed as school-based apprentices
- We have a team of 4 people - 1 teaching careers, 2 work related skills, and 1 pathways coordinator. It works well usually, workload is shared and lots of conversation around support.
- We have a well-developed work experience program, and My Careers Insights program each year.
- We have an extensive course counselling program for years 9-12 that is working well. SWL placements for VM students works well overall, though it is very difficult to find ongoing, suitable placements for all students. Work Experience works well, though is a big workload in terms of paperwork.
- We have been able to get Careers Embedded into the Year 9 and 10 Curriculum. Counselling services available to students.
- We have employed a work placement supervisor that helps students find work placement opportunities
- We have good spaces (office and resources) and generally have good buy in with the students and most of the staff.
- we have time to meet 1:1 with several year levels

- we offer strong careers support for our students but we could do more
- We provide an individualised service (I work with students one-on-one) which has led to positive outcomes.
- We successfully deliver career development to all our students within the MTSS framework.
- We work hard in getting students work experience in areas they are interested in.
- Well resourced, diverse range of experiences offered to students.
- Well resourced. Curriculum Leaders are embedding careers into Humanities across the school
- Whole school careers week. Work experience. VET.
- With a more cohesive team this year, we have made massive headway into SWL placements, team members feel supported by each other & able to bounce career ideas, delivering more incursions/excursion, able to develop a strong working relationship with LLEN, making progress in engaging parents/students
- Work Based Learning, Morrisby, CAP's & Careers Expos in Yrs 9 -12, VTAC support
- Work Experience
- work experience
- Work Experience
- Work Experience and individual pathways counselling for all students
- work experience and subject selection
- Work experience is very successful although a huge workload
- Work experience program, VET programs
- Work Experience program, VETDSS, attending career excursions and activities
- Work Experience, ASbA's and now the introduction of Morrisby Profiling
- Work experience, Head Start program, Morrisby.
- Work experience, pathway support for students, leading teacher buy in
- Work experience, subject selection processes (although time consuming for the Careers practitioners)
- work experience, SWL, early entry, events, Morrisby
- Working across all levels
- working one on one with each student
- Working towards a qualified cohesive team
- Working with Deaf & Hard of Hearing students, providing additional support to these students is a key success factor.
- Year 10 Careers, Work experience program
- Year 10 upwards
- Year 10-11 programs
- Year 12 1:1 excursions, optional work experience, excursions, Morrisby, incursions and programs from year 9 to introduces students to pathways
- Year 12 counselling, we do manage to take some time for running careers education despite not having an embedded curriculum. Higher levels of staffing than other government schools, which means more time for helping students. Students at risk of early leaving are well supported.
- Year 12 Students are getting the offers they want, coordinating the role in a shared pattern works well for students.
- Year 9 and 10 career programs
- Year 9 Career Taster Program
- Year 9 Morrisby, Career Tools, Work Experience, senior pathways
- Year 9 Morrisby, Year 10 Work Experience, Weekly Career Notice, Individual Appointments

- Years 8 10 & 12 programs
- yes
- Yes, but can always improve
- Yes, but we have recently had CP's leave on both family leave and to other schools, so our numbers have reduced to 1 (me) fulltime and 2 part time (0.4 and 0.6)
- Yes, we are a good team of professionals. I believe an administration role at least 0.4 would be helpful to move a number of the administration tasks from the coordinators to free them up to have more time with students 1:1 and workshoping in class time.
- Yes.
- Yes. Although not having a teaching load would be helpful
- Yes. However, we would like more time for careers in the curriculum.
- Yr 12 f2f interviews twice a year, VET enrolments, Work Experience, SWL, Morrisby, Expo, Yr 9 careers program, Yr 12 excursion to the expo
- Yr 12 VTAC appointments and VM work placements
- YR12 Counselling, YR10 Work Experience, YR9 Ready to Work Program

Q 32. When thinking of the careers service at your school, what are the barriers to delivering the career services students need?

- time as Careers only gets about 4 periods to deliver career education to students. Most information is from individual career interviews and the newsletter
- 5 day timetable for Year 11 & 12 VM students
- 7000 students
- A lack of time to research and embed more programs into the curriculum. Insufficient time to train and get teachers on board with delivering careers lessons.
- A Leading Teacher of Careers is being appointed soon to coordinate & deliver career education curriculum
- A purpose-built careers area and private counselling rooms with separate offices for career practitioner free from other staff
- ability to meet with Yrs 10 and 11 students 1:1
- Access to metro focused services/opportunities being a regional school
- access to PD
- Access to students for Careers Programs. Very crowded curriculum.
- access to students for long enough
- Access to students in the timetable to deliver career education and development lessons
- Access to students within class time
- Administration support
- Administration takes up a large portion of our time away from developing programs and student 1:1.
- All the paperwork that needs to be done re exits and exemptions.
- Allocation in the timetable to embed careers in curriculum
- Allocation of time with classes and students. The structure of our area is not great as we have no leadership role in the actual careers space (we report to a DP but they don't have careers experience).
- always time and resources
- Another practitioner would be helpful as our school would benefit from more one-on-one help.

- As I have been in this role for just under 1 year at the moment, and I have had the opportunity to build career services in that time, I do not see any barriers at this time.
- Aspirational (and entitled) parents
- attendance
- Availability of opportunities in a rural setting . Funding and access to transport
- availability, time
- Available time and staffing
- Being able to respond to issues in a timely manner.
- Being in a rural location and lack of time to support Yr 7 & 8 students in career programs
- Better planning needed, starting in younger year levels
- Buy in by school leadership
- Buy in from Leadership regarding curriculum development, some teachers not supportive with delivering career programs as they should be, not enough Careers Staff, student/careers ratio not at expected level/Huge admin workload
- Capacity for guardians to provide follow-up support out of school.
- Career Education timetable
- Careers not embedded in school program
- class time allocation
- Class time allocation- Curriculum
- Class time and access to the students
- Classroom teacher support
- Communication and delivery of curriculum (by teachers)
- Compromised time/isolation of the role
- Cost of excursions, parent involvement, need more assistance in Careers area.
- Could always do with more time
- Crowded curriculum, teachers that don't want to do anything other than their subject, lack of funding for programs and lack of time allocation to plan and deliver careers programs.
- Cultural expectations and understanding of the Australian workforce and training
- Curriculum and timetable of other classes
- Curriculum time
- Curriculum too full
- dedicated Curriculum time in years 5-8
- depending on the year level.
- DET LEADERSHIP IN LEAVING CAREERS EMBEDDING THE CURRICULUM UP TO THE SCHOOL WHICH THEN DEPENDS ON THE LEADERSHIP/PRINCIPALS ATTITUDE ON IF THEY THINK CAREERS IS IMPORTANT OR NOT. AND IF TEACHERS THINK IT IS IMPORTANT OR NOT. WORKLOAD IS HUGE FOR ONE PERSON. SALARIES ARE LAUGHABLE FOR THE WORK WE DO AS PROFESSIONALS SUPPORTING THE NEXT GENERATION OF LEADERS.
- difficult to get time with the students out of class
- Excessive admin for work experience and course applications, finding employers, time in the timetable to deliver programs to students, not enough people in the careers team to do the work required
- Extremely busy that is the barrier and money to do anything.
- Face-to-face time, especially with Year 11 and 12 students
- Finding employers
- Finding supportive employers for young people with barriers / challenges

- Finding time in the year to deliver programs, differentiating and providing careers services for a range of student needs, not all staff are trained in/aware of careers education.
- fitting it into the curriculum/timetable
- FTE. I need career practitioners to work with year 9s and 10s. It is currently only me in a school >2500 and my focus is year 11s and 12s
- Funding to provide me time
- Gathering all the information required as often there are many parties involved.
- Getting access to the students, it is often 'bumped' for other things. Due to the number of students, we rely of teachers to deliver the content in their mentor classes and they often don't bother with the content.
- getting adequate time in front of students, getting buy-in from curriculum heads to embed careers in curriculum
- Getting more career education into the classroom.
- Getting students to attend career meetings
- Having a teaching load as well as the careers role
- Having another counsellor would help with the load and enable us to offer more programs in the Curriculum
- Having careers embedded in curriculum (currently in pastoral care)
- having the support of the teaching staff to direct student to their appointments when they are scheduled on Compass
- I spend too much time on chasing up administrative tasks for VET, work experience & SWL, VASS etc. and actually career counselling students suffers due to this.
- I would like to see more careers curriculum embedded in our different subject areas, and this is difficult to achieve with an already crowded curriculum.
- I'm really only just getting started
- In my role it is a management decision as an Education Support Careers Practitioner that I do not participate or facilitate any class activities, such as Kick Start, Work Experience Preparation Program. These are conducted by the Careers Practitioner with VIT registration. With only two career practitioners for over 300 students for the year 9 and above levels, the volume of students and timetable limits our capacity to deliver any other programs.
- Insufficient time in the week, no permanent careers space on any campus, full core curriculum
- Just not enough time.
- Lack of a champion for whole school embedded career education and vocational education. Lack of understanding/acceptance how vital meaningful career education is for all year levels even though it will positively impact AIP results of student outcomes.
- Lack of admin support - to input enrolments or chase up attendance, to support students 1 on 1
- Lack of available staff in careers
- Lack of career staff for the number of students we service (4 for 2200 students) and lack of respect from the general teaching staff in the relevance of careers in the curriculum and for the profession in general
- lack of coordination of programmes, time pressure for curriculum development by Careers teacher
- Lack of funding and lack of professional develop which would help with a whole school approach.
- lack of knowledge
- Lack of leadership interest, lack of collaboration, poor communication, lack of enough careers staff/administrative support.
- Lack of leadership support and staffing

- Lack of parental engagement. Lack of coordination to support and allow implementation of careers across the year levels and KLA's, not enough time to meet face to face with students when we are allocated to teaching other classes.
- Lack of resources
- Lack of resources, underpaid, no Careers Education embedded in the curriculum, poor recognition by Exec of the increasing demands on our role
- Lack of resources. One person on a part time load to service a large secondary school is difficult.
- Lack of staff - 1 person trying to do it all
- lack of staff as we have 2 people for 2800 students. Career Curriculum is run by teachers and not careers, so we have no input. We are not allowed to suggest work experience as it does not fall under our banner
- Lack of staff. I do more paperwork than counselling so that is the barrier to a better service
- Lack of support from Leadership, and inclusion/ consultation in decision making and needs. Teaching staff unqualified taking on the role of a Career Practitioner
- Lack of support from management to include careers as a whole school mindset
- Lack of support from school leaders, too many students for practitioner/student ratios - not enough careers staff, too little money for practitioners (we are the 2nd lowest paid staff in the school), parent expectations are too high of what careers staff deliver, no other staff supporting careers team (admin), not enough access to students / classes to be proactive
- Lack of support staff for administrative purposes
- Lack of support to deliver activity
- lack of support/infrastructure/authority to support careers as priority for all students. Let's face it school is all about passing exams rather than preparing/positioning students for work life
- lack of time and lack of leadership seeing it as an important
- Lack of time, lack of careers education in the curriculum
- Lack of understanding by staff as to what my role is
- Language barrier
- Large Outreach program where students have modified timetable. They tend to miss careers education and opportunities/excursions/work experience
- Leadership not including Careers Head in Leadership group, no buy in as a result.
- Leadership support and careers time and number of practitioners
- Leading teacher not career trained
- level of disability students, areas of interest and adaptations and supports required for success.
- Limited experience of new Careers teacher. Limited time.
- Limited staff to complete all organisation and tasks; Experience and expertise of some careers staff to organise and design activities; We have 1,700 students so meeting the needs of all students is very challenging; Costs and lack of resources e.g. Buses to attend events
- Limited time (need more career practitioners - we have others trained in our school but no time allowance), limited resources (money to spend).
- Limited time for whole year level information
- Limited time to deliver career education in classes.
- location and accessibility to employment and study opportunities
- Location, opportunities
- Money - I need a bigger budget - I believe DET pay the LLENs too much money when this money should come directly to careers in schools - I find LLENs are a third party that is not required
- Money and time.
- More hands-on programs for students at Year 9 & 10 who do not engage in school well.

- More time devoted to Careers Education
- More time needed for planning activities - esp in junior levels
- Multi-campus college
- My school is very large (>1200 students in years 10-12), so delivering high impact and effect career development programs is challenging, especially as I'm the only career practitioner responsible for this cohort. I offer 1:1 20min appointments for students, it's impossible to see all students who may want to see me. A school as large as mine would certainly benefit from having another 1 or 2 career practitioners employed.
- My teaching load of 0.5
- na
- NA
- need two more careers practitioners for the number of students at the school
- Needing an additional career practitioner would be super helpful and also taking on administrative support.
- Never enough time or resources. Leadership is not interested in making the program robust or comprehensive.
- Nil
- No allocated classes or designated time to Careers Education
- No careers in the curriculum - which is a huge sticking point.
- no paid time, no allotted time other than the scheduled class, our remote location is also a challenge to access many things
- No provision for students receiving NCCD support
- No staff. No qualified staff that do careers counselling properly. Teachers instruct and tell students what to do. I don't have time nor the autonomy to counsel students the way I am being taught in the Grad Cert. I'm wondering why I am getting it when I have been stopped from contributing to careers programs because I am not a teacher and can't write curriculum, yet I'm being underpaid to do my actual job and underutilised in some areas.
- No targeted classes.
- No time in curriculum, opt in for counselling, more a reactive than proactive service.
- none
- None
- None
- Not all teaching staff see value in the careers space.
- Not being embedded in the curriculum or being able to have whole year level time with the cohorts
- Not being fully knowledgeable about VM / SBATs / increments for some units
- Not embedded in curriculum, facilitating quality lessons, work experience
- Not enough careers staff. Having teaching staff deliver career curriculum/programs often results in poor engagement and inconsistent quality of delivery.
- not enough manpower/hours to reach all students
- Not enough profile in the school, no access to delivering careers as part of the curriculum, staff unaware of my role and what it involves, limited access to students
- not enough staff and time
- Not enough staff for 1950+ students
- Not enough staff for the rapid growth of students that need to be serviced & supported. As an ES being treated differently than the teaching staff.
- Not enough staff to complete all that is required, admin support would be fabulous!! Also moving me to a full time FTE rather than .9

- Not enough staff to deliver to younger year levels - increases in cohort
- not enough staff, other teachers/staff not supportive
- Not enough time
- Not enough time due to administrative level of employment
- not enough time for programs for students, compulsory meetings T2 (yr 10) and T3 (yr 12) can feel a bit like a production line;
- Not enough time in a day to complete all tasks, tackling post school providers who commence then 1 year later, close due to lack of numbers
- not enough time in the curriculum
- Not enough time to counsel students or to find work placement for students.
- Not enough time to do actual careers counselling as too much time spent doing admin and dealing with disengaged students
- Not enough time to do the Admin tasks;
- Not enough time to support at risk students, Year 11's and Year 9
- Not enough time!
- Not enough time. Boggled down in administrative tasks
- Not enough time. The pay is bad, so it is hard to attract more people to the role.
- Not enough time/resources.
- Not having a proper space
- Not having curriculum time or even pastoral time with small student groups makes delivery of add-ons to our program very difficult
- Not having it embedded in the curriculum. Whole school awareness
- Not many. It would be good to get more careers curriculum at other year levels. It's currently only done at Yr 10.
- Not wanting to take class time away from students.
- Nothing regular in curriculum
- Obviously time. Student readiness some students are not ready for the information about career options. Parent support is on a scale from full support to not much support at all.
- one person does everything
- Our school has 2400 students from Year 7-12 so not having enough time to meet every senior student individually.
- Overcoming the tyranny of distance and to be totally honest the steps the Education Department have implemented regarding interstate excursions is onerous. Lack of teacher engagement. Current students are extremely apathetic, high disengagement. Large portions of cohort is from low socio-economic background.
- Overcrowded curriculum, limited time for careers education. Number of staff qualified to organise or deliver programs. School timetable. Cost of external companies.
- overcrowded curriculum: unable to embed a comprehensive career program in mentoring
- Paperwork, time, scope of roles.
- parents are unaware of students' choices
- Parents, special needs students, no NDIS supports
- Parents, timetable restrictions, staff buy in
- Poor pay, lack of resources, lack of role knowledge and respect from leadership, teaching staff and parents
- Prin not seeing this role as a full-time job despite large senior school cohort. Not given enough time to counsel. Being lumped with lots of admin that takes me away from working with students/creating programs for students.

- Proximity to students, time in the curriculum, teacher support to deliver programs
- pulling students out of class for a meeting. Careers should be timetabled into their schedules.
- Resistance to rolling out Morrisby Profiling, time to bring in speakers or go on relevant excursions
- Resourcing and supporting student needs
- Rural setting, demographic, student home issues
- Scheduling against timetabled subjects
- school administration
- School size way too big for the 3.0 staffing time fraction allocated. Very hard to be creative or offer additional opportunities to support the careers learning journey of students
- seamless career education delivery
- Senior Secondary Pathways & Subject selection advice needs to be reviewed, and students need to be made aware of all options for them to choose (despite being in a small regional school) - rather than recommended to take subjects staff want to run. Lack of time/ transport/ staff (b/c ES can't supervise) to local industry and worksites. Too much time taken away from careers advice and education for VET and Morrisby admin.
- Sheer volume of students, plus we are a senior secondary with 1000+ Year 11s starting each year from multiple feeder schools, most arriving with little or no careers information
- Societal factors
- Sole Career Practitioner has heavy teaching load within VM and wellbeing. Students in Year 12 are under serviced. VET management takes up too much time and the administrative load of the careers service is overwhelming.
- Some Leadership members (Wellbeing & Year 7-9) not supportive of Career Education.
- Some staff in primary levels do not see the use of careers in the curriculum, the challenge to provide everything to everyone.
- Sometimes not having designated PC sessions or tackling disengaged students
- Staff and Leadership
- staff resources - having enough staff. being allocated time to further develop career curriculum lessons
- staffing
- Staffing & budget for staffing
- staffing and money
- staffing, transport, willing workplaces to support students with a disability, more time to support careers
- Student awareness and willingness to ask for help
- student did not bring device to access the information need.
- Student engagement lower levels
- student readiness
- Students disengaging from school and not attending their scheduled appointments
- Students lack of knowledge as to options and pathways
- students not open to alternative career pathways
- students willingness to meet staff
- Support from leadership and value of a careers program is low
- Support from teachers in class
- Teacher buy in to delivering careers content in home group and embedding careers into subject lessons.
- Teacher support and engagement with careers curriculum

- teacher support, respect of the profession, delivering careers education, student buy in
- Teachers involvement and support with rolling out careers related task within their lessons
- Teachers not option to integration
- Teachers reluctant to embed careers into subjects. Difficult to get access to some students, increased expectations with respect to school leaver support and admin requirements
- Teaching & leadership support
- Teaching load takes away from ability to run seminars and workshops, lack of administration support chews valuable time,
- teaching staff need to value careers and use their expertise to promote careers in their learning areas, not put barriers forward on students attending pathway excursions
- The AP whose portfolio includes: careers, events, course selection processes is not open to changing the status quo, even if current initiatives are not effective. Additionally, teachers do not value the mentor/pathways classes where careers education is embedded. There are many different players within the school pushing for positive and cultural change, however it will take some time (years)
- The demands of the roles for our three practitioners. The added demand from DET in their data gathering at the expense of the work we need to do within our own roles. Always time and the need for additional career practitioner to fulfill a full service for students.
- The fact that not all students take up the opportunities. Lack of admin support, lack of time to deliver careers lessons (program is embedded in other programs)
- The high number of students in each year level and limited careers practitioners.
- The low expectations that society holds of people with disabilities.
- The number of students, lack of time
- The school does not offer me a full time role in Career Development, so I am unable to offer the quality service I would like to, especially to the younger students, where the lack of hope starts.
- The time of others to support my message. Careers should be a prominent discussion in every classroom.
- The time fraction provided - we should all be fulltime in Careers to cater for the size and complexity of our students
- The town has a high unemployment rate which worries me for our students. We have extremely high attendance issues, we have low parent engagement. I am often overwhelmed with my work load as a single person. VET also takes up half of my week which is impactful.
- The usual issue of insufficient time to do what we would like to do.
- There are so many amazing opportunities for students, but it's hard to remove them from academic classes to participate.
- There is not enough time. We need more staff. Other areas of the school (e.g. leaders and principals) don't really know what careers includes, so it is hard to get support from leaders. The workload seems to increase little by little each year. Fitting in careers into the timetable is difficult. Finding time to present to a cohort is hard, and there is not enough suitable spaces in the school to run these activities. We do not have a careers manager (e.g. ES Range 4) but instead have a Student Services manager, but they are focused on wellbeing counselling. We've had a lot of staff turnover since covid, so a lot of knowledge has left the school. This means it is harder to work with other staff.
- There is still a disconnect with teaching staff and careers, although the relationship is getting better, it is very slow turning. We currently don't have a Team Leader with a certified career's background. He is only a teacher.
- Time
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- time - 1.7 staff is not enough to cover 1,000 kids, a large VET program (internal and external), work experience and the careers program
- Time & qualified people
- Time & Staffing, Sometimes motivation & engagement of teachers
- Time & understanding of the value of careers ed in the curriculum by other teachers
- Time (increased cohorts) and deteriorating student behaviour.
- Time allocation
- Time allocation
- Time allocation for career counselling
- Time allocation for curriculum delivery (explicitly Careers and embedded in other faculties), difficulties sourcing quality work placements/industry connections
- Time allocation in academic timetable does not exist
- Time allocation with students - 2 days per year
- time allocations and other pressures to perform with other roles
- Time allotment
- Time allowance and general understanding of careers education and practitioner's role at the school
- Time and accessing students
- Time and enough practitioners to provide quality service
- Time and for me in particular a lesser time fraction in the role that the school decided o without consultation
- Time and funding from State Government. I am trying to encourage our Grade 10's to undertake Morrisby Profile assessments, but its user pays.
- Time and lack of understanding from other staff
- Time and money
- Time and money. Our budget has been slashed this year. I feel like I'm always fighting against other events in the school, sport days, excursions etc. I have to beg time and teachers don't want to give it up. They are already stretched to fit everything in.
- Time and removing students from regular classes.
- Time and school priorities

- Time and space
- Time and staff.
- Time and Staffing
- Time and support
- Time and timetable schedule / school calendar schedule. Teaching load.
- time and workload
- time can be a barrier not enough time to get everything done, a lot of time taken up with admin, preparing career camps and excursion is time consuming without the support of an admin person.
- Time due to teaching commitments
- Time fraction allocated and lack of staff, both careers and admin support
- time fraction and funding
- Time fraction of the careers practitioner
- time fraction, leadership support, lack of admin support, lack of staff support
- Time frame. I could do so much more.
- Time given to career delivery
- Time in curriculum
- time in middle school
- time in the classroom
- Time in the curriculum
- Time in the curriculum and integration.
- time in the curriculum available for careers programs
- Time in the school program, always get bumped out for more important things
- Time in the timetable
- Time is the major barrier. But, another staff member is currently doing their Cert IV, and is being incorporated into the Careers program
- Time of course! We have had to cut Y10 interviews from 30 to 15 minutes in order to fit them in (I also teach); even though leadership is supportive I don't believe they understand the importance of career education and although Mentors are encouraged to deliver online sessions occasionally in their mentor sessions, it feels tokenistic and undervalued. I am considered a Head of Faculty, which is positive as I attend all curriculum meetings and have sway in terms of subject offerings - but I don't believe our faculty is given the same respect/value
- time required and numbers of qualified staff
- Time to deliver careers education and careers events
- Time- to deliver meaningful programs to junior students as most of my interactions are with years 10-12
- time to deliver programs
- Time to develop the programs, willingness to incorporate careers into the curriculum.
- Time to do everything.
- Time to meet with students that does not disrupt teaching time.
- Time to organise extra career opportunities like guest speakers, incursions, excursions
- Time to prepare and deliver
- Time to see to VET. Attendance, SWL and TAFE progress.
- time with colleagues and students
- Time with students and time in the curriculum.
- Time with Years 7-9

- Time, \$\$ (would like to be able to offer more programs or take students out to more events that due to changes to funding is not possible)
- Time, Communication, resources
- Time, expertise. We had our time allowances reduced this year so I had to delete 2 events from the calendar which means students miss out on a university experience and other programs. We need Careers to be VALUED in schools. It should only be a position that has a post-graduate certificate requirement. It MUST be given appropriate remuneration - an ES 1-3 just DOES NOT cut it. It must be overseen by a Leading Teacher working with others.
- Time, resources and genuine value in this
- Time, resources, money. I work 80 hour weeks across 7 days and have only had 42 days of annual leave in 2 years.
- Time, resourcing
- Time, space in the timetable
- time, space, resources
- Time, Staff, Careers Curriculum not integrated
- Time, support, finances
- time, timetables, staffing
- Time, too many other demands on students' and my time
- Time.
- Time. At this campus there are @ 400 year 11/12 students and 1 EFT qualified staff. We could do more with more resources
- Time. Need admin support to increase the time available for counselling.
- Time. Businesses not willing to take on students for work placement/experience
- Time. Careers is not properly embedded into the curriculum.
- Too much admin, spend so much time doing admin tasks, stops me from being pro-active. More just ticking off the to do list rather than utilising data received. An example is Morrisby and Career Action Plans.
- Too many classes running at the same time and not having the facilities to run sessions in a larger space. Our theatre holds 200, we have 400 year 10's and 350 year 11s. Teachers not having the correct knowledge to assist. Businesses no longer taking on students for work experience.
- Too many students
- Too many students and too few staff
- Too many students to cater for. Cultural shift from no careers education to a 7-12 approach difficult and will take time to adjust.
- Too many students to deliver careers e.g. I'm the only qualified Careers Practitioner in the school, with 2000 students, need additional qualified CPS
- Tradition of how things have been done. Historically things take place. Better practices available and can be easily introduced over time due to how receptive leadership are. The previous careers team did a great job in delivering a pastoral and student-centred service. It will continue to be so, but 'upped' to make it more efficient, thorough and effective.
- Transport, workplaces for SWL and WEX, My current knowledge, location, distance to uni and TAFE
- Trying to find the time within the school day without interrupting the students class work too much
- Under resourced
- understaffed
- Unskilled (ES/ Admin/ Teachers/ Leaders) staff giving incorrect careers advice to young people - creating confusion about who to ask for advice or counselling and what information to trust. We have an assistant that means well, but has a negative default/ tough love approach that polarises

some young people, so they just won't even enter our office. Until this year, teachers of Work Related Skills wouldn't engage with the Career practitioner for curriculum consultation, so mass misinformation about all kinds of careers information is being delivered to students e.g. styles of resumes, cover letters and application writing, industry information, bias in making choices etc. Leadership gatekeeping pathways conversations with early transition students - moving around the careers practitioner as interest to exit to manage school behaviour/ disengagement is a higher priority than attempting to re-engage students in school through finding purpose through pathway planning. Limited time given to staff working in the program to research.

- UNSURE
- Variety of employment opportunities, availability of SWL and work experience positions, distance to access opportunities
- VCE/VM leadership don't seem to have a good understanding of the importance of career's counselling as part of course selection. We are called on more for post school options
- Volume of students vs. staffing / lack of consistent knowledge when other teachers are involved.
- We are now a two-campus school and this can cause barriers as there is no career centre currently over at the new campus. Distance from metropolitan Melbourne is a very big barrier as we find it difficult to take students to events and also have businesses and industry come to us can all be a barrier.
- We have a lack of time available for careers, lack of access to resources and a lack of admin clarity in the roles
- We need additional careers staff
- we need embedded careers education
- we need more time and resources
- We would value having time to deliver careers education more broadly across the school but there is limited time available in the current timetable
- When you develop Curriculum for Year 7,8,9,10,11,12, it is to do with the teachers translating that information that you have designed. Hit and miss in some cases.
- With only 6 periods a week (one day) unable to offer counselling to year 10s and 11s as well as develop pathway programs that could be embedded at junior levels
- work experience placements are getting harder and harder to get.
- working part time can be difficult to work within class timetable

Q 36. In your current role, which of the following tasks and duties do you perform for Year 12 Applications? Choose all that apply.

- Administration, excursions etc
- All work experience programs and information
- Also provide scholarship support statements and I work over the Dec/Jan holidays for around 45 hours to assist with offer/enrolment issues. I get TIL paid for doing that.
- application support for apprenticeship intake programs - NECA, large organisations with exams and multi-step application processes
- Apprenticeship information sessions including interview opportunities for students wanting to register with Apprenticeship RTO/GTO
- Assist students to do their VTAC applications, assist them to find and organise their SWL or any wex
- Assist students with other post-school destinations such as apprenticeships

- Assist students with SEAS, VTAC and external scholarship applications
- Assist with Early Entry Program applications, SEAS/Scholarship Application
- Assisting with creation of USIs and also with direct TAFE applications where they are not done through VTAC. Assisting with identifying apprenticeship opportunities and with applications.
- Attend excursions with students, support with VTAC application preparation
- career mapping for those not going directly to UNI ie gap year opportunities/going directly into workforce/ pathways to uni
- Careers Excursions, Designing careers curriculum, career newsletter, managing careers webpage, etc
- Class lessons = Career and Pathway Seminars, publishing career articles in whole-school newsletter, publishing opportunities on Compass, advising At Risk / School Leaver students and providing information about post-school pathways (including TAFE, apprenticeship and traineeship programs)
- Class lessons for pastoral teachers to deliver during the VTAC application time (term 3).
- contacting students once ATAR is released as well as when offers are made
- coordinate SBAT & VETDSS, enter final results into VASS
- Coordinate SEAS and scholarship applications. Create transition plans for some students with additional needs.
- coordinate VM and SWL and more - it's insane
- create pin boards for uni/tafe info
- Do not have Year 12 at our school
- Excursion to Universities in Melbourne
- Expectation Interviews, exiting student interviews, expelled student pathway interviews, parent + student conferences
- extra meetings with year 12s to help with applications
- Help students with SEAS application and refer them to any additional services and supports they may require. Help students and their families navigate and apply for scholarship opportunities and accommodation at the Uni. Assist students with UCAT processes understanding and preparation. Attend the senior school meetings and provide advice on VCAA senior secondary program requirements & VASS to senior school staff. Assist students with work placements, apprenticeship and TAFE applications. Refer our Inclusive Education students and their families to a local disability employment service as required. Provide opportunities for training interviews and provide references.
- I am in the ACT with students up to year 10. I do provide a lot of these services to support student transition beyond year 10.
- I don't work with the year 12s
- I don't work with Year 12 students
- I only do Structured Workplace Learning
- I organise all the Careers Curriculum and send new information out to all students and the Homegroup teachers so that students have access to relevant up-to-date and timely career news.
- Incursions and excursions.
- Local Jobs for Local Kids Industry Day Incursion
- NA
- Nil
- Nil
- Non
- Offer counselling to students who do not get into their preferred course at the end of the year.
- Organise service/agency visits. Assist with NDIS access and NDIS post school pathways

- Our careers leader works with the year 12s and the rest of the team assist with change of preference and attend CP days
- Our school only goes to Year 10
- Overseer of VET.
- Parent interviews, VCE interviews at the end of term 4 with all year 10 & 11 students
- Parent meetings, SBAT, SWL arrangement
- Plan Pathways camps for Year 10-12
- prepare scholarship and seas applications and write too many SEAS supporting statements. Assist with obtaining documents needed for VTAC applications such as Centrelink, visas etc.
- prepare VTAC resources and materials; review all preferences and liaise with students immediately post final exams; produce extensive "graduation pack" e-communication to assist to navigate results and offers
- Present to different year levels
- provide demonstrations/encourage and conduct Morrisby reviews/assist with career exploration/referrals to Transition to Work Programs/newsletters and sharing information/contributing to social media communication/follow up eligibility to complete senior programs/find alternative pathways/referrals to external mental health and youth support organisations/teacher liaison/manage resources such as uni guides/some work experience placements/
- Provide Newsletter and opportunities for scholarship etc
- Regular Careers Newsletters & updates - also not cover about is those that exit earlier & provision of guidance support
- Run 2 career counselling sessions with Year 12 students.
- Run a Tertiary Transition Day and training courses such as RSA
- Run online subject selection process
- Run RSA Course and White Card Training
- Scholarships
- SEAS support information sessions
- Small group sessions with pastoral groups, early entry support sessions.
- Subject changes
- Subject selection for accelerating/returning year 12s; All advance to Uni program applications and supports, promotion of external events and opportunities, scholarship application promotion and support.
- Support student transitions into supported employment and day programs
- Support students to apply for USI. Create VTAC accounts and apply for SEAS. Help students apply for scholarships. Help students to obtain traineeships and SWL opportunities
- Support students to complete course work across a wide variety of various VET courses
- Support students with seas applications, and scholarship applications, email students relevant information about upcoming workshops and expos, organize excursions to universities and careers expos.
- Take groups of students to institutions
- Talk to parents
- University visit with students, counsel VCE VM students
- Very little other than counselling because I believe it is the only thing that is counted in the AIP probably
- VTAC application, SEAS, Scholarship applications, accommodation post schooling, promote post schooling job and apprenticeship opportunities,

- We are an independent special assistance school so the needs of our cohort are different to mainstream schools
- We don't have year 12 yet!
- We have an Applied Learning Leader who coordinates our VET program.
- Will have Year 12 from 2026 and all of the above tasks will apply.
- Work experience, subject changes
- Write references for scholarships and other university programs; attend at risk parent/student meetings;
- Year 12 students intending to go to Uni are another Practitioners responsibility. I assist with those wanting a Work/VET pathway.
- Year Level Presentations

Q 37. In your current role, which of the following tasks and duties do you perform for subject selection? Choose all that apply.

- 1:1 Course counselling for parent/student regarding VET enrolments
- Administration for Course Counselling
- all of the data is given to me to put in a nice format
- Assist with subject expo
- Assist with Transition Plans
- Attend subject information evenings to chat with students and parents
- Attend subject selection nights with parents and students
- Career Action Plans for Year 10 & 11
- Careers Staff were not invited or included in Course Counselling last year, opting for VCE Teaching staff only to present
- Conducting an information night on senior school pathways to parents and students.
- Continue to advocate for parent info nights, also for students to do "taster" classes as the current format of subject selection information is bulky, outdated and not effective
- Coordinate Subject Expo for students
- coordinate taster days
- coordinating SET plan process/info on how QCE /ATAR works / provide information/webinars available through third parties
- Coordination of Subject Selection Handbook
- Counsel students, run information sessions, coordinate the subject expo
- demonstration of how to search for pre-reqs. and use course search etc
- for the first year we will be meeting with all year 10 students prior to course counselling to ensure they have an understanding of the different senior pathways
- Gathering teacher recommendations for maths, science subjects etc.
- helping students identify strengths, interests, etc through Careers classes
- I am one of two coordinators
- I attend the subject selection information session and stay to talk to students and parents after, I also look over the students' selection documents when there may be prerequisite subjects required
- I create the entire Course Selection Handbook. This is worked on all in term 1 and has to be ready by Term 2 week 2 so that students have conversations in the classroom and teachers in the Career

Subject Selection team can also have conversations with students. As a matter of fact, I am working on VET codes, current employment links and course content to go into the 110 page document. I have been doing this for 9 years.

- I setup a full subject selection counselling day for all year 9s and 10s. I also help to organise expo/information evenings.
- I'm new to the school and haven't participated in subject selection process. However, I believe that I will be involved in having discussions with students and parents.
- Individual sessions with Year 10 students to prepare for subject selection
- Info session whole cohort
- Initial survey sent out to students, then 1:1 meetings
- I've had limited opportunity to perform these tasks.
- Lesson on Subject Selection and what to expect/think about prior to choosing subjects
- meet one on one with students to provide course counselling in Year 10
- Meet students but not specifically for subject selection.
- Meet with all the Year 10 students after they have completed their Morrisby Career Profiling Test
- meet with individual students
- meet with students to discuss if any impact on future career goal if they are changing subjects and note in school system
- Monitor students who haven't completed subject selection
- Morrisby at Year 10
- Morrisby counselling
- Morrisby Profiling is available on a payer use basis
- n/a
- Non
- None
- None
- none - i am not involved in subject selection despite highlighting this concern. An unqualified ES VET coordinator currently counsels students vet choices with them.
- none of the above. If they think they need me they ask me to assist. I did it last year but as they now have a teacher doing a few periods of counselling I will probably get locked out of this task also which I actually look forward to because it is a counselling task. I'd rather be doing counselling than the inordinate amount of paperwork and administration each day
- None yet
- Not required in a special school
- organise a Career Expo
- Organise and run careers week and careers and pathway expo
- Organised by the leadership team. Assistance is given by me as required. Attendance at subject selection for careers and VET information.
- our subject selection is at the same time as my VTAC re subject selection and how to enter subjects. Coordinating the advanced placement/acceleration into VCE subject selection process, running a curriculum expo with the head of curriculum at which students also complete careers activities I have prepared (e.g. using the VTAC website to check for prerequisites), updating and maintaining a subject selection website, working with the timetabler to set up the subject entry online systems for each year level, working with the curriculum staff to ensure that students are getting the correct information e.g. if there are changes to the curriculum.
- Present at parent information evening. Prepare data for teachers to reference at subject selection.

- provide Faculty staff with careers related information for specific subjects/disciplines; work with Curriculum leadership team to review proposed program and subjects for all students
- run lunchtime presentations. provide one-on-one interviews with students
- Running information sessions for students
- Running information sessions for students.
- Running investigative assignments for students prior to subject selection
- Seeing up the online subject selection form (i.e. it is done by me NOT the IT team!) plus I do ALL subject class resolution communications and interviews so CoP the brunt of parent and student frustration and disappointment without having the authority to decide on many resolution options.
- sit off to the side and if anyone has questions they can ask. We are not involved with subject selection
- small school VCE teacher and principal generally run subject selection
- Subject Expo participation. Year level assemblies or events to talk about subject selection.
- Subject selection in the curriculum and careers expo at the same time
- Subject Selection info session for Yr 10s - inc VET info, organise and attend subject expo at school, assist with advise re: timetable clashes and alternative subjects. Administer VET applications
- Targeted input for Year 10 students transitioning to college.
- The unselected section are managed by executive staff at the school.
- This is not coordinated by me but I am here to assist if needed
- This will be my first year at this school, so am yet to experience sub selection here.
- VET Information Dissemination
- We are present at parent teacher interviews but the leadership run subject selection training, we have no input
- we don't do subject selections in a Specialist College
- We don't offer subject selection.
- We have Year Level Coordinators work as Course Selection teams for Year 9-10, 10-11 and 11-12. Each of those cohorts are run through 1:1 interviews over a day each; in the lead up they complete 4 hours doing a pre-course selection assignment that forms their CAPS. They investigate career areas, link this to post school study, linked to what subjects they need to take throughout school to keep those options open. Year 8 - 9 is run online after a parent information session. Students only select 4 electives as core subjects are rolled up by the timetabler.
- We only do this when called upon, we don't seem to have an integral role in course selection.
- We only offer VCE-VM and VPC so this is not relevant
- We run a subject selection expo.
- Work experience and VET in schools
- work with leadership to organise info sessions, organise unis, TAFES, providers etc to attend
- Work with middle years team to create workbooks for the program
- Work within the VET Cluster to improve access to VET
- Year 10s & Parents are provided with a course counselling meeting, meeting with other parents/students are on a needs basis

Q 38. In your current role, which of the following tasks and duties do you perform in liaising with community groups? Choose all that apply.

- A board member of a Foundation which supports careers activities in schools
- Access and dissemination of opportunities provided by community and networks and posting via Compass, Newsletters & posted on relevant notice boards
- Advertise in school newsletter for work experience places, inform families of pathways events
- Alumni breakfasts
- Arrange Career Expo
- As we are new, this hasn't come into play.
- Careers week for senior students- having guest presenters, TAFE/RTO Talks, Inviting legends from police academy, ADF etc
- check ins and continued pathway support for students who have graduated within the past 12 months
- Close work with local philanthropic group for Youth Career Education and Support.
- Community Work Experience for year 9 students
- completing referrals to employment and training organisations for dis-engaged students. referrals to alternative education settings
- Contacting tertiary providers to support individual students
- coordinating events with external bodies such as Smith Family
- Coordinating organisation to attend for year 9 mock interviews.
- Currently not under my umbrella in careers
- Destination follow up & data & post school support
- Eastern Careers Network Coordinator, organise a Jobs and Student Panel with industry speakers and current uni/TAFE students
- Employers for Work Experience
- Exemption from school process 705
- I make a lot of phone calls to various community groups and employers.
- I work with the LLEN and University organisations to ensure students have opportunities to sign up for Career events. For example, I just worked with the Food Technology Teachers to send students on the William Angliss Food Holiday events at Year 10 prior to the end of term 1 finishing.
- Industry events and excursions
- Industry tours, taster days, marketing of students to employers for job opportunities
- Just completed successful Careers Expo Day for the first time since before Covid; young school with underdeveloped community engagement; alumni program only just begun in 2025 & run by a staff member who doesn't know students or families (etc).
- Liaise with BEACON Foundation and RTO's
- liaising with HeadStart
- Liaising with IELLEN to support work experience programs
- Liaising with LLEN staff
- Local Community Groups Committee
- Mock interviews
- Mock interviews with Rotarians
- Morrisby counselling
- N/A

- Networking for Work Experience
- None
- None
- none
- none
- None
- none of the above
- None of the above SWL only
- none of the above, in fact none at all
- None of the above. In 17.5 hours I cannot do much more than admin and some counselling
- none specifically on my own
- not my role
- Organise unis for information sessions
- Organising guest speakers from industry
- Organising student excursions to institutes and venues
- President of BCG - organising speakers and facilitating meetings; active member of VET Cluster - currently on working party for inaugural Vocational awards event
- Regional Careers Group President
- sharing information with families
- teaching year 9 and 10 careers classes
- Treasurer of CGCAC, Coordinator of Gippsland Catholic Careers Network, Participant in Gippsland Disability Transition Network
- Using community members for our Mock Interviews, and Work Experience
- VET and VCE VM information session, attend AIME careers expo with our snr EAL & International students
- work with care teams and allied health professionals.
- working in with local employment skills day to ensure students can attend - in conjunction with teachers
- Working with external providers on alternative pathways and excursion/learning opportunities.
- Working with LLEN's to organise Work Experience
- Working with local career network and Local Learning and Employment Network
- Working with organisations to get SWL opportunities, volunteering opportunities for VM students, Applied Learning opportunities with local businesses such as childcare centres and aged care homes to assist VM students and VET students who require placement.

Q 39. In your current role, which of the following management responsibility tasks and duties do you perform? Choose all that apply.

- all external courses are responsibility of me i.e. absences/course progression/additional support/advertising opportunities & providing information to students and families/ managing enrolments
- Application process for VETDSS students accessing external providers

- As a leading teacher I am also involved in the development of policy, such as the college unscored VCE policy, the study lead policy and the advanced placement policy. In most cases I have drafted these policies myself.
- As a sole practitioner there is no time to administer the management responsibilities of Careers & Pathways. The 2nd - 5th points are covered by teacher independent of careers coordinator
- Assist and process student exits from YR10 to 12, destination data, excursions
- assist teachers with career curriculum
- Assist with all of the above re on-campus VET, work experience, whole school approach to careers education.
- Assistant role only. But play large part in coordinating VET and Work experience.
- attend Head of Dept meeting and Curriculum group meetings
- Budget management, VET management
- Careers Practitioner/Pathways & Transitions/VASS Coordinator/VSV & VSL Administrator/VVLN Administrator/VET Administrator
- careers week activities.
- coord optional work experience program, organise excursions, organise subject pathways expo, organise careers budget, manage careers PA, etc
- Coordinate a non compulsory work experience program
- Coordinate a strategic approach to students at risk of not being successful or disengaging.
- Co-ordinate MORRISBY
- coordinate off campus VET program with external providers, VASS
- Coordinate off-campus VET program for our students completing VET courses at one of our 13 other cluster schools, involves all MOUs, School to School Access Agreements, preparing VET budget, Purchase Orders to pay RTOs and cluster schools and to create invoices for cluster schools sending their students to one of our 3 Cluster VET courses.
- Co-ordinate Off-Campus VET programs at both the local TAFEs
- Coordinate University Enhancement Students. Support Scholarship Applications
- Coordinating a Year 10 Careers Week - Work Exp or tertiary visits
- coordinating non-compulsory work experience, supporting student transition to college (ACT yr 11/12), providing apprenticeship, ASBA and employment support, USIs, etc..
- Coordinate VET students (external)
- I am not a Manager
- I don't co-ordinate structured workplace and learning but I assist the teacher
- Implementation and delivery of VET, VCE VM and VPC Programs
- In charge of subject changes for students, member of the school Curriculum Committee, in charge of the VCE VM/VPC curriculum and program
- Leading/Coordinating staff within the careers team, Coordinate Careers-related PL for school staff, Coordinate careers-related programs, events and activities
- Liaise and document the Headstart program. Meet with Headstart weekly to see students on the program or signing up students. Have organised all the 220 Morrisby Testing in Term 1 and coordinated that and now in the last week of April we will be having all the appointments online for students to go through their tests. This has been Mammoth workload and even then I could not staff this for one of the 5 days and we have just been told some online person is not available so we have to redshift students expecting to have interviews this Wed (disappointing) Dealing with HR is just so stressful especially when there is not Support Staff available.
- Manage a team of careers advisors and a careers assistant
- Manage VASS, support non-compulsory work experience and LLEN opportunities

- Management and implementation of scope and sequence or career curriculum.
- Managing a team of CPs, coordinating College's subject selection program, arranging white card training, preparing incursions and excursions
- MCI and Geelong Tertiary Futures Program
- Morrisby
- Morrisby interviewing
- My head of department does all that.
- NB: Work Exp is voluntary
- NON
- Non-Compulsory work experience, Morrisby, Early School Leavers/Intervention Meetings.
- Non-compulsory work experience placements
- NONE
- none of those specifically
- Not my official role but is an expectation, since I have been given all of the Careers classes and other Careers teachers are untrained and require my support.
- not my responsibilities
- Not my role
- not my role
- only the paperwork associated with the above, all strategic decisions have been taken from me and given to a teacher instead. I find that they think as we are ES staff, we get treated as less than instead of the career professionals that we are. We are not treated the way we would be if we were consulting
- Opt-in work experience.
- Optional WBL
- Organise all students attending external VET courses, organising all optional work experience which must be fine on holidays, so I have to make calls to students on placement during my holidays
- Our Career Coordinator manages the strategic planning
- Running Morrisby assessments, meeting with year level wellbeing groups
- strategic planning with Yr level Coordinators to deliver services to students, manage calendars, manage non attending student list
- student record keeping
- support for careers
- Support team members in other aspects of the Careers program
- Supporting apprenticeships, head start referrals, early exits.
- Supporting in all of these roles
- Team Management
- VASS, Morrisby, CAPS
- VTAC applications, Morrisby Testing
- we do not coordinate a WE or SWL program, but we offer it to anyone
- We offer most of the above but they are not run by the careers team or careers qualified staff
- Work experience- not compulsory
- Working with leadership team on Industry Partnership program, including use of industry within curriculum across Years 9-11, plus industry excursions, and our exclusive cadetship program

Q 40. In your current role, which of the following tasks and duties do you perform for finance? Choose all that apply.

- All budget requests completed by one CP only (the FT person) & this information is not shared.
- Bus quotes
- Enter all destinations into school system and follow ups
- Everything budge wise is sent to the Office Manager
- handled by leadership
- Head of department does all that
- I do not do anything with finance
- I do not have permission for any of this.
- I don't have any role regarding finance
- It is done by Finance
- just the admin, I literally know nothing about financials in my area even though I am the only dedicated careers practitioner in the school of 900
- manage a multi million dollar VET program budget
- Managing receipt of contracts and organising payment of invoices for all external VET subjects
- Morrisby interviewing
- Morrisby profile interviewers
- N/A
- N/A
- n/a
- N/A - The Careers Coordinator does this.
- na
- nil
- nil
- Nil
- Nil
- No budget allocated
- no finance
- none
- None
- none
- none
- None
- None
- none
- none
- None
- None
- none
- none
- None
- None
- none
- none
- None
- None

- None
- None
- None
- none
- none
- none - our ES careers coordinator does this task
- None currently but wish to learn
- None of the above
- none of the above
- None of these
- None of these in my role
- None this is handled by our team leader
- None.
- None.
- None. Careers Leader does it.
- Not me as not a Manager
- not my responsibilities
- not my role
- Notify finance staff of exits
- Payment of UCAT Tutor for our UCAT Study Group
- Payments for excursions and incursions
- Reimbursements for teachers completing their Trainer and Ass courses
- Requesting creation of invoices for students from other schools undertaking VET courses delivered at our school
- scholarship applications and payments
- Seeking quotes, ensuring contracts are accurate
- This is a responsibility of another Practitioner
- This is all done by my manager
- VET access agreements
- VET: organising and purchasing materials to meet compliance when delivering internal VET courses. Payment for EduClick program VCE VM/VET units offerings
- We don't have much say on our budget
- we have a student services leader that oversees all the budgets etc. we will raise the purchase orders and tell her what we need and she will arrange the rest and sign it off
- We prepare a draft budget but we are not allowed to authorise any expenses ourselves.

Q 41. In your current role, which of the following tasks and duties do you perform in student welfare? Choose all that apply.

- (PSG) Program Support Group termly meetings for students on the NCCD list
- Being part of Student Services Team so attending fortnightly meetings to manage students.
- Careers could align with wellbeing team, it is very disjointed.
- completing referrals to community service organisations to address housing/FV. Applying for specific scholarships for DFFH and Kids under cover. Complete SSR applications for Travel passes/ uniform
- Coordinating DES school leaver programs

- Create classroom materials in response to student wellbeing concerns that have been identified. Ensure students with additional learning needs have viable programs within school and support them as they transition out.
- Developed referral processes to support wellbeing team. We also have invited the counselling team to support our careers programs and have time to discuss related issues to careers.
- Establishing adjusted programs that may include work placement or part time programs
- helping students with time management/ safe space when stressed/
- I am also the student wellbeing coordinator
- I combine my careers role with the wellbeing role.
- Informal Pathway discussions additional to formal careers meetings with coordinators.
- Involved in parent/staff/student meetings to support students who are not currently finding success at school
- Liaise with Psychologists, Individual Needs team, International Student Coordinator
- Liaison with Learning diversity -team
- Linking eligible ATSI students with specific careers support service (NRL)
- meet with students and families regarding NDIS pathways
- Meeting with dysregulated students and their families and working with them to find interests and passions for remaining at school.
- meeting with principal to discuss particular student needs when it comes to pathways or engagement
- Morrisby interviewing
- NCCD Pathway planning for students
- no another does this
- no welfare
- none
- none
- None of the above.
- None.
- Organise and apply for exemptions
- Provide Careers and Pathways support to referrals from Wellbeing Team
- Providing information to staff, students and families on alternative pathways and options in school for students with additional needs
- Referrals to wellbeing services, support group meetings with year level leaders etc.
- Referring students to wellbeing who have disclosed issues that require support. Attending out of home care support meetings.
- Scholarship applications - most domestic students have some form of Centrelink income in the family so rely on scholarship funds
- Students are referred via SST, welfare, parent, self for support. In the space of career guidance students and parent will disclose welfare challenges
- supporting students to build positive self-awareness and image, and helping students to make decisions and cope with barriers/hurdles through Careers classes
- Supporting the EMCI program, assisting with exit pathways.
- The SEAS, we do some proactive information with the welfare team to ensure we capture students early in the year if we know that SEAS and organising professionals needs to be done in a timely manner.
- very little of the above. I suggested that careers and wellbeing should be working together and they split us in the sense that we now sit under different APs

- we meet with students about pathways but the wellbeing team work with students requiring wellbeing assistance
- Work 1:1 with students, parents and sometimes case workers as well. Trying to find work, suitable programs and also Tafe courses. Help with TFN, and work related enquires (pay etc). Also Navigator program.
- Working with child protection, case managers, social workers and care teams. Working with community connections Headspace and Asuria (other agencies).
- working with disability inclusion team to coordinate student pathways and training
- Working with Learning Diversity program and attending Parent Support Group
- Working with students with Bail conditions.

Q 42. In your current role, which of the following tasks and duties do you perform in reporting and communication with leadership?

- Ad hoc requests for information
- attend regular year level wellbeing meeting
- Developed a careers team
- have requested more collaboration but has not been appreciated
- I am a member of the school leadership team
- I am part of the Instructional Leaders group and also the Learning and Pastoral group both of which meet once a fortnight
- I have no formalised approach to reporting and communication.
- I prepare reports that no one reads about careers meetings per term and how many parents are invited etc
- I'm a member of the school leadership team as a Leading Teacher
- I'm not included in any of the above
- Leading 3 other Careers Staff / Performance plans / regular meetings etc.
- Manager does this
- meet as a team and share information for the coordinator to take higher up
- Meet with Careers Coordinator
- meet with line manager ad hoc - management receive feedback from families/ unfortunately the value of the career space is often overlooked
- Meeting times are limited & not prioritised, just as career education is not prioritised. Ongoing battle every year just to get through the basics of Morrisby at yr 9 and Course Counselling/Subject Selection at yr 10.
- Meeting with leadership but not on a regular basis
- Meeting with Leadership but not regularly
- Meeting with line manager as required.
- Meetings as required usually regarding a specific student need
- meetings with principal and VCE/Vet coordinator on an as needs basis
- Member of Middle Management
- mm
- Morrisby interviewing
- My colleague reports to leadership, not me

- N/A
- nil
- no
- no reporting at all
- none
- None
- None
- None
- None
- None
- none
- none
- None
- NONE
- None of the above only if asked
- None. Careers Leader does it.
- Not part of my role
- Occasionally meet with leadership
- Other staff in the team do this
- Pathway meetings and options with student parent teacher when school is not working or a further option.
- Prepare and present to School Board the VCE Destination Report
- Prepare spread sheets as to where students are placed
- Present Yr 12 school leaver and results to whole staff, day 1 each year and attend the Engagement Leadership Committee Meetings
- Provide live SWL engagement data
- regular meetings with sub school leaders.
- Regular open correspondence via email and dialogue in the staffroom etc.
- Report to School Council
- Reporting on all Careers activities twice per term to School Board
- Reporting on VET, Work experience, SWL performance.
- Results are collated and communicated if requested.
- Role is incorporated into the Leadership team.
- Running Morrisby Report at Yr. 9 level
- seek support from leadership for time to curriculum planning.
- Signing of work experience forms and school exemptions
- Student management: Working with child protection, case managers, social workers and care teams. Working with community connections Headspace and Asuria (other agencies).
- Teacher meets with leader on my behalf
- The formal report is organised for Destination Data. I assist the ES person in Feb with having information available as to "Where students are" I also meet with Senior management formally every two weeks and present issues of who has workplace and who is at risk of not having SWL or WE. I also report back in August when students have or have not done their SEAS or VTAC OR Direct Entry applications.
- There is currently a teaching staff member who has the role of Pathways and Careers POR
- this is done by the leader

- This report is in relation to offers, ATAR Result - non identified, Early School Leavers, At risk student, Exits are under by the Careers practitioner, is documented & noted via Compass, DET
- Unknown, not specified yet
- We have a report meetings as a careers team
- we meet with student services leader daily and she reports to management.
- when ever assist principal that I report to wants to know what I am doing with regards to careers at present
- Writing annual reports to the broad

**Q 43. In your current role, which of the following tasks and duties do you perform in delivery of professional student support services?
Choose all that apply.**

- 1:1 counselling students at risk
- Ad hoc interviews with external agencies such as DES and SLES providers, local employers. Work closely with Year level Coordinators, LLEN, DE staff (HeadStart, JSPM) Disability Inclusion and Wellbeing teams to provide wrap around support
- Alternative educational settings when required.
- Appointment scheme for families/students available.
- Attending SSGs for vulnerable students to discuss alternative pathways
- Careers exit interviews for students leaving for post-school options (apprenticeships, further VET, employment)
- Communicate with parents on pathways
- Communicating with other pathway providers and employment supports
- communicating with other professionals/teachers
- communicating with TAFE providers
- Contribute to services for students from Year 9 upwards around subject selections and senior school program selection.
- counselling sessions with Year 10 students
- Engaging with the Careers Cluster and VET Clusters and LLEN as well as local employers and stakeholders at all levels.
- I also deal with subject changes - every change needs a career interview before approved by the VCE Coordinator
- In August, we "divvy" up 220 students and interview these students to keep a close eye on their application or other pathways. We have 4 days of subject pathway information sessions in July and August. Students also ask me, if they are unsure to contact Unis to clarify some of their concerns or queries prior to "Change of Preference" There is just so much to do and often you get request mainly from Y10 Leadership to ask about additional Work Experience as taster programs prior to selecting Year 11 as some students may have opportunities to be picked up by trades if they are of suitable age or exemptions.
- Liaise with external employers and organisations to organise opportunities for students as well as advocate for students with special needs.
- Liaising with local scholarship providers; organising individual learning programs for TAFE trainers and teachers

- manage subject change requests as well, update VASS, Griddle, teachers families once career guidance has been given.
- managing the exit and non-attending students
- meeting with students who are flagged as "of concern" in VET classes/programs.
- Morrisby interviewing
- n/a
- Non of the above as my colleague undertakes these duties.
- None
- none
- None
- none
- None
- Our school only goes to Year 10.
- Students and families from Year 9 - 12 can book appointments. These appointments can cover many different aspects of careers and student support.
- students from year 8 are encouraged to explore their career options with families present until year 11
- students only discussion on pathways
- Train other staff to have careers conversations (house leaders and pastoral leaders)

Q 44. In your current role, which of the following tasks and duties do you perform in career teaching? Choose all that apply.

- Administrate and provide advice on digital career resources.
- Although ES Support Staff, we deliver our Careers Education Program sessions in classes with a classroom teacher present; classroom teachers administer Morrisby Profiling sessions and the Year 7 & 8 Careers Education Programs that we've written (meet DE guidelines) for them to deliver. Delivery of TIS session and Year 12 results and privacy session is run by me.
- Another team member does this
- CAP
- career tools and study work grow platforms are used to create the career lesson plans.
- course advice
- Create posters, visual aids, handouts, info guides
- Deliver VCE VM WRS subject
- Delivery of full cohort lessons
- Developed and maintain a digital library
- have done these things historically but am now looking to outside parties to have this provided due to lack of time
- I am not a teacher
- I am present for when students in years 7-10 do their Career Action Plan in class. I attend any career based incursions or excursions when I am available
- I support the careers team to do this on campus

- I utilise Study Work Grow's Ponder Program and work with the Yr 10 coordinator to schedule lessons throughout the year. So I don't develop or deliver them myself, but assist in providing the resources to the teaching staff.
- implement school wide CAP using Career Tools
- In Term 2, I organised a 11-week Career program for Year 9. This includes many features and I give this to each of the 9 Homegroup teachers weekly. They are documented sessions and in Week 5 they attempt their Career Action Plans. In Term 2 I do a similar Careers program for 110 Year 8 students and in Term 4, I do the other half of Year 8. In Term 4, I do a 9-week session Careers session for Y7's . In Year 12, they have a Careers program disseminated to them weekly from Term 1-end of Term 3. This includes a lot of information about what opportunities in TAFE, Uni and for GAP year or ongoing employment. For year 12, I relay very much on the information being sent to me from Unis and TAFEs and also I subscribe to Career News and Weekly Career news that helps with this.
- Limited curriculum time for careers is provided
- Manage administration and communication to teachers, timetables, events etc.
- Manage careers content on careers webpage including producing careers videos for students (stored in you tube channel).
- Morrisby interviewing
- N/A
- N/A
- N/A to role
- NA
- NA
- na
- NA
- newsletter
- nil
- nil
- nil. Career and Enterprise teachers handle this
- No career teaching is required
- No formal career classes at present.
- No time for any of this
- No time for career teaching
- Non - Teaching Saff
- Non of the above as another member of staff does his.
- none
- none
- none
- None
- NONE
- none done by teaching staff
- None of the above
- None of the above I'm not a teacher
- none of the above, I am not a teacher and this is a problem in schools that have career practitioners as ES staff and some teachers. We are treated differently and ES career practitioners are not valued as professionals in their field, their influence is limited
- None of these

- None of these
- Not a teacher
- Not a teacher
- Not a teacher, although I would like to be and I have requested PTT so I can assist with WRS delivery.
- Not allowed to as I am not a teacher
- Not part of my role
- Occasionally deliver WRS-related sessions
- presentation at request of teachers for specific information or presentations and support certain lessons like WRS
- Provide and promote careers learning opportunities available to staff for students to participate in. Then plan and lease with organisers
- Provide information to students on TEAMS to year level pages
- Provide resources via school LMS
- Regular career news and updates on Teams and emails
- Run year level presentations
- Support Career Leaders in delivering Career Curriculum
- support teachers to facilitate careers lessons, organise careers programs and tours.
- Supporting the delivery of careers curriculum or activities in a classroom setting with the student and teachers.
- Teach VCE-VM Work Related Skills through a Careers Practitioner lens!
- teachers deliver the larger sessions on our behalf
- This is all done by my manager who is a teacher
- We develop class lessons, but these are often not delivered unless we are present and allowed to assist
- We do not have careers program in embedded in the curriculum
- We don't have formal class time, so we run a program outside of school hours that covers the curriculum.
- We used to have specific careers lessons throughout the year that I organised, but that was taken away this year. I will still need to run some of these sessions.
- Work with teachers in Years 9 and 10 to begin the conversation around careers, such as subject selection, quizzes, work experience, resumes, and job readiness.
- working with teacher to develop the curriculum as non-teacher

Q 45. In your current role, which of the following tasks and duties do you perform in career testing? Choose all that apply.

- about to complete Morrisby training so that we can provide the profiling to senior students who missed it in Year 9
- Administration of Morrisby Profiling through Careers classes and supporting other Careers teacher with this, communicating with Careers Coordinator during this process, helping students to understand their results.
- all of the above but with Career Avenues
- Another staff member runs Morrisby
- Arrange guest speaker to do group unpacking session (Tyson Day - Arrive & Thrive)

- Assist with MyFuture
- Career Action Plans, unpack with students, family and teachers
- Career Tools career profiling is done with all Year 10 students
- Career Tools website and My Future quizzes and activities
- Coordination of Morrisby
- Currently looking into Morrisby
- I am not really able to explain to students about the Morrisby testing because frankly I don't want to learn about it as I could never fit that in my work now as it is. I would leave that to other people outside the school. I would die if I was expected to do this and learn about those reports. I hope I am retired before someone from CEAV or DET order me to do it. I hate that thought. I just hate doing the Morrisby administration. That is enough for me. In this role, I feel I am not a Careers teacher, just a tick a box administrator. So when people say do training to be able to explain Morrisby, I close the door in their face. (really, I have no time for that!)
- I am not responsible for Morrisby - but will be in the future
- I don't run the Morrisby Profiling
- I help coordinate Morrisby with teaching staff. I am present during the assessment and also present with (some) students when they have their interview
- I recommend online quiz resources such as from Skills Road or myfuture.
- I'm not involved with Morrisby
- just the admin around Morrisby, no actual counselling, we're just admin officers for the program really which is a shame given we have a qualification to actually deliver counselling instead it is farmed off to external consultants
- Liaising with Morrisby coordinator and Morrisby practitioners during testing results. Following up on any students missed by Morrisby Practitioners
- Manage Career Tools
- Manage the entire process of Morrisby for our school.
- Morrisby (yr) is undertaken by a teaching member of staff
- Morrisby it outsourced to a provider
- My colleague attends to this. I used to do this at other schools
- NA
- Nil
- nil
- nil
- Nil
- nil
- NON
- None
- None
- none
- none
- none - no time to bring it in
- None of the above
- None of the above
- None of the above SWL only
- None.
- not sure

- One of the other CPs is responsible for coordinating the delivery of Morrisby in the school, the whole Careers Team supports this by supervising students who are undertaking Morrisby profiling
- Only meet with students who may have missed their one on one with an external interviewer
- Organise Career Avenues Profiling for Year 10 students, report to students and parents about the profile and what it means, individual meetings with students and parents to discuss profile results, generate VCE subject selection based on profile and student information provided in the meeting
- other team members organise Morrisby
- parent information session on Morrisby
- Providing support during Morrisby profiling
- Running a Morrisby Parent Information Session
- Running of Morrisby is done by curriculum. We just get to meet with students
- Students are provided with career quizzes through career tools on an opt in basis
- Students undertake basic testing via Career Tools with the goal of introducing Morrisby when we have a platform to deliver and follow up their results
- Training of colleagues and students to use Career Tools
- Try to get Year 8s to create and complete My Future Online Quiz
- Use Career Tools testing to help develop career plan
- using Careers Tools software.
- we do not deliver Morrisby
- We do not test. We use the career tools website to run career profiling activities and career action plans
- we don't currently use Morrisby
- We offer senior secondary only, we offer LLN practice tests, VIA Character strengths and some basic RAISEC tests.
- We run a session on Introducing Morrisby in classes; classroom teachers administer profiling - that is split into two sessions (100 minute double period + 50 minute single period) to suit student cohort and time table needs; we organise the appointment schedules, chase the students when they don't turn up and coordinate online sessions (we book the Library classroom out for a week), we provide the laptops, ensure each student is logged in with their interviewer etc. We do not get anything else done that week with average of 280+ interviews to get through.
- we run Morrisby but I haven't
- We struggle to get Teachers to use Career Tools with students....
- Working with the local TAFE to participate in a Tertiary Futures Program. This is made up of online training and multiple days on campus at the TAFE.

Q 47. In your current role, which of the following tasks and duties do you perform in Work Experience? Choose all that apply.

- **Our Admin Assistant prepares the documentation and sends these to employers - work completed in our office but not all done by me!! We do visit students if needed when on W Exp, however as it's compulsory we collapse Yr 10 classes so classroom teachers visit students; we only visit if some students don't have a teacher sign up for this. Teachers love visiting students when out at work!!
- Advertising in the newsletter encouraging students or informing students of LLEN opportunities
- After this, the Careers assistant takes over

- again just the admin. I asked to spend more time trying to network with employers instead they farm this out again to externals. We are just here to do admin work as an extra ES staff member. we are not seen as professionals in our field, and we need to have our own classification in the EBA otherwise we will never have responsibility in schools other than to either be a teacher or ES staff who just do admin
- All information, presentations and delivery of the program
- all the paperwork and student management, EVERYTHING to do with work experience, promotion to students, parents,
- Another colleague organises Work Experience
- Assist my Admin person by chasing up missing forms etc that she processes
- assist students to find work experience, call employers and fill out documentation
- Build employer base
- Calling students on work experience
- calling students on work Experience
- Coaching students on Phone call etiquette, Email Etiquette, Work Readiness, and expectations of soft skills in the workplace prior to work experience in Year 9 or 10
- Contact parents to check in before work experience starts
- Contacting student on work experience via phone or email
- Contacting students (phone calls) while on placement. Presenting in class re: Work Exp, meeting with students who need extra support finding a placement.
- contacting students on work experience
- Deliver Work Experience program overview and associated OHS requirements, assisting students with seeking placements, phone calls and recommendations and Thanking employers for their support with either a certificate and or morning tea celebration etc.
- Development of digital form processes, preparing instructions and documentation for staff to complete visits and track these, and all administration requirements (e.g. risk, medical requirements) - extremely time consuming!
- ES support role
- Finding placements for students
- Helping to Check the forms as they are handed in to the office for clarity and readability
- I assist with work experience only when asked.
- I call students/employers - we don't do site visits
- I conduct check-in calls with students and employers during work experience as site visits are too difficult (student cohort is very large)
- I coordinated the Work Experience program last year, however, am currently supporting my colleague who is managing this process this year
- I do not
- I don't do this for work experience. I do this for SWL
- I personally am not involved in work experience
- I support another teacher in work experience and liaise with her
- I usually phone students on placement not visit them
- I'm not involved with work experience
- Liaise with coordination team re WBL
- Liaise with the local LLN to secure appropriate placements for our students.
- Liaising with SWLLEN who broker the placements. Year level assemblies/class information session. Parent liaison. Compass administration for events/attendance.

- Making sure all work experience paperwork is completed to the legal standard and pre-work experience training is done.
- Manage the individual who coordinates work experience
- Management of staff to coordinate work experience
- Managing staff visits for work experience
- mm
- Morrisby interviewing
- N/A
- N/A
- NA
- na
- n-a
- none
- None
- none
- none of the above. We aren't even allowed to offer it to students unless it is in the holidays
- none
- Not part of my role
- One of the other CPs is responsible for managing the WE/SWL program at school, we support this by working individually with students on WE/SWL placements
- Only as required if there is uptake. Processing of paperwork.
- Organise guest speakers to support student success in the workplace (personal branding and elevator pitch, value of first impression)
- Organise OHS certificates
- organising teachers to visit students
- Organising travel, accommodation, restaurants and activities in Melbourne for 5 nights
- Organising Y10 teachers for visits
- Our Year 10 Careers Advisor performs the above tasks for Work Experience
- Oversee work experience that is organised by other team members
- Phone call to organisations hosting students for work experience early in the week of their placement
- Phone calls. management of student ex spreadsheet, class visits, email reminders to students and parents
- Phone students on placement
- Phoning employers regarding work experience
- Preparing, delivering and executing the OH&S required of all students prior to going out on Work Experience
- Provide specialist briefings for Deaf students
- provide support to other career practitioner who organises work experience
- providing information on work experience program for teachers to deliver in class
- Running preparation sessions prior to work experience in Term 1, 2 & 3 holidays. Running reflection sessions after completion of work experience in Term 2, 3 and 4. Ensuring students are contacted on work experience by telephone.
- sourcing placements
- Sourcing work experience placements
- Support the team of practitioners that do this work

- supporting students to prepare for work experience through Careers classes and reflecting on the experience afterwards and updating resumes to reflect this.
- Supporting work experience coordinator in assisting students in finding placement
- take classes leading up to work experience, getting students to complete OH &S, expectations, cold calling, made a work experience work book for students to complete
- The DET started that new online portal. I was too ambitious with our 150 students. That portal was just too restrictive, and we could not create the forms and push them out. We had no control. Students and parents got confused with dates and signing and never looking at emails. We persisted for all of term 1, and I think we had 11 students on the portal out of the 150 students and then as it was too slow, I just said to the students, well we will all do manual ones now and forget that site as it is really not user friendly from a Careers set up and we are waiting to long for people to sign, so we scrapped it and now we are going back to manual forms. We have been working on Manual forms over the Easter Break and then when I arrived back in Term 2, the DET said they are closing the site for a few days for maintenance just when we may have needed it as students go out in Term 2 week 3. Why did they not do the maintenance when schools were on holidays. Stupid department. Anyway, we have tossed that site to the side and have gone back to manual forms. I don't think we will use the electronic site until I hear from another school that they love it and can put in their own dates, do forms with double blocks so not to annoy employers who do not want do forms all the time. And also, some students' parents don't even check email or are not clearly on cases as their details are not up to date. Not form me at the moment. I think I was just too ambitious early in term 1 and it makes me laugh that I sent out 150 emails to students to use the site and we have I think 7-11 successful documents and I only have 140 to go this week. What a mess.
- There is no time for visits or debriefs
- This is not part of my role
- Training staff to support the work placement program
- Two half day work experience prep sessions - resumes, cover letters & mock interviews; and OHS training
- We all contribute to work experience, however another member loves it and will take the lead.
- We do not offer work experience
- We don't offer Work Experience
- We have an assistant whose task is to get the WEAf prepared and sent out. Organise teaching staff to make most of the visits or calls
- Work experience is currently done by the Year 10 coordinator at my school
- Workshops and administration (as part of careers team)

Q 48. In your current role, which of the following tasks and duties do you perform in communication? Choose all that apply.

- Add pathways information to school newsletter
- Another team member does this
- Assist with newsletter
- Attending Open mornings and speaking with parents about how we support students to make great decisions for their futures
- Communication with parents regarding important careers milestones and resources

- Communications via Compass and internal noticeboards
- Compass chronical posts logging student interactions. Direct email conversation with student and parent.
- contribution to school newsletters
- daily bulletin notices and fortnightly newsletter articles. And Yearbook article
- Developing communication channels to promote careers education and programs is a key strategic priority for my school. My leadership only recently accepted adoption of Career Tools. Otherwise, much of the communication I have with the school community is via Compass or whole school newsletter
- Development of booklets and flyers for students
- distribution of posters, fliers, university materials etc
- email opportunities to targeted groups.
- Email to students and parents
- Emails to students and parents. Maintenance of Year 12 page and subject selection pages
- forward career-based information to admin staff to put in school newsletter. Have an area in the library of brochures and other information for the students. Have a large display board in the students' area displaying career information posters.
- Google Classrooms Year 10-12 re careers and VET
- I email information to students and families. I also speak directly to students, individually or in a year assembly.
- I send out information via Compass but the newsletter I use is provided externally
- Informing the newsletter creator of relevant careers events and information to include in the school newsletter
- Maintain careers website
- Maintaining and updating careers page on internal student hub
- Messaging individual students (Teams and email); cohort parent emails for relevant information
- mm
- Morrisby interviewing
- Much of my role is also taken up with managing student subject changes. Lots of meetings, documentation and liaising with other staff about this.
- N/A
- n/a
- N/A
- na
- Newsletter contributions
- nil
- Non as my colleague does this
- None
- None
- none
- None
- None
- none
- NONE
- None of the above
- None of the above

- None of these
- Not interested in the LMS at the moment. Too hard basket as it is too restrictive for Careers Practitioners to set up the dates firstly and to mention things in notes to say there maybe a whole school excursion. I had to write additional persona letters to employers as we could not put that in a notes facility on the LMS. When the LMS resolves some design issues so that it allows Careers practitioners to customise dates and blocks better, then maybe we will have another go at it, but we have resorted to snail email to parents and hard copy forms.
- not my area
- not my role
- Notice boards in the school
- One of the other CPs is responsible for our team's Communication (newsletters, FB etc), all of us support them by posting relevant information etc.
- parent / student emails promoting career opportunities
- Post information on Compass
- post updates/opportunities of our a careers website and level google classrooms
- Posters, handouts, etc
- Providing general information to parents and students when asked on a one-to-one basis face to face, phone, or email
- Referring appropriate material to relevant parties as required
- Regular meetings with parents
- run career competitions, use TEAMS for updates and information
- School website; Compass; Google Classroom.
- Updates in school newsletters
- Updating roles on Career Tools
- Use of career tools to publish opportunities to students
- Use our school communication tools like compass and Microsoft Teams
- Using Compass system to communicate with families as needed
- VASS database, Cases, Compass, Emails
- we have a whole school newsletter that's all I have time for at .4 fraction and being ES staff that has to do admin more than counselling tasks
- we take turns creating items for the school newsletter.

Q 50. In your current role, which of the following tasks and duties do you undertake for professional development? Choose all that apply.

- 3 day Annual Tertiary trip to Melbourne and Adelaide
- any other senior leadership responsibilities
- As I am a registered teacher, even though I don't have a teaching load, I still attend education staff at school in order to keep my VIT registration current
- attend ACT CA meetings
- Attend All LLEN meeting and attend Wellbeing school meetings
- Attend career cluster meetings in my area
- Attend local career network meetings
- Attend local Careers Group Meetings,

- attend local LEN and cluster meetings
- attend network meetings
- Attend network meetings
- Attend Network meetings VET cluster. Mini Cluster meetings. Attend CEAV and VDC PDs. Currently studying a Dip in Counselling.
- Attend ny local careers network meetings
- Attend Professional Development to assist students with Individual Needs
- Attend VET cluster
- attending all careers excursions
- attending career expos. Most pd is conducted online
- Attending career network meetings. Reading articles relating to careers development. I don't have the time available to go out to practitioner days.
- Attending Careers and VET Network Meetings, Executive Member of SELLEN Board, Executive Member of VET Cluster Sub Committee
- Attending CEANT meetings
- Attending LLEN Meetings
- Attending local network meetings
- attending local network meetings
- Attending occasional interstate career practitioner training days
- Attending PVET meetings; PCEA meetings and PPA Meetings when I can
- Attending regional career and VET network meetings on a monthly basis
- Attending regional careers meeting
- Attending VET cluster meetings and Careers group meetings
- Career Group meetings, LLEN meetings and activities.
- Career Network Meetings, Advisory Board Meetings
- Careers Group & VET cluster meetings
- CEAV webinars; University webinars
- CECN meetings, Uni CP days, TAFE visits when available.
- Completing Grad Cert Career Development in 2025
- Courses at The Victorian Academy
- Doing a Master's in Careers Education
- Executive Member of the Mullum Cluster, attend Cluster meetings as a CP, Knox Career Group Meetings also termly meetings the Career Education Network for my region.
- Help run local Careers Network Group meetings
- I attend all of the above mostly for myself, unfortunately it is not used for the school so much as they don't really take on board many of my suggestions
- It's difficult for people in rural areas to attend career practitioner days. Travel, accommodation and leaving work for classes needs to be considered.
- Joining local career networks (e.g. Yarra Careers Group, Waverley Careers Association)
- Keeping up to date with overseas career services
- LEN meetings, open days, workshops when possible.
- LLEN meetings
- Local career network meetings
- Local Careers meetings
- Local network meetings DVCEA
- local schools career group network

- Maintain PL opportunities where I can through ACCE
- Maintaining membership of CDAA & NCDA
- meeting with local employers, employment agencies, tertiary providers, alternate education providers,
- Member of CGCAC and YCG
- member of local / district careers associations
- Member of Shepparton District Careers Association
- Membership of local careers network
- Network group meetings/LLEN meetings/
- Network meetings - SELLEN and DVCEA
- Network meetings for both Careers and VET
- Online webinars with Education providers, reading articles on My Future or Linked In
- Other careers related webinars, additional reading to improve leadership skills
- Participate in Community of Practice groups and education department initiative working parties
- Professional Reading (both careers and student learning related)
- Professional reading OECD reports, PISA, etc
- Reading information (e.g. on LinkedIn or the ACCE Journal), investigating careers information and websites to develop resources.
- Reading relevant articles and books, following Career Professionals on LinkedIn
- readings of information but it can be hard to find time tbh
- Regular attendance at VET cluster and Industry Partnership meetings
- Running regional careers teachers meetings
- Studying Cert IV Career Practitioner
- This year the Career Practitioner Days seemed to be mainly on a Thursday. This was a day difficult to get out of school as I teach Year 12 in VET and I only see them once per week and so the Uni's did not move days around. RMIT, LaTrobe, Deakin I think we're all on Thursdays or a Tuesday. I only went to RMIT for half a day as I had to get back to work to teach VET from 1:30-5:15 and I did not go to LaTrobe at all and a lot of our students go to LaTrobe but again a Thursday and Monash Uni was on a Thursday.
- VET Cluster; Career group; regularly present career information at VALA conferences
- Watching webinars on platforms such as MyFuture
- webinars e.g. MyFuture
- where possible
- Would like to attend CP days and Industry days but I do not have the time

Q 50. In your current role, which of the following tasks and duties do you undertake for professional development? Choose all that apply.

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- any other senior leadership responsibilities
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