| Students undertaking agriculture course | Students undertaking allied health course |
| --- | --- |
| New South Wales – Agriculture | Victoria – Allied Health |
| Students undertaking automotive course | Students undertaking engineering course |
| Queensland – Automotive | Western Australia – Engineering |

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| Students undertaking electronics course | Students undertaking baking course |
| --- | --- |
| South Australia – Electronics | Tasmania – Baking |
| Student and teacher undertaking child care course | Students undertaking conservation and land management course |
| Australian Capital Territory – Child Care | Northern Territory – Conservation & Land Management |

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# Background

The Australian Government has approved funding of $1.4 billion over 2008 – 2016 through the Trade Training Centres in Schools Program (the Program) to enable secondary school students in Australia to have access to modern trade training facilities.

In consultation with their education authorities, eligible schools could access Program funding to build new, or upgrade existing trade or vocational education and training facilities, and to equip those facilities with industry standard equipment. Eligible secondary schools could apply for funding under the Program either individually or in groups, called clusters.

The objectives of the Program seek to help:

* support the achievement of a national Year 12 or equivalent attainment rate of 90 per cent by 2015
* address skills shortages in traditional trades and other eligible occupations by:
* improving student access to trade training facilities that meet industry standards
* improving the quality of schooling offered to secondary students undertaking trade related pathways
* assisting young people to make a successful transition from school to work or further education or training
* support the Council of Australian Government’s ‘Closing the Gap’ initiative to halve the gap between Aboriginal and Torres Strait Islander and other students in Year 12 or equivalent attainment rates by 2020.

The source for all data in the 2015 Progress Report is the annual Activity Reports submitted by each Trade Training Centre (TTC) and Trade Skills Centre (TSC) operating in 2015.

# Investment

The investment of $1.4 billion will establish 511 projects involving 1,289 schools (375 TTCs involving 1,067 schools and 136 TSCs involving 222 schools).

The Program encouraged cooperation between schools to form clusters to develop shared facilities. There are 218 TTC projects with cluster arrangements involving 910 schools and 30 TSC projects with cluster arrangements involving 116 schools.

The average investment per TTC is $3.2 million and per TSC is $1.5 million. The average investment per contracted school for TTCs is $1.1 million and for TSCs is $0.9 million.

# Participation

A total of 410 projects (368 TTCs and 42 TSCs) reported as operational in 2015. There were 14 TTCs that reported no enrolments in 2015.

For the 396 TTC/TSCs which had enrolments:

* the TTC/TSCs enrolled students from 1,429 schools consisting of 903 contracted schools and 526 schools that were not contracted to the TTC/TSCs
* there were 731 sites where facilities were either constructed or refurbished and equipped and 663 of these sites had enrolments in 2015. The total time spent teaching Approved Training Courses (ATCs) was 443,150 hours with the average time being approximately 32 hours a week per TTC/TSC.

The number of operational TTC/TSCs has progressively increased since 2010. This will plateau in 2017 when all TTC/TSCs are expected to be operational and will decrease from 2020 when the initial TTCs will have completed their 10 year Training Obligation period.

Figure 1: Number of operational TTC/TSCs by Year

Bar graph showing the number of operational TTCs/TSCs from 2010 to 2015

Year 2010 - 30 
Year 2011 - 112
Year 2012 - 210
Year 2013 - 303
Year 2014 - 355
Year 2015 - 410

# Enrolments

As the number of operational TTC/TSCs have increased in each successive year from 2010 to 2015 so to have the total number of enrolments (refer Table 1). Note: in 2017, all years for Annual Reporting were collated into an Access Database and some of the data may differ from those reported in previous Progress Reports as a result of this data cleansing.

Data collected through the annual Activity Report identifies the number of enrolments in ATCs, and students can be enrolled in more than one ATC. ATCs are the VET courses that the TTCs/TSCs are contracted to deliver.

Table 1: Enrolments in TTCs/TSCs

| Enrolments | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| --- | --- | --- | --- | --- | --- | --- |
| Certificate I | 574 | 3649 | 5612 | 7638 | 8875 | 9553 |
| Certificate II | 859 | 5339 | 14386 | 17875 | 19623 | 23544 |
| Certificate III | 237 | 700 | 1070 | 1078 | 1663 | 2223 |
| Certificate IV | 0 | 0 | 0 | 0 | 14 | 2 |
| Pre-vocational | 0 | 0 | 0 | 31 | 56 | 86 |
| Total | 1670 | 9688 | 21068 | 26622 | 30231 | 35408 |
| Male | 1406 | 7433 | 15654 | 19642 | 21545 | 25002 |
| Female | 264 | 2255 | 5414 | 6980 | 8686 | 10406 |
| Indigenous | 151 | 964 | 1712 | 2137 | 2817 | 2880 |
| Non-Indigenous | 1519 | 8724 | 19356 | 24485 | 27414 | 32528 |

Figure 2: TTC/TSC Enrolments by State since 2010

This chart shows enrolments by state from 2010 to 2015.

From 2010 to 2015, the number of enrolments has been greatest in New South Wales, followed by Queensland, Victoria, South Australia, Western Australia, Australian Capital Territory,  and Tasmania and Northern Territory.

## 4.1 Enrolments by Certificate Levels

Figure 3: Enrolments in TTCs/TSCs by Certificate Level by Year

This bar graph shows the number of enrolments by certificate level from 2010 to 2015.

2010
Certificate 1, 574
Certificate 2, 859
Certificate 3, 237
Certificate 4, 0

2011
Certificate 1, 3649
Certificate 2, 5339
Certificate 3, 700
Certificate 4, 0

2012
Certificate 1, 5612
Certificate 2, 14386
Certificate 3, 1070
Certificate 4, 0

2013
Certificate 1, 7638
Certificate 2, 17875
Certificate 3, 1078
Certificate 4, 0

2014
Certificate 1, 8875
Certificate 2, 19623
Certificate 3, 1663
Certificate 4, 14

2015
Certificate 1, 9553
Certificate 2, 23544
Certificate 3, 2223
Certificate 4, 2


## 4.2 Enrolments by Fields of Study

For the purpose of this reportsome Fields of Study have been combined:

* Agriculture – includes Fisheries, Horticulture, Viticulture, Environmental Studies and Animal Studies
* Engineering – includes Aerospace, Civil Engineering, Maritime Engineering, Process and Resource Engineering and Transport and Logistics
* Food and Hospitality – includes Food Processing, Hospitality and Tourism
* Personal Services – includes Beauty Services, Hairdressing and Personal Training
* Science – includes Natural Sciences and Information Systems
* Manufacturing – includes Furniture Making and Graphic and Design Services.

Figure 4: National TTC/TSC Enrolments by Fields of Study followed by Top Five Fields of Study per State and Territory

This bar graph shows the number of enrolments by fields of study in 2015.

Food and hospitality, 9694
Building and construction, 8220
Engineering, 6530
Automotive, 2991
Agriculture, 2832
Manufacturing 2080
Electrotechnology, 151
Health, 848
Personal services, 526
Science, 156

| Bar graph showing the top five fields of study in New South Wales in 2015.  The top five fields of study are: food and hospitality, 5065 building and construction, 2399 engineering, 1710 agriculture, 963 automotive, 277 | Bar graph showing the top five fields of study in Victoria in 2015.  The top five fields of study are: building and construction, 2261 food and hospitality, 1050 engineering, 873 automotive, 778 electrotechnology, 698 |
| --- | --- |
| Bar graph showing the top five fields of study in Queensland. in 2015.  The top five fields of study are:  engineering, 2451 building and construction, 1727 food and hospitality, 1696 manufacturing, 1031 automotive, 634 | Bar graph showing the top five fields of study in Western Australia in 2015.  The top five fields of study are: engineering, 866 food and hospitality, 501 agriculture, 484 automotive, 467 building and construction, 434 |
| Bar graph showing the top five fields of study in South Australia in 2015.   The top five fields of study are: building and construction, 976 food and hospitality, 597 automotive, 512 agriculture, 493 engineering, 472 | Bar graph showing the top five fields of study in Tasmania in  2015.  The top five fields of study are: food and hospitality, 255 agriculture, 248 building and construction, 158 automotive, 83 health, 64 |
| Bar graph showing the top five fields of study in the Australian Capital Territory in 2015.   The top five fields of study are: food and hospitality, 504 automotive, 240 building and construction, 188 manufacturing, 165 health, 16 | Bar graph showing the top five fields of study in the Northern Territory in 2015.  The top five fields of study are: manufacturing, 207 engineering, 100 building and construction, 77 agriculture, 57 food and hospitality, 26 |

## 4.3 Clustering and Stand Alone Projects

There were 181 stand-alone projects and 215 cluster projects that reported enrolments in 2015.

The 181 stand-alone projects also had enrolments from students from 162 schools that were not contracted to the TTC/TSC.

The 215 cluster projects had 911 schools contracted to the TTC/TSC with students from 722 of those schools enrolling at the TTC/TSC and students from an additional 364 non contracted schools also enrolled in the TTC/TSC.

Clustering arrangements can attract a higher enrolment due to the larger pool of students available from the contracted schools.

Figure 5: TTC/TSC Enrolments per TTC/TSC project

Bar graph shows the number of enrolments per TTC/TSC.

There are:
32 projects with less than 10 enrolments
267 projects with 10 to 99 enrolments
68 projects with 100 to 199 enrolments
23 projects with 200 to 299 projects
8 projects with 300 to 399 enrolments
8 projects with 400 to 499 enrolments
4 projects with more than 500 enrolments 

Figure 6: TTC/TSC Enrolments per TTC/TSC Stand Alone project

Bar graph shows the number of enrolments per stand alone TTC/TSC project

There are:
13 stand alone TTC/TSC with less than 10 enrolments
154 stand alone TTC/TSC with 10 to 99 enrolments
11 stand alone TTC/TSC with 100 to 199 enrolments
3 stand alone TTC/TSC with 200 to 299 enrolments

Figure 7: TTC/TSC Enrolments per TTC/TSC Cluster project

Bar graph shows number of enrolments per cluster TTC/TSC.

There are:
5 cluster TTC/TSC project with less than 10 enrolments
113 cluster TTC/TSC project with 10 to 99 enrolments
57 cluster TTC/TSC project with 100 to 199 enrolments
20 cluster TTC/TSC project with 200 to 299 enrolments
8 cluster TTC/TSC project with 300 to 399 enrolments
8 cluster TTC/TSC project with 400 to 499 enrolments
4 cluster TTC/TSC project with more than 500 enrolments 



## 4.4 Enrolments by Gender

The Program aims to address skills shortages in traditional trades and occupations in local demand. Skills shortages tend to occur in traditionally male dominant industries such as engineering, automotive trades and construction.

Enrolment data for 2015 show that females make up **29 per cent** of all TTC/TSC enrolments, predominantly in the fields of Food and Hospitality and Agriculture (refer Figure 8).

By contrast males make up **71 per cent** of TTC/TSC enrolments and are mainly enrolled in the fields of Building and Construction and Engineering (refer Figure 8).

Figure 8: Male/Female TTC/TSC Enrolments by Fields of Study

Bar graph showing male and female enrolments by fields of study.

Food and hospitality: 2850 males and 6844 females
Building and construction: 7878 males and 347 females
Engineering: 6111 males and 403 females
Automotive: 2795 males and 212 females
Agriculture: 1807 males and 1025 females
Manufacturing: 1838 males and 242 females
Electrotechnology: 1500 males and 31 females
Health: 131 males and 717 females
Personal services: 21 males and 505 females
Science: 76 males and 80 females

## 4.5 Australian School Based Apprenticeships or Traineeships

**1,258** TTC/TSC students were enrolled in either Australian School Based Apprenticeships or Traineeships. This represents **4 per ce**nt of total enrolments.

# Outcomes

‘Completions’ denotes that the enrolment achieved a full Certificate and ‘Statement of Attainment’ denotes that the enrolment completed one or more units of study (competency) within a Certificate. This does not include Pre-Vocational courses as these are not courses under the Australian Qualification Framework and are not accredited courses.

The level of achievement in the training courses is provided in Table 2. Due to the complexity and number of units of competencies involved, there are only a small proportion of Certificate III training courses that can be completed in the two year period of senior secondary study and it is not possible to complete a Certificate IV in the secondary school environment.

Table 2: Proportion of achievement in TTCs/TSCs

| Certificate Level | % Completions | % Statement of Attainment | % No Outcome |
| --- | --- | --- | --- |
| Certificate I | 43 | 44 | 13 |
| Certificate II | 36 | 54 | 10 |
| Certificate III | 35 | 57 | 8 |
| Certificate IV | 0 | 100 | 0 |

## 5.1 Completions

The number and level of ATC completions are provided in Table 3 and Figure 9. The Fields of Study for Completions is provided at Figure 10.

Table 3: Completions in TTCs/TSCs

| Completions | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| --- | --- | --- | --- | --- | --- | --- |
| Certificate I | 172 | 1847 | 2038 | 3014 | 4046 | 4084 |
| Certificate II | 234 | 2939 | 3351 | 4739 | 7235 | 8435 |
| Certificate III | 2 | 302 | 224 | 216 | 587 | 782 |
| Total | 408 | 5088 | 5613 | 7969 | 11868 | 13301 |
| Male | 279 | 3771 | 4104 | 5958 | 8314 | 8982 |
| Female | 129 | 1317 | 1509 | 2011 | 3554 | 4319 |
| Indigenous | 63 | 470 | 346 | 470 | 973 | 923 |
| Non-Indigenous | 345 | 4618 | 5267 | 7499 | 10895 | 12378 |

### Completions by Certificate Levels

Figure 9: Completions at TTCs/TSCs by Certificate Level

Bar graph shows completions at TTCs/TSCs by certificate level. 

Completions in:

2010: Certificate 1, 172; Certificate 2, 234 and Certificate 3, 2. 

2011: Certificate 1, 1847; Certificate 2, 2939 and Certificate 3, 302.

2012: Certificate 1, 2038; Certificate 2, 3351 and Certificate 3, 224.

2013: Certificate 1, 3014; Certificate 2, 4739 and Certificate 3, 216.

2014:  Certificate 1, 4046; Certificate 2, 7285 and Certificate 3, 587.

2015: Certificate 1, 4084; Certificate 2, 8435 and Certificate 3, 782.



### 5.1.2 Completions by Fields of Study

Figure 10: Completions at TTC/TSCs by Fields of Study

Bar graph showing the number of completions by fields of study.

Food and hospitality 3839
Building and construction 2657
Engineering 2191
Automotive 1107
Agriculture 1132
Manufacturing 967
Electrotechnology 642
Health 494
Personal services 182
Science 90


## 5.2 Statements of Attainment

Table 4 and Figure 11 indicate how many enrolments achieved a Statement of Attainment within a Certificate during 2015. Figure 12 notes the Fields of Study for Statements of Attainment.

Table 4: Number of TTC/TSC Enrolments that received a Statement of Attainment by Certificate Level

| Statement of Attainment | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| --- | --- | --- | --- | --- | --- | --- |
| Certificate I | 0 | 144 | 1575 | 2388 | 3022 | 4181 |
| Certificate II | 41 | 465 | 8356 | 10052 | 9862 | 12770 |
| Certificate III | 0 | 96 | 669 | 694 | 994 | 1273 |
| Certificate IV | 0 | 0 | 0 | 0 | 14 | 2 |
| Total | 41 | 705 | 10600 | 13134 | 13892 | 18226 |
| Male | 40 | 576 | 7792 | 9458 | 10093 | 13266 |
| Female | 1 | 129 | 2808 | 3676 | 3799 | 4960 |
| Indigenous | 26 | 45 | 861 | 941 | 1285 | 1479 |
| Non-Indigenous | 15 | 660 | 9739 | 12193 | 12607 | 16747 |

### 5.2.1 Statements of Attainment by Certificate Levels

Figure 11: Number of TTC/TSC Enrolments that achieved a Statement of Attainment by Certificate Level

Bar graph shows the number of enrolments that achieved a statement of attainment by certificate level

2010
Certificate 1, 0
Certificate 2, 41
Certificate 3, 0
Certificate 4, 0

2011
Certificate 1, 144
Certificate 2, 465
Certificate 3, 96
Certificate 4, 0

2012
Certificate 1, 1575
Certificate 2, 8356
Certificate 3, 669
Certificate 4, 0

2013
Certificate 1, 2388
Certificate 2, 10052
Certificate 3, 694
Certificate 4, 0

2014
Certificate 1, 3022
Certificate 2, 9852
Certificate 3, 994
Certificate 4, 14

2015
Certificate 1, 4181
Certificate 2, 12770
Certificate 3, 1273
Certificate 4, 2

### 5.2.2 Statements of Attainment by Fields of Study

Figure 12: TTC/TSC Enrolments that achieved a Statement of Attainment by Fields of Study

Bar graph shows the TTC/TSC enrolments that achieved a statement of attainment by fields of study

Food and hospitality, 4742
Building and construction, 4697
Engineering, 3502
Automotive 1451
Agriculture 1557
Manufacturing 886
Electrotechnology 756
Health 296
Personal Services 273
Science 66

A comparison of the number of enrolments in a Fields of Study with the number of Completions and the number of students who achieved a Statement of Attainment is shown at Figure 13.

Figure 13: Number of TTC/TSC Enrolments/Completions and Statements of Attainment by Fields of Study

Bar graph shows number of TTC/TSC enrolments, completions, and statements of attainment by fields of study

Food and hospitality:
Enrolments, 9694
Completions, 3839
Statement of attainment, 4742

Building and construction
Enrolments, 8173
Completions, 2657
Statement of attainment, 4697

Engineering
Enrolments, 6501
Completions, 2191
Statement of attainment, 3502

Automotive
Enrolments, 2981
Completions, 1107
Statement of attainment, 1451

Agriculture
Enrolments, 2832
Completions, 1132
Statement of attainment, 1557

Manufacturing
Enrolments, 2080
Completions, 967
Statement of attainment, 886

Electrotechnology
Enrolments, 1531
Completions, 642
Statement of attainment, 886

Health
Enrolments, 848
Completions, 494
Statement of attainment, 296

Personal services
Enrolments, 526
Completions, 182
Statement of attainment, 273

Science
Enrolments, 156
Completions, 90
Statement of attainment, 66 

## 5.3 Indigenous participation

One of the aims of the Program was to support COAG’s ‘Closing the Gap’ initiative to halve the gap between Aboriginal and Torres Strait Islander and other students in Year 12 or equivalent attainment rates by 2020.

**8 per cent** of TTC/TSC enrolments identify as Indigenous. Of those, **32 per cent** gained a Completion and   
**51 per cent** gained a Statement of Attainment.

### 5.3.1 Indigenous participation by Certificate Levels

Table 5: Percentage of Indigenous achievement by Certificate Level in TTCs/TSCs

| Certificate Level | % Completed | % Statement of Attainment | % No Outcome |
| --- | --- | --- | --- |
| Certificate I | 32 | 50 | 28 |
| Certificate II | 32 | 52 | 16 |
| Certificate III | 30 | 59 | 11 |

### 5.3.2 Indigenous participation by Fields of Study

Figure 14: Number of TTC/TSC Enrolments/Completions and Statements of Attainment by Fields of Study

Bar graph shows number of TTC/TSC enrolments, completions, and statements of attainment by fields of study of Indigenous participants

Food and hospitality:
Enrolments, 835
Completions, 299
Statement of attainment, 408

Building and construction
Enrolments, 643
Completions, 190
Statement of attainment, 343

Engineering
Enrolments, 612
Completions, 186
Statement of attainment, 295

Agriculture
Enrolments, 347
Completions, 77
Statement of attainment, 253

Automotive
Enrolments, 169
Completions, 45
Statement of attainment, 83

Manufacturing
Enrolments, 167
Completions, 70
Statement of attainment, 68

Health
Enrolments, 48
Completions, 38
Statement of attainment, 6

Electrotechnology
Enrolments, 29
Completions, 9
Statement of attainment 17

Personal services
Enrolments, 18
Completions, 8
Statement of attainment, 8

Science
Enrolments, 2
Completions, 1
Statement of attainment, 1

## 5.4 Regionality

One of the priorities for the Program was to support students in regional and rural locations. In 2015, the enrolments for TTC/TSCs by region (where the region is denoted by the site of the TTC/TSC) are noted in Table 6.

Table 6: Number of TTC/TSC Enrolments/Completions/Statement of Attainment in Approved Training Courses by Region

| Region | Enrolments | Completions | % | Statement of Attainment | % |
| --- | --- | --- | --- | --- | --- |
| Major Capital Cities | 16,283 | 5,830 | 36 | 8,784 | 54 |
| Inner Regional | 10,348 | 3,998 | 39 | 5,278 | 51 |
| Outer Regional | 6,960 | 2,826 | 41 | 3,217 | 46 |
| Remote | 1,159 | 454 | 39 | 641 | 55 |
| Very Remote | 572 | 193 | 34 | 306 | 53 |
| National | 35,322 | 13,301 | 38 | 18,226 | 52 |

### 5.4.1 Regionality by Fields of Study

Figure 15: TTC/TSC Enrolments by Fields of Study – Major Capital Cities

Bar graph shows the TTC/TSC enrolments by fields of study in major capital cities

Food and hospitality, 4868
Building and construction, 4858
Engineering, 1910
Automotive 1377
Agriculture 361
Manufacturing 818
Electrotechnology 1147
Health 378
Personal Services 424
Science 142

Figure 16: TTC/TSC Enrolments by Fields of Study – Regional Australia

Bar graph shows the TTC/TSC enrolments by fields of study in regional Australia 

Food and hospitality, 4826
Building and construction, 3315
Engineering, 4607
Automotive, 1588
Agriculture, 2471
Manufacturing, 1262
Electrotechnology, 384
Health, 470
Personal Services, 102
Science, 14

### 5.4.2 Regionality by Gender by Fields of Study

The comparison of Enrolments, Completions and Statements of Attainment by gender and region are shown in Figures 17 to 19.

Figure 17: Male/Female TTC/TSC enrolments by Fields of Study by Region

Bar graph shows male and female TTC/TSC enrolments by fields of study by region.

Food and hospitality
Capital city males, 1529
Regional males, 1321
Capital city females, 3359
Regional females, 3505

Building and construction
Capital city males, 4726
Regional males, 3100
Capital city females, 132
Regional females, 215

Engineering
Capital city males, 1842
Regional males, 4275
Capital city females, 68
Regional females, 332

Automotive
Capital city males, 1310
Regional males, 1444
Capital city females, 67
Regional females, 144

Agriculture
Capital city males, 196
Regional males, 1611
Capital city females, 165
Regional females, 860

Manufacturing
Capital city males, 746
Regional males, 1092
Capital city females, 72
Regional females, 170

Electrotechnology
Capital city males, 1128
Regional males, 372
Capital city females, 19 
Regional females, 21

Health
Capital city males, 30
Regional males, 101
Capital city females, 348 
Regional females, 369

Personal Services
Capital city males, 19
Regional males, 2
Capital city females, 405
Regional females, 100

Science
Capital city males, 69
Regional males, 7
Capital city females, 73
Regional females, 7

Figure 18: Male/Female TTC/TSC Completions by Fields of Study by Region

Bar graph shows male and female TTC/TSC completions by fields of study by region.

Food and hospitality
Capital city males, 507
Regional males, 497
Capital city females, 1373
Regional females, 1462

Building and construction
Capital city males, 1572
Regional males, 989
Capital city females, 34
Regional females, 62

Engineering
Capital city males, 616
Regional males, 1457
Capital city females, 37
Regional females, 96

Automotive
Capital city males, 432
Regional males, 604
Capital city females, 18
Regional females, 38

Agriculture
Capital city males, 91
Regional males, 628
Capital city females, 71
Regional females, 347

Manufacturing
Capital city males, 282
Regional males, 545
Capital city females, 54
Regional females, 86

Electrotechnology
Capital city males, 393
Regional males, 236
Capital city females, 8 
Regional females, 5

Health
Capital city males, 11
Regional males, 85
Capital city females, 122 
Regional females, 276

Personal Services
Capital city males, 3
Regional males, 1
Capital city females, 128
Regional females, 50

Science
Capital city males, 31
Regional males, 7
Capital city females, 47
Regional females, 5

Figure 19: Male/Female TTC Statements of Attainment by Fields of Study by Region

Bar graph shows male and female TTC/TSC statements of attainment by fields of study by region.

Food and hospitality
Capital city males, 874
Regional males, 644
Capital city females, 1648
Regional females, 1576

Building and construction
Capital city males, 2694
Regional males, 1783
Capital city females, 83
Regional females, 137

Engineering
Capital city males, 1062
Regional males, 2250
Capital city females, 27
Regional females, 164

Automotive
Capital city males, 624
Regional males, 718
Capital city females, 34
Regional females, 74

Agriculture
Capital city males, 103
Regional males, 883
Capital city females, 93
Regional females, 478

Manufacturing
Capital city males, 399
Regional males, 409
Capital city females, 15
Regional females, 63

Electrotechnology
Capital city males, 627
Regional males, 111
Capital city females, 11 
Regional females, 7

Health
Capital city males, 18
Regional males, 15
Capital city females, 177 
Regional females, 86

Personal Services
Capital city males, 14
Regional males, 0
Capital city females, 217
Regional females, 42

Science
Capital city males, 38
Regional males, 0
Capital city females, 26
Regional females, 2

# Benefits

The annual Activity Reports seek input on the influence of the TTC/TSC on outcomes.

Of the **396** TTC/TSCs reporting enrolments:

* **97** per cent reported improved engagement of students generally or students in particular
* **87** per cent reported that the TTC/TSC improved school enrolments and/or retention rates
* **94** per cent reported that the TTC/TSC has improved the behaviour or enthusiasm of students
* **92** per cent reported that they had received feedback from families or the communities about the TTC/TSC
* **89** per cent reported that local industry and employers were engaged with and/or supported the TTC/TSC
* **93** per cent reported that the TTC/TSC had improved the transition into the workforce/tertiary education for students
* **4,238** students (12 per cent of total enrolments) that were enrolled in the TTC/TSCs in 2015 have gone into jobs in the industry or industries associated with their training.

In 2015, the TTC/TSCs were also used for training **other than** the ATCs:

* **359** TTC/TSCs reported utilisation by **students** for activity other than the delivery of ATCs for a total of 270,661 hours (average **754** hours per TTC/TSC)
* **263** TTC/TSCs reported utilisation by **staff** for activity other than the delivery of ATCs for a total of   
  **41,572** hours (average **158** hours per TTC/TSC)
* **216** TTC/TSCs reported utilisation by local community and /or industry for activity other than the delivery of ATCs for a total of **45,565** hours (average **211** hours per TTC/TSC)

# Challenges

In 2015, a number of challenges to the successful delivery of Approved Training Courses (ATCs) were identified where ATCs were not delivered at a TTC/TSC or at one or more sites for a TTC/TSC. Table 7 details the reasons why courses were not delivered. The data is split in to Major Capital Cities and Regional TTC/TSCs.

Note: There can be more than one reason that an individual ATC was not delivered at a site.

Table 7: Reasons for Non-delivery of an Approved Training Course

| Reason for Non-Delivery | No of Major Capital City ATCs | No of Regional ATCs |
| --- | --- | --- |
| Unable to get a qualified teacher | 23 | 79 |
| Insufficient student interest | 58 | 263 |
| RTO Difficulties | 15 | 18 |
| First year of operation | 1 | 4 |
| Other | 24 | 91 |

The department is working with Education Authorities to respond to these issues.

For more information visit the [Trade Training Centres in School Program webpage.](http://www.education.gov.au/trade-training-centres-schools-program)