



Australian Government

**Department of Education, Employment
and Workplace Relations**



**CONNECT TO
YOUR FUTURE**
Career Advice Australia



**HILLS
SCHOOLS
INDUSTRY
PARTNERSHIP**

My Transition Plan

Name:

School:

Information profile

Don't forget to update your details each year, or as they change.

My Details

Year (eg. 2006)	
Name	
Preferred Name	
I am Aboriginal / Torres Strait Islander	<input type="checkbox"/> Yes <input type="checkbox"/> No
I am from a non-English speaking background	<input type="checkbox"/> Yes <input type="checkbox"/> No
Gender	
Date of Birth	
Age	
Address	
Postal Address (if different)	
Phone (Home)	
Phone (Work)	
Phone (Mobile)	
Email	

Family & Other Responsibilities (optional)

- I have a part time job
- I look after my brother/sisters before or after school
- I look after a sick/disabled family member
- I contribute to the family business several hours a week
- I live independently & need to work to support myself
- I am a representative in a regional, state or national sports team or activity & have training commitments
- I am an international student
- I am a parent/caregiver
- I have cultural responsibilities
- Other _____

MY NEXT TRANSITION STEP

Fill in this page if you have recently moved to this school/site

Tick the transition that applies for you

- Yr 7-8 Adult Re-entry Changing Schools Other _____

What I am looking forward to when I start at this site

Concerns I have about starting

What would make my transition easier

Skills I bring with me

Opportunities I hope to explore

The highlights of my previous school/situation for me were

MY SUPPORT NETWORKS

The People Who Support Me at School

Names:	Contact Details:

The People Who Support Me At Home

Names:	Contact Details:

Community Agencies That Support Me

	Names:	Contact Details:
Job Network		
Group Training Company (GTO)		
Centrelink		
Youth Pathways		
Disability agencies		
Youth Agencies		
TAFE		
Other		

MY LEARNING PROFILE

These questions are all about your learning and will help you understand how you learn best

I learn best when

I don't learn well when

Things I am good at (strengths)

What I least enjoy

Things I want to improve/challenges

My interests are

What I like to do in my free time

What I would like to do and have never done

Special Interest School Focus (sport, music, agriculture, International Baccalaureate)

Don't know how you learn best? Try these websites and talk with your teacher.

<http://www.learning-styles-online.com>

<http://www.rccc-online.com/~psych/LSInventory.html>

<http://www.calstatela.edu/faculty/jshindl/teaching/lstyle.htm>

RESEARCHING PATHWAYS

This page assists you with resources you can use when thinking about future pathways

Career Planning Sites

www.myfuture.edu.au
www.jobguide.dest.gov.au/
www.thesource.gov.au
www.getaccess.westone.wa.gov.au
www.sites.uws.edu.au/rdlo/disclosure/
www.adcet.edu.au/RDCO
www.wagenet.gov.au

Training and University Sites

www.itpaystostay.com
www.jobsearch.gov.au/
www.volunteersearch.gov.au
www.training.com
www.masnational.com.au
www.unsw.edu.au/
www.usyd.edu.au/
www.csu.edu.au/
www.newcastle.edu.au/
www.mq.edu.au/
www.uts.edu.au/
www.uws.edu.au/

Employment Assistance

www.jobnetwork.gov.au
www.seek.com.au
www.careerone.com.au

Health & Wellbeing

www.cyh.com/SubDefault.aspx?p=159
www.cyh.com/SubDefault.aspx?p=160
www.livelifewell.nsw.gov.au/

Knowing more about yourself

www.personalitypage.com/portraits.html
www.humanmetrics.com/cgi-win/JTypes2.asp

PATHWAYS PLANNING

You can research a number of different pathway options and keep a record of the information.

<i>Pathway Option 1</i>	
Date	
My reasons for exploring this pathway	
Pre HSC subjects/experiences	
Stage 1 subjects required	
Stage 2 subjects required	
Teacher recommendations for subjects	
VET/Structured Workplace Learning/Australian School-based Apprenticeship linked to pathway	
Training/Higher Education Institution offering course	
Work Conditions eg. indoors, team work, flexible work hours, some travel	
Jobs that might require similar skills/abilities/working conditions	
Possible downsides to the job eg. low pay while training, a long way to travel, start at the bottom)	
Other Research	

<i>Pathway Option 2</i>	
Date	
My reasons for exploring this pathway	
Pre HSC subjects/experiences	
Stage 1 subjects required	
Stage 2 subjects required	
Teacher recommendations for subjects	
VET / Structured Workplace Learning / Australian School-based Apprenticeship linked to pathway	
Training / Higher Education Institution offering course	
Work Conditions eg. indoors, team work, flexible work hours, some travel	
Jobs that might require similar skills/abilities/working conditions	
Possible down sides to the job eg. low pay while training, a long way to travel, start at the bottom)	
Other research	

MY EMPLOYABILITY SKILLS

Keep a record of the skills you use in school, the community and in the work environment.

Communication skills (communicate ideas and information, including negotiation)

Source of Evidence	Description	Verified By
<input type="checkbox"/> School <input type="checkbox"/> Home/Community <input type="checkbox"/> Workplace Learning		

Research skills (collect, analyse and organise information)

Source of Evidence	Description	Verified By
<input type="checkbox"/> School <input type="checkbox"/> Home/Community <input type="checkbox"/> Workplace Learning		

Teamwork skills (working cooperatively with others, including in teams)

Source of Evidence	Description	Verified By
<input type="checkbox"/> School <input type="checkbox"/> Home/Community <input type="checkbox"/> Workplace Learning		

Problem-solving skills (being innovated, creative and making decisions)

Source of Evidence	Description	Verified By
<input type="checkbox"/> School <input type="checkbox"/> Home/Community <input type="checkbox"/> Workplace Learning		

Mathematical skills (using mathematical ideas and techniques for practical purposes)

Source of Evidence	Description	Verified By
<input type="checkbox"/> School <input type="checkbox"/> Home/Community <input type="checkbox"/> Workplace Learning		

Enterprise skills (including having initiative and drive)

Source of Evidence	Description	Verified By
<input type="checkbox"/> School <input type="checkbox"/> Home/Community <input type="checkbox"/> Workplace Learning		

Planning and Organisational skills (including managing people and resources)

Source of Evidence	Description	Verified By
<input type="checkbox"/> School <input type="checkbox"/> Home/Community <input type="checkbox"/> Workplace Learning		

Adaptability skills (being positive and flexible)

Source of Evidence	Description	Verified By
<input type="checkbox"/> School <input type="checkbox"/> Home/Community <input type="checkbox"/> Workplace Learning		

Technology skills

Source of Evidence	Description	Verified By
<input type="checkbox"/> School <input type="checkbox"/> Home/Community <input type="checkbox"/> Workplace Learning		

Evaluation skills (being able to review and assess situations, your own work and the work of others)

Source of Evidence	Description	Verified By
<input type="checkbox"/> School <input type="checkbox"/> Home/Community <input type="checkbox"/> Workplace Learning		

MY CAREER DEVELOPMENT CAPABILITIES

AREA A: PERSONAL MANAGEMENT

1. Build and maintain a positive self-image

Source of Evidence	Description	Verified By
<input type="checkbox"/> School <input type="checkbox"/> Home/Community <input type="checkbox"/> Workplace Learning		

2. Interact positively with others

Source of Evidence	Description	Verified By
<input type="checkbox"/> School <input type="checkbox"/> Home/Community <input type="checkbox"/> Workplace Learning		

3. Change and grow throughout life

Source of Evidence	Description	Verified By
<input type="checkbox"/> School <input type="checkbox"/> Home/Community <input type="checkbox"/> Workplace Learning		

AREA B: LEARNING AND WORK EXPLORATION

1. Participate in life-long learning supportive of career goals

Source of Evidence	Description	Verified By
<input type="checkbox"/> School <input type="checkbox"/> Home/Community <input type="checkbox"/> Workplace Learning		

2. Locate and effectively use career information

Source of Evidence	Description	Verified By
<input type="checkbox"/> School <input type="checkbox"/> Home/Community <input type="checkbox"/> Workplace Learning		

3. Understand the relationship between work, society and the economy

Source of Evidence	Description	Verified By
<input type="checkbox"/> School <input type="checkbox"/> Home/Community <input type="checkbox"/> Workplace Learning		

AREA C: CAREER & LIFE BUILDING

1. Secure, create and maintain work

Source of Evidence	Description	Verified By
<input type="checkbox"/> School <input type="checkbox"/> Home/Community <input type="checkbox"/> Workplace Learning		

2. Make career enhancing decisions

Source of Evidence	Description	Verified By
<input type="checkbox"/> School <input type="checkbox"/> Home/Community <input type="checkbox"/> Workplace Learning		

3. Maintain balanced life and work roles

Source of Evidence	Description	Verified By
<input type="checkbox"/> School <input type="checkbox"/> Home/Community <input type="checkbox"/> Workplace Learning		

4. Understand the changing nature of life and work roles

Source of Evidence	Description	Verified By
<input type="checkbox"/> School <input type="checkbox"/> Home/Community <input type="checkbox"/> Workplace Learning		

5. Understand, engage in and manage the career building process

Source of Evidence	Description	Verified By
<input type="checkbox"/> School <input type="checkbox"/> Home/Community <input type="checkbox"/> Workplace Learning		

MY COMMUNITY SERVICE ACTIVITIES

This is a record of the skills you develop and the experience you gain in the community. Update your record every term.

Community/Cultural Activities

Description	Year	Total Hours	Specific Activities	Skills

Courses and Training completed

Description	Year	Total Hours	Specific Activities	Skills

Volunteer Experience

Description	Year	Total Hours	Specific Activities	Skills

Sports/Musical/Arts

Description	Year	Total Hours	Specific Activities	Skills

Enterprise Activities

Description	Year	Total Hours	Specific Activities	Skills

Other

Description	Year	Total Hours	Specific Activities	Skills

Personal Obligations

Description	Year	Total Hours	Specific Activities	Skills

Looking for Community Service ideas? Try these websites.

<http://www.oxfam.org.au>

<http://www.rspca.org.au>

<http://www.stjohnsa.com.au>

<http://www.rdasa.org.au>

<http://www.greenpeace.org.au>

<http://www.volunteeringsa.org.au>

<http://www.sessa.asn.au>

<http://www.amnesty.org.au>

LEARNING & TRAINING ACTIVITIES

Record information about the training, employment and pathway experiences and courses you undertake.

Vocational Educational & Training (VET)

Certificate Name	Completed	Year Undertaken	Demonstrated Skills

Workplace Learning (SWL)

Industry Area	Employer	Hours Completed Per Year	Year Undertaken	Demonstrated Skills

Australian School Based Apprenticeship (ASBA)

Industry Area	Employer	Hours Completed Per Year	Year Undertaken	Demonstrated Skills

Employment Record: Full Time/Part Time/Casual Work

Industry Area	Employer	Hours Completed Per Year	Year Undertaken	Demonstrated Skills

SCHOOL LIFE

Record any positions, awards or your participation in school activities.

Personal Achievements at School

--

Participation in School Activities

--

Positions Held At School

--

Awards Achieved At School

--

Application for Programs

--

PLANNING MY GOALS

A goal is turning something you want into an action.

Personal, Health & Well Being Goals

--

Learning & Behavioural Goals (including study skills)

--

Literacy and Numeracy Goals

--

Community & Citizenship Goals

--

Career & Life Goals (including life skills & employment related skills)

--

Financial Goals

--

MY ACTION PLAN

Work with your teacher, mentor, support worker, a family member or another important adult to develop your action plan. Consider your Action Plan as your road map.

A guide to get you from where you are to where you want to go.

GOAL	
Date	
Description	
What I Have Already Done	
What I Need	
Challenges to reaching goal	
Ways to deal with challenges	

Actions	By When	Who will assist me?

PLANNING MY LEARNING

Use this page to plan your learning for the following year

On a scale of 0-5, record your strengths & interest in learning areas, 0 being the lowest, 5 the highest.

ENGLISH / ESL			
Year level	Strength	Interest	What I want to learn/achieve next year

MATHEMATICS			
Year level	Strength	Interest	What I want to learn/achieve next year

SCIENCE			
Year level	Strength	Interest	What I want to learn/achieve next year

ARTS			
Year level	Strength	Interest	What I want to learn/achieve next year

DESIGN & TECHNOLOGY			
Year level	Strength	Interest	What I want to learn/achieve next year

HEALTH & PHYSICAL EDUCATION			
Year level	Strength	Interest	What I want to learn/achieve next year

LANGUAGES			
Year level	Strength	Interest	What I want to learn/achieve next year

SOCIETY & ENVIRONMENT			
Year level	Strength	Interest	What I want to learn/achieve next year

COMMUNITY / SPECIAL INTEREST PROJECT

Topic	
Aims	
Actions	
Skills/Capabilities developed	
Reflection	

PLANNING MY TRANSITION

**You should begin planning your transition as early as possible.
Use these checklists to give you some ideas.**

	Research	Review Date
<input type="checkbox"/>	Explored lifestyle and work options available to me	
<input type="checkbox"/>	Undertaken vocational testing	
<input type="checkbox"/>	Used the following research tools: Open Days Seminars www.myfuture.edu.au Career expos	
<input type="checkbox"/>	Attended an individual career guidance session	
<input type="checkbox"/>	Used my networks	
	Further Education & Training	
<input type="checkbox"/>	Have prepared for selection process e.g. Into Police Force, TAFE Entry Assessment	
<input type="checkbox"/>	Investigate courses available at university, TAFE & other training institutions	
<input type="checkbox"/>	Aware of prerequisites of university courses I am interested in	
<input type="checkbox"/>	Aware of minimum entry requirements for TAFE courses	
<input type="checkbox"/>	Aware of New Apprenticeship opportunities (traineeships & apprenticeships)	
<input type="checkbox"/>	Applied for University Special Entry Schemes, where applicable	
<input type="checkbox"/>	Aware of student support services offered by TAFE & University	
<input type="checkbox"/>	Aware of foundation courses I can undertake as a transition to tertiary studies	
<input type="checkbox"/>	Aware of credit transfer possibilities	
<input type="checkbox"/>	Aware of costs and financial support	

HSC

<input type="checkbox"/>	Planned my HSC study to fit with my lifestyle choices & other commitments	
<input type="checkbox"/>	Aware of subject prerequisites & levels of study for university pathways if chosen	
<input type="checkbox"/>	Aware of requirements for Framework for Post Compulsory Schooling (disability)	
<input type="checkbox"/>	Talked to my transition advisor about recognition of Community Learning that might provide a HSC unit	
<input type="checkbox"/>	HSC Pattern check	
	Community Involvement	
<input type="checkbox"/>	Aware of Day Options programs (disability) or my local Disability Open Employment Service	
<input type="checkbox"/>	Aware of community placement opportunities	
<input type="checkbox"/>	Explored volunteer work options	
<input type="checkbox"/>	Aware of committees in my areas of interest	
<input type="checkbox"/>	Placed all copies of certificates and evidence of participation in transition portfolio	
	VET/School Based New Apprenticeships/Structured Workplacement	
<input type="checkbox"/>	Investigated VET options available in my school/across district	
<input type="checkbox"/>	Planned which Vocational Education and Training I will undertake	
<input type="checkbox"/>	Explored Australian School Based Apprenticeship opportunities	
<input type="checkbox"/>	Planned Structured Workplace Learning that links with my interests	
<input type="checkbox"/>	Placed copies of all certificates & statements of results in transition portfolio	

HSC PLANNING

The Higher School Certificate (HSC) is NSW's certificate of secondary school completion

Stage 1 Compulsory Units (1 of each)		Free Choice Stage 1 or 2 or VET (1Unit/50 hours)		Stage 2 Compulsory Units (1 of Each)

TRANSITION PORTFOLIO

These statements summarise the skills and abilities you have demonstrated and your achievements in your experiences at school, in the community and in the world of work

Transition Portfolio Personal Statement

This is a statement you write about yourself, describing your skills, attributes and experiences. You have gained these abilities at school, at home, and in the community.

Transition Portfolio School Endorsed Statement

This statement will include information from your teachers and school reports. It will be collected from a range of school, community, and workplace contexts.

Transition Portfolio Community Statement

Collect statements from people outside the school about your skills and activities. These could include people who are aware of your participation in sport, volunteer work community work (eg St Johns, cultural activities, person you baby-sit for, youth group).

Transition Portfolio Employer Statement

Collect statements from employers that relate to the skills you have developed and demonstrated through experiences such as workplace learning, school-based apprenticeships, part-time or casual work and volunteer work. Keep a hard copy of these reports in your portfolio folder.

RESUME

Career Goal

--

Personal Details

Name	
Phone	
Address	
Career Objective (if known)	

Summary of Competencies

--

Personal Qualities

Education & Training History

Subjects/Course	Year	Educational Institution

Employment History

Position	Year	Company	Duties Performed

Work Experience

Position	Year	Company	Duties Performed

Volunteer / Community Work

Position	Year	Company	Duties Performed

Referees

--

Sports / Hobbies / Interests

--

TRANSITIONS TO MY FUTURE

It's good to know where you are going before you get there

This planning is designed to ensure you are well prepared for leaving school and have some contacts who can help you with your next steps. Remember you are likely to go through many transitions throughout your life. This is planning for the next 12 months after you leave school.

Age at leaving school	
Highest level of schooling completed	Year
	10
	11
	12

Now that you have made your plans for moving on from school, tick all options that apply to you.

- Travel
- Be a Parent/Carer giver
- Do Volunteer Work
- Run my own Business
- Work Full Time
- Work Part Time
- Seek Part Time Work
- Seek Full Time Work
- Undertake a New Apprenticeship
- Study/Train at a Private Training Provider
- Study/Train at TAFE
- Study at University

TRANSITION CHECKLIST

Use this checklist to help you plan your transition from school

Check List	What Do I Need To Do	When By
I have discussed my plans to leave with my Transition Advisor/Youth Pathway officer <input type="checkbox"/> Yes <input type="checkbox"/> No		
I have organised an exit meeting with my Transition Advisor, parent/caregiver, Career Advisor where appropriate & others I want at the meeting <input type="checkbox"/> Yes <input type="checkbox"/> No		
Tax File Number <input type="checkbox"/> Yes <input type="checkbox"/> No		
Learner's Permit or Driver's Licence <input type="checkbox"/> Yes <input type="checkbox"/> No		
I have informed Centrelink I am leaving school <input type="checkbox"/> Yes <input type="checkbox"/> No		
I have made an appointment with a Centrelink Officer <input type="checkbox"/> Yes <input type="checkbox"/> No		
I have a Centrelink ID Number <input type="checkbox"/> Yes <input type="checkbox"/> No		
I have arranged an appointment with an employment agency <input type="checkbox"/> Yes <input type="checkbox"/> No		
I have a Current Resume <input type="checkbox"/> Yes <input type="checkbox"/> No		
I know the closing dates for applications for my TAFE/University <input type="checkbox"/> Yes <input type="checkbox"/> No		

Check List	What Do I Need To Do	When By
I know where to go to get more information about University/TAFE <input type="checkbox"/> Yes <input type="checkbox"/> No		
100 point check for identification <input type="checkbox"/> Yes <input type="checkbox"/> No		
Registered for the electoral roll <input type="checkbox"/> Yes <input type="checkbox"/> No		
Bank Account <input type="checkbox"/> Yes <input type="checkbox"/> No		
Own Medicare Card <input type="checkbox"/> Yes <input type="checkbox"/> No		

INTENDED DESTINATION SURVEY

It's good to know where you are going before you get there

Plans for the Future

<p>What year level do you plan to complete before leaving school?</p>	<p> <input type="checkbox"/> Year 8 <input type="checkbox"/> Year 9 <input type="checkbox"/> Year 10 <input type="checkbox"/> Year 11 <input type="checkbox"/> Year 12 <input type="checkbox"/> Year 13 </p>
<p>What are your plans for next year?</p> <p><i>Tick the box/boxes that best reflect your most likely choice/s</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study at high school <input type="checkbox"/> Training At TAFE <input type="checkbox"/> Training with a private provider <input type="checkbox"/> Apply for a New Apprenticeship <input type="checkbox"/> Continue a current Apprenticeship <input type="checkbox"/> Study at University <input type="checkbox"/> Look for full time work <input type="checkbox"/> Continue full time work in current job <input type="checkbox"/> Begin full time work in current job, starting next year <input type="checkbox"/> Look for casual/part time work <input type="checkbox"/> Continue part time/casual work in current job <input type="checkbox"/> Begin part time/casual work, starting next year <input type="checkbox"/> Start my own business <input type="checkbox"/> Do volunteer work <input type="checkbox"/> Be a parent/care giver <input type="checkbox"/> Travel <input type="checkbox"/> Don't know

Career Plans

<p>Which of the following areas are you most interested in working? You may select more than one</p>	<table> <tr> <td><input type="checkbox"/> Business</td> <td><input type="checkbox"/> Outdoor</td> </tr> <tr> <td><input type="checkbox"/> Creative</td> <td><input type="checkbox"/> People Contact</td> </tr> <tr> <td><input type="checkbox"/> Office</td> <td><input type="checkbox"/> Practical</td> </tr> <tr> <td><input type="checkbox"/> Scientific</td> <td><input type="checkbox"/> Other</td> </tr> </table>		<input type="checkbox"/> Business	<input type="checkbox"/> Outdoor	<input type="checkbox"/> Creative	<input type="checkbox"/> People Contact	<input type="checkbox"/> Office	<input type="checkbox"/> Practical	<input type="checkbox"/> Scientific	<input type="checkbox"/> Other											
<input type="checkbox"/> Business	<input type="checkbox"/> Outdoor																				
<input type="checkbox"/> Creative	<input type="checkbox"/> People Contact																				
<input type="checkbox"/> Office	<input type="checkbox"/> Practical																				
<input type="checkbox"/> Scientific	<input type="checkbox"/> Other																				
<p>In which of the following areas are you most interested in working after you leave school? You may select more than 1</p>	<table> <tr><td><input type="checkbox"/> Arts, entertainment, sport & recreation</td></tr> <tr><td><input type="checkbox"/> Automotive</td></tr> <tr><td><input type="checkbox"/> Community services, health & education</td></tr> <tr><td><input type="checkbox"/> Finance, banking & insurance</td></tr> <tr><td><input type="checkbox"/> Food processing</td></tr> <tr><td><input type="checkbox"/> Textile, clothing, footwear & furnishing</td></tr> <tr><td><input type="checkbox"/> Engineering & mining</td></tr> <tr><td><input type="checkbox"/> Process manufacturing</td></tr> <tr><td><input type="checkbox"/> Sales & personal service</td></tr> <tr><td><input type="checkbox"/> Tourism & hospitality</td></tr> <tr><td><input type="checkbox"/> Building & Construction</td></tr> </table>	<input type="checkbox"/> Arts, entertainment, sport & recreation	<input type="checkbox"/> Automotive	<input type="checkbox"/> Community services, health & education	<input type="checkbox"/> Finance, banking & insurance	<input type="checkbox"/> Food processing	<input type="checkbox"/> Textile, clothing, footwear & furnishing	<input type="checkbox"/> Engineering & mining	<input type="checkbox"/> Process manufacturing	<input type="checkbox"/> Sales & personal service	<input type="checkbox"/> Tourism & hospitality	<input type="checkbox"/> Building & Construction	<table> <tr><td><input type="checkbox"/> Primary industry</td></tr> <tr><td><input type="checkbox"/> Communications</td></tr> <tr><td><input type="checkbox"/> Transport & storage</td></tr> <tr><td><input type="checkbox"/> Utilities e.g. gas, electricity, water</td></tr> <tr><td><input type="checkbox"/> Business & clerical</td></tr> <tr><td><input type="checkbox"/> Computing</td></tr> <tr><td><input type="checkbox"/> Science, technical & other</td></tr> <tr><td><input type="checkbox"/> General education</td></tr> </table>	<input type="checkbox"/> Primary industry	<input type="checkbox"/> Communications	<input type="checkbox"/> Transport & storage	<input type="checkbox"/> Utilities e.g. gas, electricity, water	<input type="checkbox"/> Business & clerical	<input type="checkbox"/> Computing	<input type="checkbox"/> Science, technical & other	<input type="checkbox"/> General education
<input type="checkbox"/> Arts, entertainment, sport & recreation																					
<input type="checkbox"/> Automotive																					
<input type="checkbox"/> Community services, health & education																					
<input type="checkbox"/> Finance, banking & insurance																					
<input type="checkbox"/> Food processing																					
<input type="checkbox"/> Textile, clothing, footwear & furnishing																					
<input type="checkbox"/> Engineering & mining																					
<input type="checkbox"/> Process manufacturing																					
<input type="checkbox"/> Sales & personal service																					
<input type="checkbox"/> Tourism & hospitality																					
<input type="checkbox"/> Building & Construction																					
<input type="checkbox"/> Primary industry																					
<input type="checkbox"/> Communications																					
<input type="checkbox"/> Transport & storage																					
<input type="checkbox"/> Utilities e.g. gas, electricity, water																					
<input type="checkbox"/> Business & clerical																					
<input type="checkbox"/> Computing																					
<input type="checkbox"/> Science, technical & other																					
<input type="checkbox"/> General education																					

<p>Do you know what job would you like to have after you leave school?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>If you answered YES to the previous question please enter the name of the job you intend to pursue</p>	

Assistance

Please indicate if you would like more information on any of the issues listed below

Tick all boxes that apply

Note: This information will be used by your school to plan support programs

- Getting a job
- Information on jobs & courses
- Information on study/training/courses
- Housing & accommodation
- Health e.g. drug matters, mental health
- Allowances e.g. Centrelink
- Support for being a parent/caregiver e.g. links to support groups
- No assistance required
- Other _____