| Photo of a construction student in New South Wales. | **Photo of construction students in Victoria** |
| --- | --- |
| New South Wales – Construction | Victoria – Construction |
| Photo of engineering students in Queensland | Photo of automotive students in Western Australia |
| Queensland – Engineering | Western Australia – Automotive |

TRADE TRAINING CENTRES in SCHOOLS PROGRAM

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| Photo of agriculture student in South Australia | Photo of of agriculture student in Tasmania |
| --- | --- |
| South Australia – Agriculture | Tasmania – Agriculture |
| Photo of child care student in Australian Capital Territory | Photo of construction student in the Northern Territory |
| Australian Capital Territory – Child Care | Northern Territory – Construction |

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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 2016 Progress Report is the annual Activity Reports submitted by each   
Trade Training Centre (TTC) and Trade Skills Centre (TSC) operating in 2016.

# 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 486 projects (374 TTCs and 112 TSCs) reported as operational in 2016. There were 21 TTC/TSCs that reported no enrolments in 2016.

For the 465 TTC/TSCs which had enrolments:

* the TTC/TSCs enrolled students from 1,338 schools consisting of 970 contracted schools and 368 schools that were not contracted to the TTC/TSCs
* there were 856 sites where facilities were either constructed or refurbished and equipped and 731 of these sites had enrolments in 2016. The total time spent teaching Approved Training Courses (ATCs) was 475,057 hours with the average time being approximately 30 hours a week per TTC/TSC.

The number of operational TTC/TSCs has progressively increased since 2010. This will plateau in 2018 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 and TSCs from 2010 to 2016.

2010 - 30
2011 - 112
2012 - 210
2013 - 303
2014 - 355
2015 - 410
2016 - 465

# Enrolments

As the number of operational TTC/TSCs have increased in each successive year from 2010 to 2016 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 TTC/TSCs

|  | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Certificate I | 574 | 3649 | 5612 | 7638 | 8875 | 9553 | 9707 |
| Certificate II | 859 | 5339 | 14386 | 17875 | 19623 | 23544 | 27045 |
| Certificate III | 237 | 700 | 1070 | 1078 | 1663 | 2223 | 2563 |
| Certificate IV | 0 | 0 | 0 | 0 | 14 | 2 | 6 |
| Pre-vocational |  |  |  | 31 | 56 | 86 | 133 |
|  | **1670** | **9688** | **21068** | **26622** | **30231** | **35408** | **39454** |
| Male | 1406 | 7433 | 15654 | 19642 | 21545 | 25002 | 27854 |
| Female | 264 | 2255 | 5414 | 6980 | 8686 | 10406 | 11600 |
| Indigenous | 151 | 964 | 1712 | 2137 | 2817 | 2880 | 3589 |
| Non-Indigenous | 1519 | 8724 | 19356 | 24485 | 27414 | 32528 | 35865 |

Figure 2: TTC/TSC Enrolments by State and Territory since 2010

*This chart shows enrolments by state from 2010 to 2016.

From 2010 to 2016, 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 TTC/TSCs by Certificate Level by Year

*This bar graph shows the number of enrolments by certificate level from 2010 to 2016.

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

2016
Certificate 1, 9707
Certificate 2, 27045
Certificate 3, 2563
Certificate 4, 6*

## 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 2016.

Food and hospitality, 10368
Building and construction, 9414
Engineering, 7341
Agriculture, 3265
Automotive, 3214
Manufacturing 2193
Electrotechnology, 1657
Health, 1023
Personal services, 808
Science, 171*

| *Bar graph showing the top five fields of study in New South Wales in 2016.  The top five fields of study are: food and hospitality, 5316 building and construction, 2571 engineering, 1767 agriculture, 990 automotive, 299* | *Bar graph showing the top five fields of study in Victoria in 2016.  The top five fields of study are: building and construction, 2593 food and hospitality, 1138 engineering, 928 automotive, 908 electrotechnology, 670* |
| --- | --- |
| *Bar graph showing the top five fields of study in Queensland in 2016.  The top five fields of study are: engineering, 2984 building and construction, 1962  food and hospitality, 1887 manufacturing, 1171 automotive, 659* | *Bar graph showing the top five fields of study in Western Australia in 2016.  The top five fields of study are: engineering, 947 building and construction, 587 agriculture, 545 automotive, 478 food and hospitality, 445* |
| *Bar graph showing the top five fields of study in South Australia in 2016.  The top five fields of study are: building and construction, 1179 agriculture, 686 food and hospitality, 578 engineering, 497 automotive, 495* | *Bar graph showing the top five fields of study in Tasmania in 2016.  The top five fields of study are: food and hospitality, 336 agriculture, 226 building and construction, 172 automotive, 109 engineering, 105* |
| *Bar graph showing the top five fields of study in the Australian Capital Territory in 2016.  The top five fields of study are: food and hospitality, 663 building and construction, 267 automotive, 255 manufacturing, 232 health, 52* | *Bar graph showing the top five fields of study in the Northern Territory in 2016.  The top five fields of study are: manufacturing, 154 agriculture, 153 building and construction, 83 engineering, 67 health, 19* |

4.3 Clustering and Stand Alone Projects

There were 235 stand-alone projects and 230 cluster projects that reported enrolments in 2016.

The 235 stand-alone projects also had enrolments from students from 111 schools that were not contracted to the TTC/TSC.

The 230 cluster projects had 966 schools contracted to the TTC/TSC with students from 739 of those schools enrolling at the TTC/TSC and students from an additional 249 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

There are:
22 projects with less than 10 enrolments
324 projects with 10 to 99 enrolments
72 projects with 100 to 199 enrolments
31 projects with 200 to 299 projects
7 projects with 300 to 399 enrolments
6 projects with 400 to 499 enrolments
3 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:
18 stand alone TTC/TSC with less than 10 enrolments
198 stand alone TTC/TSC with 10 to 99 enrolments
17 stand alone TTC/TSC with 100 to 199 enrolments
1 stand alone TTC/TSC with 200 to 299 enrolments
1 stand alone TTC/TSC with 300 to 399 enrolments


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

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

There are:
3 cluster TTC/TSC project with less than 10 enrolments
127 cluster TTC/TSC project with 10 to 99 enrolments
55 cluster TTC/TSC project with 100 to 199 enrolments
30 cluster TTC/TSC project with 200 to 299 enrolments
6 cluster TTC/TSC project with 300 to 399 enrolments
6 cluster TTC/TSC project with 400 to 499 enrolments
3 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 2016 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: 3139 males and 7229 females
Building and construction: 8984 males and 430 females
Engineering: 6805 males and 536 females
Agriculture: 2085 males and 1180 females
Automotive: 2964 males and 250 females
Manufacturing: 1955 males and 238 females
Electrotechnology: 1623 males and 34 females
Health: 124 males and 899 females
Personal services: 86 males and 722 females
Science: 89 males and 82 females*

## 4.5 Australian School Based Apprenticeships or Traineeships

**1,488** TTC/TSC students were enrolled in either Australian School Based Apprenticeships or Traineeships. This represents **4 per cent** 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 TTC/TSCs

| Certificate Level | % Completions | % Statement of Attainment | % No Outcome |
| --- | --- | --- | --- |
| Certificate I | 44 | 42 | 14 |
| Certificate II | 37 | 57 | 6 |
| Certificate III | 36 | 60 | 4 |
| 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 TTC/TSCs

| Completions | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Certificate I | 172 | 1847 | 2038 | 3014 | 4046 | 4084 | 4240 |
| Certificate II | 234 | 2939 | 3351 | 4739 | 7235 | 8435 | 9935 |
| Certificate III | 2 | 302 | 224 | 216 | 587 | 782 | 918 |
| Total | **408** | **5088** | **5613** | **7969** | **11868** | **13301** | **15093** |
| Male | 279 | 3771 | 4104 | 5958 | 8314 | 8982 | 10563 |
| Female | 129 | 1317 | 1509 | 2011 | 3554 | 4319 | 4530 |
| Indigenous | 63 | 470 | 346 | 470 | 973 | 923 | 1143 |
| Non-Indigenous | 345 | 4618 | 5267 | 7499 | 10895 | 12378 | 13950 |

### 5.1.1 Completions by Certificate Levels

Figure 9: Completions at TTC/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.

2016: Certificate 1, 4240; Certificate 2, 9935 and Certificate 3, 918.


### 5.1.2 Completions by Fields of Study

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

Food and hospitality 3671
Building and construction 3274
Engineering 2656
Agriculture 1432
Automotive 1292
Manufacturing 1097
Electrotechnology 756
Health 472
Personal services 344
Science 99


## 5.2 Statements of Attainment

Table 4 and Figure 11 indicate how many enrolments achieved a Statement of Attainment within a Certificate during 2016. 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 | 2016 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Certificate I | 0 | 144 | 1575 | 2388 | 3022 | 4181 | 4037 |
| Certificate II | 41 | 465 | 8356 | 10052 | 9862 | 12770 | 15371 |
| Certificate III | 0 | 96 | 669 | 694 | 994 | 1273 | 1542 |
| Certificate IV | 0 | 0 | 0 | 0 | 14 | 2 | 6 |
| Total | **41** | **705** | **10600** | **13134** | **13892** | **18226** | **20956** |
| Male | 40 | 576 | 7792 | 9458 | 10093 | 13266 | 14758 |
| Female | 1 | 129 | 2808 | 3676 | 3799 | 4960 | 6198 |
| Indigenous | 26 | 45 | 861 | 941 | 1285 | 1479 | 2000 |
| Non-Indigenous | 15 | 660 | 9739 | 12193 | 12607 | 16747 | 18956 |

### 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

*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

2016
Certificate 1, 4037
Certificate 2, 15371
Certificate 3, 1542
Certificate 4, 6*

### 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

Food and hospitality, 5776
Building and construction, 5348
Engineering, 3953
Agriculture 1657
Automotive 1564
Electrotechnology 844
Manufacturing 814
Health 527
Personal Services 403
Science 70

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, 10367
Completions, 3671
Statement of attainment, 5724

Building and construction
Enrolments, 9350
Completions, 3274
Statement of attainment, 5348

Engineering
Enrolments, 7326
Completions, 2656
Statement of attainment, 3919

Agriculture
Enrolments, 3265
Completions, 1432
Statement of attainment, 1657

Automotive
Enrolments, 3161
Completions, 1292
Statement of attainment 1566

Manufacturing
Enrolments, 2193
Completions, 1097
Statement of attainment, 814

Electrotechnology
Enrolments, 1657
Completions, 756
Statement of attainment, 844

Health
Enrolments, 1023
Completions, 472
Statement of attainment, 506

Personal services
Enrolments, 808
Completions, 344
Statement of attainment, 403

Science
Enrolments, 171
Completions, 999
Statement of attainment, 70*

## 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.

**9 per cent** of TTC/TSC enrolments identify as Indigenous. Of those, **32 per cent** gained a Completion and **56 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 TTC/TSCs

| Certificate Level | % Completed | % Statement of Attainment | % No Outcome |
| --- | --- | --- | --- |
| Certificate I | 30 | 55 | 15 |
| Certificate II | 34 | 57 | 9 |
| Certificate III | 34 | 64 | 2 |

### 5.3.2 Indigenous Participation by Fields of Study

Figure 14: Number of TTC/TSC Indigenous 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, 898
Completions, 240
Statement of attainment, 558

Building and construction
Enrolments, 809
Completions, 272
Statement of attainment, 440

Engineering
Enrolments, 650
Completions, 194
Statement of attainment, 367

Agriculture
Enrolments, 580
Completions, 178
Statement of attainment, 367

Automotive
Enrolments, 189
Completions, 64
Statement of attainment, 108

Manufacturing
Enrolments, 176
Completions, 63
Statement of attainment, 65

Health
Enrolments, 149
Completions, 97
Statement of attainment, 51

Electrotechnology
Enrolments, 39
Completions, 16
Statement of attainment 18

Personal services
Enrolments, 29
Completions, 14
Statement of attainment, 14
*

## 5.4 Regionality

One of the priorities for the Program was to support students in regional and rural locations. In 2016, 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 | 18236 | 6795 | 37 | 9724 | 53 |
| Inner Regional | 11833 | 4668 | 39 | 6186 | 52 |
| Outer Regional | 7208 | 2898 | 40 | 3790 | 53 |
| Remote | 1164 | 469 | 40 | 660 | 57 |
| Very Remote | 880 | 263 | 30 | 596 | 68 |
| National | 39321 | 15093 | 38 | 20956 | 53 |

### 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 5474
Building and construction 5320
Engineering 2307
Agriculture 306
Automotive 1466
Manufacturing 987
Electrotechnology 1228
Health 423
Personal Services 629
Science 96*

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, 4893
Building and construction, 4030
Engineering, 5019
Agriculture, 2959
Automotive, 1695
Manufacturing, 1206
Electrotechnology, 429
Health, 600
Personal Services, 179
Science, 75*

### 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, 1729
Capital city females, 8745
Regional males, 1409
Regional females, 3484

Building and construction
Capital city males, 5147
Capital city females, 173
Regional males, 3773
Regional females, 257

Engineering
Capital city males, 2209
Capital city females, 98
Regional males, 4583
Regional females, 436

Agriculture
Capital city males, 170
Capital city females, 136
Regional males, 1915
Regional females, 1044

Automotive
Capital city males, 1381
Capital city females, 85
Regional males, 1550
Regional females, 145

Manufacturing
Capital city males, 922
Capital city females, 65
Regional males, 1033
Regional females, 173

Electrotechnology
Capital city males, 1209
Capital city females, 19
Regional males, 414
Regional females, 15

Health
Capital city males, 45
Capital city females, 378
Regional males, 79
Regional females, 521

Personal Services
Capital city males, 69
Capital city females, 560
Regional males, 17
Regional females, 162

Science
Capital city males, 38
Capital city females, 58
Regional males, 51
Regional females, 24*

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, 546
Capital city females, 1378
Regional males, 412
Regional females, 1335

Building and construction
Capital city males, 1834
Capital city females, 74
Regional males, 1299
Regional females, 67

Engineering
Capital city males, 822
Capital city females, 46
Regional males, 1657
Regional females, 131

Agriculture
Capital city males, 77
Capital city females, 73
Regional males, 841
Regional females, 441

Automotive
Capital city males, 460
Capital city females, 43
Regional males, 737
Regional females, 52

Manufacturing
Capital city males, 375
Capital city females, 34
Regional males, 598
Regional females, 90

Electrotechnology
Capital city males, 535
Capital city females, 2
Regional males, 210
Regional females, 9

Health
Capital city males, 23
Capital city females, 157
Regional males, 49
Regional females, 243

Personal Services
Capital city males, 25
Capital city females, 210
Regional males, 14
Regional females, 95

Science
Capital city males, 33
Capital city females, 48
Regional males, 16
Regional females, 2*

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, 1002
Capital city females, 2018
Regional males, 834
Regional females, 1859

Building and construction
Capital city males, 2885
Capital city females, 88
Regional males, 2208
Regional females, 167

Engineering
Capital city males, 1106
Capital city females, 42
Regional males, 2529
Regional females, 276

Agriculture
Capital city males, 92
Capital city females, 44
Regional males, 968
Regional females, 553

Automotive
Capital city males, 685
Capital city females, 27
Regional males, 767
Regional females, 85

Manufacturing
Capital city males, 416
Capital city females, 24
Regional males, 317
Regional females, 57

Electrotechnology
Capital city males, 629
Capital city females, 14
Regional males, 195
Regional females, 6

Health
Capital city males, 19
Capital city females, 213
Regional males, 30
Regional females, 265

Personal Services
Capital city males, 35
Capital city females, 307
Regional males, 2
Regional females, 59

Science
Capital city males, 5
Capital city females, 10
Regional males, 34
Regional females, 21

# Benefits

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

Of the **465** TTC/TSCs reporting enrolments:

* **98** per cent reported improved engagement of students generally or students in particular
* **85** per cent reported that the TTC/TSC improved school enrolments and/or retention rates
* **95** per cent reported that the TTC/TSC has improved the behaviour or enthusiasm of students
* **93** per cent reported that they had received feedback from families or the communities about the TTC/TSC
* **92** per cent reported that local industry and employers were engaged with and/or supported the TTC/TSC
* **98** per cent reported that the TTC/TSC had improved the transition into the workforce/tertiary education for students
* **4,966** students (**13** per cent of total enrolments) that were enrolled in the TTC/TSCs in 2016 have gone into jobs in the industry or industries associated with their training.

In 2016, the TTC/TSCs were also used for training **other than** the ATCs:

* **386** TTC/TSCs reported utilisation by **students** for activity other than the delivery of ATCs for a total   
  of **294,609** hours (average **763** hours per TTC/TSC)
* **264** TTC/TSCs reported utilisation by **staff** for activity other than the delivery of ATCs for a total of 51,792 hours (average **196** hours per TTC/TSC)
* **256** TTC/TSCs reported utilisation by **local community and /or industry** for activity other than the delivery of ATCs for a total of **46,752** hours (average **183** hours per TTC/TSC)

# Challenges

In 2016, 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 | 17 | 88 |
| Insufficient student number to form a viable class size | 89 | 288 |
| RTO Difficulties | 5 | 34 |
| First year of operation | 4 | 23 |
| Delivering in a 2-year cycle | 0 | 7 |
| Delivered at a site not funded by the Program | 2 | 13 |
| Difficulties with infrastructure | 0 | 13 |
| Other | 1 | 14 |

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

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