

BGGS Careers Newsletter

Issue 16, 2026

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Introduction

Week 2 of Term 4 saw another successful **Bi-Grammar Career Connect**, an event where our students are provided with an opportunity to explore where a career can lead.

A dedicated group of nearly 200 Year 11 students from Brisbane Girls Grammar School and Brisbane Grammar School (BGS) gathered in the STEAM building at BGS for Career Connect, connecting with 26 past students working across a diverse range of industries.

From dentistry, engineering and law to finance, event management and opportunities associated with the Brisbane 2032 Olympic and Paralympic Games, the event gave students an opportunity to look beyond job titles and hear directly about the experiences, decisions and sometimes unexpected turns that can shape a career.

A recurring message throughout the event was that career journeys are rarely linear. For Year 11 student Kira Tai (11R), hearing how people had moved between different areas of study and work helped take some of the pressure out of choosing a university pathway.

“The Year 11 Career Connect was a valuable experience that opened my eyes to the broad range of different opportunities within the same profession. It allowed me to understand that there is not just one path into a career and that every experience is a valuable one. Overall, I learnt a lot from all three presenters and it made me less stressed about picking the perfect university degree.”

For Amelia Barber (11B), the Australian Defence Force session provided an opportunity to explore a pathway she is already considering and to ask specific questions about applying to the Australian Defence Force Academy (ADFA).

“Career Connect was a very valuable experience where we could learn about different professions and the variety of experiences people have had in different fields. For me, the ADF careers were the most beneficial since they helped by answering my many questions about applying to ADFA. It was especially nice to hear about the female experience in the Defence Force and the challenges they’ve overcome.”

For the Grammar Women and Old Boys returning to share their experiences, Career Connect was also a chance to reflect on how much influence an early career conversation can have. Grammar Woman Bronte Jackson (2015) remembers attending Career Connect herself as a student and choosing a session almost as an afterthought:

“I made law my third session with no intention to ever pursue a career. Come first year Uni, I remembered that session and switched careers.”

Bronte’s experience is a wonderful reminder of why both BGGS and BGS alumni continue to give their time to events such as Career Connect. By speaking candidly about where they started, the choices they made and the unexpected opportunities along the way, they can offer students something particularly valuable: the confidence to remain curious and open to possibilities.

Thank you to all the Grammar Women and Old Boys who returned to share their experiences with our Year 11 students. Your generosity provided not simply a snapshot of different professions but a reassuring message for students contemplating life beyond school: there does not need to be one perfect pathway and an unexpected conversation today may help shape the direction they take tomorrow.



Work Experience

Each school holiday period, a keen group of BGGs students set out on work experience. Many secure these opportunities through their personal networks, while others show great initiative by reaching out directly to local businesses. Once a placement is confirmed, the Tertiary Pathways team supports students with the required documentation and liaises with host employers to ensure each experience is safe, meaningful and valuable in exploring their chosen industry and career interests. For many students, these placements become genuinely pivotal, either affirming their goals or giving them the clarity to pursue a new direction. Below is a reflection from Sasha Bell, whose recent placement proved to be eye-opening in many ways.

Work Experience Reflection – Sasha Bell Yr 11R

During the September holidays, I spent a week doing work experience on a farm in Esk, where I helped care for the animals, muster, build fences and assist with general farm contracting. I worked with a family, Emma and her daughter Lilly, who were incredibly welcoming and made me feel like a part of the team from the moment I arrived. I also loved working alongside their dogs, Teddy, Flash and Chilli, and having to care for my horse, Playgirl, making the experience even more unforgettable.

The experience was not always easy. The work was physically demanding at times, the days were long and I had to keep going even when I was tired. This taught me the value of perseverance, hard work and teamwork. It showed me just how different and tough life can be in the country, and how much dedication it takes to make a living off the land. However, it also showed me how incredibly rewarding this life can be and how you can make a real difference to these animals' lives.

Overall, this was an unforgettable work experience, and I am extremely grateful to have had this opportunity. It strengthened my passion for working with animals and confirmed that a career in veterinary is someone I truly want to work towards. I would recommend this experience to anyone also interested in a future in vet.



Events

4 November: STEM + X: Technology – Webinar for Students, Teachers & Parents

Organisation: Careers with STEM

Location: Online

Date: November 4, 2026

Join Careers with STEM for a free STEM + X career webinar, supported by QUT, to explore careers in coding, cybersecurity, design, digital products and more.

In this webinar, we'll lift the lid on where a technology degree can take you, exploring the kinds of careers today's high school students could be heading into, from cybersecurity and software development to digital design, artificial intelligence and emerging technologies.

[Find out more](#)

19 November: Bond Medical Program Information Session for 2027 Intake

Organisation: Bond University

Location: Online

Date: November 19, 2026

The Bond University Medical Program offers students opportunities to bring to life their ambitions to become outstanding practitioners, thinkers, and leaders, well-equipped to deliver evidence-based, patient-centred health care that meets the needs of a diverse community.

We invite you to join the Dean of Medicine who will provide an overview of the Medical Program at Bond University. Get the answers to all your questions during this information and interactive chat session. It's your opportunity to ask the important questions, explore your options and discover if Bond University is the right fit for you.

Your information session topics of discussion:

- Entry requirements and tuition fees
- Program structure and subjects
- How to apply and the admissions process
- Upcoming key dates
- Pathways into the program

[Find out more](#)

1 December: SAE Online Info Session: IT & Computer Science

Organisation: SAE University College

Location: Online

Date: December 1, 2026

From software development and cyber security to cloud computing and AI, technology careers are evolving fast. At SAE's Online Info Session: IT & Computer Science, you'll explore our complete range of technology courses, including our new Information Technology qualifications launching in February 2027, alongside our established Computer Science and Cyber Security pathways.

[Find out more](#)

16-18 December: Griffith Uni Explore Your Options

Organisation: Griffith University

Location: Online

Date: December 16 to December 18, 2026

If your ATAR results don't go as planned, or you're reconsidering what you want to study, you have options at Griffith. Griffith study advisers can help you explore alternative entry pathways, identify ways to boost your entry rank, and map out a clear route into your preferred degree. With the right advice, you can make informed decisions and plan your next steps with confidence.

[Find out more](#)

18 December: UQ ATAR Advice Online Event for School Leavers

Organisation: University of Queensland

Location: Online

Date: December 18, 2026

Wondering what to do after you get your ATAR? Whether you're seeking advice, information, or simply some reassurance, we can help. We'll answer all your ATAR-related questions at our free ATAR Advice online event.

What to expect:

- Live chat one-on-one with UQ Admissions staff.
- Understand your options if your ATAR is higher or lower than expected.
- Get personalised advice on the best pathway to UQ for you.
- Find out how to change your QTAC preferences, and how to respond to an offer.
- Explore our world-class facilities through virtual campus tours.

[Find out more](#)

18 December: QUT Year 12 ATAR Advice Webinar

Organisation: Queensland University of Technology

Location: Online

Date: December 18, 2026

If you're planning to study in 2027, we're here to help you finalise your decision. Join us on Friday 18 December for advice about pathways to your preferred course, ordering your QTAC preferences, guaranteed entry, study costs and support.

[Find out more](#)

Study

Eat the frog study method

You know the feeling when there's one task on your list that you really don't want to do, so you tidy your desk, reply to messages and finish three easy worksheets instead. By the end of the day you've been busy, but that high priority task is still waiting. The Eat the Frog method tackles this habit head on.

The idea is simple: do your hardest, most important task first, before anything else gets in the way.

What is the Eat the Frog method?

The method was made popular by [Brian Tracy in his book Eat That Frog!](#), which is all about beating procrastination. Your "frog" is the task you're most likely to put off, but the one that will make the biggest difference once it's done.

Attributed originally to Nicolas Chamfort a French writer in the 1790's who quotes someone as essentially saying if you eat a live toad the first thing in the morning, nothing much worse will happen to you the rest of the day. The mental image is a little gross, but the message is useful, because once the hardest thing is behind you, everything else on your list will feel lighter.

Why it works for study

Putting off a task doesn't make it any smaller. If anything, it makes it heavier, because you carry it around with you all day. You might find yourself thinking about it in maths, again at lunch, then it's still looming over you when you finally sit down to study. That background stressing uses up energy you could be putting into the work itself.

Don't worry you're not alone. After a [survey by education company Magoosh back in 2014](#) they reported 86% of high school students reported procrastinating on their school assignments, and 56% of high schoolers were actively distracted by other tasks or activities they would rather be doing instead of their schoolwork. A more [recent study published in 2024 found "alarming data about procrastination among adolescents, especially those attending Secondary Education."](#)

Eating the frog first removes that burden. It also means your toughest task gets your freshest thinking, rather than whatever focus you have left at the end of a long day or study session.

Finishing something hard earlier rather than later also gives proves that you can do difficult things, and that sense of progress or confidence could carry you into the next task. And, if you needed another reason to give it a try, regularly practising this method could build your self-regulation skills which could benefit other areas of your life from improved mental wellbeing, to more effective work habits.

How to find your frog

Your frog isn't always the biggest task on your list. It's the one that matters most and that you're most tempted to avoid. To spot it, ask yourself three questions:

- Which task would make the biggest difference if I finished it today?
- Which task have I been putting off for more than a day or two?
- Which task has the closest deadline?

If one task comes up in all three answers, you've found your frog.

Here's an example. It's Monday and your list includes reading a chapter for English by next week, finishing a geography poster before the end of term, and starting a science report due on Friday.

The poster is fun, so it's tempting to start there. But the science report is due soonest, carries the most marks and keeps getting pushed to tomorrow. That's your frog.

What if you have two? A popular version of the saying covers this too: if you have to eat two frogs, eat the bigger one first.

Putting the method into practice

Once you've identified your frog, these steps could help you get it done.

- **Choose your frog the day before.** Write it at the top of tomorrow's to-do list. That way you won't waste the start of your study period deciding what to do.
- **Break it into smaller pieces.** "Write science report" is vague and easy to avoid. "Write the method section" is something you can start straight away. A clear first step makes a big task far less daunting.
- **Start with it.** Tackle your frog at the beginning of your study session, before you check your phone or start ticking off easier jobs.
- **Clear away distractions.** Put your phone in another room and close any tabs you don't need. Give the task your full attention.
- **Keep going until you reach a clear stopping point.** Either finish the task or complete a chunk you planned, such as one section of the report, before moving on.

Making it work for you

Eat the Frog is a guide, not a strict rule, you don't need to be up at dawn to use it. If you do most of your study after school, then "first thing" simply means the start of that session.

It also pairs well with other study methods. If your frog is a long reading task, the [SQ3R technique](#) could give you a clear structure for working through it. If it's a big task that feels overwhelming, try working on it in short, timed blocks with a break in between.

Some days won't go to plan, and that's fine. A surprise test or a busy afternoon could push your frog aside as you reprioritise, in which case just pick it up again tomorrow. If the same frog keeps hopping onto your list day after day, it might be a sign you need a hand. A teacher, tutor, parent, or classmate could help you work out where to begin.

Start with one frog tomorrow

The Eat the Frog method won't make hard tasks any easier, but it will stop them from hanging over your head for too long which might make you feel stressed or anxious. Choose the task that matters most, do it first, and move on.

Why not try it tonight? Look at your list, pick tomorrow's frog and write it at the top. For more ways to plan your time and study smarter, explore our [study tips](#) section.

How to study for an exam when you're allowed to bring materials in

An open book exam lets you refer to your notes, a textbook or both while you answer questions. In subjects like maths, physics and chemistry, you may be given a formula sheet listing many of the equations you'll use, while English and other text-based subjects sometimes allow a quote sheet, which is a page of quotes from the texts you've studied.

Your materials can help in the exam, but they don't replace studying.

What these exams expect from you

Exams that allow materials are still timed. Looking up an answer takes time, and if you rely on your materials for most questions, it can become hard to finish.

The questions are also written with your materials in mind. Because the basic facts are available to everyone in the room, these exams usually focus on how well you can apply what you know. This could include:

- Solving unfamiliar problems
- Analysing a passage
- Building an argument

Markers often expect more detailed and accurate answers as a result. This means your materials work best as a backup. You'll still need to understand the content well enough to answer most questions from memory, then use your materials to check details or fill small gaps.

What are you allowed to bring?

Rules for these exams vary between schools, subjects and even individual exams. An exam that allowed notes or a quote sheet one term may not allow them the next, so check the details for each exam early. Your task sheet or assessment notice may cover them, and your teacher can answer anything that isn't clear. Things to check include:

- Which materials are allowed, such as notes, a textbook or a single sheet
- Whether the sheet is provided by the school or written by you
- Size limits, such as one A4 page, & whether you can use both sides
- Whether it needs to be handwritten or can be typed & printed
- Whether you can add notes, highlighting or annotations
- Whether materials are checked before the exam starts

Materials that don't follow the rules may be removed before the exam starts, and in some cases, bringing them could be treated as a breach of exam rules. If you're unsure whether something is allowed, ask before exam day.

Online open book exams have a few extra things to check. Some limit you to your own notes, while others allow websites. You'll also want to find out whether AI tools are permitted, and whether the time limit starts as soon as you open the exam.

Preparing for an open book exam

Choosing your materials

If you can bring as much as you like, aim for a smaller set of well-organised materials. A full textbook and every page of notes from the year are hard to search under time pressure, while condensed notes you've written yourself are usually faster to use, because you know what's in them and how they're arranged.

A practical set might include:

- Summary notes for each topic
- A page of key definitions & concepts
- Worked examples or sample responses for common question types
- The textbook, if allowed, as a backup for details

Organising your materials

Being able to find information quickly is a big part of using open book materials well. A few simple methods can help:

- Tabs on the edge of your pages to mark where each topic starts
- An index at the front listing each topic & its page number
- Colour coding by topic or type of information, such as definitions & examples

Label your tabs clearly so you can read them at a glance, and use the same colours across your tabs, highlighting and headings so the system stays consistent.

How to study

Study the content as you would for a closed book exam, with a focus on understanding concepts well enough to explain and apply them. Practice questions are especially useful, particularly unfamiliar ones, because working out how to apply an idea to a new problem isn't something you can look up.

It also helps to use your organised materials while you study, so you learn where everything is. By exam day, you should be able to turn straight to the right section for each topic.

If you can only bring one page of notes

Some exams limit you to a single page, often A4. Deciding what goes on it is part of studying, because you need to review the whole course to choose. Things to prioritise include:

- Details you regularly forget or mix up
- Steps in processes or methods
- Definitions that need exact wording
- Formulas or data that aren't provided elsewhere

Anything you already know well can be left off. Keep your writing large enough to read quickly, as a page packed with tiny text is hard to use in a timed exam.

Preparing for an exam with a formula sheet

In most subjects that use one, the formula sheet is provided by whoever sets the exam, and every student gets the same one.

Getting to know the sheet

Ask your teacher for a copy as early as you can. It's often available well before the exam or included with past papers. Using it every time you study helps you become familiar with:

- The layout, so you can find each formula quickly
- Which formulas are included & which aren't, since anything missing needs to be memorised
- The symbols & notation it uses, which may differ from your textbook or class notes
- Any constants or data tables it includes

What the sheet doesn't tell you

A formula sheet lists equations, but it doesn't explain when to use them. Most of your study time should go into the skills around the formulas:

- Choosing the right formula for each question
- Knowing what each variable stands for & its units
- Rearranging formulas to solve for different variables
- Knowing when a formula applies & when it doesn't

Questions don't usually name the formula you need, so you'll need to work it out from the information given and what you're asked to find. Some formulas also only apply in certain situations, and the sheet usually won't say which.

Working through a wide range of questions builds all four of these skills. After each one, note which formula you used and why you chose it.

Writing your own formula sheet

Some exams let you write your own formula sheet instead. The approach is similar to a one-page notes sheet, but next to each formula, add a short note on when it's used and what each variable stands for, if space allows. Building the sheet while you practise questions shows you what's missing.

Preparing for an exam with a quote sheet

A quote sheet means you don't need to memorise every quote word for word, but you still need to know what each quote shows and how it connects to the text's ideas.

Choosing your quotes

Space on a quote sheet is usually limited, so it helps to look for quotes that:

- Link to more than one theme, character or idea, so they work across different essay questions
- Show a clear technique you can analyse
- Come from different parts of the text
- Are short enough to fit smoothly into a sentence

Grouping quotes by theme or character

Arranging your quotes in groups, rather than in the order they appear in the text, makes them easier to use. Groups could be based on themes, characters or key ideas, depending on how questions about your text are usually framed. If headings are allowed, use them. If they aren't, keeping each group in a set position on the page can do a similar job.

When quotes are grouped, finding one relevant quote also puts you next to others about the same idea. This makes it faster to plan a paragraph or a whole essay.

Using quotes to jog your memory

The quotes on your sheet are prompts. For them to work, you need to have linked each one to your analysis before the exam. For every quote, you should be able to explain:

- What's happening in the text at that point
- The technique being used & its effect
- Which themes or ideas it connects to
- How it could support an argument

One way to practise is to look at a quote on its own and say or write your analysis from memory.

With enough repetition, reading the quote should bring the rest back. This matters most when annotations aren't allowed, which is often the case, because the quote is then the only cue you'll have.

If you can annotate, keep it to a few keywords per quote. Long notes take time to read and crowd the page.

Practising under exam conditions

Whatever materials you're allowed, practise with them before exam day, and start early enough to fit in several attempts. Getting a copy of the formula sheet, setting up your tabs or drafting your quote sheet early in the term gives you time to work with them before the exam counts.

When you complete past papers, use the same materials you'll have in the exam and time yourself. This can show you:

- How long it takes to find information

- Which sections you check most, which may point to topics that need more study
- Whether your materials are organised in a way that works
- Whether your quote sheet suits the questions you're likely to get

Adjusting your materials after each attempt means the version you take into the exam is one you've already tested.

What to do in the exam room

Most of the work happens before the exam, but a few habits can help you use your materials well once you're there. Remember to:

- Read each question & plan your answer from what you know before opening your materials
- Avoid copying large sections from your notes, since markers are looking for answers in your own words
- Move on if you can't find something quickly & come back to it later
- Write out the formula before substituting values when using a formula sheet
- Use reading or planning time to choose quotes for each paragraph when using a quote sheet
- Have your files open & organised before the timer starts in an online exam

If you're getting ready for exams, we have plenty of other [study resources](#) on study habits and preparing for assessments.

Communication Skills, Skills for Work

Your digital footprint and who can see it

Every time you post a photo, like a video, or search for something online, you leave a small piece of information behind. Put them all together, though, and they start to build a picture of who you are, what you like, and where you spend your time. That picture is your digital footprint. Most people never stop to think about theirs. It's worth doing though, because your footprint can stick around for years. The good news is that you have more control over it than you might expect.

What is a digital footprint?

Your digital footprint is the record of everything you do online. Some of it you share on purpose. A lot of it is collected quietly in the background, without you really noticing. That's why it helps to split it into two parts.

Your active footprint

This is the information you choose to share. It includes:

- posts, photos, memes, videos, reels, and stories on social media
- comments on videos, games or forums
- messages you send (remember that anyone can screenshot them)
- reviews, quizzes, competition entries and sign-up forms.

Your passive footprint

This is the information websites and apps collect about you while you use them. You don't hand it over directly, but it's gathered all the same. It can include the sites you visit, what you search for, what you watch or skip, and where you are if your location settings are switched on.

Here's an example you might recognise. You look up a pair of trainers once, and for the next few weeks you see ads for trainers everywhere. That isn't a coincidence. Small files called cookies, along with other tracking tools, have noted what you were interested in and passed it on.

There's also a third part that's easy to forget: what other people post about you. A friend's group photo, a tag in a comment or a clip in someone's story all add to your footprint, even though you didn't post them yourself.

Who can see it?

The honest answer is - probably more people than you think.

Friends and followers. This one's obvious. But if your account is public, "followers" can mean anyone at all, including people you've never met.

Friends of friends. A post shared with a small group doesn't always stay there. It can be shared, forwarded or screenshotted in seconds, and once that happens, you can't pull it back.

Companies and apps. The apps you use all collect data to show you targeted ads and suggest content. Some also share that data with other businesses. The details are usually in the privacy policy – the long page of text that most of us scroll straight past.

Schools, universities and employers. Some admissions teams and employers look people up online before making a decision. [70% of employers said they use social networking sites to research job applicants during hiring process and 54% of companies admitted to eliminating a candidate based on their social media feed.](#)

Your future self. Things posted years ago can still turn up in search results, old archives, or someone's camera roll. Deleting a post removes it from your profile, but it doesn't guarantee it's gone everywhere.

Why it matters for your future

None of this is meant to scare you off the internet. A digital footprint isn't a bad thing in itself. In fact, it can work in your favour.

Think about a student who shares their photography on a public page, or posts updates about a website they're building. When they apply for a course, a job or a volunteering role, they can point to real examples of what they can do. Their footprint shows their skills as well as a little bit about themselves.

The flip side is that context gets lost online. A joke that made sense to your mates at 14 might read very differently to a stranger looking at it four years later. They don't know you, the moment or the tone. All they see is the words on the screen.

So the goal isn't to disappear. It's to make sure that when someone looks you up, what they find is something you're comfortable with.

How to check and shape your footprint

You may not be able to wipe your footprint clean, but you can tidy it up and decide what gets added next. Here's where to start.

- **Search for yourself.** Open a private or incognito window and type your full name into a search engine. Check the images tab too.
- **Check your privacy settings.** Go through each app you use. Who can see your posts? Who can tag you? Can people find you through your phone number or email?
- **Close old accounts.** That game you stopped playing two years ago may still have your details. Delete any accounts you no longer use.
- **Look at app permissions.** Does that photo-editing app really need your location, contacts and microphone? If not, switch them off.
- **Pause before you post.** Ask yourself: would I be happy for a teacher, a future boss or a family member to see this? If the answer is no, think again.
- **Ask before you tag.** Check with friends before posting photos of them, and ask them to do the same for you.

If someone posts something about you that's upsetting or untrue, you don't have to deal with it alone. Use the platform's reporting tools and talk to an adult you trust.

Take charge of your online story

Your digital footprint grows every day, whether you're paying attention or not. The difference is that now you know what's in it and who might be looking.

Why not set aside 20 minutes this week to search your name and check your settings? It's a small step that could make a real difference later on. Managing your online presence is just one of the life skills that will help you as you move into study and work. Explore more practical guides in our [Building Skills](#) section.

Jobs & Careers

Careers in behaviour support: where could you work?

Think about the last time you felt really frustrated. Maybe you snapped at someone, slammed a door or went quiet. Your behaviour was telling people something, even if you didn't say it out loud. For some people, especially those who find it hard to communicate, behaviour is one of the main ways they show how they feel. Behaviour support professionals work out what that behaviour is saying, then make changes so life gets easier for everyone. If you're curious about people and want a career that makes a real difference, read on.

What is behaviour support?

Behaviour support is about helping people whose behaviour makes everyday life harder for them or the people around them. This could include people with intellectual disability, autistic people, people with a brain injury or mental health condition, and children who are finding school tough. It isn't about punishment, most services today use an approach called positive behaviour support, or PBS. It starts with one simple question: why is this happening?

Here's an example. Imagine a young man who gets very upset every time his bus is late. He might shout or refuse to get on. A behaviour support professional would look closely at what's going on. Is it the noise at the bus stop? Is it not knowing what will happen next? Once they find the cause, they might suggest a picture timetable, headphones or a calm activity while he waits. The goal is to make the behaviour less frequent, while improving his quality of life at the same time.

Job titles to look out for

Titles change from place to place, but here are some you'll often see:

- **Behaviour support worker** – works side by side with a person each day and follows their behaviour support plan.
- **Positive behaviour support practitioner** – observes, assesses and writes behaviour support plans, then trains others to use them.
- **Behaviour specialist or behaviour analyst** – a senior role that usually needs university study.
- **Learning support or behaviour roles in schools** – helping students manage their learning, emotions and friendships in class.

You could start as a support worker and build up to a practitioner or specialist role over time.

Where do behaviour support professionals work?

Most work in healthcare and social assistance, disability services or education. Some also work in youth justice and community services.

The setting can change a lot from day to day. Depending on your exact role, you might spend the morning in a family home, the afternoon at a school and the evening writing reports. Other workplaces include supported accommodation, day programs, hospitals, clinics, and community centres.

In **Australia**, much of the work is linked to the [National Disability Insurance Scheme \(NDIS\)](#). Before practitioners can assess behaviour or write behaviour support plans for NDIS participants, the NDIS Quality and Safeguards Commission must find them suitable. Many support workers study a [Certificate IV in Disability Support](#), which includes a core unit on following person-centred behaviour supports.

In **New Zealand** things might look a little different. In schools, [Resource Teachers: Learning and Behaviour \(RTLb\)](#) are trained specialist teachers who work across groups of schools, supporting students, teachers and whānau. Within the disability sector, [Careerforce](#) offers a [New Zealand Diploma in Health and Wellbeing \(Level 5\)](#) for people who create and use PBS plans.

If you're in the **United Kingdom**, the [NHS employs PBS practitioners](#) in learning disability teams, intensive support teams and children's mental health services. Senior NHS roles often ask for a postgraduate qualification in applied behaviour analysis or PBS. Care providers, charities and schools hire behaviour support staff too. There are often no set qualifications for these roles but you employers might look for a level 2 or 3 Diploma in Health and Social Care or similar.

What does the work involve?

No two days look the same, but tasks often include:

- watching and recording behaviour to spot patterns
- talking with the person, their family, carers and teachers
- writing, checking and updating behaviour support plans
- teaching others how to use the plan
- helping people join in everyday activities, like cooking, shopping or seeing friends
- staying calm and keeping everyone safe when things get difficult.

Support worker roles can involve shifts, including evenings and weekends. The people you support need help at all hours, not just from nine to five.

Who would be well suited to this career?

People who might thrive in behaviour support need to be:

- patient and stay calm under pressure
- curious about why people do what they do
- listen well and don't rush to judge
- treat everyone with respect and dignity
- enjoy working in a team
- not take things too personally and are able to bounce back after a tough day

Good observation and writing skills matter as well, because notes and reports are a big part of the job. If this sounds like you, you might belong to the [Guardians CADI Career Cluster](#). Guardians care about health and wellbeing, and use their people skills to support others, so there are tonnes of other careers to think about if this one isn't your perfect match.

What can you do right now?

You can start building skills while you're still at school. Try volunteering with a disability organisation, coaching a junior sports team, or joining a mentoring/peer support program. Subjects like psychology, health and English could help too, especially if you're keen keep studying after school.

Most roles also need safety checks, such as a police check or a working with children check. Some may need a driver's licence.

Ready to explore your next step?

Behaviour support is a career for people who want to help others to live fuller lives. There are pathways for every stage, from entry-level support work to university-trained specialist roles. Want to see how other people-focused careers compare? [Explore more careers in our Job Spotlights](#).

Job Spotlight

How to become a Logistics Manager

Logistics Managers plan and coordinate the movement, storage, and distribution of food products, making sure goods travel from suppliers to customers efficiently and safely. They oversee warehousing, transport, and inventory systems, often managing teams and supplier relationships to keep food supply chains running smoothly and on schedule.

If you're highly organised, enjoy solving problems under pressure, and like keeping complex systems on track, this career could be a good fit for you.

What skills do I need as a Logistics Manager?

- Highly organised
- Confident problem-solver
- Strong communicator
- Calm under pressure
- Analytical thinking
- Reliable & accountable
- Tech-savvy mindset
- Skilled negotiator

What do Logistics Managers do?

Before your day gets moving, you're checking overnight updates, reviewing delivery schedules, and looking ahead at weather, traffic, or supplier issues that could disrupt planned freight movements. You'll also forecast demand, check stock levels against upcoming orders, and plan how goods will be stored and routed over the days ahead, factoring in which products need priority handling.

Once things are underway, you're coordinating freight and warehouse operations, tracking shipments in real time, and liaising with drivers, warehouse staff, and carriers to keep everything moving. Food logistics comes with extra pressure, since temperature-sensitive products need to stay within strict limits, so you're monitoring cold chain compliance closely throughout the day. When a delay, breakdown, or supplier issue threatens a delivery, you're the one working out a fix fast, often juggling several problems at once.

Periodically, you might review supplier contracts, audit warehouse or transport processes, or roll out new inventory and tracking software to improve efficiency. Many Logistics Managers specialise in a particular part of the food chain, such as fresh produce, cold storage, or export logistics, building deep expertise and strong industry contacts in that area over time.

What kind of lifestyle could I expect?

Logistics Managers work across food manufacturers, wholesalers, distribution centres, transport and freight companies, and supermarket chains. Some work for businesses that grow or produce food directly, while others work for third-party logistics providers who move goods on behalf of multiple clients. Most of your work is office or warehouse-based, though site visits to distribution centres, ports, or transport depots are a regular part of the role.

Food doesn't keep to a nine-to-five schedule, so while your base hours usually follow a standard working week, you'll often need to respond outside of them. Early starts are common to coordinate morning deliveries, and you might be on call to manage urgent issues like a delayed shipment or a breakdown in the cold chain. Peak periods, such as holiday seasons or harvest times, tend to bring longer hours, tighter deadlines, and added pressure across the whole team.

The work is mentally demanding more than physically strenuous, though you'll be on your feet during warehouse or site visits and may need to move around large facilities. Some roles involve regular travel between sites, particularly in larger operations spanning multiple locations or regions. Salaries in this field tend to be above average, reflecting the responsibility involved, and the industry outlook remains steady as food businesses continue to invest in more efficient, technology-driven supply chains.

How to become a Logistics Manager

- **Build a strong foundation:** Focus on subjects like maths, business studies, and geography, which support the planning, forecasting, and problem-solving skills central to logistics work.
- **Gain relevant qualifications:** Study a degree or diploma in logistics, supply chain management, or business. Some Logistics Managers enter the field with a general business qualification and build supply chain knowledge on the job instead.
- **Start in an entry-level role:** Look for warehouse, transport administration, or dispatch coordinator roles with freight, distribution, or food production companies. These roles teach you how supply chains actually work day to day, from the ground up.
- **Develop specialist knowledge:** Build expertise in areas like cold chain management, food safety, or inventory software, which are especially valuable in food logistics and make you a stronger candidate for management roles as you progress.

From here, you could progress into senior or national logistics roles, move into supply chain strategy or procurement, specialise in a particular part of the food chain such as fresh produce or export logistics, or take on broader operations management responsibilities.

What can I do right now?

If you're in high school and interested in working as a Logistics Manager, here are some practical steps:

- Take on organising roles for school events or clubs, such as managing bookings, budgets, or equipment, to practise the planning skills logistics relies on.
- Look for part-time or casual work in a warehouse, supermarket, or retail store to see stock handling and supply processes firsthand.
- Ask a local distribution centre, transport company, or food business about work experience to get a look at how goods move from supplier to shelf.

Find out more about alternative careers on [our Job Spotlights page](#).

Human Skills, Skills for Work

10 Top Employability Skills

When an employer reads a pile of applications, they might all start to look a little samey. Similar marks. Similar subjects. Similar part-time jobs. So what makes one stand out? Often, it's the skills you can demonstrate, from how you think and how you work with others, to how you handle change. The good news is that you can start building these skills right now, at school, in a casual job or through a hobby. Here are ten skills that employers value most, plus some simple ways to practise them.

What's changed since our last list

We first shared this list a few years ago, and the world of work has shifted since then. AI tools have arrived in many workplaces, and employers are asking for slightly different things.

The [World Economic Forum's Future of Jobs Report 2025](#) gathered views from more than 1,000 major employers, representing over 14 million workers across 55 economies. It found [analytical thinking is still the top core skill](#), with seven in ten companies seeing it as essential. Resilience, flexibility and agility came tied second, with two-thirds of employers calling these skills essential too. Closer to home, the [2026 AAGE Employer Survey](#) found communication, teamwork and interpersonal skills rank among the most highly valued.

So some skills from our old list have stayed. Others have been merged or replaced. Loyalty has been knocked off the top spots, but employers still want people they can rely on, but reliability now sits naturally inside other skills, such as motivation and teamwork. Determination and self-discipline have been folded into one broader skill, which you'll find at number six.

The 10 skills employers value most

1. Communication

Communication is sharing ideas clearly, whether you're writing an email, chatting to a customer, or presenting in class. It also includes listening. Think about a group assignment where one person explains the plan well. Everyone knows what to do, so the work happens faster without as many hitches. You can easily practise your communication skills by giving presentations or explaining a tricky topic to a friend (or family member).

2. Teamwork

Most jobs involve working with other people. Good team members share the load, respect different views and help the group reach its goal. In a sports team, the most valuable players aren't always the ones who score. Often, they're the ones who read the game, get into the best position and pass at the right moment. Group projects, clubs, sports, and volunteering are all great places to build this skill.

3. Analytical thinking

This means you're capable of breaking a problem into smaller parts and working out what's really going on. It replaces problem solving on our old list, though the two are closely linked. Say your phone battery keeps dying, and instead of guessing, you start checking which apps use the most power and what's happening in the background to drain it. That's analytical thinking. Maths, science, and playing strategic games could all help to sharpen it.

4. Resilience and flexibility

These used to be two separate skills on our list. Now employers tend to see them as one: adapting when plans change and recovering quickly from setbacks. Maybe your shift gets swapped at the last minute, or a project gets tough feedback. How you respond matters. Try to treat setbacks as useful information rather than failure.

5. Creative thinking

Creative thinking isn't just for artists. It's about coming up with new ideas and finding better ways to do things. A café worker who suggests a quicker way to take orders during the lunch rush is thinking creatively. More than half of employers in the Future of Jobs Report named it as a key skill.

[Competitions](#) and side projects are great ways to expand your creative thinking skills.

6. Motivation and self-awareness

Motivation is what keeps you working when nobody is watching. Self-awareness is knowing how you work best, including your strengths and the areas you still need to grow. Together, they make you someone an employer can trust to get on with the job. Imagine you've been given a big task with a deadline two weeks away. A motivated, self-aware person knows they tend to leave things late, so they break the task into smaller steps and set their own mini deadlines. You can practise this with school assignments. After each one, ask yourself what went well and what you'd do differently next time.

7. Curiosity and lifelong learning

Jobs change, so learning can't stop when you leave school or uni. Employers want people who ask questions and are open to picking up new skills as things change. Think of your skills like an app – they need regular updates to keep up to date and work well. Taking place in workplace training courses, putting your hand to take a short course, doing online tutorials about something you're not quite sure about, or simply asking a colleague how something works all count. These are also things that you can do while you're still at school to grow your skills and demonstrate curiosity and lifelong learning.

8. Technological literacy

Being comfortable with technology has always mattered. What's new is AI. Employers expect AI and big data to see the biggest rise of any skill. You don't need to become a programmer, but learning to use AI tools responsibly, checking their answers, and protecting your privacy online is a strong start. Feeling comfortable around AI and other technology as it develops could help you stand out to employers and give you more options when you're applying for jobs.

9. Empathy and active listening

Empathy means understanding how someone else feels. Active listening means really paying attention, rather than waiting for your turn to talk. Together, they help you work well with customers and teammates. If a customer at your part-time job is upset, listening fully before you respond can turn things around.

10. Leadership

Leadership isn't only about being the boss. It's about positively influencing others, from encouraging a teammate, to organising a fundraiser or keeping a group task on track. Social influence is a big part of this. It means being able to bring people around to an idea, build trust and

inspire others to get involved, without having to give orders. If you've ever convinced your friends to join a charity fun run, you've already used it.

Leadership and social influence ranked in the top three core skills in the Future of Jobs Report. Captain roles, student councils and mentoring younger students are all good starting points.

Start building your skills today

You don't need to master all ten of these skills at once (and you're probably already great at a few anyway). Pick one or two that interest you, or that you know are not your strongest, and look for small chances to practise them. Then keep a note of what you did, then when you write a resume or sit an interview, you've got real examples to give which are far more convincing than a list. Saying you're a good communicator is one thing, explaining how you trained three new staff at your café job is another.

For more practical tips on resumes, interviews, and starting your first job, explore our [Skills for Work](#) articles.

Skills for Work, University

How to find and land a student internship

Internships might feel like something for later. But if you're planning to go to university, TAFE, polytechnic or college after school, they could become part of your life sooner than you think. An internship lets you work in your chosen field while you're still studying. It's a chance to test a career, build skills, and meet people who could help you later on.

If you're not sure what an internship involves, read our article, [What is an internship and is it worth doing?](#) Then read on to find out where to look for internship opportunities, and how to secure a place.

Why it's worth thinking about this now

Some of the choices you make in high school could shape the internships open to you later. Some tertiary courses build work placements into the course itself. Areas like nursing, teaching, and engineering degrees often include time in real workplaces as part of your study, because you'll need to know you can handle the work before you graduate and you'll also need to practise and prove you've got the necessary skills.

In the UK, some degrees include a placement year, where you spend a full year working in industry before your final year. Courses like this are sometimes called [sandwich courses](#), because the work year sits between your years of study.

If you'd love to experience an internship or work placement, it's worth making a note to check when comparing courses. They might be called work placements, work-integrated learning, or a year in industry, as well as internships. If you're not sure you can always ask the future students teams at the institutions whose courses you are considering. Two courses can look almost the same on paper, but if one of them puts you in a real workplace for a year, that could make a huge difference when you start looking for work.

Start with your careers service

Once you start studying, your university or college careers service is the best place to begin. Many have their own job boards, where employers post internships aimed at their students. They might also run careers fairs, CV workshops and practice interviews. Think of the careers service as your

local branch of the job market. The roles listed there are often aimed at students like you, so you're not competing with experienced workers.

Where to look in Australia

In Australia, many large employers run summer internships, often called vacation programs. These usually take place over the long summer break between university years.

As one example, engineering firm [Arup runs a 12-week paid Summer Vacation Program](#) for students in their second-to-last year of study, from November to the following February. Students who finish it are automatically considered for a graduate role. [Law firms often run similar programs called clerkships](#), usually for law students in their second-to-last year.

To find these opportunities, try student job boards such as [Prosple](#) and [SEEK Grad](#). You can search by industry, location, and the type of role you're after.

Where to look in New Zealand

New Zealand's tertiary summer break also runs from around December to February, so many internships happen then too. Your institution's careers service and student job boards are good places to start.

If you're interested in technology, look into [Summer of Tech](#). It's an industry-led program that connects tech companies with university and other tertiary students. Students take part in workshops and events during the year, and the program leads to paid summer internships. Prosple and SEEK Grad are also options in New Zealand, and [MoneyHub](#) have a great list of internships to get started with too.

Where to look in the UK

In the UK, students often look for summer internships in their second-to-last year of university, there are plenty on offer. Some [employers also offer shorter insight programmes](#), sometimes called [spring weeks, for first-year students](#). Placement years are another popular option, as mentioned above.

The UK Government runs a [Civil Service Summer Internship Programme](#) for undergraduates from lower socio-economic backgrounds. It offers around 200 paid placements, where students spend two months working in a government department. Interns might help plan events, write briefings for ministers or carry out research. It's open to students in their final two years at university.

Your careers service will also point you towards the student job boards that suit your subject.

What to do if you live somewhere else

Wherever you plan to study, the same steps apply. Look for courses where work integrated learning is offered. If they're not available in your chosen field, start with your institution's careers service and its job board. Look for national graduate and student job websites in your country. Professional associations for the field you're interested in often list internships or run student programs too. There are lots of organisations offering internship experiences or programs that ask you to pay, we recommend doing your background research and making sure it's the right move for you before signing up for any of those. Remember, if you're thinking about an internship offered in another country, check your eligibility and any visa rules that apply before going any further with your application. Some countries have special visas for students or interns, while others don't allow overseas students to do certain kinds of work.

How to secure an internship

Finding an internship is the first step. Winning a place takes some planning.

Start early, big internship programs often recruit many months ahead and can get competitive. For example, applications for the UK's Civil Service Summer Internship Programme opened in October 2025 for placements starting in summer 2026. If you wait until just before the holidays, you may find that applications have already closed.

Tailor every application. A CV and cover letter that could be sent to any employer won't stand out. Explain why you want to work for that organisation, and link your skills to what they're looking for. Be ready for each stage. Many larger employers use online tests, video interviews, or group activities as part of their process. Your careers service can help you practise for these and make sure you've got all the technical equipment you'll need.

Make connections and network, going to careers fairs, chatting with lecturers, and joining professional networking sites could all lead to opportunities. Some internships, especially at smaller organisations, are never advertised. A polite email asking about opportunities could open doors.

Finally, start building experience now. Part-time work, volunteering, school leadership roles and personal projects all give you examples to talk about. If you've coached a junior sports team, you can show that you're reliable and good with people. Employers know students are still learning, they want to see that you're curious and willing to put in the effort.

Explore your future career

Internships are one of the best ways to bridge the gap between study and work. Knowing where to find them, and how to apply, means you can make the most of your time as a student. And the things you do now, from choosing courses to building skills, could help you get there.

Want to start exploring where your study could take you? [Browse our jobs and careers articles](#) to find out more about different career paths and how to get started.

Pathways, University

Uni at school, what to know first

Uni at school programs provide the opportunity to read the same material as first-year uni students, hand in the same assignments, and get marked by university staff, but during your final years of school. Not instead of but alongside your core and selected subjects, you'd also be studying a university subject. For some students it could be a brilliant opportunity, but it takes commitment, so it's worth understanding how it all works before you enrol.

What is a uni at school program?

A uni at school program lets high school students enrol in one or two university units while they're still finishing school. These are generally the same introductory units that first-year students take, taught by university lecturers and held to university standards.

How you study can vary. Some programs have you on campus for lectures, some run entirely online, and others mix the two. At the end, you'll be marked and receive a university grade, just like any other student in the unit.

How it differs from other uni programs

Universities run lots of activities for school students, and it's easy to mix them up. The key difference is that uni at school is formal study: you enrol as a student, complete assessments and receive a grade for a university level course. Other options usually work differently.

- **Experience days and [open days](#)** give you a taste of campus life over a day or two, with talks, tours and hands-on activities. There's no assessment or grade.
- **[Workshops and holiday programs](#)** focus on a particular topic or skill for a short time. They're a great way to explore an interest, but they're not university units.
- **[Extension programs](#)** sometimes delivered in conjunction with universities are a form of accelerated learning for students who'd like to be academically challenged
- **[Bridging courses](#)** are usually designed to fill a gap in your knowledge, such as maths, so you're ready for a degree. They're often taken after finishing school.
- **Enabling or foundation programs** offer a pathway into university for people who don't yet meet the entry requirements for their chosen course.

Each of these are worth exploring, but if you want to study a real university unit while you're still at school, uni at school is the one to look for.

Why are these programs offered?

Universities and schools both see value in them. For universities, it's a way to support curious, capable students and give them a real look at what studying there involves. Students who've already had a positive experience on campus may also feel more confident applying later on. For schools, it gives students who are ready for an extra challenge a way to go beyond the curriculum. It could also help making the leap from school to university feel easier, because students have already practised the routines and expectations of uni study in a supported setting.

What's in it for you?

The benefits can be significant, from exploring a subject your school doesn't teach, to finding out whether university-style learning suits you, and building confidence before you start uni properly. Some universities will even count your completed unit as credit towards a future degree. We've

covered this topic in more detail in our article on the [7 benefits of uni at school programs](#), so take a look if you'd like the full picture.

The skills you'll need

University study works differently from school, where your teachers probably check in with you regularly, remind you about deadlines and follow up if you fall behind. At uni, that support is still there, but you're expected to go looking for it. If you're considering enrolling in a uni at school program, these skills could help you keep on top of things.

Time management

This is a big one. You'll be fitting uni work around school classes, homework, assessments and everything else in your life. Simple steps like making a weekly planner that shows your school deadlines and uni deadlines side by side could stop two big assignments from catching you off guard in the same week. Remember to look ahead, and if you have some big school assessments or exams coming up, a school competition, or a busy few weeks with work then, you'll have time to make a plan or let your uni lecturers know what's going on.

Independent learning

At uni, a lecture is just the starting point, not the whole lesson. You'll be introduced to a topic and given an overview, then you'll be expected to do set readings, make your own notes and work through ideas before tutorials. If you already enjoy researching a topic on your own, that's a good sign that uni at school could work for you.

Academic writing

University assignments expect you to build an argument and back it up with sources, rather than simply show what you know. You'll also need to reference those sources properly. Most universities offer free writing guides and support, so make the most of them. Practising this skill now could be a huge bonus in your first year and it's always going to be handy if you choose a career where report or technical writing is important.

Asking for help

Nobody will notice if you're stuck on something. Being willing to email a tutor, post a question on a course forum, or visit a drop-in session could be important. Not technically a skill, it's an important strength to develop as many first-year students find tricky, so practising it now puts you ahead.

Things to consider before you apply

A uni at school program adds to your workload rather than replacing anything, so it pays to think it through carefully.

How your schoolwork is going

Start with an honest look at your current results. If you're keeping up comfortably and still have energy to spare, you may be in a good position to take on more. If you're already finding it hard to stay on top of things, it could be wiser to focus on school for now. Many programs also ask for minimum grades or a teacher's recommendation, so have a chat with your teachers early.

How much time you have

Each university will give an estimate of how many hours a week a unit takes, so check this before you sign up. Then map it against your real week. If your schedule already includes school, a part-

time job, sport training and family commitments, think about where those extra hours would actually come from. Remember to leave room for rest, too. Burning out halfway through the year won't help your uni unit or your school results.

What it will cost

Costs vary a lot between programs. Some are free for school students, while others charge fees. Scholarships or fee reductions may be available, so it's always worth asking. Don't forget there may also be extra costs to think about, such as:

- textbooks and course materials
- travel to and from campus
- a reliable laptop and internet connection for online study

What happens if plans change

Find out what happens if you need to withdraw, or if you don't pass the unit. Again, rules vary between universities and programs, knowing this upfront means you can make a decision with confidence.

Take the next step

A uni at school program can give you a real head start, as long as it fits with your schoolwork, your time and your budget. If you're curious, talk to Ms Walls about which programs your school takes part in, then check the details on the university's website. To keep exploring your options, have a browse of our [university resources](#) or head straight to the [Uni at School Guide for all the programs we've found in Australia and New Zealand](#).

The process for applying is to make an appointment with Ms Walls for a preliminary discussion, then:

1. A written document outlining:
 - a. Details of the intended course – Name, time commitment, attendance requirements, assessment structure
 - b. What this course will provide (why take on a 7th subject?)
 - c. Plans to successfully balance the school and Uni demands alongside any other commitments e.g. co-curricular
2. Meeting with Mr Keogh, Dean of Studies, with respect to the information provided, as per above seeking final approval

Cadetships and Co-Op Scholarships, what's the difference?

What if you could study at university and get a head start on your career at the same time? That's the idea behind two types of program you might not have heard of yet, [cadetships](#) and [co-op scholarships](#). Both mix study with real work, but they work in different ways, and one might suit you better than the other. Here's the main differences explained.

What is a university cadetship?

A cadetship is a deal between you and an employer. The employer supports you while you study for a degree. In return, you work for them - usually part-time during semesters when you're studying,

and full-time in the holidays. For example, a cadet at an accounting firm might study a commerce degree three days a week, then spend two days in the office helping with real client work.

Every cadetship will have different terms and conditions, and provide different support. They generally include things like help with your course fees, a wage for the hours you work, and sometimes even a study allowance, alongside mentoring, varied work experience, and the possibility of a permanent role once you've graduated.

Cadetships are common in areas like accounting, business, banking, engineering, construction, IT, government and the defence forces. Many cadetships come with an expectation that you'll keep working for the employer after you graduate, that way they'll get the benefits of investing in your education and training. These contracts are often for a set period. It always pays to check the details and research the organisation and the job before you sign.

What is a co-op scholarship program?

A co-op scholarship is run by a university, with funding from a group of industry sponsors. You'll receive a scholarship to help with living costs, as well as completing several work placements (not always paid) as part of your degree.

Unlike a cadetship where you'll work for one employer, you'll usually move between a few different organisations. At UNSW in Australia, for example, Co-op scholars [graduate with up to 18 months of industry experience across multiple companies](#). You might spend six months at a bank, then six months at a tech company, then a final placement at a consulting firm.

Co-op programs also tend to include extra bonuses like invitations to workshops, mentoring and networking events.

Different names around the world

These opportunities aren't called the same thing everywhere. In the UK, the closest match to a cadetship is a [degree apprenticeship](#) - apart from in the [Merchant Navy](#) and military, or maritime sector where they're called cadetships. An employer helps cover your fees while you work full time and study part-time for a degree. In Canada and the US, look for "[Co-op programs](#)". These are much like co-op scholarships, with study terms mixed with paid work terms at different employers. You may also see the wider term "work-integrated learning" or [internship opportunities](#). If you're doing research, you might like to try looking for all of these terms and work out which opportunity might be best for you.

The advantages of each

Why choose a cadetship?

A cadetship could be a good fit if you're already certain about the field you want to work in. You'll get to know one organisation really well, learn how it runs, and where you might fit in. You'll also earn money while you study, and you may finish your degree with little or no course debt. Plus, there's often a job waiting at the end.

Why choose a co-op scholarship?

A co-op scholarship could be a better fit if you know which subjects you want to study but aren't sure yet which type of workplace or role will suit you. Trying a few different organisations could help you work out what you enjoy, as well as what you don't. You'll also build a wider network, instead of knowing people at one company, you'll have contacts at several. Plus you may get opportunities outside of the workplace that help you build skills that could give you a boost when it comes to applying for jobs, like leadership courses or industry mentoring.

The main differences at a glance

Neither option is better than the other. It comes down to how sure you are about where you want to end up.

What happens after you graduate?

Both options aim to move you straight from study into work.

At UNSW, the Co-op Program reports that [over half of its scholars receive more than one job offer before they graduate](#) (an average from 2022 to 2023), and that on average, 76% of scholars chose to work for a sponsor after graduating (2019 to 2023).

More broadly, a study from the University of Huddersfield in the UK found that [students who completed a placement were more likely to get graduate-level jobs and higher starting salaries](#) than those who didn't.

In New Zealand a report of the [Te Puni Kōkiri Cadetships programme](#) helped cadets gain opportunities for professional development, mentorship, and enabled meaningful contributions to organisational objectives. 97% reported improved skills or gained qualifications; 70% said their career advanced; and 52% gained a pay increase. 100% of host employers surveyed also reported beneficial and increased productivity; with 58% saying they had seen increased revenue as a result.

Both of these programs solve two problems. Employers want people who already know how a workplace runs, graduates end up with real work experience as well as valuable networks so you're not starting from zero.

Where to find them and how to apply

Where to look

Co-op programs are run by universities, so start with the scholarships pages of the universities you're interested in or do more specific searches for co-op scholarships run by them.

Cadetships are offered by employers. Search the careers pages of large companies, accounting and engineering firms, government departments and the defence forces. Your school's careers adviser is also a great person to ask for help and will be able to direct you on where to start your search.

How to apply

Most programs follow similar steps:

- **Check the entry requirements.** Many ask for a minimum result or rank, and some need certain subjects.
- **Watch the deadlines.** These are often earlier than normal university applications. UNSW's Co-op applications, for example, [usually close on 30 September](#) for study starting the next year.
- **Write your application.** Expect to answer questions about why you want it.
- **Prepare for interviews.** Some might include group activities or assessment days.
- **Apply to the university too.** A cadetship or co-op usually sits alongside your normal university application, not instead of it.

Grades matter, but they aren't everything. UNSW says that once applicants meet the academic requirement, [Co-op scholars are chosen largely on interpersonal skills, motivation and leadership](#)

[potential](#). So part-time jobs, volunteering, community, sport and school leadership roles could all help you stand out.

Find your next step

If you know exactly where you want to work, a cadetship could be your fast track. If you'd like to explore a few options first, a co-op might suit you better. Either way, it pays to start looking early. Ready to see what's out there? [Search for scholarships](#) and [opportunities on our website](#) to start building your shortlist today.

Family Support

Supporting teens through the end of the school year

By the time the last term of the year rolls around, many teens are running on empty. Assessments keep coming, and big changes are on the horizon. Some students are moving up a year or heading off to an entirely new school. Others are sitting final exams and getting ready to leave school altogether. As a parent, it can be hard to know when to step in and when to step back. Here are some practical ways to help.

Why Term 4 can feel so heavy

Think of the school year like a long road trip. In Term 1, everyone is fresh and excited. By Term 4, the snacks are gone, everyone is a bit cranky, and the destination still feels far away. For teens, that tiredness often mixes in with worry about what's next. Moving up a year could mean harder subjects, new teachers, or a different group of friends. Leaving school brings even bigger questions about study, work and independence.

These feelings are normal. But they can show up as a short temper or a sudden lack of interest in things your teen usually enjoys. Knowing what sits underneath and reflecting back to how you felt, could help you respond with patience.

Helping a tired teen recharge

Sleep comes first. According to the [Raising Children Network](#), most teenagers need 8–10 hours of sleep each night. Teens also feel sleepy later at night, because their body clocks shift during puberty. So a teen who can't nod off at 9pm isn't being difficult, their body simply isn't ready yet. You can't force sleep, but you can try to make it easier. Here are a few ideas:

- **Keep wake-up times steady.** Raising Children suggests keeping school-day and weekend wake-up times within 1–2 hours of each other.
- **Create a screen-free wind-down.** Encourage an hour before bed without devices.
- **Watch the caffeine.** Energy drinks, coffee, and cola in the afternoon could all make it harder to fall asleep.
- **Get outside.** Morning daylight and some physical activity during the day help reset the body clock.

Rest isn't only about sleep, either. A teen who spends every spare minute studying is like a phone that never gets fully charged. So check in with their study schedule, encourage short breaks for things they enjoy, such as a walk with the dog, shooting hoops or cooking a meal together. These moments give their busy mind the chance to settle and reset.

Easing worries about moving up

Change is easier to face when it doesn't feel like a total mystery. If your teen is anxious about next year, start by finding out what's actually worrying them. Is it the workload, new subjects, or leaving a close friend behind? Keep it low-pressure, you might find it easier to chat in the car, where it's private, there's not much else going on, and you're both looking ahead rather than at each other. Once you know what's on their mind, turn the unknown into something concrete:

- **New subjects or a heavier workload?** Encourage them to chat with a teacher or an older student, help them work out a study schedule, or share a good place to find [study tips](#).
- **A new school or campus?** Visit if you can, and practise the journey there together if they'll be travelling by bus, rail, or bike. Look for online tours of the campus, read their latest newsletters, or follow them on social media and share exciting things with your teen.

- **Worried about friendships?** Remind them of times they've made new friends before, such as joining a sports team or starting a new hobby. Check in with friends or family for people they might know already. You could even get involved in community events where you might meet other newbies who are also on the look out for new connections.

You don't need to have every answer. Sometimes just saying "That sounds tough, let's work it out together" or "let me know how I can help" is enough to make a big change feel smaller.

Year 12: final exams and what comes next

For Year 12s, final exams, course applications and goodbyes to friends all land in the same few weeks.

During exams

A little stress can be useful. But too much can tip over into something harder to manage. In a [2019 ReachOut survey](#) of 1,000 young people aged 14–25, almost two thirds reported worrying levels of exam stress. And 68% said that stress came from pressure they put on themselves. Of those who did get help, two thirds turned to a parent.

So even if it doesn't always feel like it, you're often their first port of call. Some ways to help:

- **Look for the signs.** Trouble sleeping or pulling away from friends and family can be signals that stress is becoming too much.
- **Check your own expectations.** ReachOut encourages parents to reflect on how their hopes might be adding pressure, even without meaning to.
- **Handle the small stuff.** Cooking a favourite meal or giving a lift frees up time for study.
- **Keep perspective.** One exam isn't the whole story.

Working out what comes next

Many students finish school without a clear plan, and that's OK. Researchers from Monash University, writing in [The Conversation](#), found that many young people feel uncertain and worried about their next steps after school. You can find [School Leaver Toolkits](#) packed with information and just hand them over, no conversation necessary.

Instead of asking "What do you want to be?", try questions that open things up. What subjects have they enjoyed? When do they lose track of time? Their answers can point towards study, an apprenticeship, a job, a gap year or something else entirely.

There's usually more than one road to a destination. If results aren't what your teen hoped for, there are often other pathways into the same course or career. [headspace](#) has helpful information on options after finishing school.

When to look for extra support

For many teens, end-of-year tiredness and nerves ease once the holidays arrive. But if your teen's low mood, worry or sleep problems carry on for weeks, or start to affect their friendships, schoolwork or health, it's a good idea to reach out for more help. A GP or school counsellor is a great place to start.

And don't forget about yourself. Looking after your own wellbeing helps you stay calm and steady for them. These trusted sites have more advice for parents:

- [ReachOut Parents](#) – articles and forums for parents
- [Raising Children Network](#) – research-based guides on teen health
- [headspace](#) – support and study advice for 12–25 year olds

Outside Australia, your school counsellor can suggest local support.

Finishing the year together

Term 4 asks a lot of teens, and of the people around them. You don't need to fix every problem or plan every step. Often the most helpful things are simple, protecting their sleep, listening without judgement, being a cheerleader, and reminding them that one term or one exam won't decide their future.

Want more ideas for supporting your teen as they grow, study and plan ahead? Explore our [Resources for Families](#) for practical guides on life during and after school.