Secondary School Pathway Programmes

Secondary school pathway programmes refer to structured learning arrangements that enable secondary students to experience and engage with post-secondary education, training and employment while still enrolled in school. This includes but is not limited to Trades Academies, Gateway, STAR and other dual enrolment programmes.

Attribute	Acceptable	Good	Excellent
Strategic Integration Pathway programmes (including funding streams) are strategically integrated into school operations, and culture.	• Pathway programmes are offered as additional options separate from mainstream curriculum • Compliance with minimum requirements for funded programmes is maintained • Planning and review of programmes occurs between school and external providers once or twice each year	*As for Acceptable, plus* • Pathway opportunities are actively promoted as valid pathways for all students • Pathway programmes are routinely factored into senior secondary curriculum design and delivery • Strong partnerships exist between schools, tertiary providers and employers • Programme design aligns with Vocational Pathways Framework • Regular joint review of programme effectiveness by school and each external provider occurs.	*As for Good, plus* • Pathway experiences are seamlessly integrated into senior secondary curriculum design and delivery • School timetabling and resourcing actively enables pathway experiences • School culture recognises multiple valid pathways to success • A collaborative evaluation with programme partners on outcomes and identified improvements is routinely performed.
Access and Equity Pathway programmes provide equitable access and support for all learners.	• Some Pathway opportunities are available to students • Basic support provided for participating at risk and underserved students • Programme information is available on request • Minimal tracking of participation demographics.	*As for Acceptable, plus* • [Add engagement measure] • Proactive identification and removal of participation barriers • Clear communication about programme options and benefits • Active monitoring of participation equity • Support systems address common barriers with particular focus on at risk and underserved students.	*As for Good, plus* • Universal access with personalised support based on individual needs • Comprehensive support enables participation by all student groups • Demographics of participants match school population • Multiple entry points and pathways available to suit diverse needs.
Learning Integration Learning across school and pathway settings is coherently integrated to support progression.	• Pathway activities occur separately from regular classes • Students required to catch up on "missed" schoolwork • Basic reporting of credits achieved • Limited connection between each pathway and wider learning goals.	*As for Acceptable, plus* • Coherent assessment plans incorporate pathway learning • Regular communication between teachers and external providers • Pathway learning contributes to pathway progress and qualification completion • Students supported to manage workload across settings.	*As for Good, plus* • Full integration of pathway experiences/opportunities into coherent learning programmes • Pathway experiences enhance overall learning outcomes and ensure ongoing sustainability of pathways • Personalised learning and pathway plans incorporate pathway experiences.

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Industry and Employer partnerships Engagement with industry and employers builds trust and creates authentic learning experiences.	• Ongoing employer partnerships exist to support 60% or more of student placements • Basic work experience opportunities arranged • Student-related activities comply with minimum safety requirements • Industry and/or employer input into programmes is supported • Student management and support practices in place.	*As for Acceptable, plus* • Active industry and/or employer involvement in programme and delivery design • Regular communication with employer partners • Delivery is based on structured work-based learning components • Clear expectations of, and support for, employers is evident. • Active collaboration for management and support of students is the norm.	*As for Good, plus* • Ongoing strategic partnerships with industry bodies • Industry helps shape curriculum, delivery approaches and assessment • Multiple modes of industry engagement are evident • Employers view school as a key talent pipeline partner. • Student outcomes and success are shared and celebrated.
Outcomes and Impact The programme impacts positively on learner outcomes and progression	• Basic tracking of completion and progression rates. • Basic monitoring of post-school outcomes • Anecdotal evidence of effectiveness.	*As for Acceptable, plus* • Regular analysis of participant outcomes • Clear evidence of positive impact on engagement and results.	*As for Good, plus* • Comprehensive tracking of long-term outcomes. • Strong evidence of successful progressions and outcomes.