



Lambton High School

Passport

Year 10 -
Senior Foundation AALP
2018



Name: _____

This passport should be completed throughout Year 10 and presented at your AALP interview. The passport consists of the following tasks. Mark off each task on completion.

- Record your NESA Number
- Create and record a Unique Student Identifier (USI)
- Complete your Career Action Plan
- Evidence of successfully writing a cover letter for a real job advertisement
- Certificate of the Completion of All My Own Work
- Certificate of Completion of 'Getting Organised' Workshop
- Certificate of Completion of 'Researching and Writing in the Senior Years' Workshop
- Evidence through self-assessment of senior level writing skills "Is my writing ready for Year 11?"
- Evidence of a minimum of five volunteer hours (this may be in school, in the home or privately arranged in the community)
- School Citizenship Record

Identify Yourself

- Record your NESA Number - this can be accessed via Schools Online. You will have a Careers lesson in Term 1 dedicated to this.

My NESA number is: _____

- Create and record a Unique Student Identifier (USI) - <https://www.usi.gov.au/students/create-your-usi>

My USI is: _____



Career Action Plan

A Career Action Plan helps you to focus on your goals and plans for the future. It helps you to work out how you are going to achieve what you want relating to school, work and life. A Career Action Plan lets you plan for different options relating to your career goals and plans. Complete your Career Action Plan.

My Profile

My name <i>* Include your full name and nickname</i>	My family <i>* List your family members</i>	My community <i>* For example, cultural group or religion</i>

Three positive words that describe me <i>* Examples include happy, outgoing, friendly, sporty, polite, healthy and creative.</i>	
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My top three interests <i>* Think about activities you do at school and outside of school that you enjoy, such as playing football or babysitting. Interests also include things like music or gaming.</i>	
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My top three values <i>* Values are things that you consider to be important and explain a lot about who you are. For example, some people think being honest, hardworking and caring about the environment are important values.</i>	
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Subjects I am studying this year	Subjects I plan to study next year

* How much do you know about getting a job? Visit the myfuture website (www.myfuture.edu.au) and try the 'Getting that Job' quiz which helps you to prepare for getting a job.

Occupations I am interested in	Work experience plans

Paid or volunteer work I have done	Two employment referees

* You already have a range of positive aspects about your personality and things you can do which will help you to do well at school and work. In the tables below, tick the top three attributes that best describe you and tick the top three employability skills you do best.

Attributes*	Top 3	Employability Skills*	Top 3
Loyalty		Communication	
Commitment		Team work	
Honesty and integrity		Problem-solving	
Enthusiasm		Initiation and enterprise	
Reliability		Planning and organising	
Personal presentation		Self-management	
Commonsense		Learning	
Positive self-esteem		Technology	
Sense of humour			
Balanced attitude to work and home life			
Ability to deal with pressure			
Motivation			
Adaptability			

* The Employability Skills Framework was developed by the Australian Chamber of Commerce and Industry (ACCI) and the Business Council of Australia (BCA) in 2002. For more information please see:
http://www.dest.gov.au/sectors/training_skills/publications_resources/other_publications/

My Goals and Plans

Career choice	Personal requirements	Education and training

* Goals are things that you want to achieve in the future. They are things that will help you to be prepared and ready for change at school or in your life. It is important that you think about goals early because then you can work out how to achieve them. Thinking about goals means that you will be prepared to study the subjects you like, do the types of occupations you prefer, and keep your future options open. If you meet a goal throughout the year, set another new one for yourself - maybe a more challenging one.

* Think about goals that relate to education/training and employment. For example, an education/training goal might be to start a school-based apprenticeship, and an employment goal might be to do work experience in an area you are interested in.

* Think about why the goals you have made are important.

* Think about how long it will take you to achieve your goals. Some goals are short-term which means you can achieve them in a few weeks. Some goals are long-term which means it might take a year or more before you can achieve them.

Education and Training Goals

What is my goal?	How will I do it?	Why is it important?	When will I do it by?

Employment Goals

What is my goal?	How will I do it?	Why is it important?	When will I do it by?

* You may need some help from allies to achieve your goals. Allies are people who can help you in different ways, like family members, community members, teachers, friends and other people you trust.

Who can help me?	How can they help me?

* The skills a person needs to do in a job are called employment-related skills. When you are thinking about jobs you are interested in, you might want to consider the work-related skills needed to do that job. For example, following instructions, working in a team with others, being organised, and using technology are all examples of work-related skills.

Employment-related skill I need	How I am developing it

Subjects in Year 11 that I need to do to achieve my education/training and employment goals (e.g. HSC, Cert II etc.)

Applying for a job

Find a job advertisement that interests you and add it to this page.

Cover Letter

Write a cover letter to apply for the job advertisement you have found. Submit your cover letter to the Careers Adviser for marking.

Careers Adviser to complete:

Appropriate cover letter for the job advertisement has been submitted, marked and feedback discussed

Comment:

Signed: _____

Date: _____

What did you learn from writing a cover letter and discussing feedback with the Careers Adviser? What adjustments will you make the next time you write a cover letter?

All My Own Work

English teacher to complete:

All My Own Work has been completed to a satisfactory level will all evidence assessment submitted via Moodle.

English teacher name : _____

Signed: _____ Date: _____

List three important points you learnt from completing All My Own Work?

Workshops

Getting Organised Workshop

Senior Learning Centre staff to complete:

'Getting Organised' workshop has been completed.

Teacher name : _____

Signed: _____ Date: _____

Research and Writing in the Senior Years Workshop

Delivering teacher to complete:

'Research and Writing in the Senior Years' workshop has been completed.

Teacher name : _____

Signed: _____ Date: _____



Is my writing ready for Year 11?

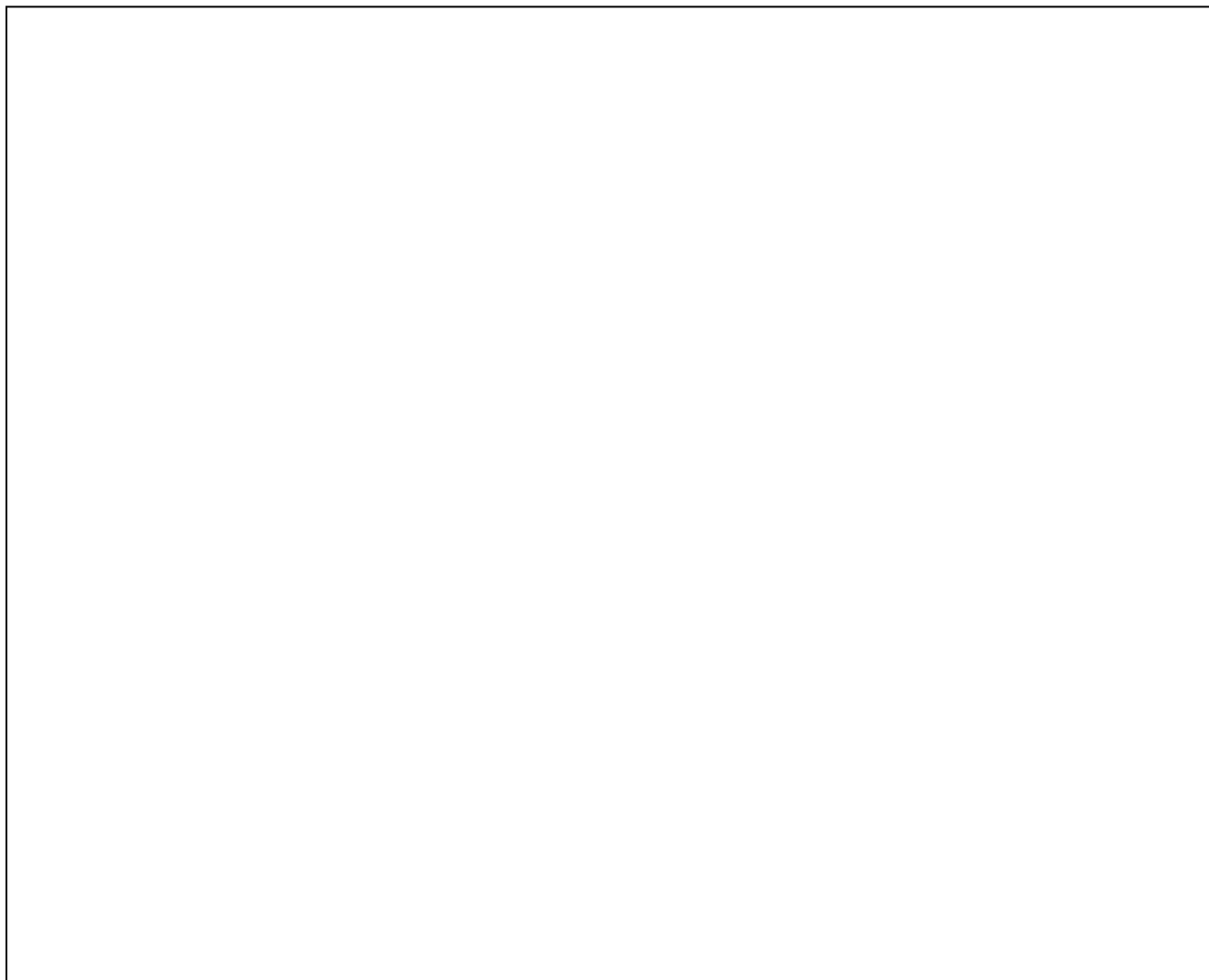
Choose a piece of your own writing that demonstrates you have the writing and referencing skills needed to begin Year 11. The piece of writing should be added below, clearly showing that a teacher has marked it. This piece of writing can come from any subject area. It should display appropriate writing conventions and referencing. You should use the checklist on the side of this page to help you identify the conventions you have used.

Conventions could include:

- strong introduction
- cohesive devices
- varied sentence structure
- appropriate modality
- answering the question
- no contractions - academic register
- topic sentences that link to the question
- explanation and/or analysis in paragraphs
- appropriate paragraph structure
- linking sentences back to the question
- an understanding of the verb requirements of the question
- subject specific vocabulary - referring to the rubric and/or syllabus requirements

Writing Reflection

You might find that you could easily improve your writing by using more conventions. Reflect on the piece of writing you chose. What have you done well? What can you do to improve?

A large, empty rectangular box with a thin black border, intended for the student to write their reflection on their writing.

Volunteering

Throughout the year you must demonstrate that you volunteer your time for a minimum of five hours. This might be at school during lunchtime, at home doing extra jobs or in the community. If you choose to do additional jobs in your home, this should be on top of your regular weekly contribution to your family. If you choose to volunteer in the community, this is a private arrangement and is not part of an official school volunteering program. The authoriser may be a teacher, a parent or an adult who supervised the activity.

Volunteering Record

Activity: _____

Date: _____ Duration: _____ hours _____ minutes

Authoriser name: _____

Authoriser signature: _____ Date: _____

Volunteering Record

Activity: _____

Date: _____ Duration: _____ hours _____ minutes

Authoriser name: _____

Authoriser signature: _____ Date: _____

Volunteering Record

Activity: _____

Date: _____ Duration: _____ hours _____ minutes

Authoriser name: _____

Authoriser signature: _____ Date: _____

Volunteering Record

Activity: _____

Date: _____ Duration: _____ hours _____ minutes

Authoriser name: _____

Authoriser signature: _____ Date: _____

Volunteering Record

Activity: _____

Date: _____ Duration: _____ hours _____ minutes

Authoriser name: _____

Authoriser signature: _____ Date: _____

Volunteering Record

Activity: _____

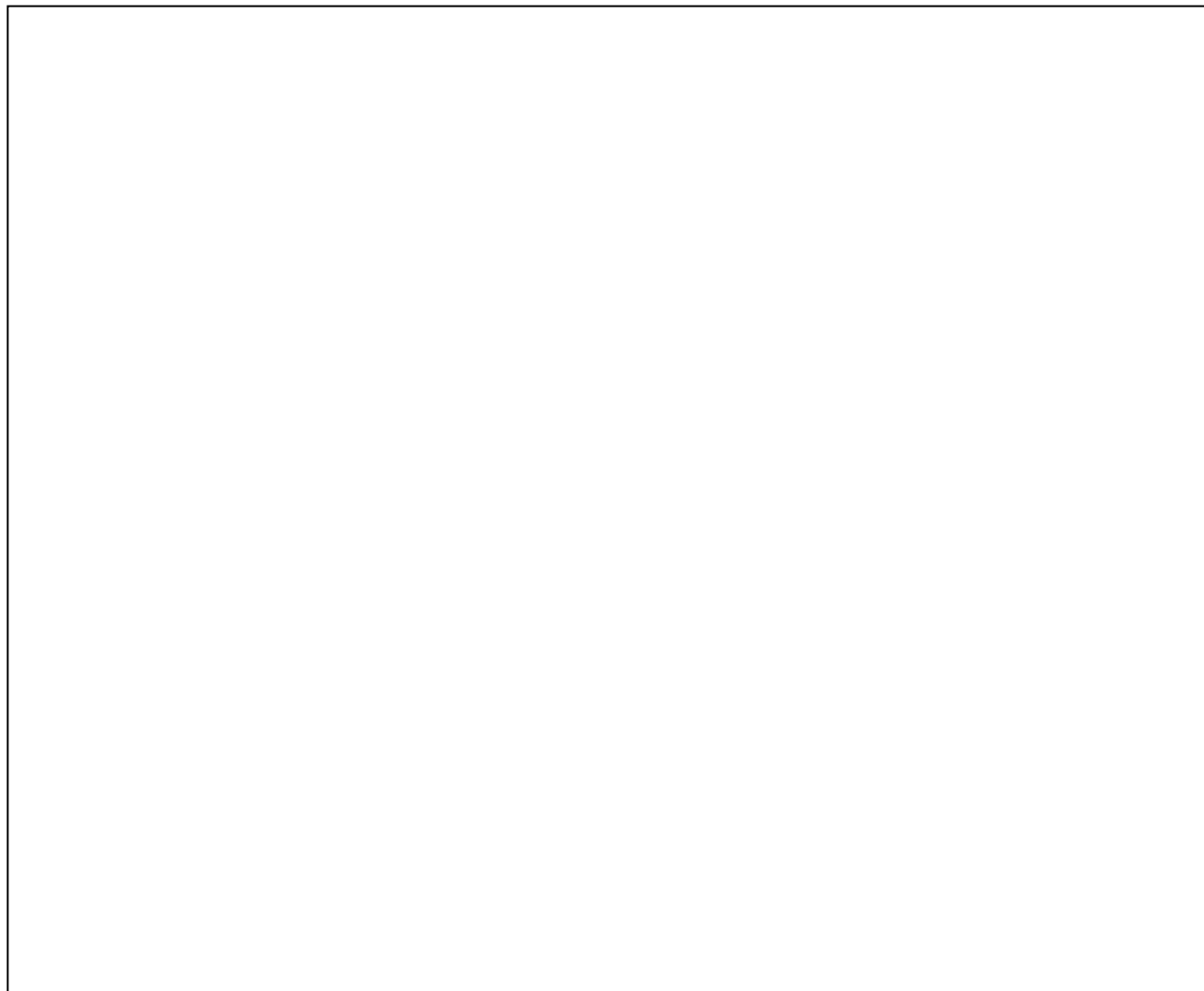
Date: _____ Duration: _____ hours _____ minutes

Authoriser name: _____

Authoriser signature: _____ Date: _____

School Citizenship

List where you have been involved in contributing to your school community this year. Examples could include representing the school in competitions, Peer Support, Green Day, Drama performance, helping in the library, Artibald, Reader/Writer etc.

A large, empty rectangular box with a thin black border, intended for the student to list their contributions to the school community.