

SCHOOL BASED APPRENTICESHIP AND TRAINEESHIP ACTION PLAN

REGION:	Region 19 - 22		
TIMEFRAME APPLICABLE:	June-November 2011	WPSP CONTRACTED AUTHOR:	Garry Brown
REGIONAL VOCATIONAL EDUCATION MANAGER:	David Lloyd - Relieving	WPSP CEO CONTACTS:	Garry Brown
REGIONAL OFFICER CONTACT:	Wade Greenwood		
STAKEHOLDERS IDENTIFIED:	<p>Regional Officers, School Consortiums, employers, students, parents, AACs (Australian Business Limited, MAS National), State Training Services, Group Training Organisations – Central West Group Apprentices, Access Group Training, Western Institute of TAFE, existing SBAT Coordinators – only in Broken Hill and Western Student Connections in an historical context (contracted to manage SBATs in Dubbo, Bourke and Warrumbungle from February 2010 to June 2011), Local Government, media.</p> <p>A Regional Reference group involving Western Student Connections and DEC was formed. This reference group was informed by Board members of WSC.</p>		
LOG of CONSULTATION MEETINGS HELD:	<p>3rd May (initial meeting in Sydney with VET in Schools Directorate), 9th May/7th June/1st August/12th September 24th October (meetings with Western NSW Regional VET Management committee), 9th June (met with Western Institute TVET Coordinators), 31st May (Orange – meeting with State Training Services), 30th June (Broken Hill – Far West consortiums), 21st July Dubbo – northern consortiums), 25th July (Orange – southern consortiums), 27th July (meeting with Youth Express Partnership Broker re. Warrumbungle environmental scan), 2nd/4th / 8th August (meeting with Delroy Campus staff re. Stage 5 VET and traineeships), 10th August (Business Forum meeting in Parkes with parents and employers – Mid Lachlan Consortium), 11th August (Business Dinner with parents/employers in Coonamble – Castlereagh consortium), 18th August (meeting at Parkes with Mid-Lachlan TTC schools – looked at facilities and discussed way forward), 22nd August (The web site for the SBAT promotion for Trade Training Centres (<i>Make the Connection</i>) now live: http://www.wsc.edu.au/maketheconnection.php), 24th August (meeting with Regional VET Manager re. SBATs), 25th August (WSC Board Meeting – SBATs initiative raised in relation to National Trade Cadetships scheme),), 28th August (WIN TV Advertisement commenced), 1st September</p>		

(meeting in Dubbo with Mining companies), 2nd September (Met with TIC, Partnership Brokers, TAFE teachers and RVEC in relation to Indigenous students and apprenticeships in remote areas and Dubbo - as a pilot program), 5th September (meeting with Three Rivers Consortium at Dunedoo CS), 6th September (TTC requested to provide data in relation to enrolments in TTC), 12th September (Regional VET Management meeting – comments on status of Action Plan made by WSC), 14th September (SBAT advertisement submission to Daily Liberal – a booklet production titled ‘Education and Employment Guide’ – circulates throughout Western Plains for one year), 15th September (Meeting with a combined SWL Advisory Group in Orange – State Training in attendance - discussed SBATs), 23rd September (Indigenous Sparkies meeting with TAFE and schools in Dubbo – Northern Borders TTC and Outback TTC), SBATS Newspaper advertisement in Broken Hill – Barrier Daily Truth late September, 6th October (meetings with AACs), 18th October (Smart and Skilled: Community Consultation on Skills Reform in NSW), 19th October (Draft Action Plan sent to Regional VET Management team), 24th October (meeting with Western NSW Regional VET Management committee), 2nd November (Met with VET Manager and Curriculum Manager to discuss Action Plan – many points of contention), 81 ‘hits’ on SBAT WSC website as at 7/11/2011.

SECTION 1: OUR VISION

Regional Vision / Community Vision

Please use the space below to provide some background about the educational, business and service delivery arena. You may wish to consider the following:

- *How does educational provision link to workforce planning and policy and practice at the local level?*

Vision and Mission

- **Vision:** All students will have access to high quality vocational training which will develop their capacity for education, training and employment in the trades related areas with an emphasis on School Based Apprenticeships and Traineeships
- **Mission:**
 - To implement best practice vocational training
 - To coordinate relevant SBAT curriculum patterns for students ensuring articulation to other providers
 - To promote and market SBATs to schools and industry
 - To maximise SBAT opportunities across rural and remote areas
 - To build SBAT options provided by partnerships with industry, the community and other providers
 - To identify and respond to existing and emerging SBAT pathways to career and employment opportunities
 - To build on the industry / community partnerships already created by the Work Place Service Provider

Leadership Statement

Please use the space below to include a leadership statement from your senior regional managers and TAFE managers. School leaders / principals in Trade Schools, Trade Training Centres and Industry Training Centres may be able to make a combined commitment or statement that articulates their support for SBATs. You may wish to consider the following:

- How do the Regional Director and the regional management team promote and encourage SBAT support within the region?*
- How does the leadership statement link to overarching requirements around, say, corporate plans?*
- How does the leadership statement reflect the Regional Director, the TAFE Institute Director and the regional management team's expectations for schools?*

The following leadership statement was provided by Western NSW DEC

Senior management in Western NSW Region believe that School Based Apprenticeships and Traineeships provide a valuable opportunity for students to commence their career. The facilitation of school based apprenticeships and traineeships, through the region's Trade Schools, Trade Training Centres and Industry Training Centre is seen as a core activity of the region. As such the region has included the promotion, marketing and coordination of school based apprenticeships and traineeships as a priority area for action in its Regional VET management plan. To ensure a clear line of accountability in the delivery of the SBAT Action Plan, the region has allocated the responsibility of managing the region's school based apprenticeships and traineeships program to a regional vocational education consultant who reports back to senior management.

As a result of the consultations carried out by the Work Placement Service provider, Western NSW Region has amended its SBAT Action Plan to include the following outcome:

"Students, parents, employers, schools and the local community are aware of, value and support school based apprenticeships and traineeships as a pathway for students enrolled in training programs offered by Trade schools and Trade Training Centre's in Western NSW Region"

After reviewing the feedback from the consultations, the region has acknowledged the clear message that a consistent approach to the operation of SBATs across the region was required. Accordingly the region has now combined the three existing SBAT coordination services into a single, region wide service and identified an SBAT coordinator to service every regional school.

The region has also decided to implement the following actions to facilitate the implementation of SBATs in Western NSW.

- Develop and publish clear regional processes for the establishment and monitoring of SBATs
- Provide training for all stakeholders in regional processes
- Map Trade school and TTC curriculum against Stage I of relevant apprenticeships
- Development of curriculum pathways and models of delivery for Western NSW Trade Training
- Establish a data management process which will collect information regarding SBATS for analysis by Regional VET management

In line with the region's 'Western *by Design*' operational processes the Regional VET Management team, in consultation with key stakeholders, will monitor and review this action plan. The team will consider further strategies outlined in the consultation process for possible inclusion in the Western NSW Region SBAT Action Plan in order to provide quality outcomes for our students.

SECTION 2: OUR ENVIRONMENTAL SCAN

SCAN & UNDERSTAND

In regard to the **LOCAL CONTEXT** – provide a scan of the workforce environment identifying labour market analysis.

This would most likely be a tight summary only pertaining to the SBAT market derived from a larger Environmental Scan.

That larger Environmental Scan may be attached for reference purposes.

Source: Australian Government Skills Info: Regional Profile for Western NSW

The **Western New South Wales** LMR includes the towns and cities of Chifley, Far West, Gwydir Namoi, Lachlan, Orana, Oxley, Patterson and Windamere.

The Region covers a total area of approximately 457 659.9 square kilometres and its estimated resident population as at 30 June 2006 was 369 537 people.

The **five largest employing industries** (three digit ANZSIC 06) in Western NSW according to the 2006 Census are:

- Sheep, Beef Cattle and Grain Farming
- School Education
- Hospitals
- Cafes, Restaurants and Takeaway Food Services
- Local Government Administration

In regard to the LOCAL CONTEXT – provide a scan of the workforce environment identifying labour market analysis.
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The following table shows the numbers employed by industry division for the workforce within Western NSW (2006 Census)

Industry	Number Employed
Agriculture, Forestry, Fishing	28,053
Mining	4,773
Manufacturing	15,372
Electricity, Gas & Water Supply	2,275
Construction	9,046
Wholesale Trade	7,136
Retail Trade	29,473
Accommodation, Cafes, Restaurants	9,921
Transport & Storage	7,009
Communication Services	1,827
Finance & Insurance	3,577
Property & Business Services	11,014
Government Administration & Defence	10,511
Education	17,950
Health & Community Services	22,278
Cultural & Recreational Services	2,616
Personal & Other Services	6483
TOTAL	189,314

The ensuing map gives a visual impression of Western Region's location in the context of NSW.

In regard to the LOCAL CONTEXT – provide a scan of the workforce environment identifying labour market analysis.
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That larger Environmental Scan may be attached for reference purposes.*



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The Region:

- ▶ **Shares borders with three states**
- ▶ **Covers two time zones**
- ▶ **Has one student per 7.6 square kms**
- ▶ **Covers approximately 385,000 square kilometres. It includes the cities of Lithgow, Bathurst, Orange, Dubbo and Broken Hill. The region stretches from Goodooga on the north to Wentworth and the Sunraysia in the south.**
- ▶ **Has selective high school provision, extensive vocational education and training courses and comprehensive subject choices in high schools allowing students to tailor their education to suit a particular career pathway.**
- ▶ **Has the following school structures:**
 - **2 Colleges:**
 - **Dubbo College Senior Campus [Years10-12] and 2 junior campuses [Years 7-9]**
 - **Denison College (Kelso and Bathurst HS)**
 - **28 comprehensive high schools [Years 7-12] – includes e2 school learning community based in Orange SEG**
 - **22 central schools [Years K-12] – includes Western Access Program**
 - **1 Juvenile Justice Centre school**
 - **3 SSPs**
 - **MIAN School (State Training Finalists 2009)**
 - **1 Distance Education Centre**

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An Environmental scan was taken of each Trade Training Centre Consortium with an update of what was in the original applications.

1. Reaching Across Secondary Schools – Broken Hill High School, Willyama High School, Menindee Central School, Ivanhoe Central School, Wilcannia Central School

- Fastest growing area – electro technology
- TAFE engages with industry
- Other areas of growth – big pastoral companies, retail, Alliance Group – metals – mining industry, Hospitality has good industry engagement
- ‘Pipeline’ concept: engaging with Year 6 in regards to health – continues into secondary
- Initial meetings with CEO Aged Care to develop pathways and secure a paper commitment
- New idea – construction – consortium of local builders in construction and electrotechnology – one employer takes on several students and other trades people to take and pay for the students for a set number of days
- Film and media – links with TAFE – huge opportunities in Broken Hill

2. Eastern Tablelands – Lithgow High School, Portland Central School, Oberon High School

- Growth industries - police, centrelink, medical services, local tourist train initiative in addition to Zig Zag railway, Worker’s Club expanding in Lithgow existing club and going into accommodation – strong and on-going
- Reduction in growth - Baal Bone Colliery, rail industry, Australian Cement at Kandos, Ferro Richer, construction industry
- Recently established organisation - State Office of Revenue

In regard to the LOCAL CONTEXT – provide a scan of the workforce environment identifying labour market analysis.

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3. Denison College - Kelso Campus, Bathurst Campus, Carenne School

- Was: manufacturing, power generation, construction, commercial cookery, aquaculture
- Now: Green skills, construction – Bathurst Council want to increase population by 20,000, rural skills – regeneration of mining sites/landcare/horticulture/agriculture – pastoral duties, Bathurst infrastructure – health /transport, Flannery Centre – skills in green practices, expansion of manufacturing – MARS, aged care

4. Mid Lachlan - Parkes High School, Forbes High School, Condobolin High School and Southern Lachlan - Cowra High School, Canowindra High School, Quandialla Central School, The Henry Lawson High School, Holman Place School

- transport and logistics expanding, mining, hospitality (static), metal fabrication industry, child care – expansion in children's services – not in original plan, aged care services, Centrelink, no chef in Grenfell

5. E2 TTC - Orange High School, The Canobolas Rural Technology High School, Molong Central School, Blayney High School, Anson Street School:

- mining, metals, health, hospitality, tourism aged care and retail especially in Blayney
- Another possibility might be Blayney Foods/Sea Link a vast but still expanding frozen food distributor. They are good with taking Business Services and Year 10 work experience students and have made enquiries re trainees
- Local Council will start a new Part Time Apprentice (diesel mechanic) next year as their existing one finishes his time this year
- Nestle Purina have expressed some interest in VET student placements – may not lead into SBATs

In regard to the **LOCAL CONTEXT** – provide a scan of the workforce environment identifying labour market analysis.

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6. Cudgong TTC – Mudgee High School, Kandos High School, Gulgong High School

- Expansion of mining industry – skills shortages in engineering and construction
- Closure of Australian Cement at Kandos – pressure on employment opportunities across area – limited opportunities for TTC students, 4 cafes could go to 2 in a very short period of time
- Growth: approval of new mines – Ulan West, Moolaben and Lahey’s Creek – will open in 2 years so need to prepare students for this

7. Outwest – Nyngan High School /Cobar High School:

- 3 new cafes/restaurants opened recently in Nyngan – will assist with hospitality
- Principal at Nyngan has Tritton on-side, primary industries ‘booming’ again
- Mining well established across consortium area

8. Wellington High School

- Mining - future for metals
- Primary health care – Aboriginal, aged care

9. Outback – Bourke High School:

- 3 good years of crops, new motel – restaurant
- Business Centre – Back O Bourke

In regard to the **LOCAL CONTEXT** – provide a scan of the workforce environment identifying labour market analysis.
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10. Macquarie TTC – Narromine High School:

- Citrus industry down
- Manufacturing precision agricultural parts – growth area
- New café

11. Castlereagh TTC – Gilgandra High School, Gulargambone Central School, Coonamble High School:

- No real changes – huge increase in traineeships in Gilgandra in 2011 as a result of Careers Advisers actions

12. Three Rivers – Mendooran Central School, Dunedoo Central School, Coolah Central School:

- No real changes
- Mining around Dunedoo has been scaled back so negligible opportunities here

13. Warrumbungles – Coonabarabran High School, Binnaway Central School, Baradine Central School

- No real changes

14. Western Access – Tottenham Central School, Trangie Central School, Trundle Central School, Tullamore Central School, Peak Hill Central School

- No real changes but an increased mining footprint

In regard to the LOCAL CONTEXT – provide a scan of the workforce environment identifying labour market analysis.

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15. Hospitality Centre Dubbo - Dubbo College – Senior Campus, Delroy Campus, South Campus plus Dubbo School of Distance Education and Mian School, Dubbo Trade School – Construction and Dubbo Industry Training Centre – Metal and Engineering:

- Tomingley mine – metals, construction
- Fletcher’s contracting but still opportunities for traineeships
- Downturn in surrounding rural towns, engineering firm (Jeff Hort Engineering) moving to Dubbo to support the mines, retail sector expanding – Bunnings / new shopping centre in West Dubbo
- Expansion of TAFE at Rural Skills Centre – heavy automotive as well as primary industries plus TAFE Mining School
- Regional Theatre and Convention Centre will assist in hospitality
- Dentistry School
- Major constructions in residential and commercial throughout Dubbo City

In addition:

- Large increase in VET numbers due to 17+ years leaving age
- Key trends that could have an impact across the 4 regions:
 - Rural – urban drift. Many Central Schools are losing numbers in senior years affecting the service delivery of Stage 5 and 6 VET
 - Many students have to access the Western Access Program or Dubbo School of Distance Education to study VET.

SECTION 3: OUR SITUATIONAL ANALYSIS

Local Context

Please use the space below to provide some background about the region, schools, TAFE provision, employment data, etc. Data on potential student market as well as potential employer base would be useful. This would include information of historical data on SBAT involvement.

*Identify the current situation and **analyse** to include the identified stakeholders, the barriers or inhibitors as well as the enablers and opportunities to realising the vision in Section 1 but which takes into account the scan in Section 2.*

*The current situation would include the **existing regional budget**: Any items in the next section (strategies) that cannot be funded from existing resources would need to be articulated in an action that "sought to identify funds of to do xx"*

Registered Training Organisation (RTO)

Western NSW Region is one of ten NSW DET regional RTOs. Western NSW is due for re-registration with the Australian Skills Quality Authority (ASQA) in 2014. ASQA is the new National Regulator.

Scope of Registration

Information downloaded from both the National Training Information System (NTIS) and the Teacher Accreditation database held by the Retraining Unit of the Human Resources Directorate is used to show what VET qualifications can be delivered by Western NSW Region RTO.

School Delivered HSC VET (SVET) - Industry Curriculum Frameworks (ICFs)

SVET courses are developed by the Board of Studies NSW.

Senior secondary school students may study these at school as part of their HSC. Industry Curriculum Framework Courses relevant to Trade Training Centres are:

- Hospitality
- Metal and Engineering
- Primary Industries
- Construction

TAFE delivered HSC VET (TVET):

TVET courses are developed or endorsed by the Board of Studies NSW. Senior secondary school students may study these at a TAFE NSW institute while completing their HSC at school.

TAFE NSW delivers Four Board Developed Courses to students in Western NSW Region. They include Accounting plus three other Industry Curriculum Framework (ICF) courses:

- Tourism
- Automotive
- Electrotechnology
- Human Services – Aged Care / Allied Health Assistances / Health Services Assistances

Board of Studies NSW Endorsed Courses (BECs) including:

- Community Services – Children’s Services / Disability
- Property Services
- Animal Studies
- music industry and
- many others - Beauty (nail technology, make-up and skin services), Hairdressing, Outdoor Recreation, Recreational Fishing and Screen and Media, Government Services, Opal Cutting and Polishing, Sport (Coaching), Transport and Logistics (Warehouse and Storage), Meat Processing and Community Recreation

A wide range of curriculum choices and transition to post school pathways is offered in Western NSW region through TVET either at TAFE Western NSW Institute (the majority of the Region) or TAFE New England Institute (North West area of the Region) or Riverina Institute (Southern area of the Region) or Sunraysia TAFE (Mildura).

As these students are enrolled in TAFE they will receive TAFE credentials on successful completion of their studies. In some cases courses are delivered by TAFE teachers using school or other facilities.

Students can also undertake HSC VET courses through shared school/TAFE delivery. TAFE Dubbo and Orange Campuses enrolled students from Dubbo College, Wellington HS and Canobolas Rural Technology HS in a 60 hour extension course in Construction, allowing students to achieve Certificate II in Construction.

Students from Denison College, Oberon HS, Lithgow HS and Portland CS took part in the Industry Link program which saw students enrolling in a 120hr Specialisation course at their local TAFE campuses allowing them to receive a Statement of Attainment toward Certificate III in Engineering Mechanical Trade.

Employers and Students:

Western Student Connections, as the Work Placement Service Provider (WPSP) for Western NSW Region, has a database of employers who are willing to host VET and TVET students for their mandatory work placement for the Higher School Certificate.

The following data shows the current situation in regard to the industries covered by the Industry Curriculum Frameworks courses and in particular those courses targeted by the Trade Training Centres in Western NSW Region.

Some employers are willing to host students from more than one industry area. This is reflected in this data.

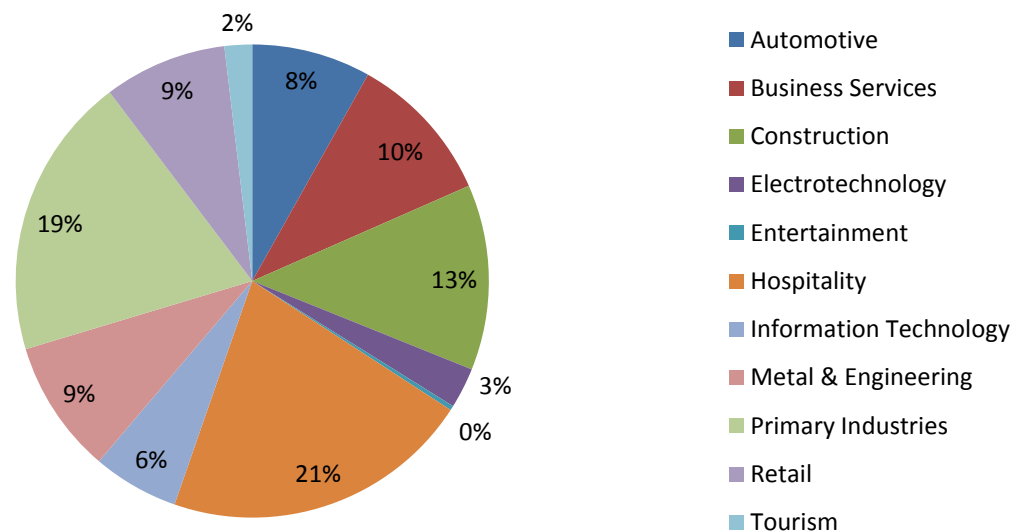
Students enrolled in VET and TVET Industry Curriculum Frameworks register with WPSP for their work placement. The data for students is current as of September 2011.

This data is “point-in-time” as the database is updated every day as new employers and students are registered. The data throughout this document can act as benchmark data.

Industry Curriculum Framework Employers Source: WPSP Database 2011

Industry	No of Employers
Automotive	293
Business Services	370
Construction	457
Electrotechnology	100
Entertainment	11
Hospitality	762
Information Technology	212
Metal & Engineering	329
Primary Industries	697
Retail	303
Tourism	68
TOTAL	3602

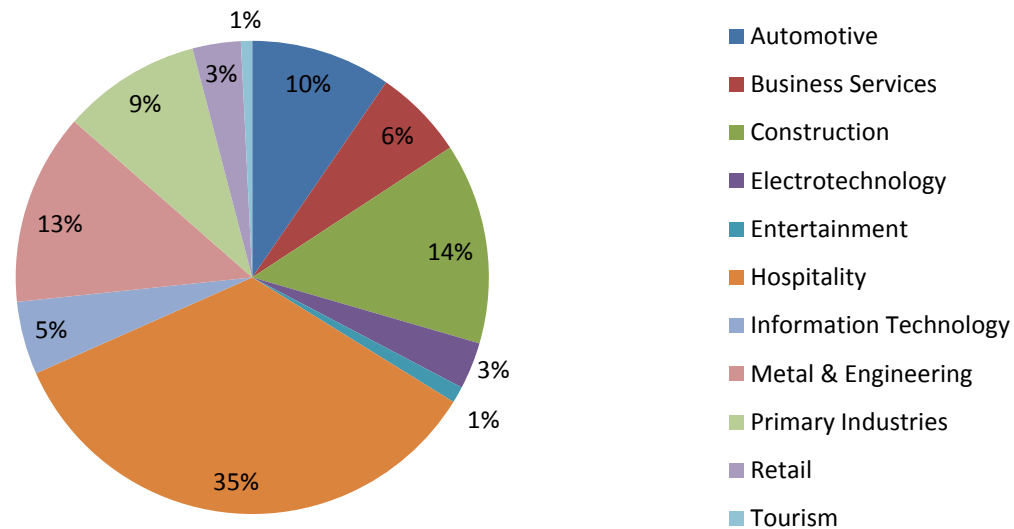
Western NSW Region Employers on WPSP Database



Industry Curriculum Framework Student Participation
Source: WPSP Database 2011

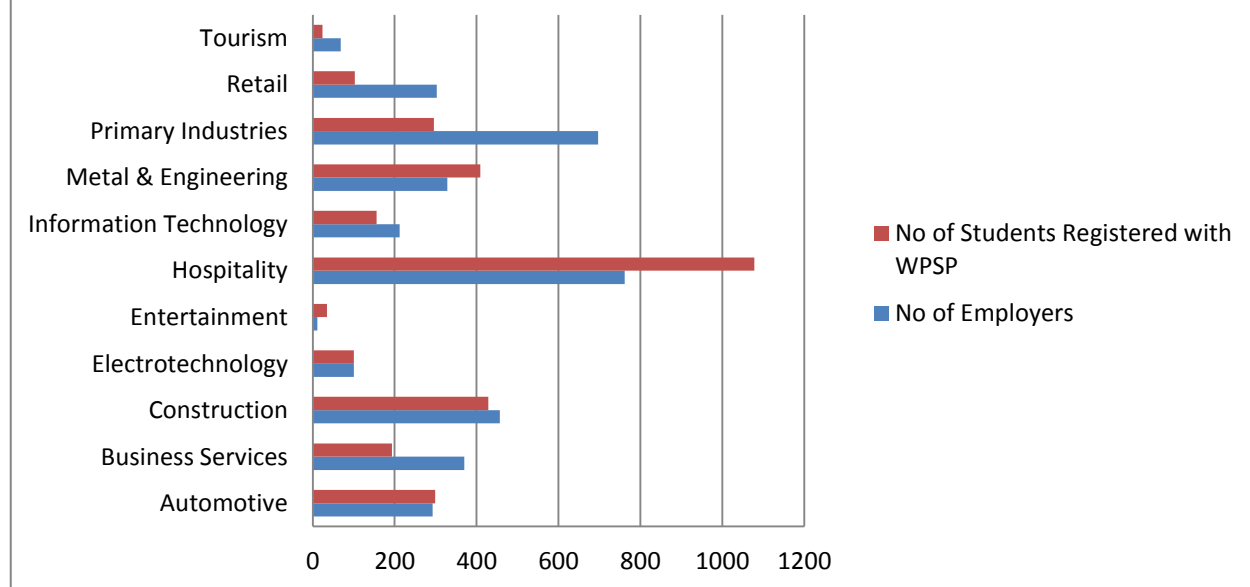
Industry	No of Students
Automotive	299
Business Services	193
Construction	429
Electrotechnology	100
Entertainment	35
Hospitality	1078
Information Technology	156
Metal & Engineering	409
Primary Industries	296
Retail	103
Tourism	24
TOTAL	3122

Western NSW Region Students Registered with WPSP



Using the above data a comparison of Employers and Students in Western NSW Region participating in the Structured workplace Learning Program in 2011 is illustrated thus:

Comparison - Employers and Students in ICF Industries



Using the above information but focusing on Industry Curriculum Framework Courses in association with Trade Training provision the following information shows:

Trade Training Centre Industries Employers
Source: WPSP Database 2011

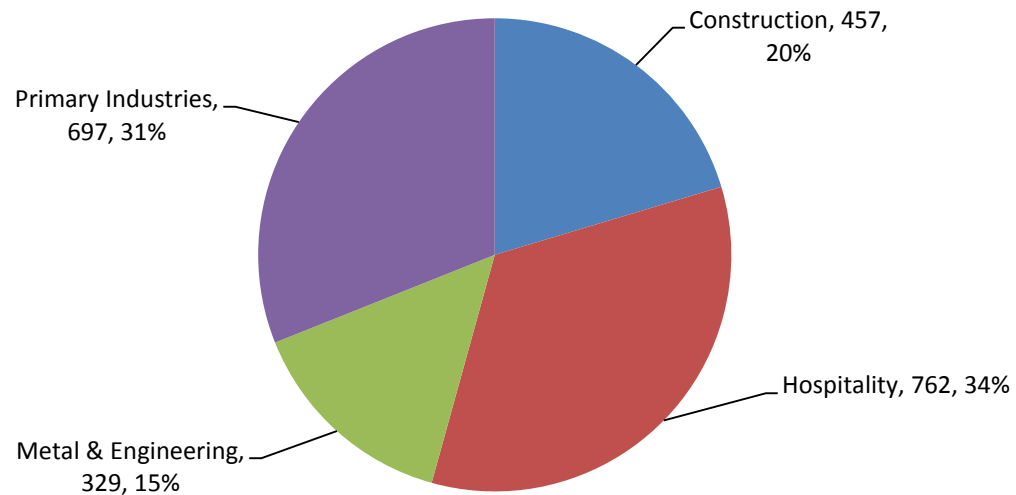
Industry	No of Employers
Construction	457
Hospitality	762
Metal & Engineering	329
Primary Industries	697
TOTAL	2245

Trade Training Centre Industries Students
Source: WPSP Database 2011

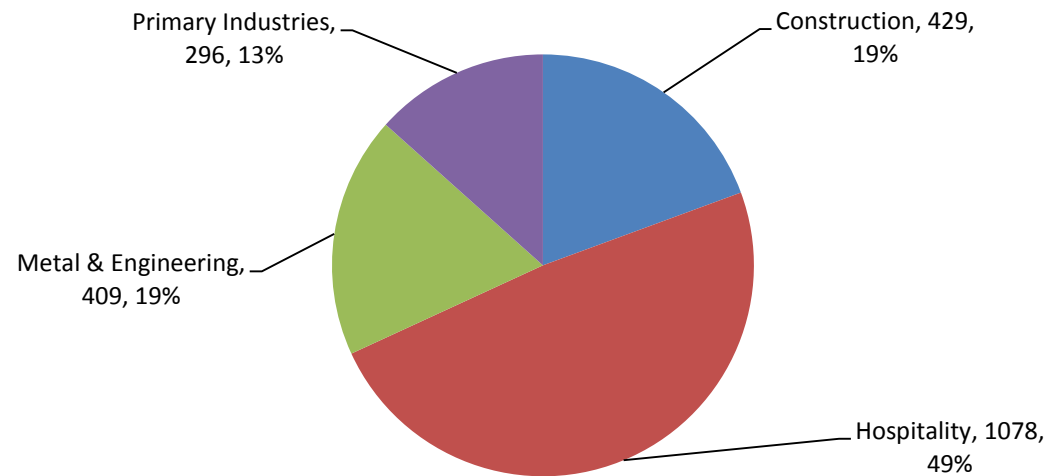
Industry	No of Students
Construction	429
Hospitality	1078
Metal & Engineering	409
Primary Industries	296
TOTAL	2212

In graph form the following results are illustrated below:

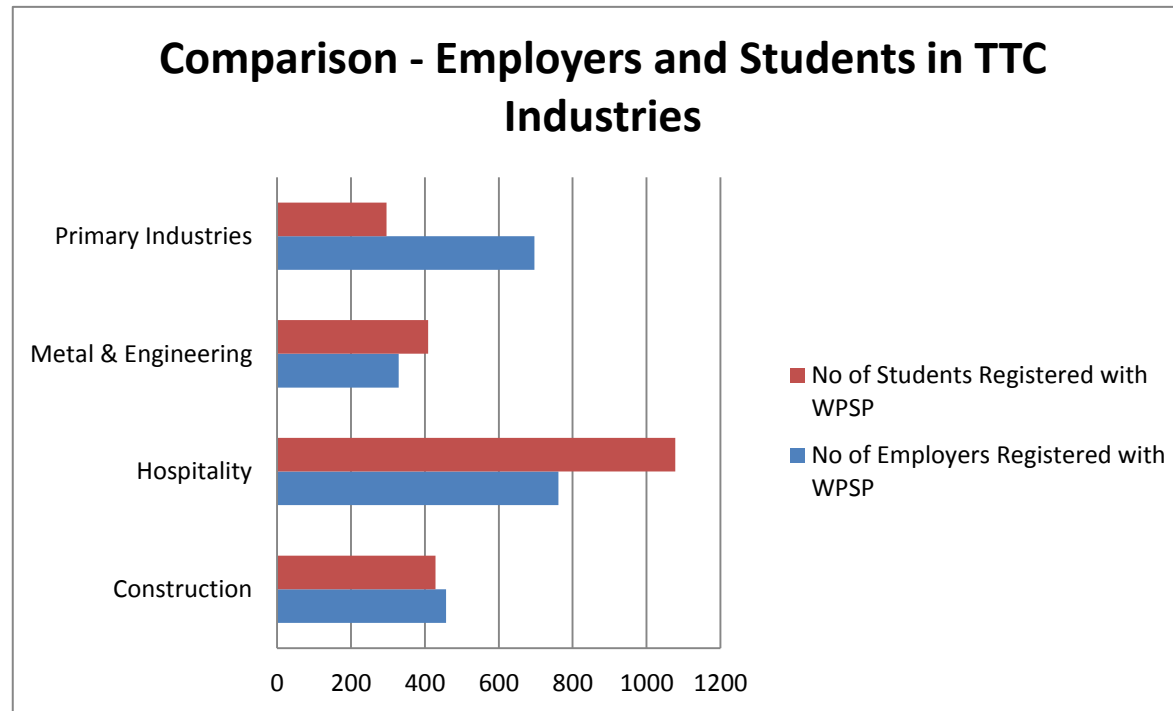
Western NSW Region TTC Industry Employers on WPSP Database



Western NSW Region Students Registered with WPSP for TTC Industries



When the above data and graphs are combined the following bar graph illustrates some interesting challenges:



The graph shows a shortage of employers in Metal and Engineering and Hospitality with Construction almost equal between students and employers.

The challenge will be increasing the number of employers in the above three areas so that if there is an increase in traineeships and apprenticeships there will not be too much pressure on current employers.

Promotion and marketing will be essential to this strategy.

**The current situation in relation to School Based Apprenticeships and Traineeships in Western NSW Region
SBATs in Western NSW is:**

Industry	No of Apprenticeships
Automotive	2
Baking	1
Construction	3
Electrotechnology	3
Engineering	2
Furnishing	1
Hairdressing	2
Hospitality	2
Plumbing	1
TOTALS	17

Industry	No of Traineeships
Automotive	6
Business Services	40
Community Pharmacy	3
Community Services	3
Construction	2
Electrotechnology	3
Engineering	1
Financial Services	1
Holiday Parks & Resorts	2
Horticulture	5
Hospitality	8
Information Technology	5
Meat Processing	3
Public Sector - Government	10
Retail	22
Rural Skills	4
Sport & Recreation	62
Transport & Logistics	2
TOTALS	182

Reference: The above data was collected from the SBAT in NSW website – September 2011.

Please note: This is a point in time and numbers will vary depending upon the day the data is accessed.

The current School Based Apprenticeship and Traineeship Coordination across Western NSW Region is as follows:

Western Region has three distinct models for SBAT coordination.

The role of the coordination service is to promote SBATs in the community with industry and schools, parents and students, liaise with stakeholders to develop the Training Plan and to prepare a contract, and attend the sign-up if required.

1. Broken Hill Group of Schools – A coordinator is employed through funding by the Broken Hill Regional Vocational Education Consultant.
2. Bathurst / Orange / Lachlan Group of Schools – Coordinated by the Bathurst and Orange Regional Vocational Education Consultants.
3. Dubbo / Bourke / Warrumbungle Group of Schools – Coordinated by Western Student Connections through funding by the Dubbo Regional Vocational Education Consultant. This contract ceased on 30th June 2011. Coordination is currently being handled by the Dubbo Vocational Education Consultant.

The following benchmark data has been collected from the SBAT in NSW website (September 2011):

**Industry Curriculum Framework School Based Traineeships in each
Coordination Service Area**

Industry	Broken Hill	Bathurst/ Orange/ Lachlan	Dubbo/ Bourke/ Warrumbungle
Automotive	2	2	2
Business Services	12	13	15
Construction	2		
Electrotechnology	1		2
Entertainment			
Hospitality	2	1	5
Information Technology	3	1	1
Metal & Engineering	1		
Primary Industries	2	2	5
Retail	5	7	10
Tourism			
TOTAL	30	26	40

School Based Apprenticeships in each Coordination Service Area

Industry	Broken Hill	Bathurst/ Orange/ Lachlan	Dubbo/ Bourke/ Warrumbungle
Automotive			2
Baking		1	
Construction			3
Electrotechnology		3	
Furnishing		1	
Hairdressing	1		1
Hospitality			1
Metal & Engineering			2
Plumbing			1
TOTAL	1	5	10

**Trade Training Centre Industries School
Based Traineeships in each Coordination
Service Area**

Industry	Broken Hill	Bathurst/ Orange / Lachlan	Dubbo/ Bourke/ Warrumbungle
Construction	2		
Hospitality	2	1	5
Metal & Engineering	1		
Primary Industries	2	2	5
TOTAL	7	3	10

**Trade Training Centre Industries School
Based Apprenticeships in each Coordination
Service Area**

Industry	Broken Hill	Bathurst/ Orange / Lachlan	Dubbo/ Bourke/ Warrumbungle
Baking		1	
Construction			3
Hairdressing	1		1
Hospitality			1
Metal & Engineering			2
TOTAL	1	1	7

School Trade Facilities in Western NSW Region

There are 18 Trade Training Centres, two Trade Schools and one Industry Training Centre which involve Western NSW Region Schools.

There are 55 schools which have a Trade Campus.

The Trade Schools are at Dubbo College Senior Campus (Metal & Engineering) and The Canobolas Rural Technology High School (Health).

The Industry Training Centre is at Dubbo College Senior Campus (Construction).

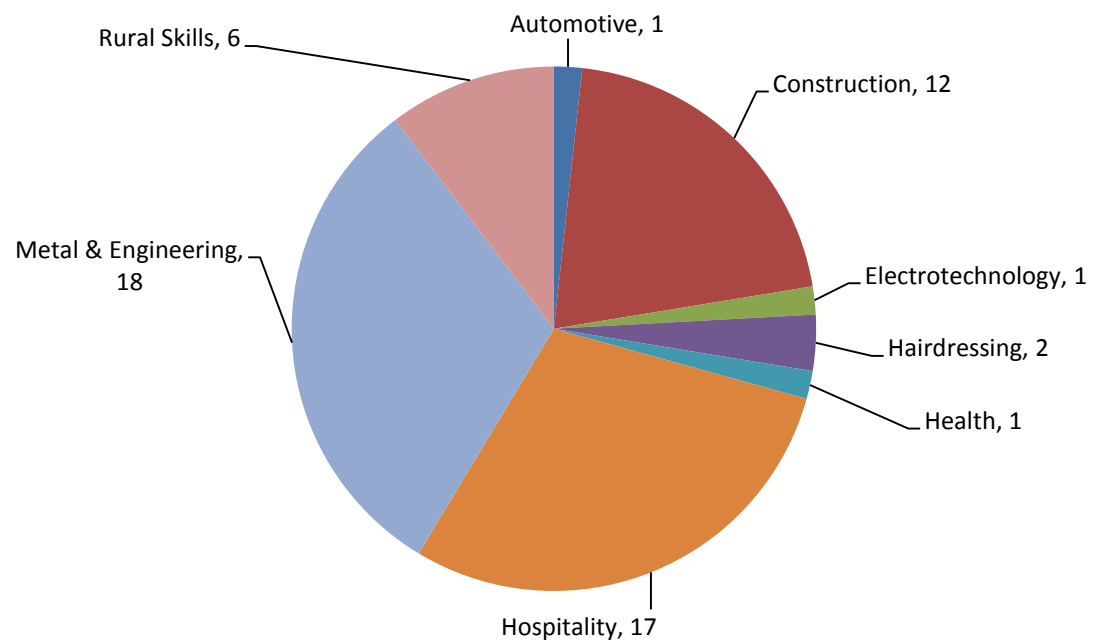
The industry areas targeted by these centres are Automotive, Construction, Electrotechnology, Hairdressing, Health, Hospitality, Metal & Engineering and Rural Skills.

Trade Training Centres (TTC), Trade Schools (TS) & Industry Training Centres (ITC) in Western NSW Region

Source: Make the Connection website – www.wsc.edu.au/maketheconnection.php

Industry	No of TTCs, TS, ITC	No of Schools
Automotive	1	1
Construction	12	35
Electrotechnology	1	1
Hairdressing	2	4
Health	1	1
Hospitality	17	54
Metal & Engineering	18	51
Rural Skills	6	16
TOTALS	58	163

Trade Training Centre Industries



After lengthy discussions with schools, community, employers, industry and parents the following Inhibitors / Barriers have been identified. The comments, statements and opinions below are made at a point in time. These statements, comments and opinions may or may not necessarily reflect the actual situation.

SBAT – operational matters:

- Confusion with legal requirements of contract
- Process for signing of contracts needs to be streamlined
- Complexity in the number of organisations involved in training plan - volume of paperwork
- Complexity and understanding of qualifications and requirements in training plan
- Definite timeline for processes and development of training plans
- Log Book and Industry Based Learning duplication
- Late starts to SBATs leads to lack of competencies completed and therefore non-completion of qualification (Certificate II or III)
- Lack of commitment from employers, family and student to making the SBAT work and making sure on-the-job component is completed.
- External assessment of students in the workplace
- OHS compliance – all too hard
- Workers compensation – employers are concerned about them having to cover students under their policy. Should be indemnified by DEC – same as work placement

State:

- Impact on staffing when students have to access an alternative RTO to the school - stop punishing schools for providing opportunities
- Lack of funded positions dedicated to coordination of SBATs

Region:

- Need to know who is doing what and when
- A common message is often missing – need accurate knowledge about establishment, management and monitoring

Schools:

- Schools acting alone and not as a consortium - no common curriculum across the schools
- VET teachers not being replaced and facilities only being used for D&T and other TAS subjects

- Principals lack of understanding of SBATs
- HSC/ATAR/VET tensions
- Additional teacher responsibility – curriculum planning (alignment of school courses to TAFE courses)
- Limited understanding by teachers of their expanded role – ‘niches’ in schools
- Too complicated for teachers - volume of paperwork
- Supervising VET teachers are not given any time to meet monitoring requirements in the training plan
- Traditional timetabling structures in schools hinder quality trade training
- School timetables/assessment schedules – need to find industries where students can do blocks of work in their holidays
- Timetable and whole concept of coordination - complexity of school operations and disruption to school routine
- Timetabling where classes are missed and teachers unwilling to do ‘catch-up’ work for SBATs
- Maintaining and recruiting enough VET teachers to replace transferred teachers let alone grow the trades in schools
- Retraining of staff in relation to trade currency
- Need improved school processes to support SBATs and track their progress on and off the job
- Need school teacher support (e.g. catching up on student’s missed work) and mentoring as well as support and monitoring by fellow students
- Structuring classes so that least amount of work is missed is a problem at the moment

Student:

- Travel and transport can be the single biggest deterrent for students accessing SBATs in remote areas
- Added to the above is students not having a licence to drive to work made even more difficult when the family does not have a car or licence
- Accommodation is scarce or non-existent for remote students trying to source an SBAT in a larger regional centre
- Quality of careers education and advice - develop better career education programs - inclusive, holistic and structured
- Signing for 4-5 years for SBA – commitment of student
- Variable quality of candidates for trade training
- Trainees get paid less than P/T casual workers – students do not see value of SBATs
- The wrong ‘fit’ for some students - failing to achieve Certificate Level III
- 17+ time wasters – not really interested in SBATs
- Days in work place – may be too many i.e. 1.5 days per week for 2 years – students become jaded – lack of continuity (employer concerns) – 100-144 OR 180 days may be too many for student to complete
- Lack of support for students doing Distance Education or TAFE courses
- SBA commitment is too long and Certificate III is out of reach. Certificate II is achievable.
- Many students look at it as a lifelong commitment instead of a beginning to a career

- Need information about SBATs for subject selection meetings however these meeting are already crammed with information
- Range of choices – how to prepare students at end of Year 10 – a minefield of information re. curriculum planning
- Life skills students unable to achieve Certificate II at school, so unable to do an SBAT. Similar students can achieve a full-time traineeship or apprenticeship at TAFE with support
- Student keen to do an SBAT but is given incorrect/misleading information leading to them not going ahead with it
- Students don't want to be different to other students at school – missing school one day a week to work, having to catch up on missed work.
- Level of ability and work readiness of students – misalignment of what employers expect and what students can actually do
- Students are not prepared to travel so SBATs are limited to local employers
- Time out of school – issue with other subjects
- Low numbers of students make it not viable
- Lack of understanding of SBATs from students
- Students do not go out and find employers
- Need to know budgeting, tax, worker's compensation and even how to apply for an ABN

Parents:

- Transport to work and training – no public transport in rural and remote areas
- Lack of understanding of SBATs from parents
- parents do not go out and find employers
- intergenerational parental unemployment is a deterrent to students seeking an SBAT

Employers:

- Signing for 4-5 years – commitment of employer
- Employers and schools prefer traineeships to apprenticeships because it is too long to lock students in for 4 – 5 years when they are only in year 10. There needs to be an opt-out clause for SBAs at the end of year 12
- Saturation of workplace opportunities particularly in relation to work placements – ICF versus SBAT
- Seasonal employment is an issue
- Industries where work can only be done during school hours – electro technology, metals and automotive
- Successful industries often do not take on SBATs
- Limited number of employees in town - supportive of traineeships but not interested
- Ability of local employers to provide work placements – therefore little opportunity for SBATs especially in small towns
- Availability of jobs in towns
- Lack of opportunities - can only take on a few

- Cost to employers - Employers want to have an incentive to take the SBATs
- Process for dollar incentives for employers can be slow to come through
- Businesses closing down mid training – impact on BOS requirements as well as training
- Lack of quality – fast food companies not managing training and not meeting BOS requirements
- Positions often related to personal relationships with employer
- State government offices won't take work placements or SBATs
- Times are tough. Many businesses are cutting down on staff. Can't afford to pay an SBAT or have someone supervise them or give them on-the-job training
- DEC (as an employer) refuse to take SBATs – need direction and push from the “above”.
- Time lag between being able to take on SBATs
- Multinationals are not “playing”
- Employers don't like that they only see the SBAT one day per week – jobs don't take one day to do, student has forgotten what they learnt last week
- Employers have difficulty attracting employees with skills
- Local business people do not understand qualifications. Many have skilled workers with no official qualifications so do not see the need to have students gain a qualification
- Employers would rather have their employees as full-time – resistance to part-time employment in the trades
- Confused about pathways
- Question of how ‘kids’ get prepared?
- Outside providers compete against SBATs
- Takes a lot of time when employing SBATs – opportunity cost
- Employability skills can be an inhibitor along with lack of numeracy and literacy skills
- Group Apprenticeships can be a problem with constant employer changes and employees unable to carry over skills
- There is competition between a potential SBAT and a mature age worker
- Mining: prefer a well rounded Year 12 student than an SBAT – looking for a higher skill level; age is a factor – must be 16 to go onto a mine site; have lost apprentices to other industry areas so not prepared to get into SBATs

Providers:

- Poor articulation between schools and TAFE – Certificate II to Certificate III
- Honest and open communication with TAFE
- Need improved processes and communication from AACs
- Access to high quality training providers that can deliver what our students want, rather than what is easy for them to deliver and provide
- Thin market - TAFE provision not available locally – student must travel

- Increased access to high quality training providers that can deliver what our students want, rather than what is easy for them to deliver and provide
- Employers reluctant to be the employer. They use a Group Training Organisation instead

Promotion and marketing:

- Need to develop better communication and promotion - who will market SBATs?
- Successful SBATs need to be promoted – use students who have successfully completed an SBAT for guest speaker roles, publicised case studies, promotional material, TV commercial, local media, photos
- Consistency in message about SBATs – confusion reigns at the moment
- Lack of business and community awareness about SBATs
- Schools are not proactive in promoting SBATs to students and parents and do not go out and find employers

After lengthy discussions with schools, community, employers, industry and parents the following Enablers / Opportunities have been identified:

State:

- Resource/staffing: NSW SPC position paper - recommends extending senior students staffing formula to include Year 10 - purpose is not to reduce class size in junior years but as a mechanism to identify resourcing for NSLA initiatives

Region: The following were identified at the 3 major meetings: Question is: are they now being implemented?

- Regional planning necessary for curriculum provision – development of a template to ensure curriculum leads to a trade's pathway
- Careers Adviser's and VET teachers to be given SBATs mapping i.e. TTC qualifications mapped against what school teachers and TAFE teachers can deliver – curriculum aligning
- A single region wide SBAT coordination service with well defined processes and responsibilities
- Joint schools/TAFE management and planning structures

School:

- Establishment of new facilities will offer quality - Certificate III facilities - reinforcement of philosophical review regarding SBATs
- Where an SBAT in a related industry leads to a university degree e.g. Engineering - SBAT gains skills in using tools and equipment prior to going to university, leading to an engineer with more enhanced industry skills
- Tap into programs already existing in the Region
- Use Transition Advisers in schools

- Keen hardworking dedicated staff
- Stage 5 VET and work placement as a pre-cursor to SBATs
- School becomes a member of the Chamber of Commerce hence the ability to create links with employers
- SWL has been a forerunner of SBATs and is assisting in employment opportunities

Students:

- Students who aren't particularly academic can see SBATs articulating into full apprenticeships
- SBATs lead to increased student engagement and retention
- Obviously good for some kids: 17+pathways - alternate curriculum rather than following rigid BOS requirements
- Being able to convert part-time or casual work into a training contract and paid work
- Where students can do work at weekends and out of school hours
- Target all students who select a VET course and promote SBATs with them
- Need for an online system to advertise prospective SBAT positions for students to apply and express interest
- Advertise SBATs at the school

Parents:

- A concerted parent program so that parents believe in the value of VET qualifications

Employers:

- Need an industry sponsor or champion for each industry area to promote and explain industry needs and expectations and develop an SBATs strategy (similar to Pipeline for Health in Broken Hill)
- Some employers are investing in SBATs to keep young people in town
- Success of past SBATs encourages employers to continue program
- Employers prepared to put students on – local jobs for local people
- Being able to be affiliated with a highly regarded industry or company e.g. Bluescope, Toyota
- Opportunity for local industry to grow own workforce
- Engagement of employers in education
- Real connection with employers – 3 month trial period
- Use existing 'tradies' – local knowledge of community and relatives
- Concept of the 'trapped' community where students will not leave – potential for local businesses (can also be an inhibitor)
- Growth in local population in larger towns leads to more opportunities
- Initiate SBATs and 'kids' will stay in town – 'train and stay'

- Plenty of opportunities – the challenge is finding the right person
- Business forums to be organised with focus groups might be a way forward
- Paying above award rate has been a plus in finding the right type of employee
- NSW Farmers Federation can do things
- North Parkes Mines has: indigenous scholarships; works with CentreCare re. life skills/work readiness; has developed a Resources and Infrastructure Course for Year 10/11 students and is also working with young mums
- Mining industry: TAFE Resource and Infrastructure course is a possibility to ‘sway’ things; another course is being developed but is awaiting industry approval before being released

Established partnerships:

- Strong industry links already established - Industry Link Program in Bathurst/Lithgow/Oberon and Get Real Program with the Dubbo Business Partnership in Dubbo
- Support and positive relationships with local industries developed through work placement - build on this
- Group training companies working with schools and employers e.g. Try-A-Trade
- Potential to increase community involvement
- Larger towns - a critical mass - diverse employment opportunities

Media:

- Advertising on TV locally
- Industry talking to students at Careers Days / Nights e.g. mining representatives
- Development of websites
- Promotion/publicity in local newspaper
- SBATs advertising for employers

Other organisations:

- Community enabler – an outside organisation to talk to businesses about the value of SBATs
- Appoint a broker such as a Work Place Service Provider to promote and implement SBATs – WPSP’s already have a database of suitable employers for work placement - next step is the implementation of employment opportunities

*The current situation would include the **existing regional budget**: Any items in the next section (strategies) that cannot be funded from existing resources would need to be articulated in an action that “sought to identify funds of y to do xx”*

Some comments from stakeholders:

- Need to increase State funding for the initiative - DEC has to make a commitment
- Regional VET funds to be allocated appropriately
- Funding for school positions
- Charging non-school students for use of facility
- Changes to school staffing needed - \$\$\$'s currently follow the students
- Federal Government funding to employers to increase employers wanting to participate
- Use National Partnership funding – ‘fits into’ retention and engagement outcome – this funding may not be recurring so schools would have to put in place sustainability strategies
- Indigenous funding from DEEWR

SECTION 4: OUR PLANNED ACTIONS

- Maintaining SBATs must be a critical aspect of any strategy. In a small community, if it doesn't work very well it will affect all SBATs in the future. One bad experience spreads through the community. Schools must take responsibility but there needs to be improved strategies and support structures for schools. Some sample strategies follow. These are proposed by the WPSP and do not necessarily reflect the planned actions by Western Region. Western Region has developed and is implementing a separate SBAT Action Plan as per the 'Western by Design' philosophy.

Strategy 1: Ensure student demand for SBAT involvement is managed effectively by an external organisation						
	Priority	Action	Performance indicators	Lead Person	Human & Capital Resources	Completion date
Develop and implement	High	External Organisation to be contracted to implement and coordinate SBATs	Contract accepted Consistency of processes across the Region implemented Each stakeholder understands responsibilities e.g. legal requirements, contracts, timeframes, external assessment, Log Book, IBL, OHS and workers compensation	CEO of Organisation	Regional/State funds to be pooled for contract agreements	January 2012
		All stakeholders have one point of contact	SBATS supported to sign-up in a timely manner			

		High	External Organisation to be contracted for promotion and marketing of SBATs	SBATs promoted and marketed across Region – includes awareness of student responsibilities e.g. days in workplace	CEO of Organisation	Regional/State funds to be pooled for contract agreements	May 2012
		High	Employer's targeted through promotion program	Employers provided with information on alternative pathways and the benefits to students	CEO of Organisation	Regional/State funds to be pooled for contract agreements	December 2012
		High	Monitoring of data collection	Increased numbers of SBATS in TTC Increased number of SBATs to completion stage at end of Year 12 New employers taking on SBATs	CEO of Organisation	Regional/State funds to be pooled for contract agreements	December 2012
		High	Change SBAT contract to allow students to opt out of contract at the end of Year 12	Option included in contract	State Training Authority	STA	End 2012 for implementation in 2013

Develop and implement	Strategy 2: Increase the school global budget funding levels to support SBATs in schools - currently zero					
	Priority	Action	Performance indicators	Lead Person	Human & Capital Resources	Completion date
	High	Lobby for a change to staffing formula when a student is accessing an alternate RTO e.g TAFE TVET course	Staffing formula changed Students able to Access alternate RTO with no loss of staffing	Region	Region	December 2012
	High	Regional funds to be allocated to either an external organization or to regional coordinators	Funds distributed	VETisD and/or Regional VET team	Regional SBAT funds	February 2012
	High	Consistency in support – currently some schools have support others do not	SBAT coordinator in each school School promotion locally Teacher's support on the job component	Regional VET team	Regional SBAT funds	February 2012

Develop and implement	Strategy 3: Marketing campaigns to convince all Government agencies to provide SBAT opportunities					
	Priority	Action	Performance indicators	Lead Person	Human & Capital Resources	Completion date
	High	One organisation to approach each Government agency and establish local protocols	External Organisation contracted Increase in number of Government agencies taking on SBATs	External Organisation	Regional SBAT funds	December 2012

Develop and implement	Strategy 4: Establish a position/Organisation to broker SBATs between employers and schools within a consortium linked to the Organisation who has SWL contract					
	Priority	Action	Performance indicators	Lead Person	Human & Capital Resources	Completion date
	High	Employ/contract a person/Organisation to promote SBATs in local consortium	Coordinators/Organisation appointed	Regional VET Management team / External Organisation	Regional SBAT allocation	Term 1 2012
	High	Target larger contractors who sub-contract locally	Local subcontractors team-up to provide work for SBATs	Regional VET Management team / External Organisation	Regional SBAT allocation	Term 1 2012
	High	Approach Group Training Organisations to take on SBATs	Number of SBATs increased	Regional VET Management team / External Organisation	Regional SBAT allocation	Term 1 2012
	Low	Alternative: employ Transition Advisers to undertake role	Transition Advisor appointed	Regional VET Management team	DEC to fund 0.4 TA	Term 1 2012
	Medium	Alternative: School based/consortium based promotional position to provide	Position funded, established and filled	Consortium chairperson	School funds	Term 1 2012

			expertise and time to embed and support the program in school				
		Medium	Alternative: employ a business liaison person	Increased numbers of employers participating in program	Consortium chairperson	Regional SBAT allocation	Term 1 2012
		High	Alternative: Appropriate person / Organisation established within each consortium	External organisation gains contract	Regional VET Management team	\$100,000 to pay wages and on-costs	Term 1 2012

	Strategy 5: Ensure effective marketing with employers, parents and students especially at parent/student information evenings to understand SBATs					
	Priority	Action	Performance indicators	Lead Person	Human & Capital Resources	Completion date
Develop and implement	High	Information nights organised	Parents attend information nights	Lead school in consortium with input from other consortium members	\$10,000 per consortium	Ongoing 2012
		Information given to parents e.g. responsibilities and support	Published materials developed and brochures distributed to schools Web page developed Blitzing local media – print and TV School newsletters Promotional DVDs			

		Medium	Local campaign using local SBATs	Case studies developed	Contract to an external Organisation	Regional funds	Ongoing 2012
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Develop and implement	Strategy 6: Identify businesses who could be sponsors or champions for SBATs						
		Priority	Action	Performance indicators	Lead Person	Human & Capital Resources	Completion date
		Medium	Develop a list of potential employers	Database of employers created and sponsors identified	Region or external Organisation	SBAT funds	December 2012
		Medium	Case studies of successful SBATs	Case studies completed	External Organisation	External Organisation	June 2012

Develop and implement	Strategy 7: Ensure the opening of Trade Training Centres actually take place with effective marketing occurring at the same time					
	Priority	Action	Performance indicators	Lead Person	Human & Capital Resources	Completion date
	Medium	Invites sent to local employers / DEC personnel / Government – Federal and State members	Invites sent and accepted	School	School resources	Prior to opening
	Medium	High profile for openings – advertisements in local newspapers	Advertisements completed	School	School resources	Prior to opening
	Medium	Open day for parents and business	Open day completed	School	School resources	Before or after opening

Strategy 8: Ensure an efficient pathway mapping of VET courses from school into TAFE i.e. Certificate II to Certificate III mapping – Stage 1 of relevant apprenticeship						
Develop and implement	<i>Priority</i>	<i>Action</i>	<i>Performance indicators</i>	<i>Lead Person</i>	<i>Human & Capital Resources</i>	<i>Completion date</i>
	High	Mapping done for the TAFE apprenticeship courses similar to the one presented for Metal and Engineering by Western Student Connections Coordinate with TAFE and schools Additional teacher training targeted to units in Stage 1	Uniform delivery of curriculum with no double ups	RVEC in conjunction with school VET teachers and TAFE teachers	Regional funds	January 2012
	Medium	Careers advice distributed to potential SBAT student	Advice given in relation to HSC/ATAR/VET options	Careers adviser	In kind	Throughout 2012
	High	Development of curriculum pathways and models of delivery	TTC offers alternative curriculum each year at subject selection	School	In kind	By June 2012
	High	Schools have priority to replace TTC VET teachers or train new ones as replacements	VET teachers trained	RVEC	Regional VET training funds	As the need arises
	High	All TTC students have Individual Transition Plans (ITP's)	ITP's developed for each student	School	School	At time of SBAT sign-up
	High	Individual case management of SBATs – includes travel, transport and accommodation issues	Students are mentored and supported to 'catch-up' on missed work and attendance in the workplace Students doing formal training through Distance Education and TAFE are supported	School	School	Throughout 'life' of SBAT

				Life Skills students and students with disabilities supported by school funding and outside organisations e.g. Mission Australia, Partnership Brokers			
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Develop and implement	Strategy 9: Local canvassing of employers to get a commitment to SBATs						
		Priority	Action	Performance indicators	Lead Person	Human & Capital Resources	Completion date
		High	Employers ‘doorknocked’	Employer database of existing SBAT employers and new ones developed	RVEC or external Organisation	SBAT funds	Throughout 2012
		Medium	Website Expression of Interest (EOI) page for employers	EOI developed	RVEC or external Organisation	Regional SBAT funds	March 2012
		Medium	Local newspaper advertisement	Advertisements completed	RVEC or external Organisation	Regional SBAT funds	Varying times throughout 2012
		Medium	SBATs on agenda for local employers when canvassing for Structured Workplace Learning opportunities	Potential list developed	WPSP	Regional SBAT funds	Throughout 2012

Develop and implement	Strategy 10: Ensure the establishment of sound SBAT partnerships with Partnership Broker especially in Western NSW					
	Priority	Action	Performance indicators	Lead Person	Human & Capital Resources	Completion date
	High	Environmental scans to be updated	ES's produced	Partnership Broker	PB funds	Throughout 2012
	Medium	PB's to market SBATs in their network forums	SBATs on agenda at Partnership meetings	Partnership Broker	PB funds	Throughout 2012

Develop and implement	Strategy 11: Ensure the establishment of a website					
	Priority	Action	Performance indicators	Lead Person	Human & Capital Resources	Completion date
	High	External Organisation contracted to develop a website	Website up and running	External Organisation	Regional SBAT funds	February 2012
	Medium	OR Separate website host	New website developed	Regional VET team	Regional funds	February 2012

Strategy 12: Ensure clear processes for the establishment and monitoring of SBATs						
Develop and implement	<i>Priority</i>	<i>Action</i>	<i>Performance indicators</i>	<i>Lead Person</i>	<i>Human & Capital Resources</i>	<i>Completion date</i>
	High	One Organisation with one process	Monitoring occurs	Relevant Organisation	Regional funds if external Organization contracted	Term One 2012
	Medium	Local forums with more consultation with TAFE	Forums conducted	Relevant Organisation	Regional funds if external Organization contracted	Term One 2012
	High	Allocation given to teachers of SBATs for on-the-job assessment and monitoring	Appropriate allocations made and student monitored On-the-job assessment occurs	VET teacher	School	Throughout 'life' of SBAT

Strategy 13: Ensure Governance structure for TTC established and consortium schools meet regularly						
Develop and implement	<i>Priority</i>	<i>Action</i>	<i>Performance indicators</i>	<i>Lead Person</i>	<i>Human & Capital Resources</i>	<i>Completion date</i>
	High	Schools develop consortium governance structure in accordance with application	Governance committee set up and meetings put on calendar	Lead school	School resources	February 2012
	High	Work as a consortium – not as an individual	Consortium operating productively	Lead school	School resources	Throughout 2012
	High	All schools should develop an alternate pathway to SBATs – need development processes across the school not just VET teachers	Alternate pathways published	Lead school	School resources	Prior to subject selection night

				Flexible timetables implemented to accommodate SBATs			
		Medium	Each school joins local Chamber of Commerce	School joins C of C	School	School	2012

Develop and implement	Strategy 14: Ensure regional approach to support alternate pathways for SBATs						
		Priority	Action	Performance indicators	Lead Person	Human & Capital Resources	Completion date
		High	Non ATAR pathways actioned	Pathway developed	School	School resources	March 2012
		Medium	DSODE / ACCESS schools deliver English and Maths if school cannot get a class	DSODE / ACCESS delivering	School	School resources	2012
		Medium	Mentors for each SBAT in schools – Youth Connections / Mission Australia	Mentors established	School	Negotiable	2012
		High	Disability support – literacy / numeracy support etc	Support structures in place	School	Negotiable	2012

Develop and implement	Strategy 15: Develop structured and sound engagement programs in Stage 4 that lead to ICF and SBAT opportunities in Stage 5 and 6						
		Priority	Action	Performance indicators	Lead Person	Human & Capital Resources	Completion date
		High	School curriculum structured to include SBAT opportunities	Increased number of students taking on Stage 5/ 6 courses with an SBAT option	VET Coordinator /Principal	School funds	February 2012

SECTION 5: OUR REVIEW PROCESSES

Reviewing our Action Plan

How can there be **monitoring, reviewing and evaluating** of the action plan into the future?

The following personnel should be involved in any monitoring / evaluation:

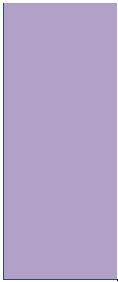
- Senior Management Team in Region
- VET Management team – RVECs (collection of data in conjunction with State Training Services)
- State Training Services
- VET teachers – school delivered
- TAFE teachers – TVET
- Principals
- VET management teams in schools
- Careers Advisers


A general consensus was:

- A review every two years
- How – depends on nature of what is being reviewed
- Region needs to develop simple proforma to meet requirements
- Who: RVECs – Principal – VET Coordinators

To see if there is any increase from the benchmark figures there needs to be a:

- Collection of data
- Who? - STA, Region, VET in Schools, VET teachers, SBAT Coordinator
- Where? – eBOS, SBAT site



Regional Vocational Educational Manager Sign Off:		Date:	07/11/11