

NEW INQUIRY INTO VET IN SCHOOLS 2002

| VET PROGRAMS | COMMENTS |
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| Range | <ul style="list-style-type: none"> ▪ Gympie SHS offers a wide range of the SAS's (8 industry areas). Are still considering widening scope of offerings in future. ▪ Offer English, Maths, Tourism, Hospitality, Manual Arts, Info Tech, Business and Marine Studies. Not offered in Arts, Phys Rec, Early Childhood since AQTF implementation ▪ Competencies offered are too difficult for the achievement by non OP students. |
| Structure | <ul style="list-style-type: none"> ▪ Bound by AQTF and QSA requirements. ▪ Need to be able to offer VET to yr's 8, 9 and 10 to cater for students at risk ▪ More support is required for schools to increase VET offerings in order to meet QSE retention targets ▪ Concern with time and people resources required to meet standards for both. ▪ Offered in normal school timetable structure. Timetable only altered if it is a school based traineeship or apprenticeship. ▪ Nominal hours difficult to fit into school timetable |
| Resourcing | <ul style="list-style-type: none"> ▪ Area of ongoing concern. ▪ Financial concern re physical resources – maintenance costs, purchase of new resources to industry standards. ▪ Necessity to justify allocation of school funds to VET vs other areas the Administration may prioritise. ▪ With proposed raising of school leaving age, anticipate there will be a greater demand on existing resources. ▪ Stretching of human resources across VET and other subjects – extra time required to meet RTO and HR requirements in VET ▪ Some teachers DO NOT want to teach VET because of the requirements, additional training, extra paperwork, etc. ▪ Needs to be more external state funding to support VET ▪ School budget. ECEF provides a small amount for work placement co-ordination. ▪ Need for money to ensure equipment is of an industry standard (this is particularly important in hospitality and engineering). |
| Delivery | <ul style="list-style-type: none"> ▪ Majority delivered in school. Hospitality some modules delivered by external party. Additional modules- delivered at school but assessed in workplace by supervisor and teacher involved. |
| Impact on other school programs | <ul style="list-style-type: none"> ▪ Reducing numbers in some traditional senior subjects ▪ Competition with VET subjects for school \$\$\$ ▪ OP eligible students encouraged to do work placement in holidays. VET students- there is an issue with them missing schoolwork often these are students who don't really excel at independent learning. ▪ Low student/Teacher ratios- ratios of Ed QLD not the same as TAFE. ▪ Increases difficulties with school timetable |
| Teacher preparation/training | <ul style="list-style-type: none"> ▪ Problem with maintaining HR for VET – teacher retirements, teacher transfers, etc. – leaves the school vulnerable ▪ Concern that beginning teachers may not meet HR requirements for VET ▪ Time and financial cost of existing VET staff maintaining currency ▪ Time-out for teachers to do required industry placement to meet min HR requirements is an issue due to costs of TRS. ▪ HR requirements (particularly in early childhood studies) leading to schools doing non-accredited strands. |
| Acceptance of | <ul style="list-style-type: none"> ▪ Some students do have difficulties receiving recognition for VET. We |

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| qualifications by industry | <p>have had requests from TAFE for our assessment pieces as evidence of students competency. Private RTO also making students redo modules already competent in.</p> <ul style="list-style-type: none"> ▪ Need to provide financial resources (eg 5x TRS per teacher) to schools for industry release. |
| Acceptance of qualifications by other RTOs | <ul style="list-style-type: none"> ▪ Still a concern. Regularly see ex students who have difficulties with TAFEs, etc not accepting students' school VET results. ▪ Limited feedback from employers. Student feedback has been very positive though. ▪ In small communities this can place a big strain on industry for both student and teacher industry placement. |
| Use of community links | <ul style="list-style-type: none"> ▪ Gympie High has good links with other community organizations through JPP, Work Placement program, etc. ▪ We probably do not take advantage of existing community links in delivery of VET as much as we could. ▪ Using TAFE to provide some competencies (eg program with the yr 11's and 10's) |
| Use of partnerships with employers | <ul style="list-style-type: none"> ▪ Existing links with local employers, etc are very good. Local employers are very supportive of work placement program, participation in internal reviews, offering teacher currency opportunities, etc. Workplacement. Assessment carried out in consultation with employer and teacher with teacher signing off if student competent. This is where there is no workplace assessor at business. |
| Participation by Indigenous students | <ul style="list-style-type: none"> ▪ On par with percentage of school population ▪ Reasonable involvement in all VET subjects. ▪ Need to offer VET in yr 9 & 10 for ATSI students (and all other students) due to the fact that they are disengaged (small retention rate of ASTI students, in senior we face huge issues of Truancy etc. |