

**LOGANLEA STATE HIGH SCHOOL RESPONSE TO
STANDING COMMITTEE ON EDUCATION AND TRAINING –
INQUIRY INTO VOCATIONAL EDUCATION IN SCHOOLS**

DEFINITION - for the purpose of the submission

This submission takes the definition of Vocational Education as

VET <i>Vocational Education & Training</i>	+	Enterprise and Vocational Learning <i>General learning programs with a vocational perspective</i>
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** accredited and industry
recognised*

** industry specific entry level
learning*

** Employment related skills*

** Enterprise education*

** Career education*

** Work-based learning*

** Community-based learning*

**Loganlea S.H.S.'s response to the Inquiry into Vocational Education in Schools
has used the proforma developed by The Independent Education Union's Survey
of Careers and Vocational Education Programs in Australian Catholic and
Independent Schools. Aug 2002.**

Name of School: Loganlea State High School

City/ Town : Loganlea Qld 4131

Person responding: Barbara Vines

Job title: Logan Vocational Education and Training Network Coordinator ...

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**Section A. Information on range, resourcing and delivery of Vocation Education
Programs and Services provided by your School**

1. In the table below list the Vocational Education offerings currently available to students at all year levels at your School.		
Year level	Vocational Education Programs and Services on offer within your school	Vocational Education Programs and Services on offer within your wider education and business community (e.g TAFE, other providers, cluster)
7	N/A	
8	<p>Communication for special situations (Eng). “Who am I?” Unit in English “What is democracy?” Unit in SOSE Resourceful Adolescent Program (RAP) Career advice for Subject Selection for Year 9</p>	<p>Anti-bullying program (discrimination awareness) – Logan Learners for Life</p>
9	<p>Communication for special situations (Eng). Career and Transition (CAT) Program Career posters (English) for subject selection night. Current Affairs Unit (SOSE) Standard Maths – Finance Unit Maths for Living – Money Unit Science - Science and Society Unit PE – Personal Development, Personal relationships, Teamwork, Decision making Units Boys day out, Girls Day in All elective areas of study – (Agric, BP, Art, Business Technology Studies, Chinese, Computer Aided Drafting Design, Design in Action, Craft Technology, Industrial Technology in Action, Home Economics, Music, Speech and Drama) Work Education (SEU and Student Centre)</p>	<p>“Boys Day Out”, “Girls Day In” (Spot Youth Centre) CAT Program in conjunction with Marsden S.H.S</p>
10	<p>Communication for special situations (Eng). Work Observation Program (Eng) Career posters (English) for subject selection night. Current Affairs Unit (SOSE) Standard Maths – Finance Unit Maths for Living – Money Unit Science - Science and Society Unit PE – Personal Development, Personal relationships, Teamwork, Decision making Units Boys Day Out, Girls Day In All elective areas of study – (Agric, BP, Art, Business Technology Studies, Chinese, Computer Aided drafting Design, Design in Action, Craft Technology, Industrial Technology in Action, Home Economics, Music, Speech and Drama) Work Education (SEU and Student Centre) Subject Selection – Year 11 & 12 3 year transition plans for students at risk and those with disabilities</p>	<p>Career Expos Work Experience/Observation Community Reps – guest speakers (career talks) Excursions (eg: Movieworld) Competitive Training & Employment Programs Community Support agencies JPET Centrelink Private RTOs TAFE Colleges Employment Agencies Supported Employment Agencies</p>

11	<p>Seminars – Work Place Health & Safety Vocational Education Induction Program (AQTF) Traineeships, School-based Apprenticeships Structured Work Placement Voc Ed. SASs Stand alone VET – Work Ed. & IT</p>	<p>Career Expo Work Experience/Observation Community Reps – guest speakers (career talks) Competitive Training & Employment Programs Community Support agencies JPET Centre Link Private RTOs TAFE Employment Agencies Supported Employment Agencies Logan Training Network (LTN)</p>
12	As Above	<p>As Above Jobs Pathways Program</p>

2. List the details of **any qualifications or formal recognition** resulting when students complete these above programs, and are judged competent.

Name of Program	Year Level	Qualification / AQF Certificate Level	Provider delivering the program
Information Technology (General & Multi media strands)	11/12	Cert 2 Cert 3	Loganlea SHS QANTM
Work Education	11/12	Cert 1 Work Readiness Cert 1 Education Cert 2 Workplace Practices	Loganlea SHS
Agriculture & Hort Studies	11/12	Cert 2 – Horticulture Cert 2 – Agriculture	Loganlea SHS
Applied Music	11/12	Cert 2	Ausmusic
Early Childhood Practices	11/12	Cert 2 Community Services – Children’s services	Loganlea SHS
English Communication	11/12	Cert 2	Loganlea SHS
Forest Growing	11/12	Cert 2 Forestry	F.I.T.E.C
Hospitality Practices	11/12	Cert 1	Loganlea SHS Club Crocodile
Industrial Skills	11/12	Cert 2 Cert 1 – Engineering CAD	Loganlea SHS
Arts & Entertainment	11/12	Cert 2	Loganlea SHS
Business Studies	11/12	Cert 2	Loganlea SHS

3. Please outline the **funding source** if programs are funded under specific targeted funds (not funded out of general school budget).

Name of program	Funding Source and amount
SATS Programs	State Government - \$500 per student
CAT	Federal Government
Horticultural Centre	Federal Government and Community renewal \$300.000.00+
Rural Horizons	Self Funding (user pays)

4. Cost drivers

What are the key cost drivers for VET in Schools

Class size, type of course, mode of delivery, capital , type of enterprise, Nnure of students that make up client group, course management, liason, legal and financial advice

Enormous contribution by staff in schools of an “in kind” nature (goodwill)

5. **Physical Resources at School Level**

- (i) If you deliver VET on the school site, are the physical resources required for adequate provision of VET available at your school?

Conscious effort to deliver within current resource allocation, however, this often does not meet the resource requirement of the VET subjects. School take advantage of partnerships beyond the school limits or make application for funding.

- (ii) Can you access funding for industry standard equipment?

Yes, by application. (very awkward and time consuming process)

6. **Organisational issues**

Co-ordination

- (i) Does your school allocate to VET Co-ordination

A paid allowance YES

Time Release 2 ½ days

What would you recommend as adequate time release? 5 days

Reasons

Not enough time to monitor students adequately
(Extra assistance given by Senior Schooling HOD. This has negative implications for other areas)
Time for meetings / Professional development/networking/ currency/ professional reading etc.

- (ii) Does your school allocate to Career Education Co-ordination

A paid allowance no

Time Release no – duties taken up by Guidance Officer. CAT program, Heads of Department and teacher duties

What would you recommend as adequate time release? __15 hrs per week

Reasons

Increasing need due to growing level of complexity of VET programs and changing careers and pathways. Existing role of Guidance Officer. CAT program, Heads of Department and teacher duties and “goodwill” contribution no longer meets the demands of this area.

- (iii) Does your school allocate a learning support person:
Yes. Where possible. But very limited in the senior school as priority given to junior school literacy and numeracy. /

Hours / week available to VET program

As required – changes according to need

- (iv) Is the school timetable flexible enough to meet the various needs of students and the activities they need to engage with?

Yes

- Indicate whether there is a willingness by the Administration to accommodate timetable change to maximise VET opportunities for students.

Yes

B. The Impact of Vocational Education Programs and Services

1. How high would the different members of your school community rate the importance of the VET programs offered to your students ?

School Groups:	Very High	High	Average	Low	Very Low
School Board / Council	✓				
Principal /Senior Admin	✓				
Staff		✓			
Students	✓				
Parents	✓				
Local industry/businesses		✓			
Further / Higher Education		✓			
Other					

2. How high would the different members of your school community rate the importance of the other vocational education programs offered to your students ?

School Groups:	Very High	High	Average	Low	Very Low
School Board / Council	✓				
Principal /Senior Admin	✓				
Staff		✓			
Students	✓				
Parents	✓				
Local industry/businesses		✓			
Further / Higher Education		✓		yes	
Other					

3. What, if any, would you say has been the impact (positive and negative) of VET programs on other curriculum programs at you school? Outline the nature of this impact.

VET subjects have a higher recognition in our school than those without. They can access funding and are seen as alternative pathways for students.

School Groups:	Very High	High	Average	Low	Very Low
<p>VET subjects are on the increase and vocational learning is being incorporated into general teaching areas.</p> <p>Level of commitment for some students is increased due to involvement with VET leading to higher retention rates.</p> <p>Increased strain on students and staff in schools in dealing with the additional significant complexities of managing school and work .</p> <p>Eg: Transport issues (time constraints), multiple sites, change of cohorts in classrooms on a daily basis, catching up on missed work, timetabling, case monitoring of students.</p>					

<p>4. What, if any, would you say has been the impact (positive and negative) of other vocational education programs on other curriculum programs at your school? Outline the nature of this impact.</p>
<p>See above</p>
<p>5. What specific industry, employer, group training company, etc feedback have your programs and initiatives received? Outline any positive and negative responses.</p>
<p>Increased industry involvement and employer satisfaction</p> <p>Higher profile within the community</p> <p>Finalists in the Queensland Training Awards</p> <p>Finalists in the Logan Business Achievers Awards</p>
<p>6. How have local TAFE and University responded?</p>
<p>Extremely co-operative – with Logan, Moreton, Southbank, Northpoint, Yeronga, Eagleby TAFEs</p> <p>Partnerships with BIGA, CTQ, HIA, CTC, HTA, QANTM etc</p> <p>Logan 4x4 Alliance</p> <p>Logan Education Alliance</p>

7. What percentage of these specific groupings in your school are undertaking VET programs?	
Groups	Percentage of the total group listed
Yr 10 cohort	100%
Yr 11 cohort	100%
Yr 12 cohort	90%
Males	95%
Females	95%
NESB	95%
Indigenous	100%
“At risk” of leaving school early	100%
Integration/special need	100%
Other	

8. Please comment on the accessibility and effectiveness of vocational education for your indigenous students.
Available to all students

C. The future of Vocational Education at your school and in your local community			
<p>What would you say needs to happen so that all students are provided with:</p> <ul style="list-style-type: none"> a) vocational education programs that are integrated within mainstream curriculum offerings; b) up to date understanding & awareness as to the rapidly changing nature of work and careers; c) opportunities to learn in community and workplace settings as well as classrooms; d) support in making transitions within school year levels and in developing a range of supported pathway options as they move from school into the broader community; e) adequate financial and material support from state and federal governments f) other (please add) 			
Goal	Recommendation 1	Recommendation 2	Recommendation 3
Vocational programs that are integrated into mainstream curriculum	Already happening		
Up to date understanding & awareness of changing work and careers	Already happening		
Wider, beyond classroom learning opportunities	Already happening		

Support in making transitions /developing pathways	Already happening		
Adequate Government Support	More needed for human resources and accessing outside providers		
Other ? Please add			

Training and professional development

What are the key training and professional development issues for teachers of vocational education?

TRS

Time

Commitment to other programs

Improved willingness for industry to participate needed

P.D in flexible delivery.