2014
QUALITY LEARNING EXPO
WARNERS BAY HIGH SCHOOL
QLE

INFORMATION BOOKLET
STUDENT BOOKLET

SUCCESS EQUALS:
LEARNING
STUDY SKILLS
TARGETS
ORGANISATION
Quality Learning Expo (QLE)

The QLE is designed to give Warners Bay High School students a competitive advantage when they leave school and/or present themselves to prospective employers. The Agreed National Goals for Schooling (2012) for all States and Territories are based on what employers are looking for in young people. These talents and capacities include:

- Analysis and problem solving skills
- Ability to communicate ideas and information
- Qualities of self-confidence, optimism, self-esteem and a commitment to personal excellence
- Capacity to exercise judgment and social responsibility
- Active and informed citizens
- Employment related skills
- Confident, creative and productive users of new technologies
- Concern for the natural environment
- Knowledge, skills and attitudes to maintain a healthy lifestyle

The QLE provides a process for students to talk confidently about their learning – the things they ‘found easy’ to learn, the things they found difficult to learn and how they solved those problems. Being able to demonstrate an ability to analyse situations and solve problems in a confident and articulate manner will be a tremendous building block for student self-confidence.

Students will choose a variety of assessment tasks to demonstrate their learning as they answer each of the 10 questions in the QLE. We know from other schools in NSW, Queensland and Canberra who have undertaken this process, student confidence and self-esteem are enhanced and learning is made more relevant to real life situations.

The interview panel will be supportive and give valuable feedback such that students will be more confident and articulate in their next interview situation. We want every student to succeed and we look forward to assisting mentor teachers, students and panel members in this valuable initiative.

Good Luck!

Dr Parkes, Ms Dal Zotto, Ms Lavis, Mr White, the Mentor Teachers (who will guide students through the process) Mrs Gillies, Mrs Pfister, Mrs Allen, Mrs Dieleman, Mrs Mangovski, Mrs Holmes, Mr Anderson, Mr Burton, Mrs Farmer, Mr Mackay, Mr Butler.
Quality Learning Expo

At Warners Bay High School your Year 10 Studies are made up of two parts:

1. Assessment tasks completed during the year
2. An oral presentation - Quality Learning Expo

At some time in everybody's life they are required to undertake an interview. At Warners Bay High School we recognize the need to help all students develop interview skills so that they can confidently talk about their skills and abilities in front of an interview panel. Consequently, during Year 10 you will be preparing for an interview in Term 4. All students will be required to undertake a fifteen to twenty minute interview with an interview panel in various locations within the school. The interview will allow students to discuss their interests and skills and to talk about their learning in all subjects throughout the year. The interview panels will be trained prior to the interview and will be made up of a teacher, a Year 9 student and a person from outside the school.

Your progress will be supported in this task by a mentor teacher who will meet with you and your group throughout the year during mentor sessions. Later in the year during the sessions you will be preparing a covering letter resume for the assessment panel giving information about yourself and information about what you will be presenting at your interview. You will be meeting with your mentor teacher once during Terms 1, 2 and 3 to review your progress and to help you prepare for your interview.
What do you present?

The following items must be brought to your interview at the end of the year:

- Learning Pathways Plan
- Warners Bay High School Student Portfolio
- Resume and certificates, achievements
- Four different work samples (assessment tasks, projects), which demonstrate learning. This task involves more than bringing along all your assignments for the year. During the interview you will be expected to talk about and show evidence of the planning and process that was involved in your project. Your teachers will explain what is required in their subject area for the interview and will help you with documenting the planning and actions you take to complete the project. You may use videos/DVDs, computers or cassette recorders during the interview and there will be sufficient space for you to display TAS or Creative Arts projects.
- “Quality Learning Expo Booklet” - It is important that you fill in the sections in this booklet as part of the planning. These sections will be looked at during the mentor sessions and used for preparation of interview during the year and also during the interview.
- Covering letter of introduction.

The work that is brought to your interview must be collected throughout the year. This cannot be left until the night before the interview.
# Quality Learning Expo

1. **Use Letter Format**

   To The Quality Learning Expo Panel,  
   Warners Bay High School  
   1 Myles Avenue  
   WARNERS BAY NSW 2282  

   Date:  
   Your address:  

2. **Every paragraph talks about individual subjects**

   1. **Introduction**  
      - State who you are  
      - The subjects that you are presenting  
      - State any focus area (optional)  

   2. **Careers**  
      - What are your goals, what would you like to do when you leave school?  

   3. **English**  
      - State briefly what you are presenting  
      - Briefly comment on the process you followed to complete the assignment  
      - Give a brief comment on the results of the assignment  

   4. **Mathematics**  
      - As Above  

   5. **Science**  
      - As Above  

   6. **History or Geography**  
      - As Above  

   7. **PD/H/PE**  
      - As Above  

   8. **Elective One**  
      - As Above  

   9. **Elective Two**  
      - As Above  

   10. **Elective Three**  
      - As Above  

11. **Conclusion**  
    - Summarise what you have learnt overall and your comment on the interview process
Example of an Average Covering Letter

Joanna Jones
1327 King Street
WARNERS BAY NSW 2207

27th July 2011

The Quality Learning Expo Co-ordinator
Warners Bay High School
1 Myles Avenue
WARNERS BAY NSW 2282

My name is Joanna Jones, I am 15 and I am in Year 10 at Warners Bay High School. My hobbies include reading, art, ceramics, karate, and shopping. After finishing Year 12 I wish to do something with children such as childcare or a preschool teacher as I enjoy being with people and children.

Today I will be presenting various pieces of work from a number of subjects. The majority of the works I have completed are assignments and I believe that I have completed them to the best of my ability.

The first assignment I have here for you today is my English speech. The theme of the task was advertising and persuasive language. The task was to design an ad campaign for a fuel efficient car for Holden using persuasive language and advertisement. I have a copy of the speech for all of you in the panel. Also in the making of this task I made an advertisement for the car I had designed.

For my next assignment I plan to introduce a science assignment that I found a bit challenging but very enjoyable. The task was to investigate a topic out of a list of experiments we were given. The topic that I chose was "investigate which materials work best in an hourglass". My hypothesis was that sand was the best material to be used as it is the material that is used most in hourglasses. But I will elaborate more in the interview process.

For the third assignment I have chosen a critical and historical assignment I did in ceramics. This assignment had two parts. The first part was to develop a magazine style article based on my own artist practice using one or more of the works we created in ceramics. The other part of the assignment was to create an invitation to our preternd exhibition, a poster, or a business card that promotes me as an artist. I chose to do the poster.

The last and final work is my body of work for art which I was very pleased of the mark that I got, which was an A. This was really enjoyable because it was free choice. I chose to do something that reflected me and my life which I believe I have achieved. The media I have used include painting and photography which I have collaged behind the paintings as to have a painting of me then photos that reflect my life such as pictures of my friends, family, and places I have been.

I would just like to thank you for the opportunity to present my achievements in Year 10 and I hope that this was an enjoyable experience for all of you to enjoy.

Yours sincerely
Joanna Jones
27th August 2011

The Quality Learning Expo Co-ordinator
Warners Bay High School
1 Myles Avenue
WARNERS BAY NSW 2282

To Whom It May Concern

My name is John Smith. I am 16 years old and I am a student here at Warners Bay High School. My hobbies include going fishing, going to the movies, playing on the computer, building websites, building furniture and machines and I also have a part-time/casual job at Bunnings Warehouse. I intend to complete Year 11 and 12 and continue on to university and pursue a career in Computer Network Administration.

Today I will be presenting various projects I have completed during the year which I am very proud to be sharing with you today via a Power Point presentation.

The first project I have to present to you is a project I have been making over the last 2 years at Warners Bay High School in Industrial Technology Automotive. The project is a working steam engine I have built out of raw material. This project was very enjoyable and I had a great time building it. This working project gave me great satisfaction as I built the project myself out of raw material. Further details will be explained in the Power Point presentation.

The second presentation includes a number of tasks from IT Timber, displaying a number of projects completed during the year, which includes a table, chair, bedside cabinet and tool box. These projects gave me great satisfaction because these works represent a part of my schooling that I can keep for the rest of my life.

The third project I have to present to you is a website I have created in the Information Process and Technology (Computers) course. This website was created to promote the Lake Macquarie area, the website contains information about the Features of Lake Macquarie, Accommodation, Things to see, Activities, Restaurants, Live Webcams and information on how to get to Lake Macquarie. More will be explained in the Power Point presentation.

The final project I have to present is a Multimedia presentation created also in the Information Process and Technology (Computers) course. This project involves a thorough study of an Australian music band and the promotion of a music companies magazines. This project was very enjoyable and it involved using a variety of software and hardware to create a website to promote the magazine and to make a Power Point presentation to promote the band. This was great fun as it involved studying a favourite band and using a variety of instruments to create a project. More about this project will be explained in the Power Point presentation.

Thank you very much for coming here and thank you for the opportunity to present my work and I hope you will enjoy my presentation.

Yours sincerely
John Smith
Term 1 Review

Date: Signed:

1. What work could you collect for your interview at this stage?

2. What do you plan to do next term?

3. Have your study skills improved during this term?

4. Comments
Term 2 Review

Date: 

Signed: 

1. What work have you collected for your interview at this stage?

2. What do you plan to do next term?

3. Have your study skills improved during this term?

4. Do you have any problems with your progress towards your interview?

5. Comments
Term 3 Review

Date: Signed:
1. What work have you collected for your interview at this stage?

2. What do you plan to do next term?

3. Have your study skills improved during this term?

4. Do you have any problems with your progress towards your interview?

5. Comments
The Presentation
### Questions

1. Using pages 6 and 7 in your Learning Pathways Plan Booklet outline to the panel your strengths and abilities. (You may refer to the booklet)

2. Using one of your assessment tasks and your Learning Pathways Plan (last 3 pages of booklet), outline to the panel the employment related skills you gained from this assessment task. (You may refer to the booklet)

3. Please choose another assignment, show us the end product and explain to us the requirements of the task

4. Using one of your assignments could you describe the steps you took to complete the task?

5. Using one of your projects could you tell us about some of the resources which you used to help you complete the task?

6. Could you tell us about one assignment that you found difficult? Can you tell us how you overcame the problems posed by the task?

7. Choose your favourite assignment and tell us why you enjoyed doing this task?

8. Looking back on your schooling so far, what skills can you see that you have developed and are developing?

9. What are your career plans and what are your next steps to fulfill these?

10. Individual Panel Question

### Competency

<table>
<thead>
<tr>
<th>Questions</th>
<th>Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Using pages 6 and 7 in your Learning Pathways Plan Booklet outline to...</td>
<td>Goal Setting</td>
</tr>
<tr>
<td>2. Using one of your assessment tasks and your Learning Pathways Plan ...</td>
<td>Goal Setting</td>
</tr>
<tr>
<td>3. Please choose another assignment, show us the end product and expla...</td>
<td>Knowledge and Understanding</td>
</tr>
<tr>
<td>4. Using one of your assignments could you describe the steps you took t...</td>
<td>Process of Learning</td>
</tr>
<tr>
<td>5. Using one of your projects could you tell us about some of the resourc...</td>
<td>Process of Learning</td>
</tr>
<tr>
<td>6. Could you tell us about one assignment that you found difficult? Can y...</td>
<td>Problem Solving</td>
</tr>
<tr>
<td>7. Choose your favourite assignment and tell us why you enjoyed doing this...</td>
<td>Evidence of Learning</td>
</tr>
<tr>
<td>8. Looking back on your schooling so far, what skills can you see that you...</td>
<td>Transfer of Knowledge</td>
</tr>
<tr>
<td>9. What are your career plans and what are your next steps to fulfill these?</td>
<td>Goal Setting</td>
</tr>
<tr>
<td>10. Individual Panel Question</td>
<td>Problem Solving</td>
</tr>
</tbody>
</table>

### Presentation Skills

<table>
<thead>
<tr>
<th>Presentation Skills</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Pathways Plan, logbook etc - from criteria</td>
<td>Presentation Skills</td>
</tr>
<tr>
<td>Full school uniform including school tie</td>
<td>Presentation Skills</td>
</tr>
<tr>
<td>Work samples brought to interview - four different samples</td>
<td>Organizational Skills</td>
</tr>
<tr>
<td>Speaking/communication skills</td>
<td>Interpersonal Skills</td>
</tr>
<tr>
<td>Discussion/explanation skills</td>
<td>Interpersonal Skills</td>
</tr>
<tr>
<td>Ability to reflect and evaluate</td>
<td>Analytical Skills</td>
</tr>
</tbody>
</table>
Possible Questions for Individual Panel Question

1. What is cyberbullying? How would you help someone who was a victim of it?

2. Can you provide us with any suggestions of what the local council in your area could do to improve leisure opportunities for youth?

3. Why do people take drugs for recreation? What should be done to stop this?

4. What are the positive and negative aspects of Facebook and other social media?

5. What recent story in the media have you found interesting? Why?

6. Have you ever had the opportunity of working in the community on a voluntary basis? If so, please tell us about your experience. If not, is there an area which you would like to work in if the opportunity arose?

7. Do you play sport regularly? What do you think are some of the advantages of playing sport to you physically and as a person?

8. What are the benefits that immigrants bring to Australia? Are there any disadvantages in having people from other countries settle in Australia?

9. What things can you do to save energy and help cut back on greenhouse gases?

10. Can you name for us a movie you have enjoyed? Could you tell us why you found this move so enjoyable?
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Outstanding 5 points</th>
<th>Good 4 points</th>
<th>Satisfactory 3 points</th>
<th>Fair 2 points</th>
<th>Below standard 1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preparation/Organization</strong></td>
<td>- All required elements presented: logbook, covering letter, resume, 4 work samples, Career Pathway Plan</td>
<td>- Most required elements presented: logbook, covering letter, resume, 4 work samples, Career Pathway Plan</td>
<td>- Some required elements presented: logbook, covering letter, resume, 4 work samples, Career Pathway Plan</td>
<td>- A few required elements presented: logbook, covering letter, resume, 4 work samples, Career Pathway Plan</td>
<td>- 1 or none of the required elements presented: logbook, covering letter, resume, 4 work samples, Career Pathway Plan</td>
</tr>
<tr>
<td></td>
<td>- Elements thoroughly prepared and of high quality</td>
<td>- Elements well prepared and of high quality</td>
<td>- Elements of reasonable quality</td>
<td>- Elements not well prepared</td>
<td>- Elements very poorly prepared</td>
</tr>
<tr>
<td><strong>Quality of Presentation Responses</strong></td>
<td>- Shows a full understanding of the questions asked</td>
<td>- Shows a good understanding of the questions asked</td>
<td>- Shows some understanding of the questions asked</td>
<td>- Shows limited understanding of the questions asked</td>
<td>- Shows little understanding of the questions asked</td>
</tr>
<tr>
<td></td>
<td>- Clearly articulates a deep understanding of their own learning</td>
<td>- Articulates a good understanding of their own learning</td>
<td>- Articulates some understanding of their own learning</td>
<td>- Articulates a limited understanding of their own learning</td>
<td>- Articulates a poor understanding of their own learning</td>
</tr>
<tr>
<td></td>
<td>- Ability to confidently talk about their engagement in learning</td>
<td>- Ability to talk with some confidence about their engagement in learning</td>
<td>- Ability to talk briefly about their engagement in learning</td>
<td>- Limited ability to talk about their engagement in learning</td>
<td>- Inability to talk about their engagement in learning</td>
</tr>
<tr>
<td><strong>Speaking Communication Skills</strong></td>
<td>- Outstanding clarity of speech and fluency</td>
<td>- Speaks clearly and fluently most of the time</td>
<td>- Some problems with clarity of speech and fluency</td>
<td>- Problems with clarity of speech and fluency</td>
<td>- Lacks clarity of speech and fluently</td>
</tr>
<tr>
<td></td>
<td>- Makes excellent eye contact with panel</td>
<td>- Makes good eye contact with panel</td>
<td>- Some eye contact with panel</td>
<td>- Poor eye contact with panel</td>
<td>- Little eye contact with panel</td>
</tr>
<tr>
<td></td>
<td>- Good posture, relaxed and confident</td>
<td>- Good posture, reasonably confident</td>
<td>- A little hesitant and nervous</td>
<td>- Hesitant and nervous</td>
<td>- Very hesitant and nervous</td>
</tr>
<tr>
<td></td>
<td>- Confidently talks about their processes of learning</td>
<td>- Talks with some confidence about their processes of learning</td>
<td>- Talks quite well or / and nervously about their processes of learning</td>
<td>- Talks in a limited way about their processes of learning</td>
<td>- Talks in a very limited way about their learning processes</td>
</tr>
<tr>
<td><strong>Discussion/Explanation Skills</strong></td>
<td>- Gives well structured responses that expand on a number of points</td>
<td>- Gives responses that expand on a number of points</td>
<td>- Responses are limited and expand on a few points</td>
<td>- Responses are short covering only a few points briefly</td>
<td>- Unable to give coherent responses</td>
</tr>
<tr>
<td><strong>Evidence of Goal Setting/Career Plan</strong></td>
<td>- Clear and well defined plan for transition from school to work</td>
<td>- Clear plan for transition from school to work</td>
<td>- Some planning for transition from school to work</td>
<td>- Little planning for transition from school to work</td>
<td>- No plan for transition from school to work</td>
</tr>
<tr>
<td></td>
<td>- Well developed &amp; effective goal setting strategies</td>
<td>- Use of goal setting strategies</td>
<td>- Evidence of some goal setting strategies</td>
<td>- Little evidence of goal setting strategies</td>
<td>- No evidence of goal setting</td>
</tr>
<tr>
<td><strong>Ability to Reflect and Evaluate Learning Process</strong></td>
<td>- Clearly articulates and evaluates their own learning</td>
<td>- Clear understanding of their own learning experiences</td>
<td>- Some ideas about their own learning experiences</td>
<td>- Little understanding of their own learning experiences</td>
<td>- Very little understanding of their own learning experiences</td>
</tr>
<tr>
<td></td>
<td>- Evidence of deep reflection for improvement in their learning outcomes</td>
<td>- Evidence of good reflection for improvement in their learning outcomes</td>
<td>- Evidence of some reflection for improvement in their learning outcomes</td>
<td>- Little evidence of reflection for improvement in their learning outcomes</td>
<td>- No evidence of reflection for improvement in their learning outcomes (12/5/07)</td>
</tr>
<tr>
<td><strong>School Uniform</strong></td>
<td>- Full uniform as per code</td>
<td>- Missing 1 item of uniform</td>
<td>- Missing 2 items of uniform</td>
<td>- Very untidy, non compliant</td>
<td>- No school uniform</td>
</tr>
</tbody>
</table>
Grades for Presentation

High Distinction - in order to gain a *high distinction* students must gain 27 to 30 points

Distinction - in order to gain a *distinction* students must gain 22 to 26 points

Credit - in order to gain a *credit* students must gain 17 to 21 points

Satisfactory - in order to gain a *satisfactory* students must gain 10 to 16 points

Elementary - in order to gain an *elementary* students must gain 1 to 9 points

Non Attempt - students who *fail to attempt* the presentation will gain a non attempt or 0
Resume and Employment Information
Preparing your Resume

A Resume, also called a Curriculum Vitae (CV) is a document which prospective employers will require from you. It sets out your personal details (name, address etc), as well as your school, subjects, personal qualities, skills, work history (if applicable), hobbies and interests, sporting interests and two or three referees.

The following tips will help you "present your resume" in the best possible way.

Resume Presentation
The design of your resume is a matter of personal taste, but it should contain the following information.

Personal Details:
Name
Address
Telephone Number
Date of Birth

Educational Background:
School you attend
Subjects studied

Other relevant information you can include:
Personal Qualities
Other skills
Work History (if applicable)
Hobbies/Interests
Sport
Referees (two or three is enough)

More useful tips (Layout is critical)

➢ Your resume should be typed, if possible, and numerous copies made because this will save time and effort when making many applications.

➢ Never leave the original documents with anyone - only leave copies; they may become misplaced, stolen or lost. Replacement of original documents will cost time, money or may even be impossible to replace.

➢ Your resume should be easy to read, so it should present the important facts about you, both clearly and concisely.

➢ Retain a copy of each job application for later reference and during your interview be ready to expand on any of the information you have given.

➢ Always be truthful with any information you give on your resume and keep it all together in a work portfolio.

Remember: Layout, Information and Presentation are Critical
What is a Resume All About

What is a Resume?
A Resume, also called a Curriculum Vitae (CV), is a document which prospective employers will require from you when applying for a job and it is very important to ensure that it is laid out in a clean, and professional way.

It is also used as:
- A Marketing tool
- The hook that gets the employers attention
- A sixty second commercial to convince others of your ability to solve their problems
- A summary account of your life experiences to date

The Resume should include:
- your personal details (name, address, phone number, D.O.B.)
- your educational details (the year you are in, subjects you are studying)
- your employment history if applicable (can also include school work experience)
- other relevant details, like abilities in other languages, personal qualities, community activities, voluntary work, hobbies and interests, membership of community or sporting organisations as either a player, coach or referee
- the name, company (if applicable), position held, address and phone number of two or three people (referees) you have personally asked about being a referee for you
- write out a rough copy first, make sure the spelling and grammar is correct.

When you are satisfied with the information you have collected, neatly type the Resume, and then make a few extra copies, so you have one on hand every time you apply for a job.

When should you submit a Resume?
A Resume should be sent when you are applying for any position; it will need to be updated constantly to show prospective employers how you have developed along the way by improving your skills, qualities and experiences.

Where do I keep my Resume?
You keep your resume in a Work Portfolio (a display folder, preferably black or burgundy). This will allow you to be well organised, and keep all your relevant information together in a manner that will protect your resume, school reports (usually the last three), certificates, references etc that you will need when making applications for jobs and preparing for those all important job interviews.

FOUR IMPORTANT POINTS TO REMEMBER
- Remember there are many different ways to present a Resume and Work Portfolio, so you will need to select one that you are happy with
- Remember to continually update your Resume and Work Portfolio
- Never leave the original documents with anyone - only leave copies, as they may become misplaced, lost or stolen. Replacement of original documents will cost time, money or in some cases be impossible to replace.
- Do not draw or write on the covers of the Work Portfolio; it must look professional
DOCUMENTS IN A WORK PORTFOLIO/RESUME

- A Display Folder with 20 plastic sleeves is a good way to display your personal documents.

- "Insert" pages gives your display of different sized certificates a quality appearance.

- Your Birth Certificate or Passport can be used to prove your age to a future employer.

- A copy of your Birth Certificate can be obtained from your parents or from:
  Registry of Birth, Death and Marriages
  95 Tudor St
  HAMILTON NSW 2303
  Phone: 1300655236

  Presently the cost is $36.00 (administrative charge) and can take at least two weeks to arrive.

- Include two or three referees in your Resume.

- A character reference can be written by an adult with a good reputation who has known you for at least two years. (It cannot be a relative).

- Remember Employers do read individual teachers comments on school reports with great interest and also notice unexplained absences.

- The Short Courses, Other Skills, Hobbies/Interests, Sport sections can be used to display certificates, letters of participation, programs with your name on them and any other items that show your skills and enthusiasm outside school.

- The Other Skills section is used to display items that might be of interest to the employer and relates to the job you are applying for e.g. OH&S Induction Course for the Building Industry, St Johns Ambulance First Aid Certificate etc.

- To show your prospective employer your skills and experience for example in say:

  (i) Industrial Technology Timber, you could mount progressive photos of your major project including any special features. List the materials used, a timeline of work, plans/sketches, with brief notes on costing and any problems if any you had to overcome.

  (ii) Hairdressing, take before, during and after photos of hairstyles you have done on friends and family.

Display Folders are readily available at supermarkets and newsagents and are the right size for most school leavers with twenty plastic sleeves. This of course gives you forty spots if you wish to use both sides.

Make sure it is a business-like colour (black or burgundy) and has your name on the outside (avoid using bright colours - red, pink etc).
Resume of

Name: Peter Jam

Address: 46 brnker st
          Bairdsville 2010

Telephone: 49546098

Email: Peter.Jam @det.nsw.edu

Date of Birth: 8/11/93

Education: Bairdsville Technology High School

Subjects
- English
- Geography
- Industrial Technology (TimBer
- maths
- History
- Visual Design
- Sport
- Science
- PD/H/PE
- French

Interests/Activities:
- Music
- Movies with Friends
- Walking
- Cricket
- foogy
- tennis
- Golf

Volunteer Experience:

Personal Qualities:
- Reliable, Trustworthy,
  instructions, Ability
- to work as a member of a team

Computer Skill
- playstation 2

Wk Experience:
- aint got ajob yet

Achievements:
- Mr Ray Watson
  President
  bairsdville golf club
- MrtpPeter Jones
  Rugby League Coach
  Warners Bay Under 16’s
  4956789j0

Very poorly set out Resume, pick the many mistakes and remember

The first contact you usually make with an employer is through your Resume and Work Portfolio so you need to spend some time and effort to get it right, you are trying to sell yourself to an employer who does not know you.

Compare this Resume to the “good” also supplied in this booklet and what would you do if you were the boss and received these resumes whom would you interview.

PS - Will guarantee NO employer will give an interview with this sort of Resume.
Resume of

Name: Peter Jam

Address: 46 Brunker Street
         ELEEBANA NSW 2282

Telephone: 49546098

Email: Peter.Jam@det.nsw.edu.au

Date of Birth: 8th November, 1995

Education: Warners Bay High School 2006 - 2009

Subjects
English    Maths    Science
Geography  History  PD/H/PE
Sport      Visual Design  French
Industrial Technology - Timber

Interests/Activities: Rugby League: Under 16's - Warners Bay Junior Rugby League
                      Cricket: Warners Bay High School
                      Tennis: Lakelands Tennis Club
                      Golf: Charlestown Golf Club


Personal Qualities: Reliable, trustworthy, able to follow written and verbal instructions, ability to work as a member of a team.


Work Experience: Part time employment with Macdonald's Restaurant, Warners Bay.
                 School work experience at Warners Bay Private Hospital.

Achievements: Semi finalist in regional athletics competition - 100 metre sprint 2007
              Finalist - Hunter Schools Graphic Design Competition 2008
              Member of the School Representative Council 2009

Referees:
Mr Ray Watson  Mr Peter Jones
President     Rugby League Coach
Charlestown Golf Club  Warners Bay Under 16's
49654321      49678970

This Resume will give you a good chance of obtaining an interview. It is well set out, containing no spelling mistakes, correct phone numbers and contact names, and tells the employer a little about who you are and what you have done.
Resume of

Name:

Address: ____________________________________________________ Postcode: __________

Telephone: __________________________ Date of Birth: __________

Email: ______________________________________________________

Education: __________________________________________________

Subjects: ____________________________________________________

Interests/Activities: __________________________________________

Volunteer Experience: _________________________________________

Personal Qualities: ___________________________________________

Computer Skills: _____________________________________________

Work Experience: _____________________________________________

Achievements: _______________________________________________

Referees: ___________________________________________________
The following table lists some of the attributes that employers think are important when considering if they will offer work to a school leaver.

The survey asked employers to give a rating of 1 (high) to 10 (low) for the various work-related qualities and skills.

You are required to number 1 - 22 in the space provided for the qualities and skills you believe the employer would consider most important when hiring an employee.

Your mentor teacher will give you the Employer Ratings after you have attempted rating the qualities and skills 1 - 22.

<table>
<thead>
<tr>
<th>Work related qualities and skills “Attributes”</th>
<th>Your Rating 1 - 22</th>
<th>Employer Rating 1 - 22</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ability to work with numbers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Appropriate dress sense</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Enthusiasm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Ability to be well organised</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. HSC results</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Willingness to learn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Clean and tidy appearance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Some qualifications related to the job</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Reliability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Casual or part-time employment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Ability to work as a member of a team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Ability to follow verbal instructions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Ability to use initiative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Work experience related to the job</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Qualifications in vocational areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Friendliness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Ability to speak fluently and with confidence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Ability to write legibly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Creativity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Punctuality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Ability to work without supervision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Ability to follow basic written instruction</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now that you have completed this exercise, were there any surprises in the rankings you thought important and what the actual Employers thought?

Comments: ____________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

24
The A - H of GREAT FIRST IMPRESSIONS

A. ALWAYS SMILE
   • A smile will demonstrate your enthusiasm
   • Shows a "I want to be here attitude"

B. BE ON TIME
   BE CONFIDENT
   • Walk with your:
     - Shoulders up and steady
     - Head up and steady

C. CLOTHES
   • Always dress respectfully
     - Guys wear a short sleeve tailored white shirt and time (optional jacket)
     - Girls wear a school skirt and short sleeve white blouse and piping and tie
       (optional jacket) (avoid wearing a polo shirt with a tie - it looks dreadful)
   • Uniform shoes and socks

D. DON'T FORGET THEIR NAME
   DON'T USE SLANG

E. EYE CONTACT
   • Try and maintain steady eye contact, especially in the first 3 seconds
   • This will demonstrate confidence

F. FIRM HAND SHAKE
   • Do not shake with a limp fishy hand
   • Guys and Girls both

G. GET CLEANED UP
   • Have a shave
   • Have a shower
   • Put on Deodorant

H. HAIR AND ACCESSORIES
   • Be conservative whilst maintaining a little individuality

PEOPLE WILL MAKE UP THEIR MINDS ABOUT YOU IN THE FIRST 3 SECONDS OF MEETING OR HEARING YOU
A: ASK

Prepare to ask Questions such as:
* Can you please give me a detailed description of the position?
* What type of people have done well in this role previously?
* Why is the position available?
* What are your best selling products or services?
* What opportunity for further training and development is there in this position?
* What opportunity is there for promotion in the future?
* What happens after this interview?
* Based on what we have discussed, can you see any reason why you would not be willing to offer me this position?

A: ATTITUDE

* Do A-H of great first impressions and you can be sure that you will display a good attitude.
* Do not ask how long an interview ill take, if you are implying that you need to be somewhere else.
* Do not ask about money. Wait until they approach the subject.
  - If it does not come up you may like to wait until they ask if you have any questions

R: REFRESH

* It is estimated that 50% of people lie in their Resume. DON'T because 100% of employers know this fact.
* Be sure to refresh your memory of what is in your Resume.
  - Dates and places of work
  - Responsibilities and tasks performed
Final Check List

- Learning Pathways Plan.........................................................
- Warners Bay High School Student Portfolio......
  (Blue and Gold)
- Resume and Certificates, Achievements..............
- 4 different work samples ..............................................
- Quality Learning Expo Booklet completed
  your mentor teacher to review ................................
- Covering letter of introduction & CV ..........................

Good Luck!!