

EDUCATION, EMPLOYMENT AND WORKPLACE RELATIONS

SENATE LEGISLATION COMMITTEE - QUESTIONS ON NOTICE 2008-09 SUPPLEMENTARY BUDGET ESTIMATES HEARING

Outcome 2

DEEWR Question No. EW854_09

Senator Mason asked on 22 October 2008, EEW R Hansard page 63.

Question

School Clusters

Senator Mason requested an explanation of how students would access the Trade Training Centre (TTC) facilities when the school they attended was geographically removed from the location of the TTC.

Senator MASON—Anyway, the bottom line is that some of those students will be required to make that trip to use the facilities, won't they?

Mr Burmester—I do not know the basis of how they intend to deploy the facilities, so we would have to take that on notice and give you an explanation of how students from the further distant places that you have mentioned can access the thing. We will take that on notice.

Senator MASON—The access is going to be 75 kilometres south.

Senator Carr—It is not uncommon for students to travel, Senator. Even in your day you would have found that.

Answer

In their applications for the TTC program, schools applying in a cluster or consortium arrangement were required to give details of how their cluster/consortium would ensure fair and equitable access for all students.

Clusters can employ a variety of learning strategies and innovations to deliver training. Some examples of how schools in Round One (Phase One) approached this include: the use of block timetabling to provide flexible access to industry expertise, mobile training facilities and video conferencing technology. Such strategies allow all students, including Indigenous and those from low-socioeconomic backgrounds, access to the Trade Training Centre.