

# PUFFING BILLY PATHWAYS



## PROGRAM DESCRIPTION

Join our Education Officers on Puffing Billy to investigate the career pathways of the railway. Students will examine the location, its interconnectedness, and the impact the railway has on people, places, and environments throughout its history. Issues and challenges to employment and tourism in the local area, and to the railway, will be discussed, alongside the impact of Puffing Billy Railway on the local, regional, and natural environments, economies, and cultures.

Through the lens of both staff and volunteers', students evaluate the job roles on offer at the railway and the effectiveness of various departments to enhance visitor experience at Puffing Billy Railway. They investigate the growth of tourism at Puffing Billy Railway and examine management and techniques being used to ensure Puffing Billy is environmentally, socially, culturally, and economically sustainable with many jobs for young people in the future. Students can use this information to inform their future career interests and perspectives.

## KEY THEMES

- Characteristics contributing to achieving personal, social, educational, and professional goals
- Relationships between work, community and economy
- Technological advances impact on work roles in the community
- Challenges and opportunities to employment and volunteering at the railway

## YEAR LEVELS

Year 9 – Year 10

## CURRICULUM AREAS AND LEVELS

Career Education – Careers Curriculum Framework

Career Education in year 9: I focus

Career Education in year 10: I plan

## PROGRAM OPTIONS

### OPTION 1 - RETURN JOURNEY

Meet the Education Officer at Belgrave Station at 10:30am for an 11.15am Puffing Billy departure (approx. 50minute journey). Disembark at Lakeside Station at 12.15pm. Enjoy lunch, the Lakeside Visitor Centre, an Educator led workshop and the natural surrounds. Board Puffing Billy at 2pm and return to Belgrave Station at approx. 3pm.

### OPTION 2 - SINGLE JOURNEY

Meet the Education Officer at Belgrave Station at 10:30am for an 11.15am Puffing Billy departure (approx. 50minute journey). Disembark at Lakeside Station at approximately 12.15pm. Enjoy lunch, the Lakeside Visitor Centre, an Educator led workshop and the natural surrounds. Depart on school bus from Lakeside, approx. 2pm

Other options can be scheduled according to Puffing Billy Railway timetable.

### DURATION:

Half Day (approx. 10am - 2pm)

### COST:

Midweek only - From \$24.90 per student

Midweek only - From \$36 per adult



**BOOKINGS/ENQUIRIES**

**E:** info@pbr.org.au **P:** 03 9757 0700

**PUFFINGBILLY.COM.AU**

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## FOOD, BEVERAGES AND SOUVENIRS

A range of food and beverage options are available for purchase from our stations and the Lakeside Visitor Centre café, including pies, sandwiches, hot and cold drinks as well as ice creams and sweets. Pre-purchased kids' lunch packs are also available.

Additionally, a range of Puffing Billy merchandise is for sale, including the very popular Puffing Billy flags!



## TOILETS

Toilets are located at Belgrave, Menzies Creek, Emerald, Lakeside and Gembrook stations and the Lakeside Visitor Centre. Please note, there are no toilets available on board the train itself, so we encourage students to use the facilities before boarding.

Toilets with wheelchair access are located at Belgrave, Lakeside and Gembrook stations.



## ACCESSIBILITY

Puffing Billy Railway is committed to offering an enjoyable experience for everyone and has a range of accessible facilities available for our passengers.

Our station platforms are not at the same height as our carriage doors; however, ramps are available to provide easy wheelchair access on many of our Excursion Trains. The wheelchair ramp width is 75cm.

Pathways to Belgrave, Lakeside and Gembrook stations are all wheelchair accessible.

To assist passengers with reduced mobility and to avoid our steep pathway entrance to Belgrave Station, passengers may be dropped off at Gate 4 which is in front of our Belgrave Station building on Old Monbulk Road. The area from the station to the platform is on one level.

## CURRICULUM, STAFF AND RATIOS

Our education programs are linked to the Victorian Early Years Learning Development Framework (VEYLDF) and the Victorian Curriculum. Programs are presented by passionate Education Officers, who hold level 2 first aid qualifications and Working with Children Checks or are registered teachers. Puffing Billy Railway Education programs align with the Department of Education and Training excursion ratios.



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## CURRICULUM LINKS

### GEOGRAPHICAL SKILLS

The goals of the Victorian careers curriculum framework are to assist young people to:

- understand and manage influences relating to career planning and lifelong learning
- develop skills, knowledge and capabilities to make career decisions
- apply their learning to achieve educational and career aspirations
- build resilience in their capacity to manage change throughout their lives.



CAREER EDUCATION IN YEAR 9	LEARNING OUTCOME	LEARNING OUTCOME	VELS DOMAINS - STANDARDS LEVEL 6
<b>I focus</b>	<b>Self Development</b>	1. Understand how individual characteristics such as interests, skills, values, beliefs and attributes contribute to achieving personal, social, educational and professional goals.	Physical, Personal and Social Learning: Personal Learning Discipline-Based Learning: The Humanities - Economics Interdisciplinary Learning: Thinking Processes Careers/Work Education Classes Non Government: Pastoral Care, Religious Education or Careers/Work Education Classes
		2. Explore methods to enhance interpersonal and group communication skills including skills for a successful work interview.	Physical, Personal and Social Learning: Personal Learning Discipline-Based Learning: The Humanities - Economics Interdisciplinary Learning: Communication, Thinking Processes Careers/Work Education Classes Non Government: Pastoral Care, Religious Education or Careers/Work Education Classes
		3. Recognise stereotypes, biases and discriminatory behaviours that may limit opportunities for people in the workplace.	Physical, Personal and Social Learning: Personal Learning Discipline-Based Learning: The Humanities - Economics Interdisciplinary Learning: Communication, Thinking Processes Careers/Work Education Classes Non Government: Pastoral Care, Religious Education or Careers/Work Education Classes
	<b>Career exploration</b>	4. Understand how past, present and future academic performance may impact upon the selection of future programs and courses.	Discipline-Based Learning: The Humanities – Economics Interdisciplinary Learning: Communication, ICT, Thinking Processes Careers/Work Education Classes Non Government: Pastoral Care, Religious Education or Careers/Work Education Classes

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## CURRICULUM LINKS

CAREER EDUCATION IN YEAR 9	LEARNING OUTCOME	LEARNING OUTCOME	VELS DOMAINS - STANDARDS LEVEL 6
		5. Explore and develop commonly used work search tools (e.g. job applications, forms, resumes and portfolios) to find and maintain work.	Discipline-Based Learning: The Humanities – Economics Interdisciplinary Learning: Communication, ICT, Thinking Processes Careers/Work Education Classes Non Government: Pastoral Care, Religious Education or Careers/Work Education Classes
		6. Explore the relationship between work and the community, and how technological advances impact on work roles in the community.	Discipline-Based Learning: The Humanities – Economics Interdisciplinary Learning: ICT, Thinking Processes Careers/Work Education Classes Non Government: Pastoral Care, Religious Education or Careers/Work Education Classes
	<b>Career Management</b>	7. Use career information resources to locate information on occupational and industry trends, education and training trends, and social and economic trends.	Physical, Personal and Social Learning: Interpersonal Development, Personal Learning, Civics and Citizenship Interdisciplinary Learning: ICT Careers/Work Education Classes Non Government: Pastoral Care, Religious Education or Careers/Work Education Classes
		8. Understand the importance of developing flexible and adaptable short-term career action plans within the career building process.	Physical, Personal and Social Learning: Personal Learning Discipline-Based Learning: The Humanities – Economics Interdisciplinary Learning: Communication, ICT, Thinking Processes Careers/Work Education Classes Non Government: Pastoral Care, Religious Education or Careers/Work Education Classes
		9. Examine how personal goals can be satisfied through a combination of work, community, social and family roles.	Physical, Personal and Social Learning: Personal Learning Discipline-Based Learning: The Humanities – Economics Interdisciplinary Learning: Communication, Thinking Processes Careers/Work Education Classes Non Government: Pastoral Care, Religious Education or Careers/Work Education Classes

# PUFFING BILLY PATHWAYS

## CURRICULUM LINKS

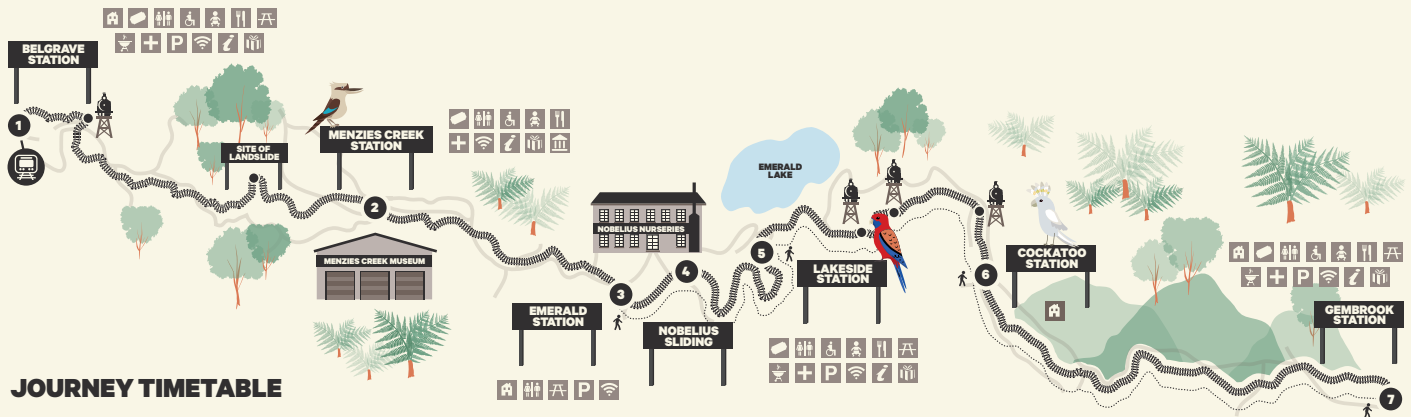
CAREER EDUCATION IN YEAR 10	LEARNING OUTCOME	LEARNING OUTCOME	VELS DOMAINS - STANDARDS LEVEL 6
<b>I focus</b>	<b>Self Development</b>	1. Understand the importance of allies (friends, family and supporters) to maintaining a positive self-concept	Physical, Personal and Social Learning: Interpersonal Development, Personal Learning Discipline-Based Learning: The Humanities – Economics Interdisciplinary Learning: Thinking Processes Careers/Work Education Classes Non Government: Pastoral Care, Religious Education or Careers/Work Education Classes
		2. Assess how personal characteristics and behaviour are reflected in your life, learning and work goals	Physical, Personal and Social Learning: Interpersonal Development, Personal Learning Discipline-Based Learning: The Humanities – Economics Interdisciplinary Learning: Thinking Processes Careers/Work Education Classes Non Government: Pastoral Care, Religious Education or Careers/Work Education Classes
		3. Discover personal and professional benefits of developing a positive self-concept and the consequences of developing a negative one.	Physical, Personal and Social Learning: Personal learning Discipline-Based Learning: The Humanities – Economics Interdisciplinary Learning: Communication, Thinking Processes Careers/Work Education Classes Non Government: Pastoral Care, Religious Education or Careers/Work Education Classes
	<b>Career exploration</b>	4. Demonstrate skills and attitudes towards learning that will help you to achieve your life and career goals.	Physical, Personal and Social Learning: Personal Learning Discipline-Based Learning, The Humanities – Economics Interdisciplinary Learning: Communication, Design Creativity and Technology, ICT, Thinking Processes Careers/Work Education Classes Non Government: Pastoral Care, Religious Education or Careers/Work Education Classes

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## CURRICULUM LINKS

CAREER EDUCATION IN YEAR 10	LEARNING OUTCOME	LEARNING OUTCOME	VELS DOMAINS - STANDARDS LEVEL 6
		5. Understand the relationship between work, community and the economy.	Physical, Personal and Social Learning: Civics and Citizenship Discipline-Based Learning: The Humanities – Economics Interdisciplinary Learning: Communication, ICT, Thinking Processes Careers/Work Education Classes Non Government: Pastoral Care, Religious Education or Careers/Work Education Classes
		6. Explore the education and training requirements of various work roles in your preferred future occupation or work sectors.	Physical, Personal and Social Learning: Civics and Citizenship Discipline Based Learning: The Humanities - Economics Interdisciplinary Learning: Communication, Thinking Processes Careers/Work Education Classes Non Government: Pastoral Care, Religious Education or Careers/Work Education Classes
	<b>Career Management</b>	7. Use career information effectively in the management of your career action plan.	Physical, Personal and Social Learning: Interpersonal Development, Personal Learning Discipline-Based Learning: The Humanities – Economics Interdisciplinary Learning: Thinking Processes Careers/Work Education Classes Non Government: Pastoral Care, Religious Education or Careers/Work Education Classes
		8. Understand the importance of developing a range of scenarios for future career choices.	Physical, Personal and Social Learning: Civics and Citizenship Discipline-Based Learning: The Humanities - Economics, English Interdisciplinary Learning: Communication, ICT, Thinking Processes Careers/Work Education Classes Non Government: Pastoral Care, Religious Education or Careers/Work Education Classes
		9. Examine the concept that every decision is a career decision by creating and maintaining your career portfolio.	Discipline-Based Learning: English Interdisciplinary Learning: Communication, ICT, Thinking Processes Careers/Work Education Classes Non Government: Pastoral Care, Religious Education or Careers/Work Education Classes

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## JOURNEY TIMETABLE

JOURNEY (refer to map above)	SINGLE JOURNEY (subject to timetable)	RETURN JOURNEY (subject to timetable)
1 ↔ 2	30 minutes	Allow 3 hours
1 ↔ 3	50 minutes	Allow 3 hours
1 ↔ 5	60 minutes	Allow 3 hours
5 ↔ 7	40 minutes	Allow 3 hours
1 ↔ 7	1 hour 50 minutes	Allow 5 hours

## MAP LEGEND

- Belgrave Metro Station
- Town
- Booking Office
- BBQ facilities
- First aid
- Parking
- Toilet
- Accessible toilet
- Parenting room
- Wi-fi
- Information
- Souvenir Shop
- Parenting room
- Food & drink
- Picnic area
- NEW! Menzies Creek Museum
- Multi-purpose Eastern Dandenong Ranges Trail
- Trestle Bridge



**BOOKINGS/ENQUIRIES**  
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