Working towards a more supportive SATS system

The Training Ombudsman's Review of the Queensland School-based Apprenticeship and Traineeship System

Which

Personal goals?

Which Which

Which

Business goals?

Which Which

Training Ombudsman

Working towards a more supportive SATS system

Letter to Minister

The Honourable Geoff Wilson MP
Minister for Education and Training

Dear Minister

It is with great pleasure that I am able to present to you my report on the School-based Apprenticeship and Traineeship System throughout Queensland.

The commissioning of the review and subsequent report was in response to Action 3. *Improving youth transitions to enhance education, training and employment outcomes – Recommendation 3.2.1. Using creative partnerships to increase student participation in vocational education and training in schools and in school-based apprenticeships and traineeships* of the Queensland Skills Plan 2008.
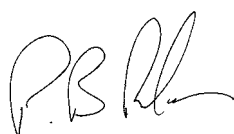
The review which commenced in April 2009 targeted all participants, employers, school students and parents, training providers, australian apprenticeship centres and the school precincts in school-based arrangements to investigate ways to increase awareness and employment of school-based apprentices and trainees and identify increased opportunities for young people to participate in school-based apprenticeships and traineeships. The review was conducted throughout metropolitan and regional Queensland.

I have always held the belief that the opportunity to commence an apprenticeship or traineeship given to a school student who had chosen that pathway would ensure that Queensland had the ongoing appropriate numbers of potential tradespeople to assist in addressing the acknowledged skill shortages.

I acknowledge the support and input of the participants of the review throughout Queensland. I also acknowledge Ms Dale Johnson, Project Manager, and the project team within the Office of the Training Ombudsman for their exhaustive efforts in conducting the extensive research and consultations across Queensland necessary for the compiling of this report.

Minister, I commend to you my report on the school-based apprenticeship and traineeship system in Queensland "Working towards a more supportive SATS system" and anticipate discussing the implementation of the recommendations with you.

Yours faithfully

Peter Ruhanen
Training Ombudsman

Acknowledgements

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Executive Summary

During 2008, a range of employers, school-based apprentices and trainees and industry stakeholders reported concerns about the quality of support and the outcomes associated with the school-based apprenticeship and traineeship (SAT) system. These concerns have resulted in reports of difficulties in retaining students and employers, within the SAT program.

A key measure of the effectiveness of vocational education and training programs is employer acceptance and satisfaction with the industry skill level and the employability of students and graduates. Key measures of school performance are student and parent satisfaction.

In order to address the concerns raised, the Queensland Training Ombudsman's review of the school-based apprenticeship and traineeship system in Queensland, a Queensland Skills Plan 2008 initiative, investigated how effectively the current SAT system is meeting the needs of employers and students and their parents or guardians.

The aim of the review was to increase awareness and employment of school-based apprentices and trainees and identify increased opportunities for young people to participate and succeed in school-based apprenticeships and traineeships. The review provides advice on improving the uptake, completion and quality of outcomes of school-based apprenticeship and traineeship contracts and shares examples of stakeholder good practice.

Four hundred and ninety-eight (498) participants, representing two hundred and thirty-one (231) organisations and ninety-eight (98) families across all regions of Queensland participated in the review.

Participants included employers, students and their parents or guardians, school staff, school peak associations, industry peak bodies, employer peak bodies, unions, australian apprenticeship centres, registered training organisations, local school-community partnership organisations, Training Queensland staff, Skills Queensland, Education Queensland staff and interested stakeholders.

Stakeholder and interested parties were invited to provide written submissions. Regional stakeholder onsite interviews and focus group participants were selected by interrogating the DELTA database for the calendar years 2007 and 2008. Participants were then selected by SAT participation history, SAT participation role and regional location. The consultation sites chosen for the review were Cairns, Townsville, Mt Isa, Mackay, Rockhampton, Emerald, Capella, Gladstone, Charleville, Roma, Kingaroy, Chinchilla, Dalby, Roma, Toowoomba, Warwick, Noosa, Nambour, Caboolture, Beaudesert, Gold Coast and Brisbane and surrounding areas.

From the review participation process, key strengths and key issues related to the current school-based apprenticeship and traineeship system were identified.

Key Strengths

- There was support from the majority of stakeholders for the concept of the SAT program. The program was seen as an opportunity for students, employers and local communities to benefit.

- The majority of employers who currently employ SATs believe school-based apprentices and trainees are an effective staffing and recruitment option, particularly in those locations where it is difficult to attract skilled labour.

- Completion rates are rising.

- Emerging strategic industry-schools collaboration models are providing students, parents and school staff with industry-specific, career information; marketing support; customised curriculum resources and industry networking opportunities.

- Regional Training Reference Groups and SAT committees are bringing stakeholders together to support the SAT program through information sharing and regional career information activities. Career resources and innovative strategies are being developed locally, waiting to be shared across Queensland.

- Opportunities to participate in work experience, structured workplace learning or casual employment provide a critical decision point for students, parents and employers prior to the signing of a training contract.

- Industry led or sponsored events for students, parents and school staff are providing awareness of the realities and the career benefits of learning a trade.

- Industry mentoring programs are supporting students at the workplace to develop their skills to employer expectations and adjust to the workplace culture. School mentoring programs are supporting students at school to manage their learning and adjust to moving between the expectations of school and work.

- Mentoring and support programs for indigenous students are building student confidence and assisting increased completion levels.

- Emerging models of workplace training and assessment in a traditional trade are being well received by the employers and students involved.

- Employers have high levels of satisfaction with schools that have the SAT program as a major strategic focus.

Key Issues

- Allocated government funding for schools to market and manage school-based apprentices and trainees activities has reduced since 1998, while school staffing and general management costs have risen consistently during the same period.

- On average, there are low levels of engagement in the SAT program within school populations. The participation of young women in traditional trade areas and young indigenous SAT students continues to remain at low levels within the SAT program.

- Existing strategic SAT data is not easily accessible to stakeholders and gaps in relevant decision-making data are apparent.

- Schools do not have routine access to strategic student activity databases resulting in the duplication of internal organisational databases.

- Most school communities under-resource vocational and employment pathways.

- The majority of SAT students were not enrolled in qualifications identified as supporting national skill shortage development pathways.

- Increases in training contract cancellation and withdrawal rates and decreases in transitions from school-based to full-time apprenticeships are resulting in a significant amount of unrealised system effort.

- There was no evidence of a consistent approach or policies across schools regarding student access to the program and employer involvement in work experience or SAT selection.

- 'Upfront' information prior to signing a training contract is required, for example:
  - student academic and vocational histories (for employer)
  - work travel requirements (for students, parents and school)
  - proposed school timetabling (for employer, students and parents)
  - RTO training and travel arrangements for a year from the date of signing (for school, employers, students and parents)
  - school mentoring arrangements (all stakeholders)
  - workplace support arrangements (all stakeholders)
  - integrated monitoring arrangements for the year from the date of signing (from school, employers, RTO and departmental officers)

- There was recurring evidence of SAT commencements being initiated when work experience would have been a more appropriate or realistic option.

- Few stakeholders have committed dedicated resources to manage the training and support of SAT students.

- There was no evidence of a coordinated, consistent systemic approach to communication between stakeholders regarding individual student progress and emerging support needs.

- A large number of employers were unhappy with the aptitude and attitude of the students presenting for work experience or school-based apprenticeships and traineeships. Most students were not sufficiently 'job ready'.

- Several larger employers have begun publicly advertising SAT vacancies and selecting SAT employees independent of schools or Australian Apprenticeship Centres.

- Very few employers consulted had informed school VET staff of the specific requirements needed by students to be employed as a SAT in their workplace.

- Employers expressed particular concern regarding the literacy and numeracy skills of students presenting as school-based apprentices and trainees.

- Smaller employers acknowledged their limitations in engaging with the SAT program.

- Most training plans did not include specific indications of when competencies are expected to be achieved and when assessment is likely to occur.

- A majority of school staff provided feedback that there were delays or difficulties in receiving training plan information.

- While many students, parents and employers are very happy with SAT training provision, the majority expressed either concern or anger at the client service they had received:

  - Long delays in receiving learning materials

  - Long delays before attending block training

  - Notification to attend block training at short notice or for very long 'catch up' blocks

  - Block training dates being changed, often at short notice, interfering with pre-planned school review and examination periods or employer peak production times

  - Difficulties in contacting provider staff to discuss issues or request information

  - Multiple changes in training staff

  - Requiring young students to travel long distances from home to attend block training without arrangements for pastoral care, risks and safety.

- A substantial number of employers, particularly in traditional trade areas, did not believe that school-based apprentices who had been judged as competent by training organisations were able to perform their duties to workplace expectations in comparison with full-time apprentices.

- A number of employers reported that training organisations were signing off units of competency with little or no discussion with employers regarding workplace performance.

- An increasing number of employers had already or were intending to change training organisations where a choice of provider was available. Several had withdrawn from the system and one large employer was planning to become an enterprise RTO.

- A number of employers reported that they had received little or no contact from relevant stakeholders during the last six months; while others were frustrated that different stakeholders were requesting the same information often.

- Effective monitoring collaboration between different stakeholders was not evident and feedback relevant to supporting students struggling in the program was not shared.

- The most criticised issues relating to school support were:
  - students who had indicated that they would not be proceeding to university were being persuaded, counselled or required to select academic pathway subjects
  - one day school-to-industry release policies, particularly in traditional trades qualifications, were inadequate to effectively develop necessary apprenticeship skills, and
  - school timetabling designed so SAT students are scheduled to be in class and learning at work at the same time. This type of school timetabling requires students to 'catch up' on missed class work, that is, chasing up class notes from multiple teachers and not having structured learning support for the work they have missed. SAT students are expected to use any scheduled spare periods to learn what they have missed while at the workplace and not in class. Students who are not SAT students are expected to revise what they have already learnt in class and extend their knowledge during their spare periods.

- The majority of school-based apprenticeship employers did not support a one-day a week release model and had differing positions on a two-day a week model.

- The strongest employer confidence in the SAT system came from those employers whose school-based apprentice was released for blocks of work that is, 2 weeks at school followed by 2 weeks at work (2 x 2) or 4 weeks at school followed by 4 weeks at work (4 x 4).

Recommendations

Strategic Planning and Reporting

1. Skills Queensland, Education Queensland and Training Queensland to facilitate the development and implementation of integrated stakeholder strategies for:
   - Student monitoring and support
   - Employer monitoring and support

2. Education Queensland to introduce SAT specific guidelines and policies for all schools providing a school-based apprenticeship and traineeship pathway. The policies and guidelines to include, but not be limited to:
   - Minimum staffing allocations
   - Timetable flexibility and student support
   - SAT commencement and completion income
   - Collaborative school and employer student selection
   - Industry and employer relationship building
   - Empowering parents and employers to be more involved

3. Education Queensland requires all schools providing a school-based apprenticeship and traineeship pathway to develop an annual SAT participation plan, and report annually to the department on the outcomes from the plan. The plan to include, but not be limited to:
   - Targeted participation numbers for apprentices and trainees for a 12 month period
   - Resource and staffing strategies
   - Strategic partnerships
   - Student selection plan
   - Student learning, support and monitoring strategies
   - School community inclusion plan
   - Student, parent and employer feedback strategies
   - Evaluation and Improvement plan

4. Skills Queensland to develop and implement a strategic audit process focussing on (1) the client service provided by training organisations to school-based apprentices and trainees and (2) school-based apprentice progression in regional and remote areas.

5. Skills Queensland to facilitate comprehensive monitoring strategies for employers who rapidly escalate school-based apprentice and trainee activity within a relatively short time frame.

Administrative Reform

6. Education Queensland to manage the development of universal job descriptions for school VET coordinators.

7. Education Queensland to review the job descriptions of educational staff managing workplace programs and SAT programs in schools.

8. The Department of Education and Training to investigate funding options to support parents travelling with school-based apprenticeship and traineeship minors who are required by their training provider to attend SAT training blocks in long distance locations.

Industry Support

9. Industry and employer peak bodies to investigate and initiate strategies to collaborate with schools and school clusters in mentoring school-based apprentices in the workplace.

Professional Development

10. Skills Queensland, Education Queensland and the Queensland Studies Authority to develop integrated professional development programs for school leadership staff, non-VET educational staff and school VET support staff in all schools providing a school-based apprenticeship and traineeship pathway.

11. Training Queensland to develop and facilitate professional development programs for training organisation leadership staff and front line staff focussing on collaborative employer and training organisation determination of competency.

Program Promotion

12. The Department of Education and Training to facilitate a state-wide, branded, promotional strategy, raising awareness of the benefits of school-based apprenticeships and traineeships for employers, students and parents and the Queensland economy.

13. The Department of Education and Training to investigate the viability of a branded, SAT website where school staff, parents and students could access:

    • Industry career development information

    • Job readiness and employability resources and activities

    • Good practice SAT management and implementation models

    • Industry contextualised school curriculum resources

    • Student, parent and school staff forums

14. Education Queensland and Skills Queensland to promote emerging industry-school partnerships models incorporating structured Year 8-12 career development programs within schools.

Introduction

Queensland School-based Apprenticeship and Traineeship System Overview

School-based apprenticeships and traineeships provide school students of legal working age with the opportunity to participate in employment based learning and skills development while still enrolled at school. The School-based Apprenticeship and Traineeship (SAT) system provides a significant Australian workforce development opportunity while at the same time offering students increased choice to engage in personally, meaningful learning related to their employment and career goals.

Entering into a legally binding training contract as a SAT is often a much more complex process for all the parties to the contract (the employer, the student and the student's parents or guardians) than for a person who is no longer enrolled at school and legally an adult.

To succeed, students entering into a SAT contract will need to:

- understand why becoming a SAT is a worthwhile personal goal
- understand the conditions of being an employee
- understand the values, work culture and productivity standards of the industry
- understand the values, work culture and expectations of their employer
- understand the legal obligations and conditions of the SAT training contract
- negotiate subjects that align most effectively with success in the SAT with school staff
- negotiate sufficient time away from school to meet the skills development and training outcomes expected to progress through the training contract and be valued as an adult apprentice or trainee
- negotiate and maintain work and training travel arrangements

- understand that the beliefs, knowledge and employment experiences of parents, friends, school staff, training staff and work staff may vary greatly
- manage inconsistencies between the expectations of parents, school staff, training staff, workplace staff and industry requirements as they surface
- negotiate help to succeed when it is needed

For most school students becoming a SAT is rarely the 'easy' schooling option.

History

Queensland's SAT program was introduced in 1997 as three pilot projects in Gladstone, Mackay and Pine Rivers. With the completion of the initial projects, the program was refined and made available Queensland-wide. The range of industry sectors in which school students could access SATs was also extended after the introduction of necessary changes to Queensland's industrial relations legislation.

In 1997 there were 41 SAT commencements; in 2008 there were 9059 (3093 apprentices and 5966 trainees) across 21 industry training groups.

Legislative Authority

In Queensland, the *Vocational Education, Training and Employment Act 2000*, supported by *Training and Employment Recognition Council Guidelines*, provide the legislative basis for the implementation and regulation of the SAT system.

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[1] The Act and Training and Employment Recognition Council guidelines can be found at the following web addresses: http://www.legislation.qld.gov.au/Acts_SLs/Acts_SL_V.htm and http://training.qld.gov.au/about/overview/council/guidelines.html.

Figure 1: SAT role map

DET Regional Offices

Monitor progress
Manage contract disputes

**Australian
Apprenticeship Centres**

Broker contract
Provide induction

Training Contract

Parent/Guardian

Support student
to achieve

Student

Achieve at school
and work

Employer

Provide
workplace
learning

Schools

Manage school timetabling
Provide learning support

**Registered Training
Organisations**

Provide SAT training

Industry Standards and Expectations

Provide the benchmarks for future employment success

Introduction *cont.*

Stakeholder roles

Employers and students (and where applicable, the parents or guardians of the students) are the primary clients of the SAT system.

A range of enabling organisations receive Commonwealth and Queensland Government funds to provide services and facilities to ensure employer and student goals are realised and training contracts are successfully completed to Australian industry standards.

Activity Snapshot (2006-2008)[2]

- School-based apprenticeship commencements[3] have been increasing steadily with a twelve percent (12%) increase from 2007 to 2008.
- School-based traineeship commencements have remained stable over the same period.
- Completed apprenticeships (commenced at school) have been increasing strongly across industry training groups, with a forty-four percent (44%) increase from 2007 to 2008.
- Completed traineeships (commenced at school) have increased slightly by ten percent (10%) during the same period.

- School-based apprenticeship cancellations and withdrawals have been increasing by twenty-eight percent (28%) across all industries from 2007 to 2008.
- School-based traineeship cancellations and withdrawals have declined by six percent (-6%) from 2007 to 2008.
- Conversions from school-based apprenticeships to a part-time or full-time apprenticeship decreased by twenty-nine percent (29%) across all industries from 2007 to 2008[4].

Industry Activity Highlights (2006-2008)

- The construction industry recorded the highest growth, at forty-eight percent (48%), in completed apprenticeships (commenced while at school) from 2007 to 2008.
- The community services industry increased school-based traineeships commencements by fifty percent (50%) from 2007 to 2008; while recording a thirty-five percent (35%) increase in cancellation and withdrawal activity during the same period.

- The sports and recreation industry increased school-based traineeship commencements by eighty-two percent (82%) from 2007 to 2008; while recording a ninety-eight percent (98%) increase in cancellation and withdrawal activity during the same period.
- The retail industry recorded a seventy-one percent (71%) increase in school-based traineeship cancellations and withdrawals from 2007 to 2008.

School Engagement Snapshot (2008-2009)[5]

- Two hundred and seventy-seven (277) schools are registered to provide secondary schooling in Queensland; one hundred and ninety-seven (197) state schools and eighty (80) non state schools[6].
- There are 98223 full-time students enrolled in Years 10, 11 and 12 in Queensland[7].
- Of the total number of enrolled full-time Year 10, 11 and 12 students, less than three percent (3%) were school-based apprentices and less than eight percent (8%) were school-based trainees[8].
- Acknowledging that enrolment capacity will vary across schools, the average school engagement level in the SAT program is 38 students per school (11 school-based apprentices and 27 school-based trainees).

[2] Detailed 2006-2008 commencement, cancellation and withdrawal and completions data is available in Appendix 4.

[3] Commencement data includes recommencement in another industry.

[4] As at 31 August 2009.

[5] As at 31 August 2009.

[6] Education Queensland internet directory search by parameters: type of centre, campus, school; years 8-12 registration.

[7] Enrolments based on student data from the August 2009 Corporate Data Download from state schools SMS.

[8] Queensland TPAY database, as at 30 June 2009.

Public Expenditure Snapshot (2006-2009)

- The Queensland Government funds institutional apprenticeship and traineeship training for all school-based apprentices and trainees through the User Choice program, by qualification, with additional regional and remote location allowances.

- User Choice expenditure has doubled for school-based apprentices during the last three financial years; while expenditure on school-based traineeships has remained relatively static.

- Annually, eligible state schools receive dedicated SAT funding grants to establish or expand their SAT program for students in the Senior Phase of Learning[9]. With the establishment of the SAT program in 1998 grant funding was $700 per commencement. In 2008, the maximum grant funding per commencement was $500, reduced to $300 on cancellation or withdrawal.

Emerging Issues (2008-2009)

- The introduction of the Australian Industrial Relation Commission's new industrial award modernisation award[10] in January 2010 may change the landscape of Queensland SAT employment. Those employers aware of the proposed industrial award changes for school-based apprentices and trainees expressed concern regarding the introduction of the new arrangements, anticipating an increase in employer costs, and predicting a decline of employer participation levels in the SAT program. However, the large majority of employers consulted were not aware of the proposed changes. Queensland employers urgently need information concerning (1) the final award changes and (2) the implications for their business operating costs. At the time of this report, it is apparent that Queensland employers are ill prepared to implement new award arrangements from January 2010 and it is also unclear what the short-term and eventual impacts on SAT program participation levels will be.

- The Australian government's school-based trade training centres program has been designed to provide (1) stronger vocational pathway options for secondary school students and (2) provide access to more job-ready employees in traditional trades and emerging industries[11]. At this time, most Queensland centres are in the process of building or in the centre's start-up phase. It is expected that local and regional industry representatives will lead centres' strategic directions and outcomes.

- Local Community Partnerships facilitate the delivery of career and transition programs to all schools. New brokerage arrangements are under development by the Australian Government.

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[9] (1) $300 per commencement, (2) $500 per active or completed commencement, (3) $300 per commencement subsequently cancelled or withdrawn. Payments in advance for commencements and adjustments made for cancellation or withdrawal are based on the previous calendar year's commencements.

[10] Australian Government's Fair Work Australia website **http://www.fwa.gov.au/index.cfm?pagename=aboutbriefs**

[11] Further information on the centres and their locations can be found at **http://www.deewr.gov.au/Schooling/TradeTrainingCentres/Pages/default.aspx**

Review Focus

Apprenticeships and traineeships are an essential strategic element in maintaining a sustainable Queensland skills base.

School-based apprenticeships and traineeships are emerging as an increasingly significant share of Queensland apprenticeship and traineeship activity. If the economic and social potential of school-based apprenticeships and traineeships is to be fully realised, then an examination of the current SAT system was needed - a system that includes features unique to the broader Australian apprenticeship and traineeship system.

Review Questions

- How can the system be improved to increase commencements and completions and reduce withdrawals and cancellations? Is the level of withdrawal and cancellation a concern? Is the level of completions a concern? Is the level of commencements a concern?

- What are the perceptions of different SAT stakeholders regarding the strengths and weaknesses of the current system?

- What are the strategic and operational partnerships (or collaborations) between SAT stakeholders? How can they be improved?

- How effective are the current stakeholder SAT implementation and service models? How can they be improved?

- What examples of good practice are evident? How can identified good practice be effectively shared and integrated into stakeholder implementation models?

Method

1. Invitation to all stakeholders and interested parties to submit information, concerns, praise and suggestions for improvement, by email or hard copy.

2. Literature and policy search, focussing on school-based apprenticeship and traineeship system and practice models; industry intelligence; regional intelligence and funded pilot programs.

3. Analysis of written submissions.

4. Development of a series of questions to guide semi-structured interviews and focus groups. Common questions were developed for all stakeholders and specific stakeholder questions developed for employers, school-based apprentices and trainees, parents and SAT service organisations. The questions can be found in Appendix 3.

5. Stakeholder interview and focus group participants were selected by interrogating the DELTA database for the 2007 and 2008 calendar years to:

   - Find those (1) employers who were new to, experienced in or had disengaged from the SAT system and (2) employer activity patterns[12] related to SAT commencement, withdrawal, cancellation, recommencement and transition, by region and size of the organisation.

   - Find those students who were active, cancelled or had transitioned to part-time or full-time apprenticeships and traineeships, by region

   - Find those (1) schools that were new to, experienced in or had little engagement with the SAT program and (2) school activity patterns related to commencement, withdrawal, cancellation, recommencement and transition, by region and size of the school. Additional information was gathered on schools aligned to a school trade training school (alone or as part of a consortium).

   - Find registered training organisation activity patterns related to qualification scope and progression of students, by region.

   - Select a sample of schools, employers, students and parents, across industry training groups, which encompassed a range of SAT engagement experience and activity patterns, by region.

6. A consultation schedule was developed encompassing (1) onsite employer visits (45 mins), (2) small group employer forums (120 minutes), (3) small group student forums (45 minutes), (4) small group parent forums (45 mins), (5) onsite school visits (2-3 hours) and industry service organisation forums (90 minutes). A number of active SAT and parent forums were combined.

7. Issues and suggested solutions were presented, discussed and modified or validated throughout the consultation process. Feedback themes were developed, categorised and validated by stakeholders throughout the consultation process.

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[12] Examples of employer activity patterns include: high commencement, high cancellation; low cancellation, high transition

Queensland consultation sites
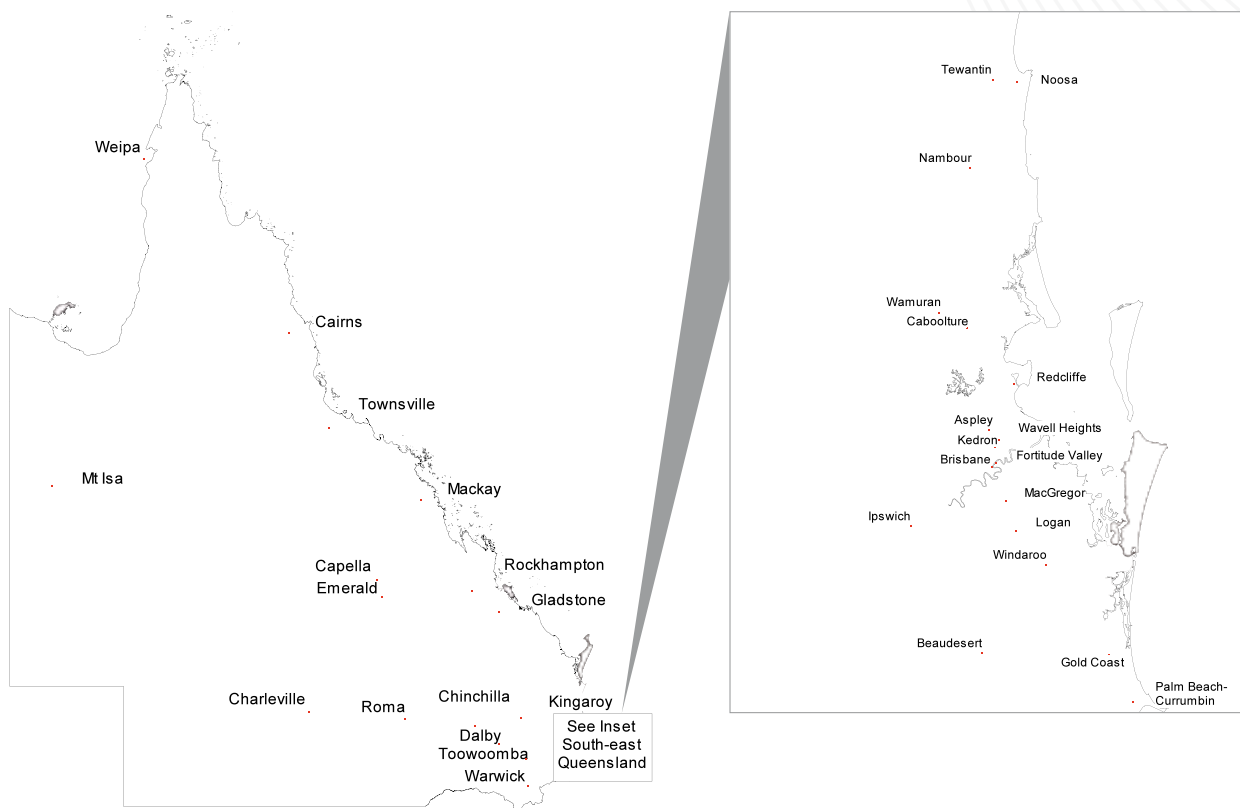
Review Participation

Participating stakeholders and interested parties were assured that the consultation feedback would be treated confidentially and any information identifying a particular participant would not be discussed outside the Office of the Training Ombudsman nor included in the final report without the express permission of the participant. One group of parents requested their feedback be given to school leadership representatives on completion of the school site visit.

Four hundred and ninety-eight (498) participants representing two hundred and thirty-one (231) stakeholder organisations and ninety-eight (98) SAT families across Queensland participated in the review. Participants represented employers, students and their parents or guardians, school staff, school peak associations, industry peak bodies, employer peak bodies, unions, Australian Apprenticeship Centres, registered training organisations, local school-community partnership organisations, Training Queensland staff, Skills Queensland, Education Queensland staff and interested stakeholders. The organisational participation list can be found in Appendix 2.

Regional consultations included fifty-two (52) employer onsite visits, twenty (20) onsite school staff focus groups, twenty (20) student and parent focus groups, sixteen (16) employer focus groups and fourteen (14) industry focus groups.

Limitations to the review

Access to cancelled students was limited to a small number of participants. While the feedback received was integrated into issues and themes, this feedback does not allow a reliable interpretation as a distinct stakeholder subset.

Review Findings

Stakeholder Expectations

SAT stakeholders expect:

- School-based apprentices and trainees who are more job ready prior to their first day at work
- More time spent practising skills in the workplace
- More responsive training delivery
- Stronger leadership and more support for school staff working with vocational pathways
- More consistent student support frameworks related to contact frequency, placement mentoring, employer mentoring and school timetabling flexibility

How well these expectations can be met will determine program retention, completion and commencement levels. There are still large numbers of students and parents and significant numbers of regional employers who could engage in the SAT program and have not.

Employer engagement with school-based traineeships and apprenticeships varies with the:

- employers' business goals
- ease of engagement (related to processes, paperwork and partnerships)
- location
- industry
- student selection models
- school commitment, stakeholder client service and timetabling flexibility
- off-the-job provider choice, stakeholder client service, delivery flexibility

Gladstone Power Welders: Managing effective school–employer collaboration

GPW manages their SAT student program within the company's human management framework, which is directly linked to the organisation's business plan. GPW partners with GAGAL for full-time apprentices and the Australian Technical College for SATs.

Detailed information on GPW's selection, coordination and workplace support strategies for school-based apprentices can be found in Appendix 5.

Student engagement with and success within school-based traineeships and apprenticeships varies with the:

- students' goals
- levels of parental support
- supportiveness of the school leadership and school community culture
- timetabling flexibility and the levels and ease of workplace interaction
- mentoring support
- literacy and numeracy requirements of the job role

Employer and student engagement with school-based apprenticeships also vary with industry licensing requirements and the industrial award structure.

Agreed strengths of the current system

- There was support from the majority of stakeholders for the concept of the SAT program. The program was seen as an opportunity for students, employers and local communities to benefit.

- The majority of employers who currently employ SATs believe school-based apprentices and trainees are an effective staffing and recruitment option, particularly in those locations where it is difficult to attract skilled labour.
- Completion rates are rising.
- Emerging strategic industry-schools collaboration models are providing students, parents and school staff with industry-specific, career information; marketing support; contextualised curriculum resources and industry networking opportunities, for example, *Gateway Schools*[13] projects.
- Regional Training Reference Groups and SAT committees are bringing stakeholders together to support the SAT program through information sharing and regional career information activities. Career resources and innovative strategies are being developed locally, waiting to be shared across Queensland. Local community partnership arrangements are linking schools and

[13] More information on Queensland industry-schools partnership initiatives can be found at http://training.qld.gov.au/industry/engagement.html

Manufacturing Skills Queensland (MSQ) and Gateway Schools: Planning successful SAT pathways from Year 8.

MSQ is an industry partner in a Queensland Gateway School project. MSQ have worked with schools' staff to develop a career development model for students considering working in manufacturing industries.

The state-wide model provides guidance for the structured implementation of a Year 8-12 career development program which incorporates curriculum customisation, subject selection, work experience and SAT commencement.

An overview of the MSQ and Gateway Schools program can be found in Appendix 6.

local employers to facilitate student work placement opportunities.

- Opportunities to participate in work experience, structured workplace learning or casual employment provide a critical decision point for students, parents and employers prior to the signing of a training contract. Work experience (both structured and unstructured) and additional casual employment is a common employer strategy for selecting future SATs.

- Industry led or sponsored events; for example, bus trips to local workplaces for students, parents and school staff are providing awareness of the realities and the career benefits of

learning a trade. The effectiveness of these events is increased with the participation of SAT graduates, experienced apprentices and event organisers who began their career as an apprentice or trainee.

- Industry and employer mentoring programs are supporting students at the workplace to develop their skills to employer expectations and adjust to the workplace culture. School mentoring programs are supporting students at school to manage their learning and adjust to moving between the expectations of school and work.

- Mentoring and support programs

for indigenous students are building student confidence and assisting increased completion levels.

- Emerging models of workplace training and assessment in a traditional trade are being well received by the employers and students involved.

Employers have high levels of satisfaction with schools and training providers that have the SAT program as a major strategic focus.

SITLink, Townsville: Regional planning and collaboration

SITLink is a Townsville regional initiative assisting in the development and creation of new career programs and pathways programs for existing and emerging industry. Research based advice is provided to business, schools, training organisations and government and relationships facilitated. At the time, the SITLink Relations Manager was also working as a part-time Head of Department aligned to one of the local schools.

SITLink have researched and planned a range of career information strategies based on activities for school students from years 1 to 12.

Detailed information on the SITLink career development plan can be found in Appendix 7.

JJ Richards Engineering: Linking older, experienced staff with school–based apprentices

JJ Richards have given an experienced tradesperson, otherwise considering retirement, the responsibility to train and support their work experience and SAT participants.

In a win-win situation for the business and SAT students, JJ Richards have reinvigorated the working environment for their older tradesperson and provided young workers with a dedicated workplace mentor to assist them to manage their dual school and workplace responsibilities.

An overview of JJ Richards' approach to selecting and supporting SATs can be found in Appendix 8.

Identified Issues

The SAT system is demonstrating a range of strengths; however, the consultation process also revealed significant areas of actual and perceived weakness. Below is an overview of the issues most often identified by stakeholders:

System wide

- Allocated government funding for schools to market and manage school-based apprentices and trainees activities has reduced since 1998, while school staffing and general management costs have risen consistently during the same period.

- On average, there are low levels of engagement in the SAT program within school populations. Stronger departmental support and stronger school leadership commitment and accountability are key factors in achieving program outcomes.

- The participation of young women in traditional trade areas and young indigenous SAT students continues to remain at low levels within the SAT program.

- Most school communities under-resource vocational and employment pathways.

- The majority of SATs are not enrolled in qualifications identified as supporting national skill shortage development pathways.

- Increases in training contract cancellation and withdrawal rates and decreases in transitions from school-based to full-time apprenticeships are resulting in a significant amount of unrealised system effort.

- Few stakeholders have committed distinct, dedicated resources to manage the training and support of SAT students.

- Existing strategic data is not easily accessible to stakeholders and gaps in relevant decision-making data are apparent; for example, employer satisfaction levels with school performance; conversion rates from work experience participation to commencement of a training contract; student and parent satisfaction levels with timetabling and support

Wavell Heights High School: In–School mentoring support

Wavell Heights State High School has implemented a system of teacher-mentors for their school-based apprentices and trainees.

SATs approach a teacher of their choice to assist them manage and balance their school responsibilities and workplace responsibilities and provide pastoral support throughout the SAT program.

The teacher chosen as their mentor does not necessarily have vocational competencies in the industry sector in which the student is working.

Seaworld Nara Resort and Water Park and Warner Village Theme Parks: A holistic program approach to school–based training

Aboriginal and Torres Strait Islander students from communities across SE QLD and as far north as Bundaberg participate in this Certificate III program.

Residential block releases of 1–2 week duration are conducted over an 18 month period incorporating a network of family, schools and communities to ensure maximum support is available for the trainees.

Personal development and mentoring also contribute to strengthening the spirit of these young people. Detailed information on the program can be found in Appendix 9.

Case Study: Isolated Champions – the backbone of the SAT program

Isolated champions are those individuals or small teams who show remarkable personal commitment to support students or employers, often in an organisational environment of little practical support for their VET duties and which often undervalues the scope and nature of their work. Isolated champions exist within all stakeholder organisations, but none more so than in schools.

Delia* works, on average, three - four days a week as an administrative support officer for the school's work experience, structured workplace learning and SAT programs. Under the supervision of a Head of Department (performing a half-time or larger educational load as well as the VET program), she:

- markets the school's school to work learning opportunities to parents, students, employers and the local community
- advertises SAT job vacancies and selects or recommends students for vacancies
- provides advice on developing a resume, job application and cold calling techniques
- organises the work experience and structured work place learning placement programs for the school's Year 10, 11 and 12 students
- negotiates client-focussed variations to school timetabling for SAT clients
- advocates and intervenes as a front line manager for students, parents and employers and non VET educational staff when issues arise
- attends SAT signups and proactively monitors how students are handling their choices if she has the time

Delia does not have a current job description; receives, on average, one day a year of professional development; is expected to work outside her formal working hours without overtime; is not provided with the use of a school vehicle to perform her duties and the continuation or expansion of her hours is frequently dependent on securing enough SAT commencements to pay for or heavily subsidise her own employment.

*Note: Delia is a composite employee and her story represents the circumstances of a large majority of VET educational and non–educational staff supporting employment based pathways within schools.

and profiles of SAT related staffing. SAT effort (system inputs) related to corresponding program outcomes were not clearly identifiable.

- Stakeholder groups display different understandings of the SAT program. The concepts most confused were:
  - the roles and responsibilities of individual enabling organisations (Figure 1)
  - the intent and requirements for work experience, structured workplace learning and school-based apprenticeships and traineeships
  - the requirements and points allocations for completing a Queensland Certificate of Education
  - the role of a Certificate III SAT qualification in supporting student OP achievement
- There was no evidence of a coordinated, consistent systemic approach to communication between stakeholders regarding individual student progress and emerging support needs.

Making Informed Choices

- Parents, students and employers reported inconsistent SAT program information was provided by different SAT service organisations.
- Schools do not have routine access to individual student activity information, for example, changes to training contracts or training plans. Students, training organisations and Australian Apprenticeship Centres can routinely interrogate Queensland Government databases to track relevant student activity data; schools must rely on students, employers, training organisations and Australian Apprenticeship Centres to provide student progress data. Schools have developed internal database information that is generally non transferable.
- There was no evidence of a consistent approach or policies across schools regarding student access to the program and employer involvement in work experience or SAT selection.

- The majority of employers were generally unhappy with the aptitude and attitude of the students presenting for work experience or school-based apprenticeships and traineeships. Most students were not 'job ready'.
- There was recurring evidence of SAT commencements being initiated when work experience would have been a more appropriate or realistic option. For example, contracts being initiated in traditional trades without regard to the student's job knowledge or vocational history, aptitude for hand skills or capacity to travel.
- A small number of employers still believe that when school-based apprentices and trainees complete school the training contract is also completed, not understanding their obligation to the training contract remains until the completion of the apprenticeship or traineeship[14]. There was also evidence of employers being advised to employ more students than the actual SAT positions available within their business, choosing the most

Figure 2: SAT Selection Models
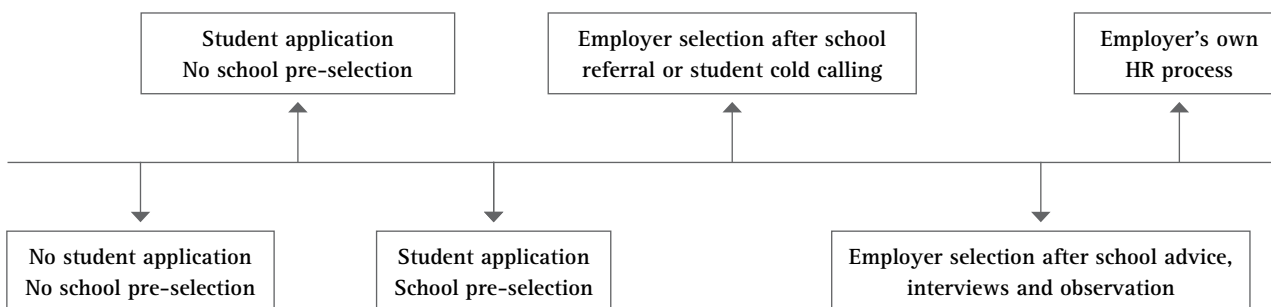
14 When a school student completes their schooling, the original training contract is amended to a part-time or full-time apprenticeship. The training contract does not cease.

suitable employee and cancelling the training contracts of the surplus SAT staff after school graduation.

- Several larger employers have begun publicly advertising SAT vacancies and selecting SAT employees independent of schools or Australian Apprenticeship Centres.

- Very few employers consulted had informed school VET staff of the specific requirements needed by students to be employed as a SAT in their workplace. Lack of stakeholder collaboration is resulting in a lack of confidence in the SAT program and an increased risk of withdrawals or cancellations.

- There were a number of employers who reported they had planned to have a proactive role in negotiating SAT selection, industry release and training arrangements. These employers expressed more satisfaction when engaging with the SAT system.

- Employers expressed particular concern regarding the literacy and numeracy skills of students presenting as school-based apprentices and trainees. There were differing positions expressed between schools and training organisations regarding the responsibility to manage literacy and numeracy outcomes for students aspiring to be SATs and existing SATs. Industry sectors are requiring higher levels of literacy and numeracy to successfully meet national qualifications' or industry licence requirements, for example, the electrical and automotive industries.

- Smaller employers acknowledged their limitations in engaging with the SAT program. A number of employers reported they did not always have staff to consistently meet

workplace supervision requirements; for example, smaller employers who frequently lose tradespeople or experienced apprentices to the mines are more likely to decide to withdraw from the SAT program because of SAT supervision issues. Smaller employers also have difficulty interacting with Wageline and the perceived duplication between Commonwealth and Queensland administrative and funding requirements.

- Stakeholders agreed that accurate, 'upfront' information prior to signing a training contract is required, for example:

  - student academic and vocational histories (for employer)

  - work travel requirements (for students, parents and school)

  - proposed school timetabling (for employer, students and parents)

  - RTO training and travel arrangements for a year from the date of signing (for school, employers, students and parents)

  - school mentoring arrangements (all stakeholders)

  - workplace support arrangements (all stakeholders)

  - integrated monitoring arrangements for the year from the date of signing (from school, employers, RTO and departmental officers)

Selection of students needs a more consistent, structured and collaborative approach by school staff, employers, parents and students.

Skills Development

Training Plans

- Parents, students and employers were unhappy with competency progression information outlined in student training plans. Most training plans did not include specific indications of when competencies are expected to be achieved and when assessment is likely to occur. Employers, schools, SATs and their families believed they needed more detailed information so they are able to plan effectively.

- A majority of school staff provided feedback that there were delays or difficulties in receiving training plan information. Schools are not signatories to the training plan; however their capacity to assist students to manage school, training and work is directly related to the information they receive. A collaborative approach to training plan information and changes will help stakeholders supporting students to progress more smoothly through their apprenticeship or traineeship.

Training and Assessment

- While many students, parents and employers are very happy with SAT training provision, the majority expressed either concern or anger at the client service they had received.

- The issues of greatest concern included:

  - Long delays in receiving learning materials

  - Long delays before attending block training

  - Notification to attend block training at short notice or for very long 'catch up' blocks

- Block training dates being changed, often at short notice, interfering with pre-planned school review and examination periods or employer peak production times
- Difficulties in contacting provider staff to discuss issues or request information
- Multiple changes in training staff
- Requiring young students to travel long distances from home to attend block training without arrangements for pastoral care, risks and safety.

■ There was feedback from employers and industry stakeholders in one remote location that students were not being scheduled to attend training until after they had left school. No competencies could be assessed or Queensland Certificate of Education points awarded before leaving school.

■ A substantial number of consultation participants were unhappy with the competency of transitioning school-based apprentices and trainees. Employers, particularly in traditional trade areas, did not believe that school-based apprentices who had been judged as competent by training organisations were able to perform their duties to workplace expectations in comparison with full-time apprentices – more transparent and collaborative competency judgements are needed.

■ A number of employers reported that training organisations were signing off units of competency with little or no discussion with employers

regarding workplace performance. These employers felt that the training organisation had little respect for the role of employers to inform assessors on the achievement of student skills development to the level of performance expected within the workplace.

■ An increasing number of employers had already or were intending to change training organisations where a choice of provider was available. Several had withdrawn from the system and one large employer was planning to become an enterprise RTO.

Monitoring

■ A number of employers reported that they had received little or contact from relevant stakeholders during the last six months; while others were frustrated that different stakeholders are requesting the same information often.

■ Effective monitoring collaboration was not evident. SAT service providers (Australian Apprenticeship Centres, Departmental Regional Offices, Schools, Training Organisations and in some cases Industry Peak Bodies) and employers have implemented a range of monitoring strategies; however monitoring is not coordinated between service providers and feedback relevant to supporting students struggling is not shared.

■ All stakeholders agreed that an integrated system of student monitoring involving all stakeholders was necessary to increase rates of retention.

Student and Employer Support

■ In every school community visited there were parents with trade qualifications and family members who are employed or have retired from jobs aligned to school-based apprenticeships and traineeships. These parents and family members are not utilised in the marketing of the SAT program within the school community or the mentoring of SAT students within schools.

■ The most criticised issues relating to school support were:

- students who had indicated that they would not be proceeding to university were being persuaded, counselled or required to select academic pathway subjects

- one day school-to-industry release policies, particularly in traditional trades qualifications, were inadequate to effectively develop necessary apprenticeship skills, and

- school timetabling is designed so that SAT students are scheduled to be in class and learning at work at the same time. This type of school timetabling requires students to 'catch up' on missed class work[15] that is, chasing up class notes from multiple teachers and not having structured learning support for the work they have missed. SAT students are expected to use any scheduled spare periods to learn what they have missed while at the workplace and not in class. Students who are not SAT

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[15] "Catch up' is the common term used by school staff for the school work and assessment that needs to be completed when the student's school timetable requires them to be in two places at the same time - scheduled school subjects and scheduled workplace participation.

Figure 3: School Timetabling and Support Models

Catch up required Room or general supervision	No catch up required No structured support	Structured support School and/or industry mentors

Catch up required No structured support	Catch up required Self-selected mentor	No catch up required Structured support
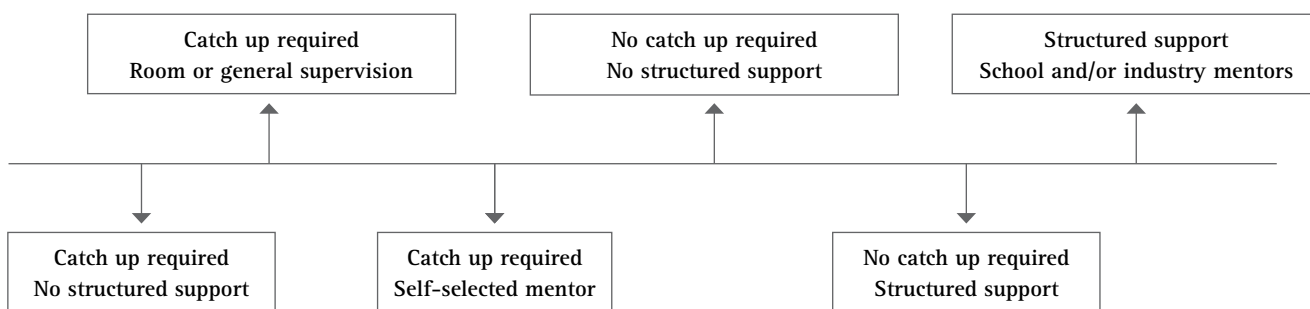
students are expected to revise what they have already learned in class and extend their knowledge during their spare periods.

School to Industry Release

- A range of school to industry release models was being implemented, however the most common models were a fixed day or days, once or twice a week.

- The majority of school-based traineeship employers were happy with a one-day a week model.

- The majority of school-based apprenticeship employers did not

support a one-day a week model and had differing positions on a two-day a week model. Those who supported a two-day a week model often had employed two school-based apprentices job sharing one apprenticeship position.

- There was also an emerging two-day a week model that scheduled Thursday and Friday of one week with Monday and Tuesday of the second week.

- The strongest employer confidence in the SAT system came from those employers whose school-based apprentice was released for blocks

of work that is, 2 weeks at school followed by 2 weeks at work (2 x 2) or 4 weeks at school followed by 4 weeks at work (4 x 4).

- The reported advantages of models utilising four or more consecutive days in the workplace were that students had more time to learn a new task or practice complex tasks, and, employers were able to schedule a greater number of meaningful tasks for the SAT, particularly in organisations relying on production cycles or varying peak demand times.

Figure 4: School-to-Work Release Models

1day a week – choice of day	2 days a week – choice of days	4 weeks at school 4 weeks at work

1day a week – no choice of day	2 days a week – no choice of days	2 weeks at school 2 weeks at work
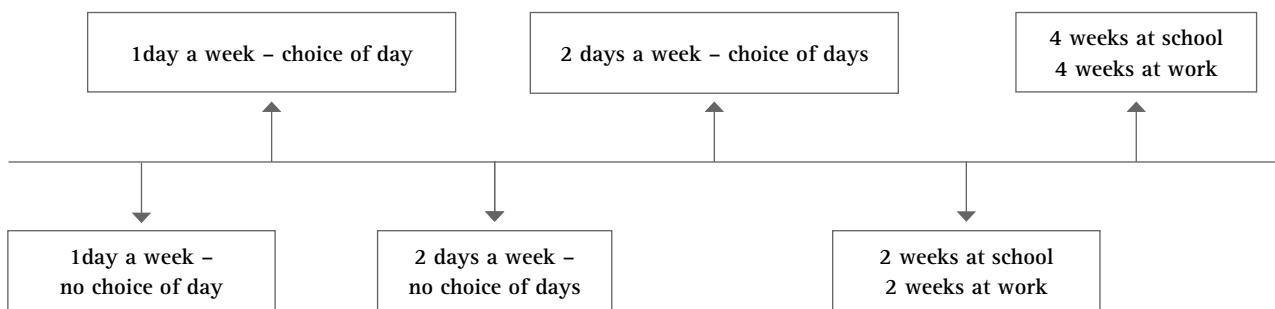
Supporting Success

Below are the most commonly supported stakeholders' suggestions for improvement.

Understanding Client Needs

- A student's success in school-based traineeships and apprenticeships is aligned to his or her:
  - goals
  - literacy and numeracy skills
  - employability skills
  - parental support
  - travel access
  - timetabling flexibility
  - mentoring support
  - effectiveness of monitoring
  - acknowledgement or reward for progress

- An employer's success with school-based traineeships and apprenticeships is aligned to his or her:
  - goals
  - knowledge of SATs system
  - role in SAT selection
  - level of supervision available in the workplace
  - quality of communication with schools, parents and training organisations
  - industry support available

Promoting a SAT inclusive culture

- Access to a dedicated student information and activities-based SATs' community website where students could conduct industries' research, career investigation and participate in interactive forums.

- Introduce a Queensland SAT card, similar to a University student identification card. The concept of the card is to create pride in becoming a SAT and the benefits to all Queenslanders in choosing an employment-based pathway while at school. The design of the card could be in the form of a student competition, promoted and advertised throughout Queensland. The prize could be industry mentoring for a specified time.

- Increase flexibility and decision-making authority for parents and students concerning SATs subject selection.

- Investigate the introduction of a restricted SAT licence for students not old enough to apply for a driver's licence but who can demonstrate driving competency and employment-related travel requirements.

Strengthening leadership commitment and accountability

- The large majority of stakeholders believed that government policy and guidelines are needed to advise school leaders concerning effective resourcing of SAT outcomes, in particular in the areas of:

    i. staffing allocations

    ii. timetable flexibility

    iii. SATS commencement and completion income

    iv. industry and employer relationship building

    v. client service to external stakeholders

- The *Annual Reporting Policy for all Queensland Schools* needs to include more detailed vocational pathway reporting:

    vi. employer satisfaction outcomes with the school, particularly in relation to work experience placements, SAT recruitment and collaborative SATs monitoring and support

    vii. expenditure on and participation in dedicated vocational pathways professional development for teaching and non teaching staff

    viii. the qualifications and competencies of non teaching staff involved in work experience and SATS programs

- Schools and training organisations need to provide dedicated SAT teaching and non-teaching staff.

- Local facilities should be used for SAT training rather than requiring long distance travel

- Training organisations need to develop alternative training strategies to block training in rural and remote locations; especially in those qualifications where there is no choice of training provider.

- Parents of SAT students need funding support when a young SAT student is required to travel long distances away from home for training.

Discussion

This review provides a timely reminder that employers and students are the foundation of the Australian vocational education and training (VET) system. Without their continued commitment, Australia faces a global future without a local, sustainable, skilled workforce.

Queensland is still experiencing skill shortages in traditional trade areas and our regional and remote communities are unable to attract enough skilled workers to sustain or grow their communities. The school-based apprenticeship and traineeship system is a crucial strategy in encouraging and developing Queensland's future tradespeople and providing a school pathway for those students who prefer to develop their career potential within an employment context.

As a result, this review has focussed on employer, student and parent experiences of how well the SAT program is working to meet their needs and ways to improve program outcomes. If clients feel confident the SAT system is supporting them, then participation, retention and completion rates for the program can continue to increase. There are still large numbers of parents and students and sizeable numbers of employers within communities who are not yet engaged in the program.

The review found that the stakeholders participating in the review had very different experiences within the SAT program.

Employers, parents and students who were highly supportive of the program reported that their support was primarily due to the flexible and co-operative approach displayed by the schools concerned. It was observed that these school leaders strongly supported students' choices of engaging with a vocational pathway and there was a whole-of-school commitment to supporting parents, students and employers to succeed.

Employers, parents and students who were less supportive of the program reported negative experiences with the schools concerned. These schools were inflexible regarding the employer's business requirements and initiated unnecessary 'gatekeeper' strategies to manage student access to vocational pathways within the school. School leaders or senior staff generally believed that a SAT pathway was 'the' option for those students who were not able to pursue a more rigorous academic pathway. These schools failed to support those students who were interested in 'mixing and matching' their learning experiences in pursuit of a vocational pathway as well an OP or QCE outcome. It was suggested that these schools were not providing a legitimate learning option for students and were far more concerned with maintaining a timetable schedule that supported predominantly academic pathways.

Similar employer, parent and student feedback was received concerning training delivery quality within the program. Those stakeholders who were supportive of the program reported their training providers delivered client-centred, and often, innovative training strategies to meet their needs. Those stakeholders who were unhappy with their training provision indicated that the training provision was inflexible and client service and communication were generally poor. These training providers were more likely to disregard employer business needs and students' school responsibilities. There was little collaboration with employers and students to ensure learning materials and assessment were well managed.

SAT stakeholders who 'dictated rather than collaborated' were heavily criticised throughout the consultation process. A supportive, client service culture needs to be cultivated and promoted by all stakeholders so local communities perceive SAT participation as a legitimate pathway to student success and employer satisfaction.

SAT participation is not an add-on to the 'real' business of education and training.

Industry peak bodies and employers in traditional trade areas reported major concerns with the time scheduled and the quality of skill development achieved within the workplace. They indicated that the integrity of the SAT program was already in jeopardy.

In contrast, the emergence of stronger industry-school partnerships and collaborations, funded by government and industry peak bodies, were reported by stakeholders to be changing the established cultures of participating schools through practical support and community education.

Today's school students can manage their lifelong learning journey in a job setting and then continue on to university, or just as easily, begin at university and continue on to learn a trade.

Queensland communities need to value and support different school pathways equally because over time they can wind their way to the same employment destinations.

Conclusion

It is an opportune time for the Queensland government to review the current SAT system and lead system changes.

New national initiatives will change the current school-based apprenticeship and apprenticeship system in Queensland. New trade training schools have the potential to increase SAT commencements rapidly over the next two years. At the same time the new industrial modernisation award has the potential to decrease commencements and increase cancellations. Successful retention strategies will assume an even greater importance for SAT program outcomes.

Through their review participation, Queensland's school-based apprenticeship and traineeship clients have provided clear guidance on the changes they believe will be needed to support and strengthen the program.

They are asking for the SAT program to be valued more highly within the wider VET system and school communities as a legitimate pathway for lifelong learning and employment success.

They are asking for cultural change within school communities and training providers based on strong client service, a commitment to collaboration and innovative problem solving.

They are asking for widespread implementation of well-regarded stakeholder support strategies.

Now is the time for systemic intervention and comprehensive education strategies to support the SAT program to reach its full potential.

Recommendations

To facilitate greater confidence in the Queensland school-based apprenticeship and traineeship system by employers, school students and their parents or guardians, and consistency in the program outcomes, the following recommendations are made for further consideration:

Strategic Planning and Reporting

1. Skills Queensland, Education Queensland and Training Queensland to facilitate the development and implementation of integrated stakeholder strategies for:

   • Student monitoring and support

   • Employer monitoring and support

2. Education Queensland to introduce SAT specific guidelines and policies for all schools providing a school-based apprenticeship and traineeship pathway. The policies and guidelines to include, but not be limited to:

   • Minimum staffing allocations

   • Timetable flexibility and student support

   • SAT commencement and completion income

   • Collaborative school and employer student selection

   • Industry and employer relationship building

   • Empowering parents and employers to be more involved

3. Education Queensland requires all schools providing a school-based apprenticeship and traineeship pathway to develop an annual SAT participation plan, and report annually to the department on the outcomes from the plan. The plan to include, but not be limited to:

   • Targeted participation numbers for apprentices and trainees for a 12 month period

   • Resource and staffing strategies

   • Strategic partnerships

   • Student selection plan

   • Student learning, support and monitoring strategies

   • School community inclusion plan

   • Student, parent and employer feedback strategies

   • Evaluation and Improvement plan

4. Skills Queensland to develop and implement a strategic audit process focussing on (1) the client service provided by training organisations to school-based apprentices and trainees and (2) school-based apprentice progression in regional and remote areas.

5. Skills Queensland to facilitate comprehensive monitoring strategies for employers who rapidly escalate school-based apprentice and trainee activity within a relatively short time frame.

Administrative Reform

6. Education Queensland to manage the development of universal job descriptions for school VET coordinators.

7. Education Queensland to review the job descriptions of educational staff managing workplace programs and SAT programs in schools.

8. The Department of Education and Training to investigate funding options to support parents travelling with school-based apprenticeship and traineeship minors who are required by their training provider to attend SAT training blocks in long distance locations.

Industry Support

9. Industry and employer peak bodies to investigate and initiate strategies to collaborate with schools and school clusters in mentoring school-based apprentices in the workplace.

Professional Development

10. Skills Queensland, Education Queensland and the Queensland Studies Authority to develop integrated professional development programs for school leadership staff, non-VET educational staff and school VET support staff in all schools providing a school-based apprenticeship and traineeship pathway.

11. Training Queensland to develop and facilitate professional development programs for training organisation leadership staff and front line staff focussing on collaborative employer and training organisation determination of competency.

Program Promotion

12. The Department of Education and Training to facilitate a state-wide, branded, promotional strategy, raising awareness of the benefits of school-based apprenticeships and traineeships for employers, students and parents and the Queensland economy.

13. The Department of Education and Training to investigate the viability of a branded, SAT website where school staff, parents and students could access:

    • Industry career development information

    • Job readiness and employability resources and activities

    • Good practice SAT management and implementation models

    • Industry contextualised school curriculum resources

    • Student, parent and school staff forums

14. Education Queensland and Skills Queensland to promote emerging industry-school partnerships models incorporating structured Year 8-12 career development programs within schools.

Appendix 1
Reference List

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- *Queensland Education (Queensland Studies Authority) Act 2002*

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- Queensland Government: Department of Education and Training, *Train to Retain: How to get the most out of your apprentice*, Queensland Department of Education and Training, 2007

- *Queensland Vocational Education, Training and Employment Act 2000.*

- Training Queensland and the Australian Government: Department of Education, Employment and Workplace Relations, authored by Helena Peever, *Exploring the issues surrounding school-based apprenticeship/traineeships in Queensland North Queensland, Townsville District*, November 2008

- TAFE Directors & Australian College of Educators, *Future Directions in Vocational Skills for Youth National Forum*, April 2008

Appendix 2
Organisational Participation List

(N=231)

Anonymous submissions (6)
Aboriginal Employment Strategy
ACCLAIM
Allen's Cabinets
All Trades Queensland
Amiches Hair Salon
Anglicare
Andersons Auto City
Apprentice Careers & Employment (ACE)
Apprenticeships Queensland
Aspark
Association of Independent Schools (Qld)
Atlas Heavy Engineering
Australian Industry Group Queensland
Atherton State High School
Australian Agricultural College
Australian Technical College Gladstone
Australian Technical College Gold Coast
Australian Technical College North Brisbane
Australian Technical College Townsville
Australian Training Company
Auto Trades College
Aviation Australia
BAC Advanced Composites Technologies
Barrier Reef Institute of Tafe
Beaudesert RSL
Beaudesert State High School
Beenleigh Region Industry Training Network
Betta Electrical
BIGA Apprenticeships
Big W Distribution Centre
Blackwater State High School
Blue Care
Blue Dog Training
BM Webb Holdings
BPM Cowlrick
Brackenridge State High School
Bribie Island State High School
Brigidine College
Brisbane City Council

Brix and Blocks
Burleigh Heads Rugby League Football Club
Burnside State High School
Busy at Work
Café Rouge
Capella State High School
Capricornia Training College, Gladstone
Caboolture Area Schools Industry Links Scheme
Caboolture State High School
Cairns State High School
Cava Hydraulics & Auto Electrics
Central Highlands Development Corporation
Central Qld Institute of Tafe
Central Queensland Regional Council
Centre Education Program
Chamber of Commerce & Industry, Qld
Charleville State High School
Chinchilla Great Western Motor Inn
Clontarf Beach SHS
Clyde Babcock-Hitachi (Australia) Pty Ltd
Coloured Impressions
Construction Skills Queensland
Corinda State High School
Corpus Christie College
Craigslea State High School
Creative Industries Skills Council
CR Engineering Steel Fabrications
Community Services and Health Workforce Council
Construction Skills Training Centre
Currumbin RSL
Dakabin State High School
Dalby Christian School Ltd
Deception Bay State High School
Department of Education and Training, Central Office
Department of Education and Training, Training Queensland Regional Offices
Dingo Australia

Downs Industry Schools Co-operation Inc
Downlands College
Dysart State High School
Early Learning Services Limited
EastCoast Apprentices
Edmund Rice Education
Electrical and Communications Association
Electrical Apprenticeship Innovation Committee
Electrical Trades Union of Employees, Queensland Branch
Energy Skills Queensland
Everton Engineering
Everton Park State High School
Fairlea Farming
Faith Lutheran College, Redlands
Farm Street Early Learning Centre
Ferny Grove State High School
Fieldquip Australia Pty Ltd
First Avenue Machinery Sales
Fluidrive
Gladstone Area Group Apprentices Ltd
Gladstone Fleet Maintenance
Gladstone Pressure Welders
Gladstone State High School
Gold Coast City Council
Golden West Employment Solutions
Hastings Deering (Australia)
Health & Community Services Workforce Council
Heatley Secondary School
Housing Industry Association
Ipswich Girls Grammar School
JJ Richards Engineering
JM Kelly Project Builders
Kade Developments
Kath Dickson Institute of Early Childhood Studies
Kingaroy State High School
Light Up Power Group
Logan City Council

Appendix 2
Organisational Participation List *cont.*

(N=231)

Logan School to Work
Lloyds Wheel Alignments
Mackay Christian College
Mackay Region School Industry Links
Mackay Ports
MacGregor State High School
McCoskers
McDonalds
Manufacturing Skills Queensland
Marist College, Emerald
Marsden State High School
Maxima Group
MEGT Australian Apprenticeship Centre
Meuller College
Mick Mannion Fabrications
Mikeder Auto Electrics
Mitchelton State High School
Mt Isa Group Apprenticeship, Traineeship and Employment (MIGATE)
Mining Plant and Light Vehicle Services
Mission Australia
Morgan Honda Motorcycles
Motor Trades Association Queensland
Mt Maria College
Mt Isa Institute of TAFE
Mt Isa Health
Mt Isa Mines
Mt Saint Michael's College
MRAEL
Murgon State High School
Murphy & Nowland Wholesale Nursery
Music Cavern
Nambour RSL
Nambour State High School
Nanango State High School
Noosa & Districts State High School
Ocean International Hotel
O'Reilly's Rainforest Retreat
Pacific Marine Group
Paddywhacks

Padua College
Page Furnishers
Palm Beach-Currumbin SHS
P & H Minepro Services
Pickerings Ford
Plumbers Union Queensland
Primary After School Sports
Primary Fitness Australia
Projects Queensland
On-Q human Resources
Otto Professional Group
Western Queensland Air Maintenance
Westlands Engineering & Hydraulics
Windaroo State High School
Woombye Real Estate
WorkLinks
Wilmot Smash Repair
Wurth's Motorcycles
Xport Plumbing
Zupps Aspley
Queensland Apprenticeship Services
Queensland Automotive Skills Association
Queensland Catholic Education Commission
Queensland Council of Trade Unions
Queensland Hairdressing Academy
Queensland Health
Queensland Studies Authority
Queensland Tourism Industry Council
Radisson Resort
Ray Martin Electrical
Recreation Training Queensland
Redcliffe Hospital
Redcliffe RSL
Redcliffe SHS
Rendezvous Designs
Revolution Retail Accounts
Riviera Marine International Pty Ltd
Rockhampton Grammar School
Early Learning
Roma State High School

Sandgate District State High School
Sarina Russo Apprenticeship Services
Saw Formwork Pty Ltd
Sunshine Coast Institute of TAFE
Scott Damien's on the Lake
Southern Downs Industry Education Association Inc
Seaworld Nara Resort and Water Park and Warner Village Theme Parks (Indigenous Traineeship Program)
Sharpe Engineering (Engine Services) Pty
Smart Solutions
Southern Cross Catholic College
Southern Queensland Institute of TAFE
Stans Spray and Panel
St Columbans College
St John Fisher College
St Joseph's College Nudgee
St Mary's Catholic College
St Paul's School
St Peter's Lutheran College
Sundale Garden Village
Sunshine Coast Institute of Tafe
Sunshine Protective Coatings
Sunstate Foods
Swift Australia
The Flower Room
Toowoomba Education Centre
The Gleneighden School
Torres Strait Island Regional Council
TORGAS
Total Hair
Total Safety Services
Trevor Mc Master Refrigeration
Ultra Tune
Warwick Hospital
Warwick State High School
Watson Engineering
Wavell State High School
Werner Engineering

Appendix 3
The SATS Experience *cont.*

(Semi-structured interview/focus group meeting questions)

1) Common Questions (where applicable)

	Questions	Rationale
Organisational information	What is the legal name or trading name of your organisation? How many staff does your organisation employ? How long has your organisation been in business?	■ Confirming project participation ■ Categorising as small, medium or large organisation ■ Indicating knowledge of and experience in the industry
Contact details	Which person will act on your organisation's behalf during this Review and what is his or her experience in their current role?	■ Confirming project participation ■ Establishing liaison point ■ Providing an indication of experience in SATS role
Location	What is the suburb and postcode of your head office? What is the suburb and postcode of any related sites?	■ Confirming scope of metropolitan, regional and remote participation
SATS History	How many SATs did your organisation employ, manage or support during 2007 and/or 2008? What percentage of your total staff or client group does this number represent? Was this an increase or decrease in SATs participation during 2007 and/or 2008? Do you anticipate an increase or decrease in SATs participation during 2009?	■ Categorising experience in SATS ■ Providing indication of SATs sustainability

Appendix 3
The SATS Experience *cont.*

(Semi-structured interview/focus group meeting questions)

2) Employers (includes Group Training Organisations and host employers)

	Questions	Rationale
Business purpose	Why did you decide to employ a school-based apprentice/s?	Establishing the perceived benefit/s of employing a SAT
Marketing information	How did you find out about the school-based apprenticeship program?	Confirming the range of information sources
	Who provided you with the best information on school-based apprentices and trainees?	Confirming the range of marketing stakeholders
	What suggestions do you have to improve the information provided to you on school-based apprentices and trainees?	Establishing the quality and consistency of information provided by stakeholders
Workplace participation	How often do your school-based apprentices and trainees attend work?	Establishing existing release patterns
	Is this attendance pattern working for you?	Establishing the perceived effectiveness of the existing release pattern
	What suggestions do you have to improve your school-based apprentices and trainees attendance patterns?	Providing an overview of a range of perceived effective release pattern/s
Workplace support	Who do you interact with most often concerning any support you may need regarding your school-based apprentices and trainees?	Providing an overview of common support mechanisms
	What suggestions do you have to improve support mechanisms for employers?	Establishing common support expectations
	Who provides support for your school-based apprentices and trainees at work?	Establishing supervisor and/or mentor patterns
Learning and assessment	How do you know when an apprentice or trainee has mastered a new skill?	Establishing common evaluation methods for achievement of competency Providing information on the relationship between employers and RTOs in determining competency

3) Apprentices and trainees (includes active, cancelled and transitioned SATs)

	Questions	Rationale
Personal Goals	Why did you decide to become a school-based apprentice/s?	Identifying personal goals Establishing the perceived benefit/s of employing a SAT
Marketing	How did you find out about the school-based apprenticeship program?	Confirming the range of information sources
	Who provided you with the best information on school-based apprentices and trainees?	Confirming the range of marketing stakeholders
	What suggestions do you have to improve the information provided to you?	Establishing the quality and consistency of information provided by stakeholders
	How did you find your SATS employer?	Collecting information on job search methods and trends
Workplace participation	How often do you attend work now?	Identifying common existing release patterns
	How long did you attend work for an employer before you signed your training contract?	Establishing the length of informal 'probation'
	Who gives you the most support at work?	Establishing supervision arrangements Collecting information on social supports and mentoring
	What suggestions do you have to improve the support you receive at work?	Collecting information on needs and strategies
	What effect does/did your SAT employment have on your other school studies?	Identifying barriers to a sound school/work balance Identifying strategies to improve school/work outcomes
Student Support	If you need help, who would/did you go to most often?	Establishing existing support patterns
	Have you been given good advice or help when you needed it?	Effectiveness of support given Timeliness of support given
	What are/were the best things about being a SAT?	Collecting perceptions on the effectiveness of the program Identifying strengths of the program
	What are/were the difficult things about being a SAT?	Collecting perceptions on the effectiveness of the program Identifying weaknesses of program
Learning & assessment	What did you learn on the job? How did you learn on the job?	Confirming effectiveness of supervision Establishing models of workplace support Establishing levels of feelings of belonging at work
	How were your skills assessed during the program?	Establishing models of assessment Establishing the effectiveness of assessment for the learner
	How was your work on the job assessed?	Identifying the role of the workplace in assessment Establishing models of support by supervisors and managers

Appendix 3
The SATS Experience *cont.*

(Semi-structured interview/focus group meeting questions)

4) Parents or guardians

	Questions	Rationale
Purpose for support	Why did decide to support your son/daughter as a school-based apprentice/s?	Establishing parent's perception of the benefit/s for the student
Models of family support	How well is your son/daughter coping with school and work?	Collecting information on parent's perceptions of student's achievements
	How do you help your son/daughter with their studies and employment?	Establishing models of family support
Issues	What would like to see improved with the program?	Identifying major concerns
Strategies	What do you think would make it easier for you son/daughter to cope well with both school and work?	Collecting ideas on how parents can assist with a SAT Collecting ideas on system improvements

5) Schools

	Questions	Rationale
Scope of linkages	Which stakeholders do you interact with most often concerning your SATS program? How successful have these linkages been?	Establishing existing strategic and operational linkages Providing indication of effectiveness of established linkages
	Who would you like to interact with more often concerning SATS?	Providing information on existing barriers Providing indication of potential linkages
	What information or strategies would help strengthen or expand your links with stakeholders?	Providing possible solutions to barriers
Messages given to students &/or parents	What strategies does the school have in place to market the SATS program to students and parents?	Confirming consistency of marketing messages Providing information on the effectiveness of the strategies Collecting examples of good practice in SATS marketing
Messages given to employers	What strategies does the school have in place to market SATS to local employers? How successful have these been?	Confirming consistency of marketing messages Providing information on the effectiveness of the strategies Providing examples of good practice in SATS marketing
Program resourcing	Who is responsible for managing the SATS program in your school?	Establishing SATS management model Establishing allocation of staffing resources
Participation	Which students do well in SATS pathways? Why? Has anyone been refused permission to participate? Why?	Establishing staff perceptions on future student success Providing information on SATs selection criteria
Flexibility of timetabling	What school release arrangements are in place for SATs participants? How successful have they been?	Providing examples of timetabling model/s Establishing existing barriers Collecting possible solutions to barriers
Student support from school during SAT	What school resources are in place to support students in a SATS program? What school resources are in place to support students struggling in a SATS program?	Establishing school initiated support models

6) Industry stakeholders (includes industry associations, local business and community networks)

	Questions	Rationale
Scope of linkages	Which stakeholders do you interact with most often concerning SATS? How successful have these linkages been?	Establishing existing strategic and operational linkages
		Providing indication of effectiveness of established linkages
	Who would you like to interact with more often concerning SATS?	Providing information on existing barriers
		Providing indication of potential linkages
Benefits	What is working well with SATS?	Establishing the value of SATS to the industry
		Identifying good practice models
Issues	What issues are limiting the SATS program?	Identifying major industry concerns
Strategies	What strategies would improve the effectiveness of the SATS?	Collecting suggestions/models for improvement

Appendix 4
Activity Snapshot Data

Commencements[16]

School-based apprenticeship commencements, Queensland, 2006 to 2008

Industry	2006	2007	2008
Construction	664	897	926
Engineering	376	408	554
Automotive	313	407	425
Retail	220	329	383
Hospitality	234	321	330
Utilities	59	154	175
Furnishing	96	129	174
Food Processing	66	88	94
Other (a)	13	35	32
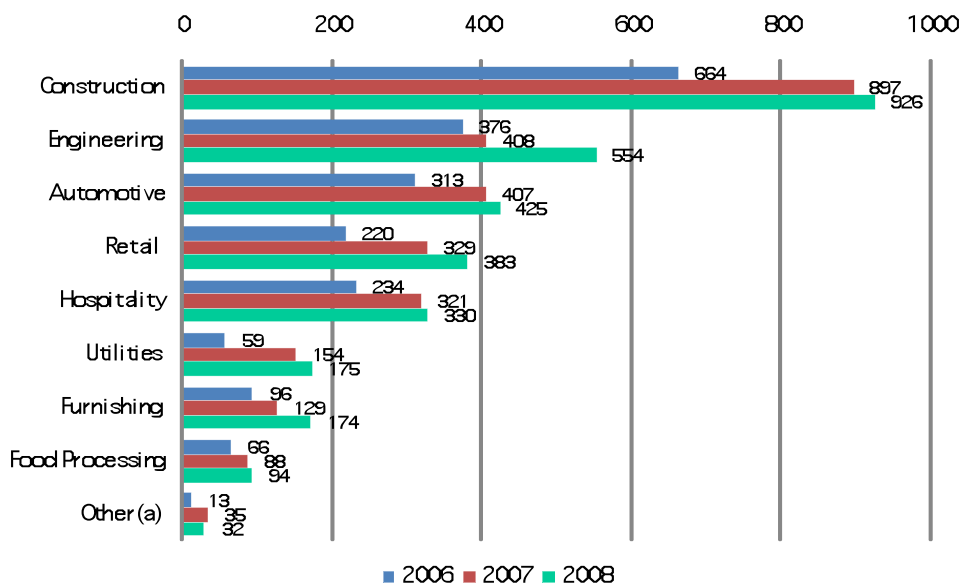
(a) Includes Primary Industry, Community Services, Process Manufacturing, Textile Clothing & Footwear, Arts & Entertainment and Sports & Recreation.

School-based traineeship commencements, Queensland, 2006 to 2008

	0	500	1000	1500	2000

Retail
- 2006: 1762
- 2007: 1827
- 2008: 1693

Hospitality
- 2006: 959
- 2007: 973
- 2008: 924

Business
- 2006: 836
- 2007: 909
- 2008: 773

Community Services
- 2006: 288
- 2007: 442
- 2008: 661

Primary Industry
- 2006: 451
- 2007: 416
- 2008: 416

Sports & Recreation
- 2006: 201
- 2007: 207
- 2008: 376

Communications
- 2006: 269
- 2007: 249
- 2008: 303

Automotive
- 2006: 222
- 2007: 212
- 2008: 174

Engineering
- 2006: 242
- 2007: 280
- 2008: 173

Arts & Entertainment
- 2006: 109
- 2007: 111
- 2008: 125

Transport & Distribution
- 2006: 45
- 2007: 66
- 2008: 84

Health
- 2006: 47
- 2007: 83
- 2008: 80

Tourism
- 2006: 33
- 2007: 31
- 2008: 73

Other (a)
- 2006: 123
- 2007: 160
- 2008: 107

■ 2006 ■ 2007 ■ 2008

(a) Includes Construction, Food Processing, General Education & Training, Furnishing, Utilities, Mining, Government, Process Manufacturing, Textile, Clothing & Footwear, and Laboratory Operations.

[16] The above data on SATs completions includes young people who commenced a SAT and then completed their school-based apprenticeship or traineeship either while at school or subsequent to leaving school. In the case of school-based apprenticeships, essentially all of the contracts completed will have occurred subsequent to leaving school.

Appendix 4

Activity Snapshot Data *cont.*

Cancellations and Withdrawals[17]

School-based apprenticeship cancellations and withdrawals by industry training group, 2006 to 2008

Industry training group	2006	2007	2008
Construction	274	378	441
Engineering	149	211	267
Hospitality	133	206	255
Automotive	152	199	248
Retail	152	140	240
Furnishing	51	72	68
Food Processing	37	46	63
Utilities	8	26	54
Other (a)	12	11	14

■ 2006 ■ 2007 ■ 2008
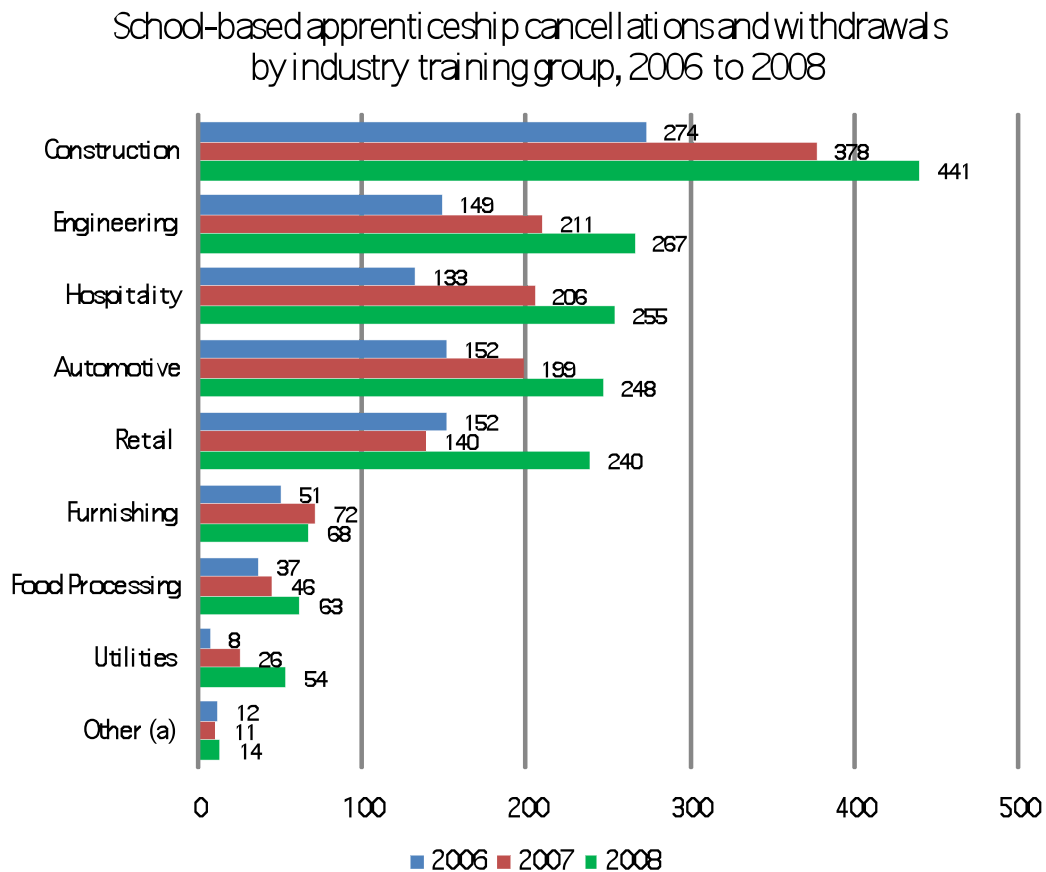
(a) "Other" includes Primary Industry, Process Manufacturing, Arts & Entertainment, Textile, Clothing & Footwear, Community Services and Sports & Recreation.

School-based traineeship cancellations and withdrawals by industry training group, 2006 to 2008

Industry training group	2006	2007	2008
Retail	658	757	659
Hospitality	358	370	331
Business	275	299	260
Community Services	79	139	188
Primary Industry	159	141	131
Engineering	133	149	121
Automotive	149	129	97
Sports & Recreation	87	47	93
Communications	74	98	86
Arts & Entertainment	32	43	41
Transport & Distribution	14	22	30
Health	14	22	22
Food Processing	23	29	21
Tourism	15	10	20
Other (a)	38	38	47

■ 2006 ■ 2007 ■ 2008
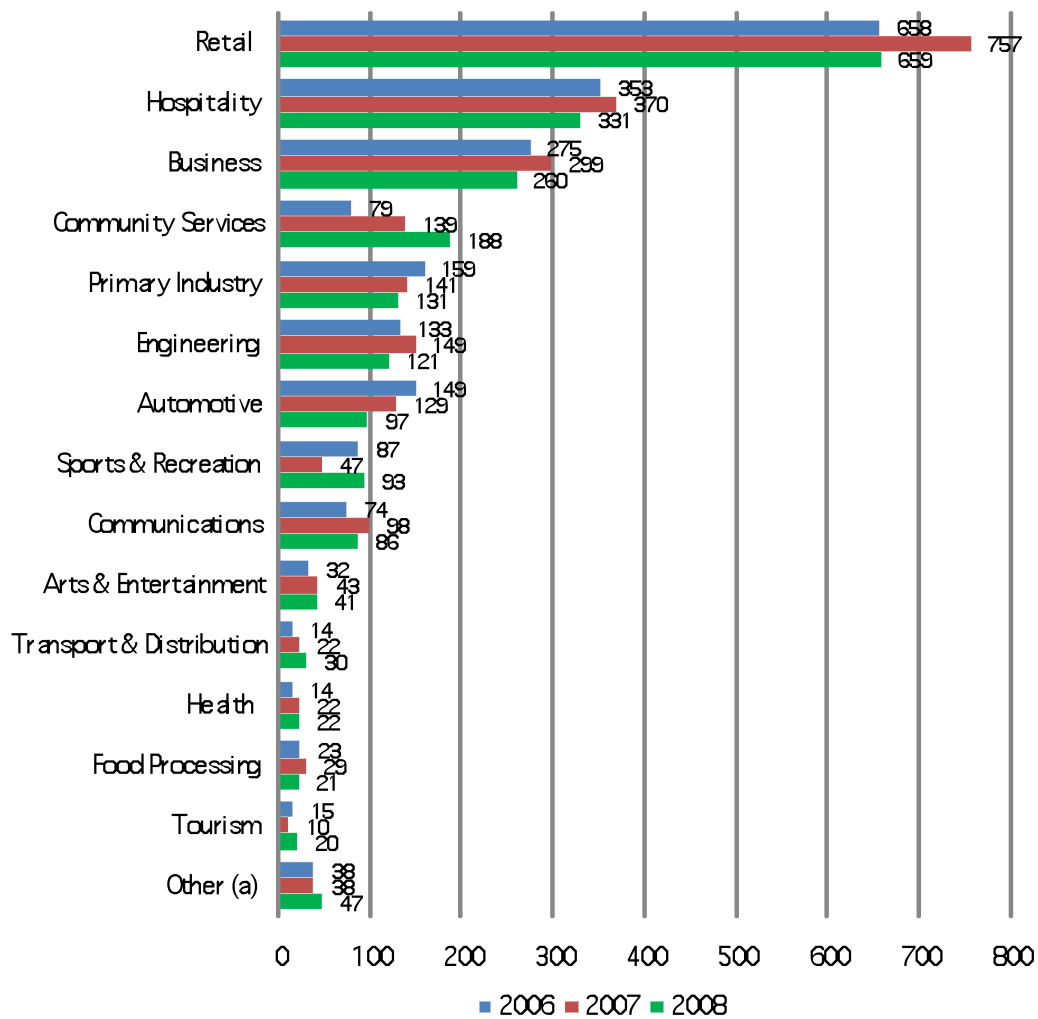
(a) "Other" includes Construction, Furnishing Utilities, Process Manufacturing, Laboratory Operations, Government, Textile, Clothing & Footwear, General Education & Training and Mining.
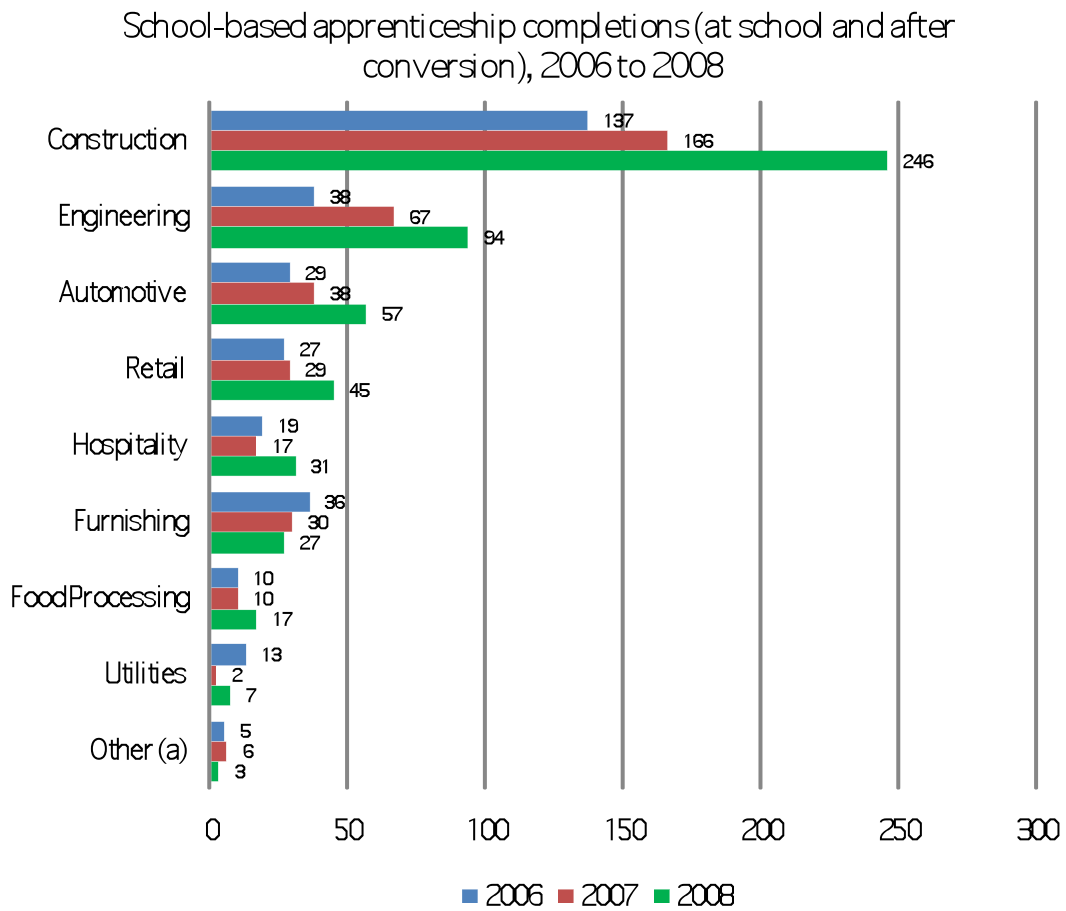
[17] The above cancellations and withdrawals data is not necessarily linked with a commencement in the same year.

Appendix 4
Activity Snapshot Data *cont.*

Completions[18]

School-based apprenticeship completions (at school and after conversion), 2006 to 2008

Industry	2006	2007	2008
Construction	137	166	246
Engineering	38	67	94
Automotive	29	38	57
Retail	27	29	45
Hospitality	19	17	31
Furnishing	36	30	27
Food Processing	10	10	17
Utilities	13	2	7
Other (a)	5	6	3

(a) "Other" includes Arts & Entertainment, Primary Industry, Textile, Clothing & Footwear, and Process Manufacturing,

School-based traineeship completions (at school and after conversion), 2006 to 2008

Industry	2006	2007	2008
Retail	927	970	1059
Business	548	525	600
Hospitality	619	572	551
Primary Industry	276	291	329
Community Services	113	187	291
Communications	155	159	181
Engineering	111	78	136
Sports & Recreation	207	184	123
Automotive	128	106	81
Arts & Entertainment	81	74	76
Health	17	24	50
Other (a)	74	101	110
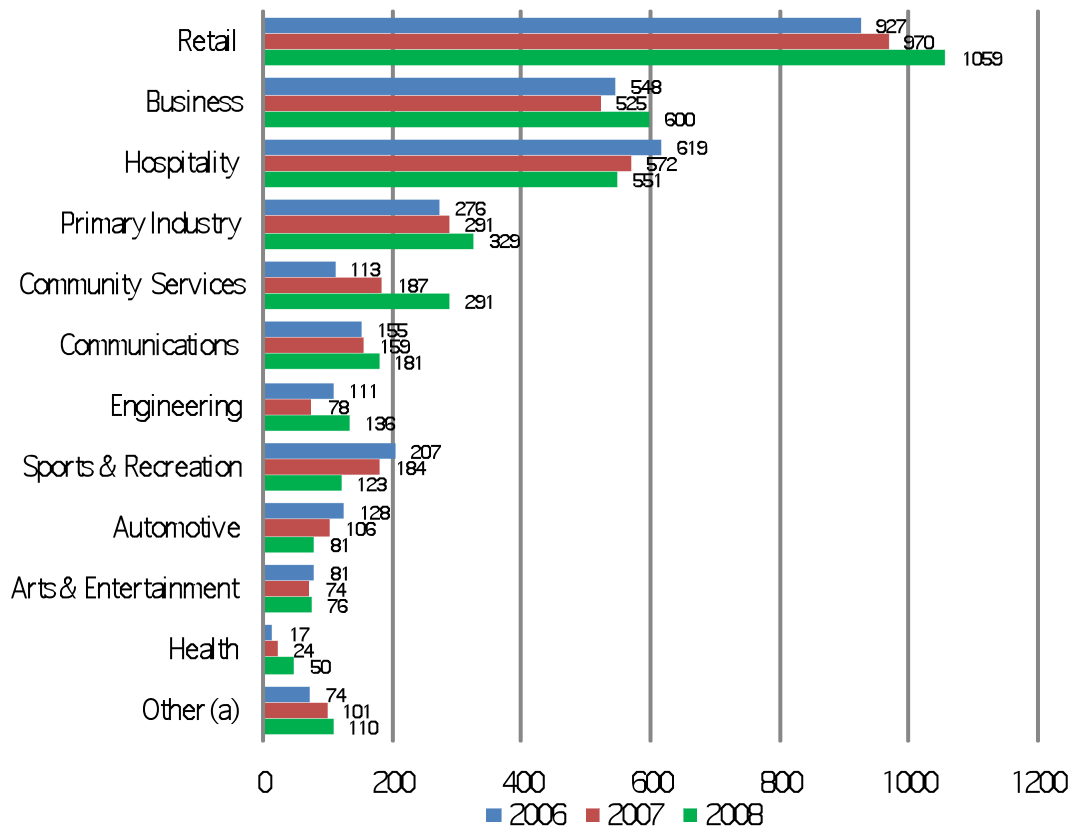
(a) "Other" includes Transport & Distribution, Food Processing, Construction, Tourism, Government, Furnishing, Textile, Clothing & Footwear, Laboratory Operations, General Education & training, Utilities and Process Manufacturing.

[18] The above data on SATs completions includes young people who commenced a SAT and then completed their school-based apprenticeship or traineeship either while at school or subsequent to leaving school. In the case of school-based apprenticeships, essentially all of the contracts completed will have occurred subsequent to leaving school.

Appendix 5
Managing school-employer collaboration

Gladstone Power Welders (GPW)

Gladstone Pressure Welders' apprenticeship program is run in partnership with the Gladstone Area Group Apprenticeship Limited (GAGAL) and the Australian Technical College (ATC).

Apprentices managed through GAGAL will be employed by GAGAL and GPW will act as the host employer. Apprentices managed through the Australian Technical College are employed by GPW and will adhere to the following protocol:

Selection of Candidates:

- On an annual basis GPW provides an estimate of required apprentice manpower to ATC.
- ATC compiles a shortlist of potential candidates based upon GPW's requirement and available candidate profiles.
- GPW makes a selection from the shortlist of those candidates who will be trialled for a two-week period on work experience.
- During the two-week work experience GPW (management and workshop supervision) assesses the candidates in terms of attitude, aptitude and abilities. In addition, management will interview the potential candidate (and possibly parents) to make this assessment of a fit with the organisation. This assessment/judgement call is made based upon the candidate's attitude during the trial period, displayed abilities, aptitude for the type of work which will be undertaken and the candidate's fit within the culture of the organization.
- When a selection has been made this information is sent to ATC, who prepares all the necessary documentation for the apprenticeship.
- ATC and GPW jointly coordinate the signing of the apprenticeship contracts with all parties involved (employer, college, parents, candidate, etc).

Coordination:

GPW's Production Administrator is responsible for managing the following aspects of GPW's in-house apprenticeship program:

- Liaison with ATC regarding potential candidates and signing of contracts as well as any subsequent contractual issues;
- Periodic performance evaluations;
- Liaison between GPW, ATC and TAFE and apprentice regarding training plans;
- Monitoring of school performance;
- Feedback of performance at work to ATC;
- Representation of GPW at ATC as industry representatives.

SAT Support – GPW

Trades (Workshop supervisor and Leading Hand) will be responsible for managing the following aspects of GPW's in-house apprenticeship program:

- Ongoing monitoring of work performance and abilities;
- On-the-job training, guiding and mentoring;
- Allocation of resources to apprentice;
- Assignment and coordination of apprentice with a tradesmen to perform tasks;
- Quarterly Feedback to Production Administrator re performance; and
- Ensuring that training logbook is updated.

Appendix 6
Planning successful SAT pathways from Year 8

Manufacturing Skills Queensland and Gateway Schools
Student career development model for gateway schools to the manufacturing and engineering industry

Engineering | Boatbuilding | Aerospace | Biotechnology & Pharmaceuticals | Electronics | Plastics & Composites | Food Processing					
Year Level	**Core Subjects**	**Curriculum Activities**	**Timeframe**	**Articulation**	**Industry Engagement**
Year 8 & Year 9	English Mathematics Science Industrial Technology & Design PLUS >	**Contextualised Curriculum** Students undertake Science, English, Mathematics, Studies of Society and the Environment, and Industrial Technology & Design with a variety of manufacturing and engineering contexts embedded in the curriculum.	4 weeks per subject	Year 10	Guest speakers Excursion(s) to local industry organisations F1inSchools Competition Maryborough Technology Challenge Industry School Engagement Projects
Year 10	English Mathematics Science Graphics Industrial Technology & Design PLUS >	**Contextualised Curriculum** Students undertake Science, Mathematics and English with a variety of manufacturing and engineering contexts embedded in the curriculum. **Prevocational Program** In term one or two, students participate in a 10 week prevocational program within Industrial Technology and Design. Students develop a working knowledge and understanding for the roles available within specific local skill shortage trade areas. The program is delivered in collaboration between the school, Registered Training Organisation and relevant local industry employers and enables students to undertake structured work placement in areas of interest to them. Ultimately students have the opportunity to make informed decisions about the subjects they select for Year 11 and Year 12 and/or elect to commence a school-based or full-time apprenticeship or traineeship. **Manufacturing & Engineering Qualifications** Through the Industrial Technology and Design subject, students commence a Certificate I in Engineering and/or Certificate I in Manufacturing (Pathways). Students also participate in structured work placement with a view to opting into a school-based or full-time apprenticeship or traineeship	1 year	Complete Year 10 Year 11 and/or **School-based apprenticeship or traineeship (2 or 4 week on the job blocks at a time)** Full-time apprenticeship or traineeship Full-time employment	Guest speakers Excursion(s) to local industry organisations Work experience Structured work placement Apprentice "A" Team presentations Attend career expos School and industry project, e.g. trailer, boat, small component, etc Subject selection presentations Student mock interviews Student mentoring program School-based apprenticeship or traineeship F1inSchools Competition Maryborough Technology Challenge Industry School Engagement Projects

Appendix 6
Planning successful SAT pathways from Year 8 *cont.*

Manufacturing Skills Queensland and Gateway Schools
Student career development model for gateway schools to the manufacturing and engineering industry

Year Level	Core Subjects	Curriculum Activities	Timeframe	Articulation	Industry Engagement
Year 11 & Year 12	English Mathematics Science Graphics Industrial Technology & Design PLUS >	**Contextualised Curriculum** Students undertake relevant Science, Mathematics and English subjects with a variety of manufacturing and engineering contexts embedded in the curriculum. **Pilot MEM50205 Diploma of Engineering – Technical** It is proposed to trial the Diploma program during 2010 across Brisbane, the Gold Coast and one other regional centre where students will complete at school, 8 competencies towards a MEM50205 Diploma of Engineering – Technical and participate in a school-based traineeship. The students will be assessed throughout the 2 year program by the school and SkillsTech Australia and will then have the opportunity to finalise the Diploma program and transition into a full time traineeship. The proposed training plan will include eight (8) units together with successful completion of Year 10 Graphics and Year 10 Mathematics as prerequisite subjects for entry into the program. At this stage it is proposed that Year 11 and Year 12 students will study a combination of Mathematics B, Graphics and Engineering Technology. **Other Manufacturing & Engineering Qualifications** **Manufacturing Study Area Specification – Approach A** Through the Industrial Technology and Design, Manufacturing Study Area Specification – Approach A subject, students complete a Certificate I in Engineering, Certificate I in Manufacturing (Pathways) and/or Certificate II in Manufacturing Technology. Students also participate in structured work placement with a view to opting into a school-based or full-time apprenticeship or traineeship **Manufacturing Study Area Specification – Approach B** Alternatively, students will undertake the Manufacturing Study Area Specification Subject – Approach B, a vocational learning pathway providing students with general knowledge and skills needed for employment in the manufacturing industry.	2 years	Complete Year 12 Eligible for Queensland Certificate of Education Eligible for both VET and OP pathway and/or **School-based apprenticeship or traineeship (2 or 4 week on the job blocks at time)** Full-time apprenticeship or traineeship Full-time employment University entry	Guest speakers Excursion(s) to local industry organisations Work experience Structured work placement Apprentice "A" Team presentations Attend career expos School and industry project, e.g. trailer, boat, small component, etc Subject selection presentations Student mock interviews Student mentoring program School-based apprenticeship or traineeship F1inSchools Competition Maryborough Technology Challenge Industry School Engagement Projects

Start manufacturing your career
Further education and training such as an apprenticeship or traineeship, diploma or degree.
Use your skills to work with another employer and/or travel the world working overseas.
Climb the ladder into a position of management.

Teacher Professional Development & Industry Engagement

- Excursions to industry
- Work placement within industry
- Industry teacher mentoring
- Industrial Technology and Design Teachers' Conference
- Identify Local, State and Federal Government representatives to support your school
- Identify Local, State and Federal Government initiatives for funding school initiatives

- Up skill with a Registered Training Organisations in relevant Vocational Education and Training areas
- Invite employers to participate in curriculum development and respective teaching and learning resources
- Seek feedback from industry on teaching programs and student project work

- Showcase activities in school newsletter, local community publications, relevant e-newsletters, journals, newspapers, Education Views and on the Gateway Schools to Industry website
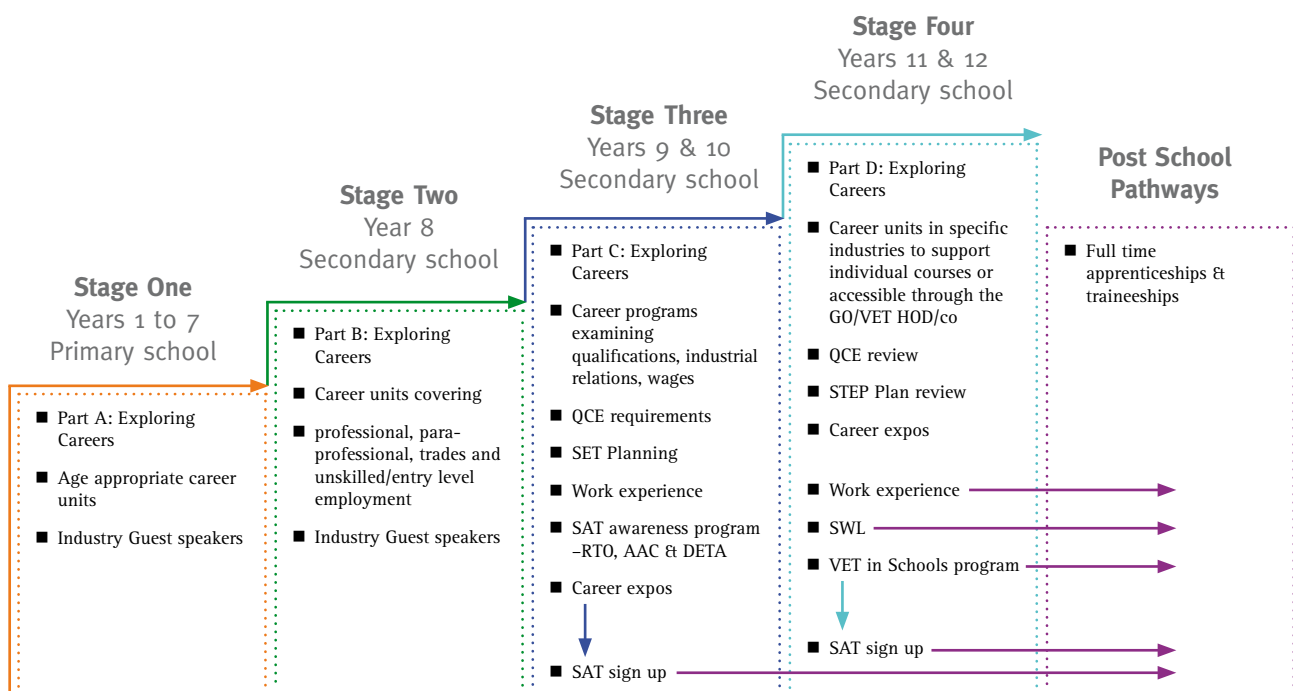
Appendix 7
Regional planning and collaboration

SITLink, Townsville

Model to enhance school career decision making prior to the sign up of SATs

Stage Four
Years 11 & 12
Secondary school

Stage Three
Years 9 & 10
Secondary school

Stage Two
Year 8
Secondary school

Post School Pathways

Stage One
Years 1 to 7
Primary school

- Part D: Exploring Careers
- Career units in specific industries to support individual courses or accessible through the GO/VET HOD/co
- QCE review
- STEP Plan review
- Career expos

- Part C: Exploring Careers
- Career programs examining qualifications, industrial relations, wages
- QCE requirements
- SET Planning
- Work experience
- SAT awareness program –RTO, AAC & DETA
- Career expos

- Part B: Exploring Careers
- Career units covering
- professional, para-professional, trades and unskilled/entry level employment
- Industry Guest speakers

- Part A: Exploring Careers
- Age appropriate career units
- Industry Guest speakers

- Full time apprenticeships & traineeships

- Work experience
- SWL
- VET in Schools program

- SAT sign up
- SAT sign up

Actions identified for school career decision making model

- STEP One and Two - development of action plan for industry-school partnerships
- Explore various career planning activities/methods and consolidate with career planning Australia initiative
- Develop Teacher Professional Development activities in line with Stage One to Four
- Development of Employability Skills program as well as SAT Induction/Awareness Program

Appendix 8

Linking older, experienced staff with school-based apprentices

JJ Richards Engineering

School to Work Pathways

The Goal: To engage, educate and develop industry aware, employable and literate students who are confident and enthusiastic about entering the 'world of work'.

J.J. Richards are collaborating with a number of schools in the Logan and Brisbane communities, to create sustainable school to work solutions that reinforce values and practices of work readiness and industry engagement.

The rationale behind this strategy is that it is a proactive measure to up-skill industry personnel, and it promotes a scaffold for responsive community partnerships.

"Our staff are our greatest asset"

"JJ Richards waste management plant and equipment is proudly built by Queensland Tradespeople with the assistance of School Based Apprentices"

J.J.Richards & Sons Pty Ltd

Contact Information

For information regarding the J.J. Richards School to Work Model:
Mr Jimmy Southwood
Phone: 0401 314 892

Or

For Waste Management Sales Enquiries
Phone: 3208 8055

Or

Visit our website:
www.jjrichards.com.au

Proudly Australian Owned & Operated Since 1932!

J.J.Richards & Sons Pty Ltd

Skilling for the Future

The J.J Richards School to Work Model....demonstrating that our industries and education facilities are leaders in 'life long learning' and forerunners in the 'knowledge economy.'

J.J. Richards

JJR's School to Work Model

Our model is developed around community stakeholders - (ie Industry, School & Home)

Industry: sets up and drives the systems/model
School: supports and encourages industry systems and model
Home: supports and encourages students' workplace and school learning

A little about us....

J.J. Richards & Sons Pty Ltd (J.J. Richards) is a proudly Australian owned and operated family business with over 77 years experience in the waste management industry.

Today the Company has grown to be one of the largest privately owned waste management companies in Australia through its philosophy of safety, reliability and excellence in customer service.

We offer our staff and customers a unique balance of communication, innovation, flexibility and family values, which have been and continue to be the basis of our success.

1st Phase: Industry Awareness - In Collaboration with Schools and Home
- Recruitment
- Orientation Evenings
- Site Specific Inductions

2nd Phase: Employability Skills - Industry Specific with Support from Schools and Home
- Structured Work Placement - JJRE core values and practices
- Safety/Quality/Productivity/Communication
- Attitude
- Attendance
- Performing set tasks
- Ability to follow directions
- Team work
- Relevance of literacy and numeracy in the Workplace and at School.

3rd Phase: Evaluate and Assess Student Performance - Industry Specific
- Welding workshop successfully completed
- Supervisors and Section Leaders positive evaluation (2-3 months)
- Safety/quality/productivity and communication.

4th Phase: School Based Apprenticeship
- Paid work
- Queensland Secondary Certificate of Education
- Offer of a J.J. Richards full time engineering scholarship
- Career pathways

To recruit, develop, train and retain a quality pool of human resources for J.J. Richards, focusing on our values and practices of Safety, Quality, Productivity and Communication.

Appendix 9

A holistic program approach to school-based training

Sea World Nara Resort and Water Park and Warner Village Theme Parks

Program Profile

Indigenous School-based Traineeship Program

Background

Sea World Resort's Indigenous School-based Traineeship Program has achieved outstanding results across many priority areas. Indigenous employment, education and community capacity building have all benefited from this program. A structure has been developed that can be implemented across all industries to achieve nationwide results and dramatically affect the statistics attached to our Indigenous population (rural, remote and urban). A holistic approach has incorporated private enterprise, Australian and State Government Departments, QLD education, local community organisations, Indigenous communities, families and extended families.

This program is unique and offers traineeships to Aboriginal and Torres Strait Islander students from communities across SE QLD and as far north as Bundaberg. Residential block releases of 1-2 week duration are conducted over an 18 month period incorporating a comprehensive holistic focus. Thirty-two trainees graduated with their Certificate III in Hospitality and leave with a clear pathway towards their futures.

The trial program graduated 14 trainees from rural and remote communities placed at Sea World Resort only. The current program was then extended to an intake of 33, with placements at Sea World Resort and Sea World Theme Park, and included trainees from across the whole of SE QLD and as far north as Bundaberg. Extensive changes within the program have focused on the recruitment process, training format, personal support program and pathways into further education.

The holistic approach implemented within this program is not limited to funding. This program is holistic in every sense of the word. Not only is funding and support provided by a number of Australian and State Government departments but the program focuses on the overall wellbeing of each trainee. A holistic network of family, schools and communities have been developed to ensure maximum support is available for the trainees. Personal development and mentoring also contribute to strengthening the spirit of these youth. The Indigenous School-based Trainee Coordinator is extensively involved in all aspects and issues of the trainees' lives and provides overall support.

Program outline

Recruitment: Extensive recruitment is undertaken to ensure that the students have a clear understanding of the commitment required with assessments also made on the level of support available from the school, family and community.

Block Releases: Block releases of 1-2 week duration are conducted throughout an 18 month period. This incorporates work, training, assessments, personal development and cultural sessions.

Personal Development: Personal development of trainees focuses on self esteem, confidence, teamwork, leadership skills, life coaching and establishing a career pathway following the program.

Cultural Sessions: Group leaders conduct cultural sessions known as Murri Jundahls (meaning QLD Indigenous girls) and Bala ya (meaning Brothers here). Local Gold Coast community members work with the trainees in boys and girls groups to address issues in a culturally appropriate manner. These groups are highly confidential and are conducted every block release. Group leaders are also available to the trainees throughout their block releases when required.

Graduation: A formal graduation is conducted to finalise the program and celebrate with all stakeholders involved in the program.

Appendix 9
Sea World Nara *cont.*

Funding and Support

Funding and support is provided by a number of stakeholders across many communities. The holistic approach to developing this program has been instrumental in its success. All stakeholders are actively involved and consulted throughout the program.

Funding for this program has been provided by:

- Sea World Resort
- Warner Village Theme Parks
- Australian Department of Education, Employment and Workplace Relations (DEEWR)
- QLD Department of Employment and Industrial Relations (DEIR)
- QLD Department of Education, Training and the Arts (DETA)
- Indigenous Coordination Centre (Brisbane)
- Acknowledgement for the support of the program goes to:
- Sea World Resort executive and team members
- Warner Village Theme Park executive and team members
- Murri Jundahls and Bala Ya group leaders
- Employees within the Indigenous Education and Employment teams (DEEWR)
- Indigenous Employment and Training Manager and Support Officers (DEIR)
- Principals, Deputy Principals and other relevant staff at all schools involved
- Indigenous Student Support Officers/CECs at all schools involved
- Immediate and extended family members of our trainees
- Guardians of our trainees
- Community organisations from all communities involved
- Gold Coast local Indigenous community

Outcomes

The outcomes achieved from this program can be measured at all levels and are not limited to the trainees and employer. The success of the trainees has had a major effect on their families, communities and schools.

From a Government perspective the following priorities have been addressed:

- Retention of Indigenous students (to date 95%)
- Increased Literacy and Numeracy levels
- Community capacity building
- Additional education qualifications and skills for Indigenous youth
- Increased Indigenous employment
- Development of a career pathway not previously available to students from rural and remote communities in Queensland

The benefits for the students undertaking the traineeship are:

- Certificate III in Hospitality
- Paid employment (over 18 months)
- Work experience at an International Resort and Theme Park
- Accommodation, meals and uniforms provided during block releases
- Development of a career pathway
- Confidence and self esteem building
- Support from the Indigenous School-based Trainee Coordinator

Local communities benefit from the development of their Indigenous youth. Some examples of the students' achievements include:

- Identified role models within their local schools
- Identified Indigenous youth leaders
- Leadership awards
- NAIDOC community awards
- Speech conducted at State Parliament
- Main role in local stage production
- Senior leader
- School captain, House captain, Vice captain and Indigenous captain
- Representatives in sports
- Scholarship recipients
- Students completing OP eligibility