



New South Wales – Construction



Victoria – Construction



Queensland – Engineering



Western Australia – Automotive

TRADE TRAINING CENTRES in SCHOOLS PROGRAM 2016 PROGRESS REPORT



South Australia – Agriculture



Tasmania – Agriculture



Australian Capital Territory – Child Care



Northern Territory – Construction

Table of Contents

1	Background	3
2	Investment	3
3	Participation	3
4	Enrolments	4
4.1	Enrolments by Certificate Levels.....	5
4.2	Enrolments by Fields of Study.....	6
4.4	Enrolments by Gender	9
4.5	Australian School Based Apprenticeships or Traineeships	9
5	Outcomes	10
5.1	Completions	10
5.1.1	<i>Completions by Certificate Levels</i>	11
5.1.2	<i>Completions by Fields of Study</i>	11
5.2	Statements of Attainment	11
5.2.1	<i>Statements of Attainment by Certificate Levels</i>	12
5.2.2	<i>Statements of Attainment by Fields of Study</i>	12
5.3	Indigenous Participation	13
5.3.1	<i>Indigenous Participation by Certificate Levels</i>	13
5.3.2	<i>Indigenous Participation by Fields of Study</i>	13
5.4	Regionality.....	13
5.4.1	<i>Regionality by Fields of Study</i>	14
5.4.2	<i>Regionality by Gender by Fields of Study</i>	14
6	Benefits	16
7	Challenges	16

1 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.

2 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.

3 Participation

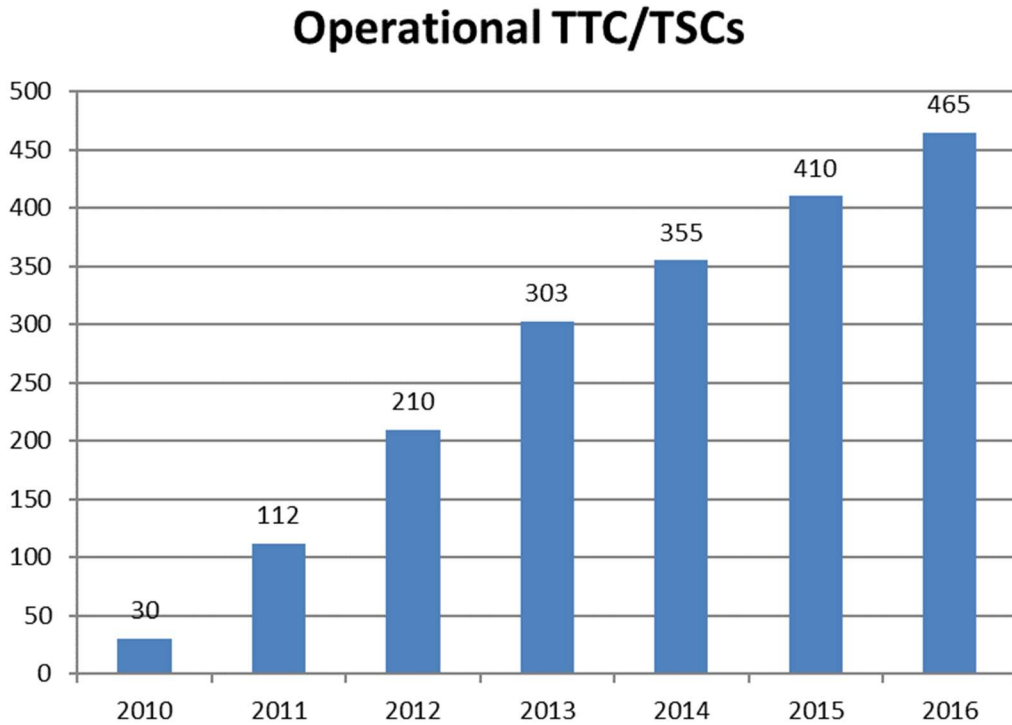
A total of 486 projects (374 TTCs and 112 TSCs) reported as operational in 2016. There were 21 TTC/TSCs that reported no enrolments in 2016.

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



4 Enrolments

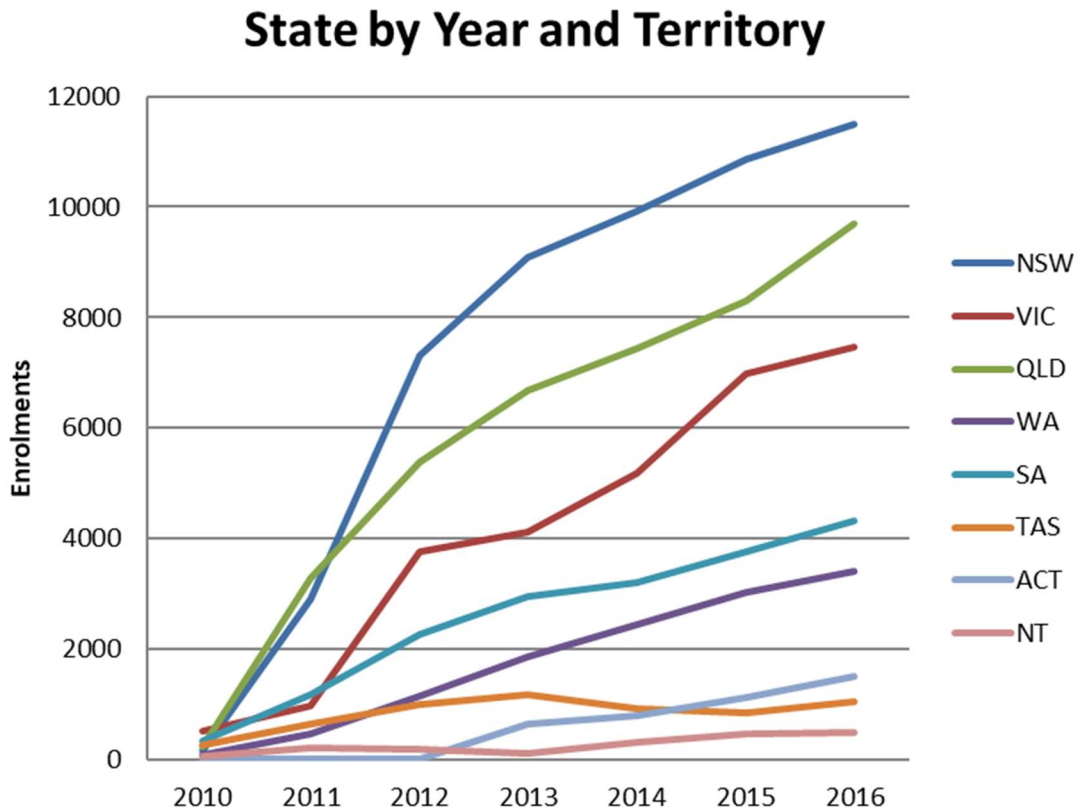
As the number of operational TTC/TSCs have increased in each successive year from 2010 to 2016 so to have the total number of enrolments (refer Table 1). Note: in 2017, all years for Annual Reporting were collated into an Access Database and some of the data may differ from those reported in previous 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

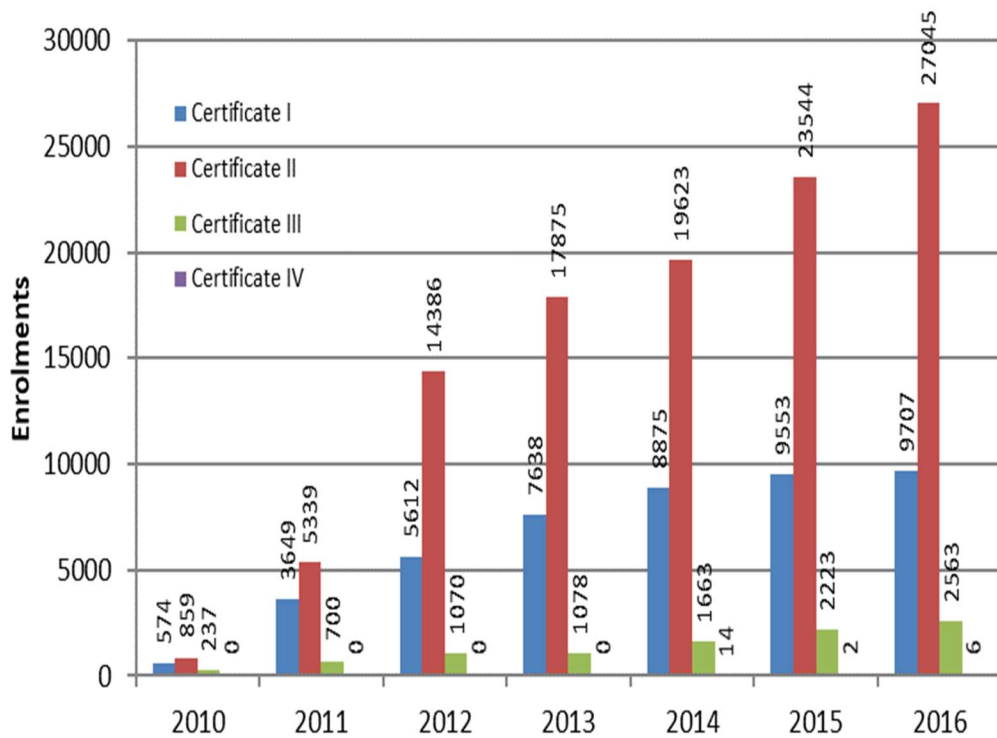
	2010	2011	2012	2013	2014	2015	2016
Certificate I	574	3649	5612	7638	8875	9553	9707
Certificate II	859	5339	14386	17875	19623	23544	27045
Certificate III	237	700	1070	1078	1663	2223	2563
Certificate IV	0	0	0	0	14	2	6
Pre-vocational				31	56	86	133
	1670	9688	21068	26622	30231	35408	39454
Male	1406	7433	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



4.1 Enrolments by Certificate Levels

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

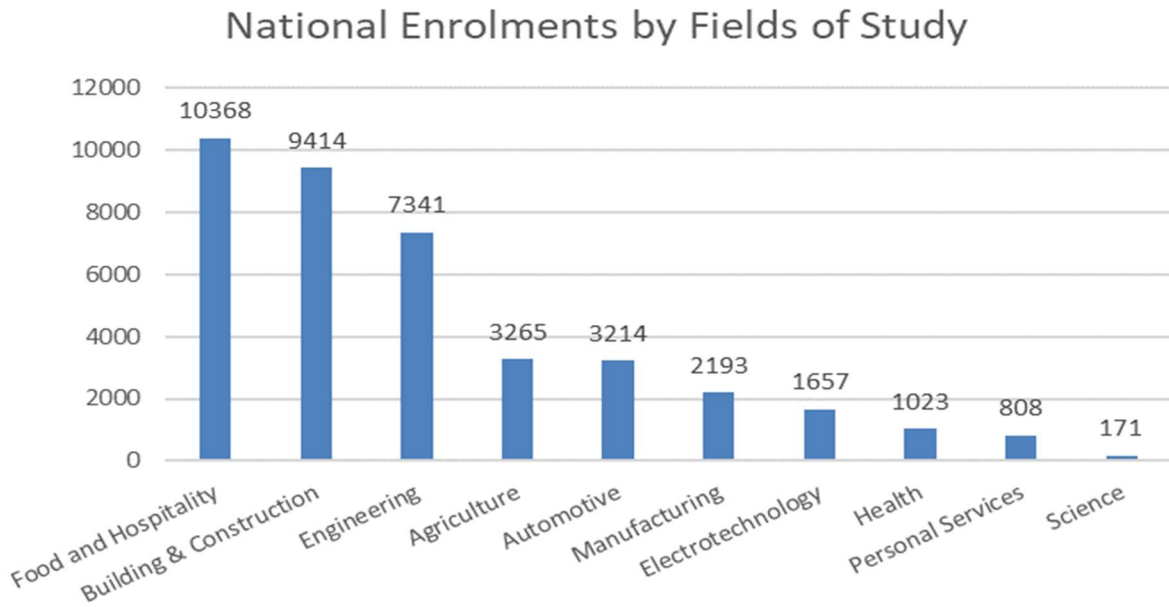


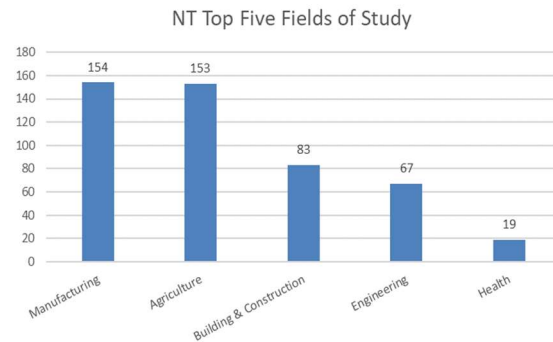
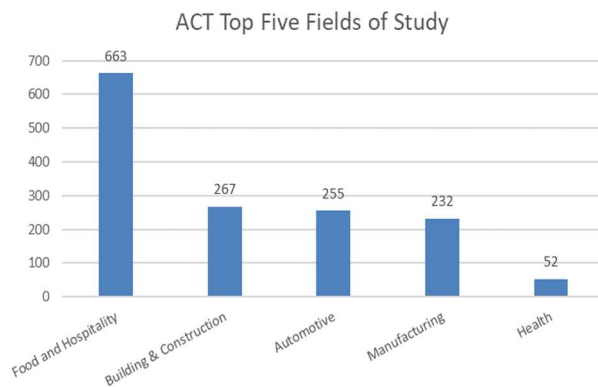
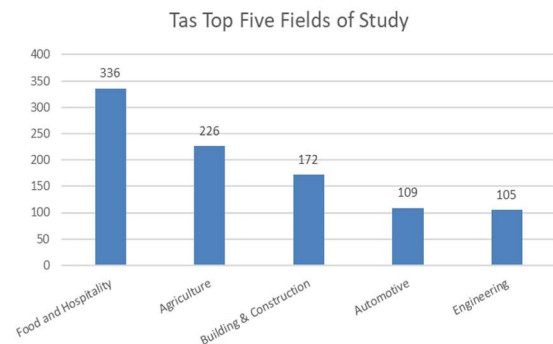
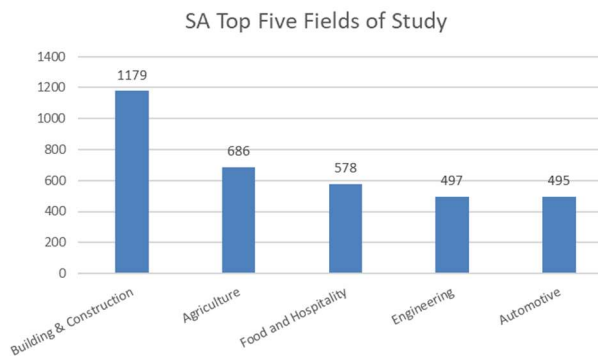
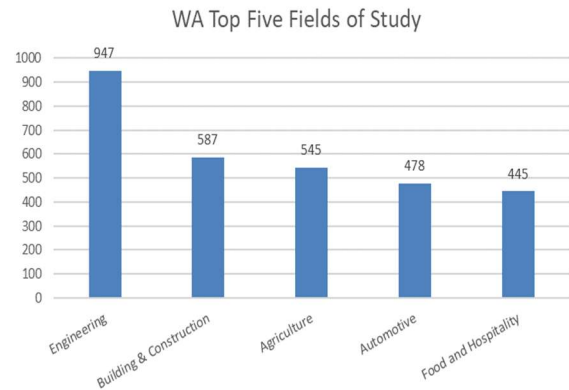
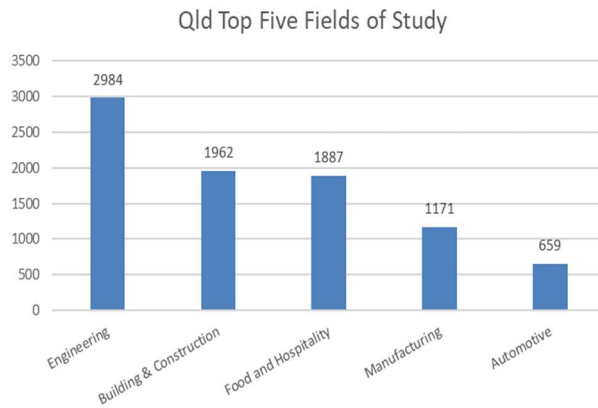
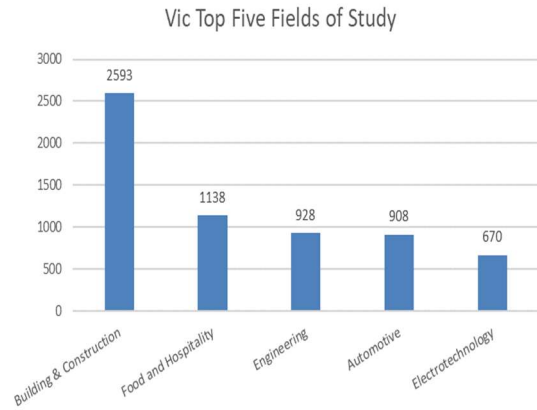
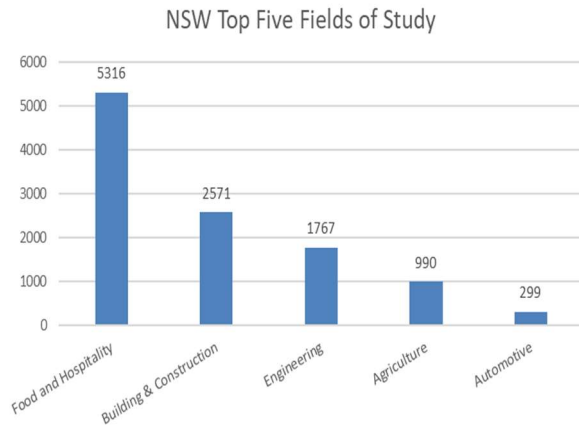
4.2 Enrolments by Fields of Study

For the purpose of this report some 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





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

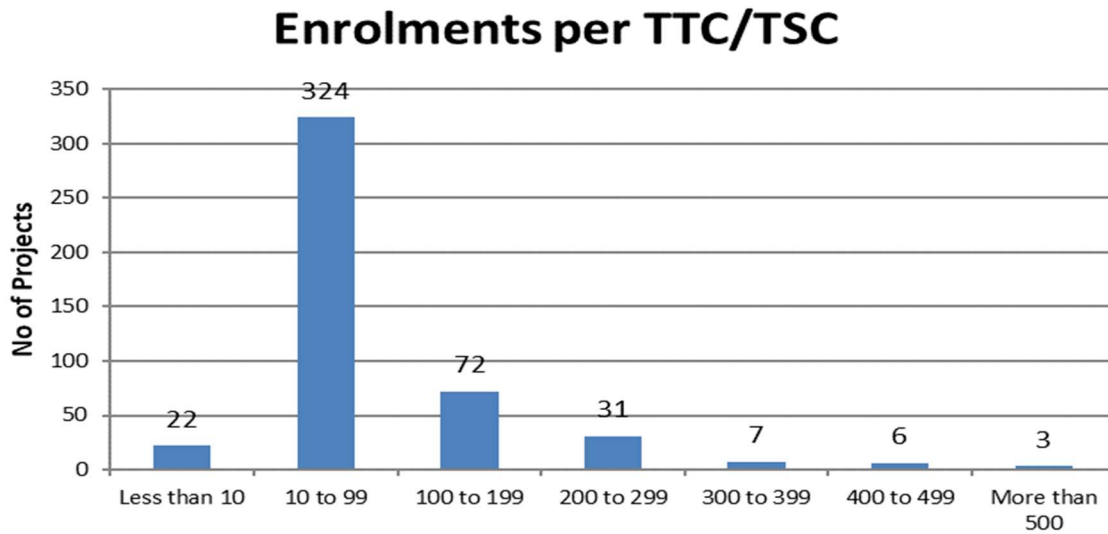


Figure 6: TTC/TSC Enrolments per TTC/TSC Stand Alone project

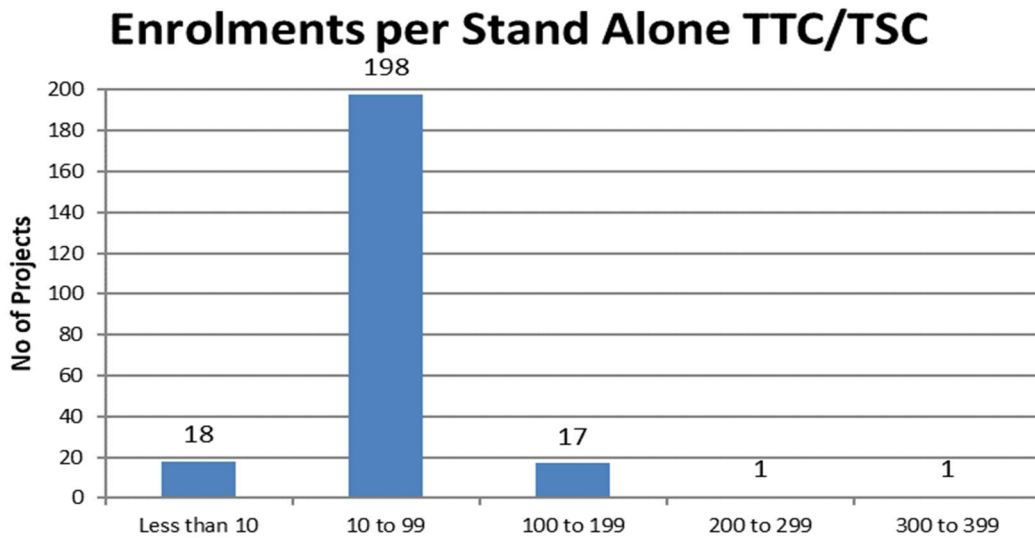
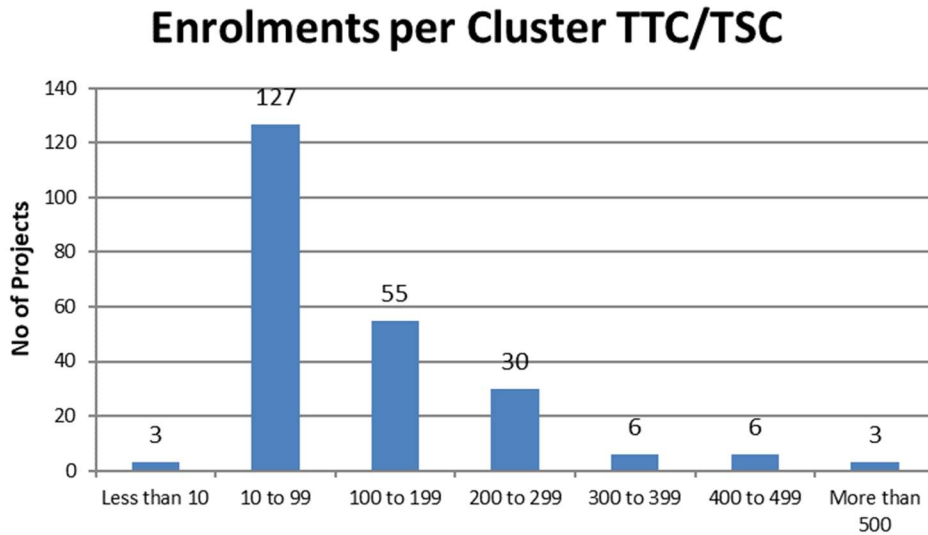


Figure 7: TTC/TSC Enrolments per TTC/TSC Cluster project



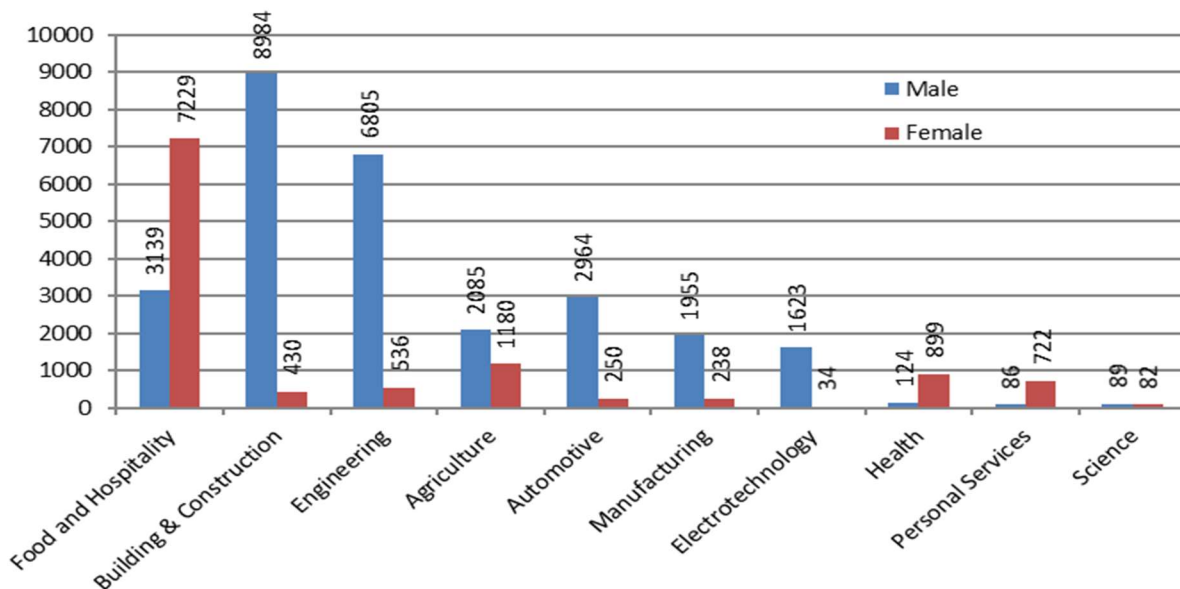
4.4 Enrolments by Gender

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



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.

5 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

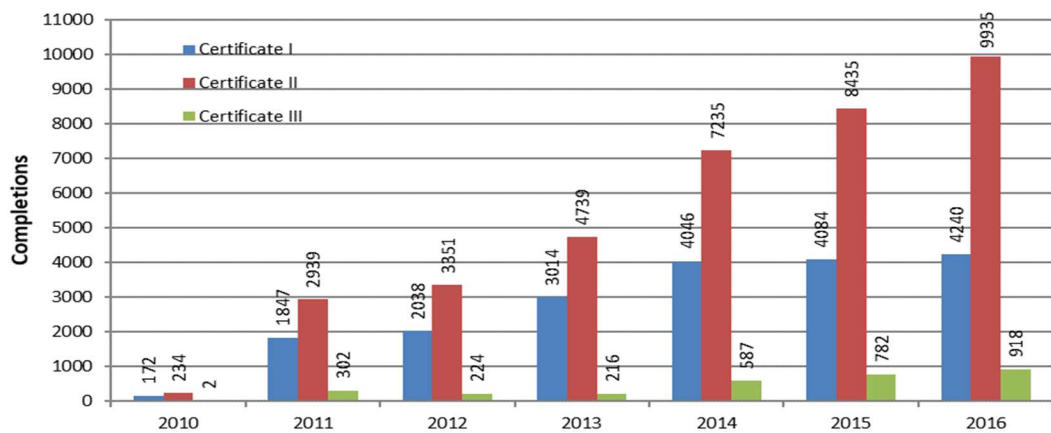
The number and level of ATC completions are provided in Table 3 and Figure 9. The Fields of Study for Completions is provided at Figure 10.

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

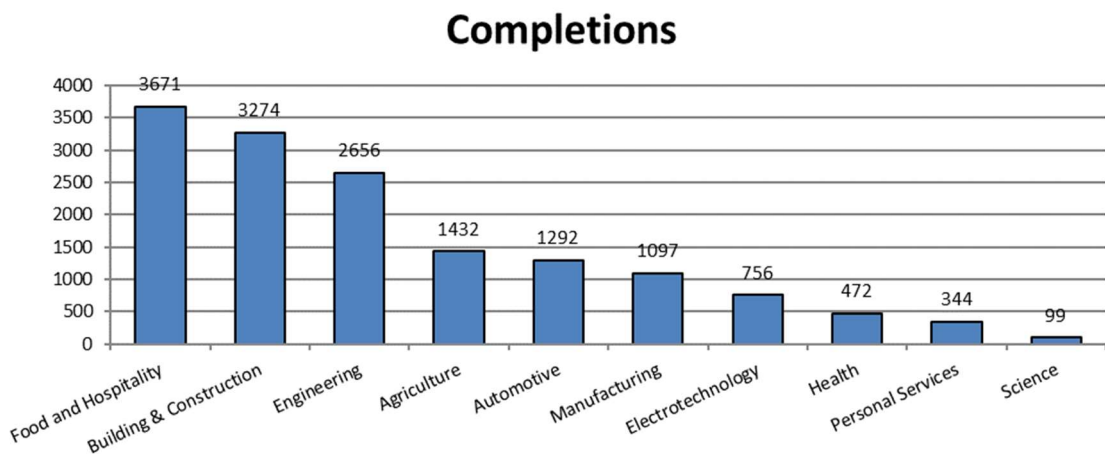
5.1.1 Completions by Certificate Levels

Figure 9: Completions at TTC/TSCs by Certificate Level



5.1.2 Completions by Fields of Study

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



5.2 Statements of Attainment

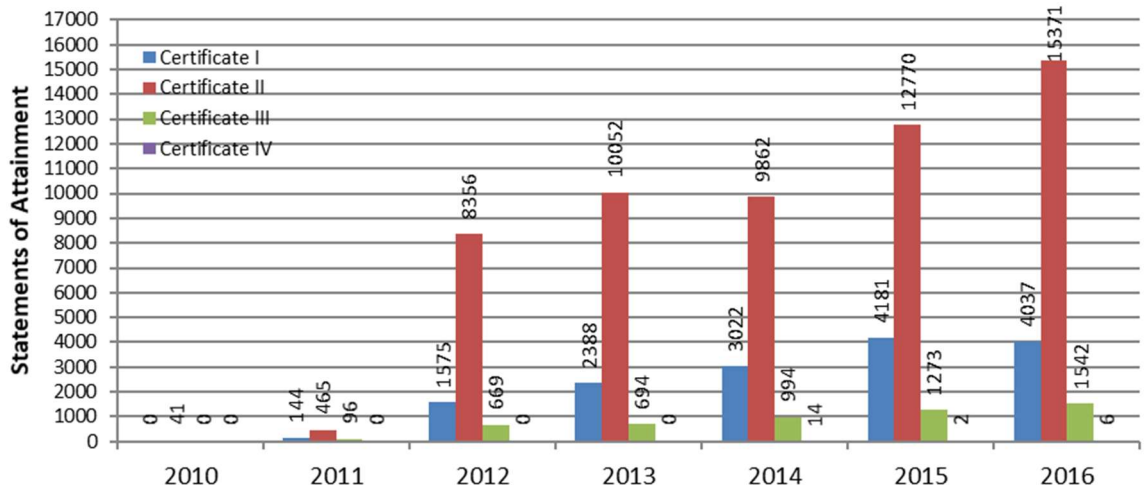
Table 4 and Figure 11 indicate how many enrolments achieved a Statement of Attainment within a Certificate during 2016. Figure 12 notes the Fields of Study for Statements of Attainment.

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

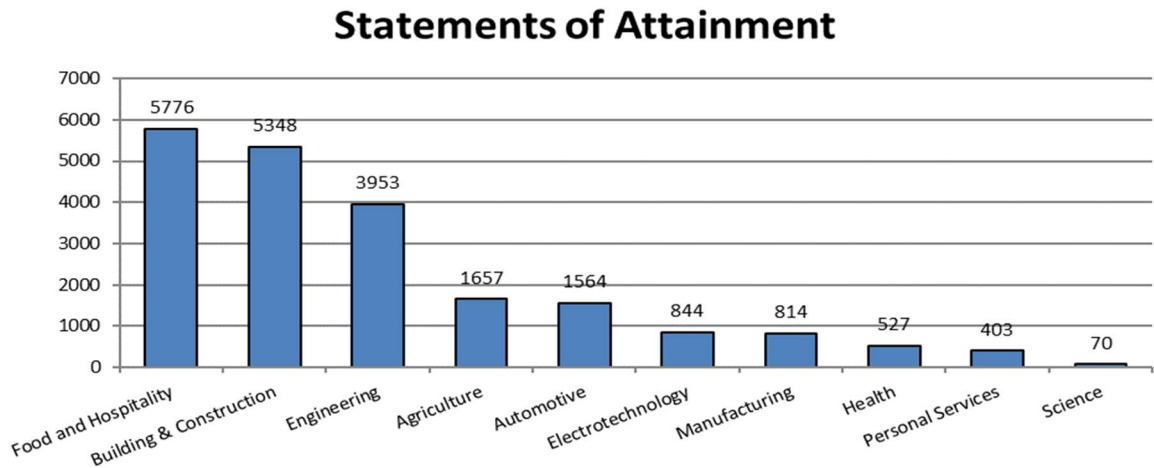
5.2.1 Statements of Attainment by Certificate Levels

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



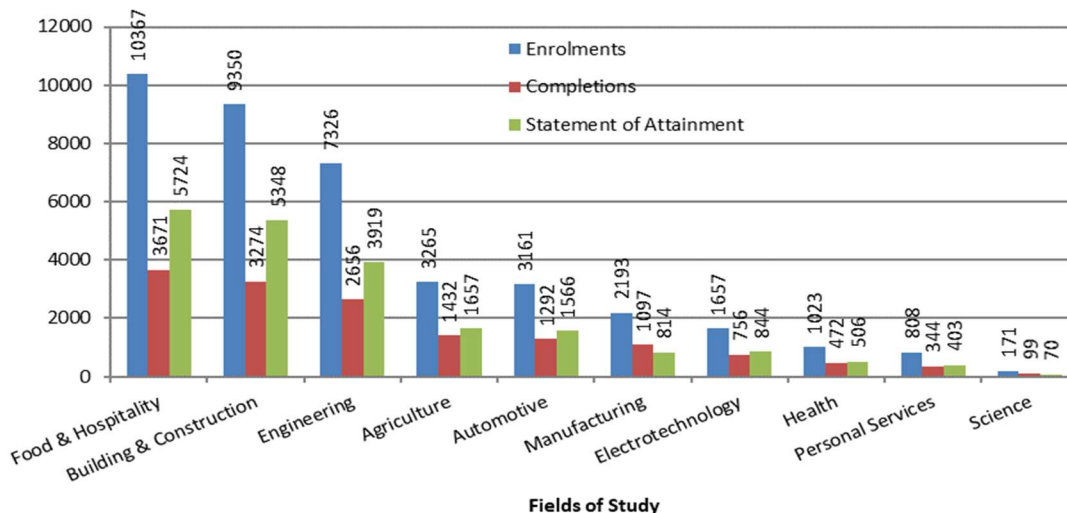
5.2.2 Statements of Attainment by Fields of Study

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



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



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.

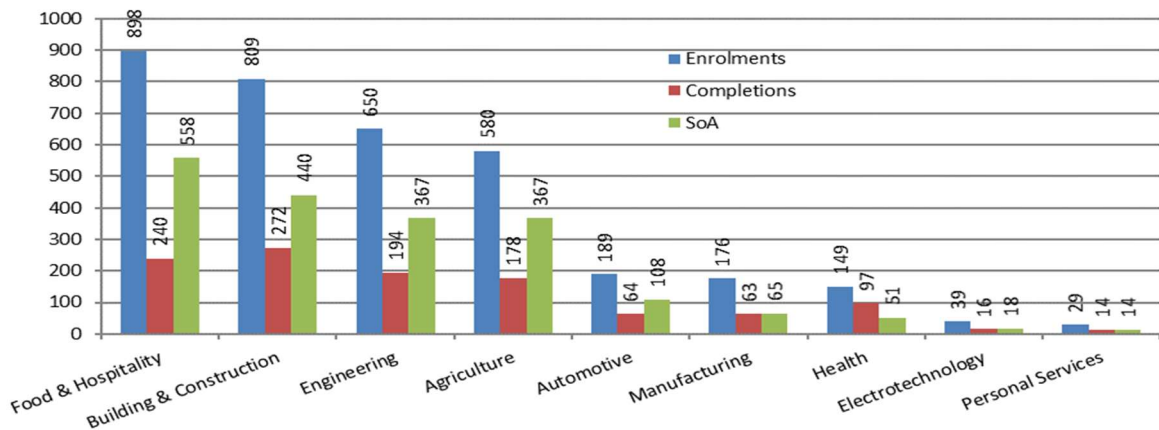
5.3.1 Indigenous Participation by Certificate Levels

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



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

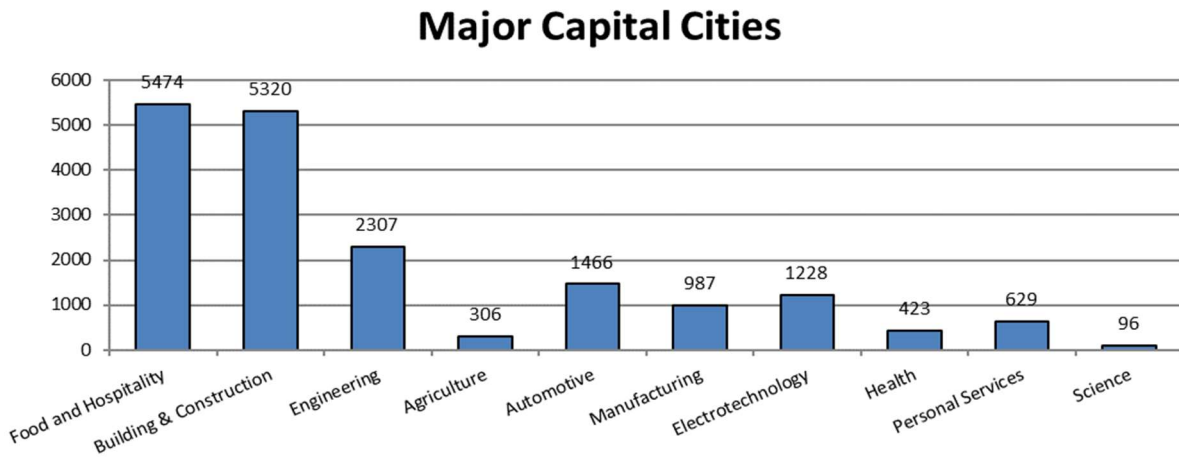
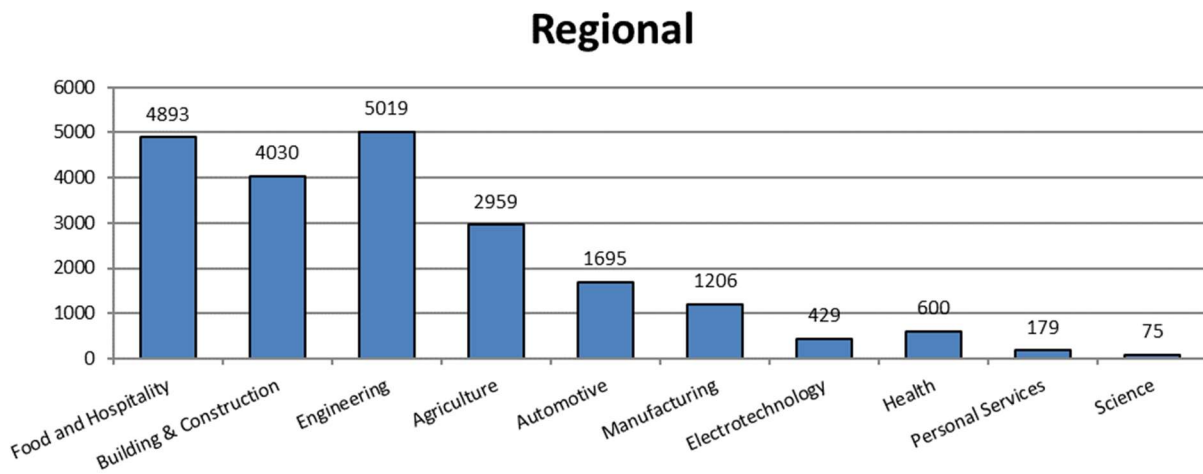


Figure 16: TTC/TSC Enrolments by Fields of Study – Regional Australia



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

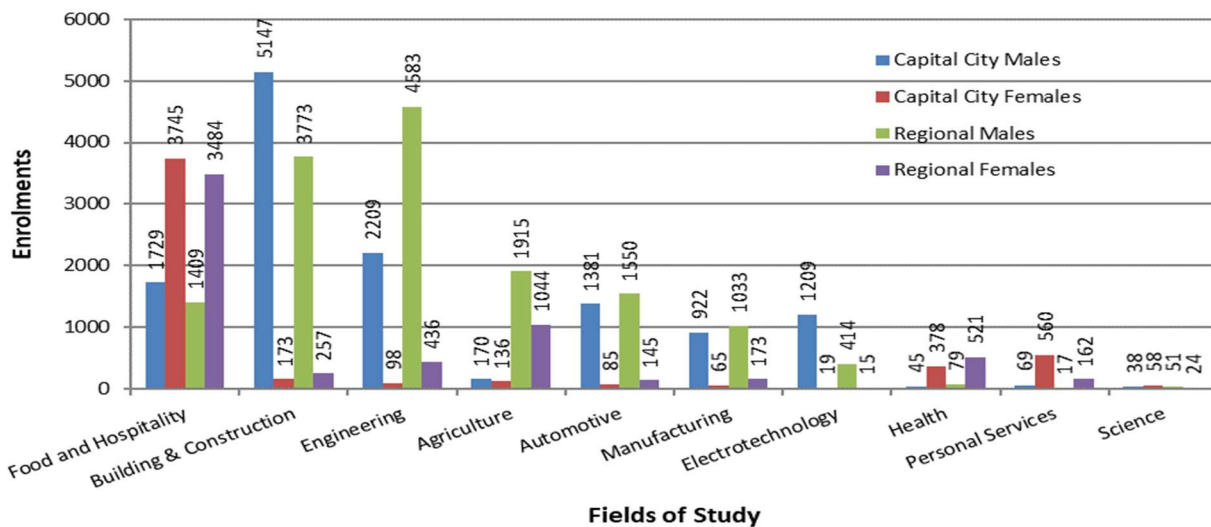


Figure 18: Male/Female TTC/TSC Completions by Fields of Study by Region

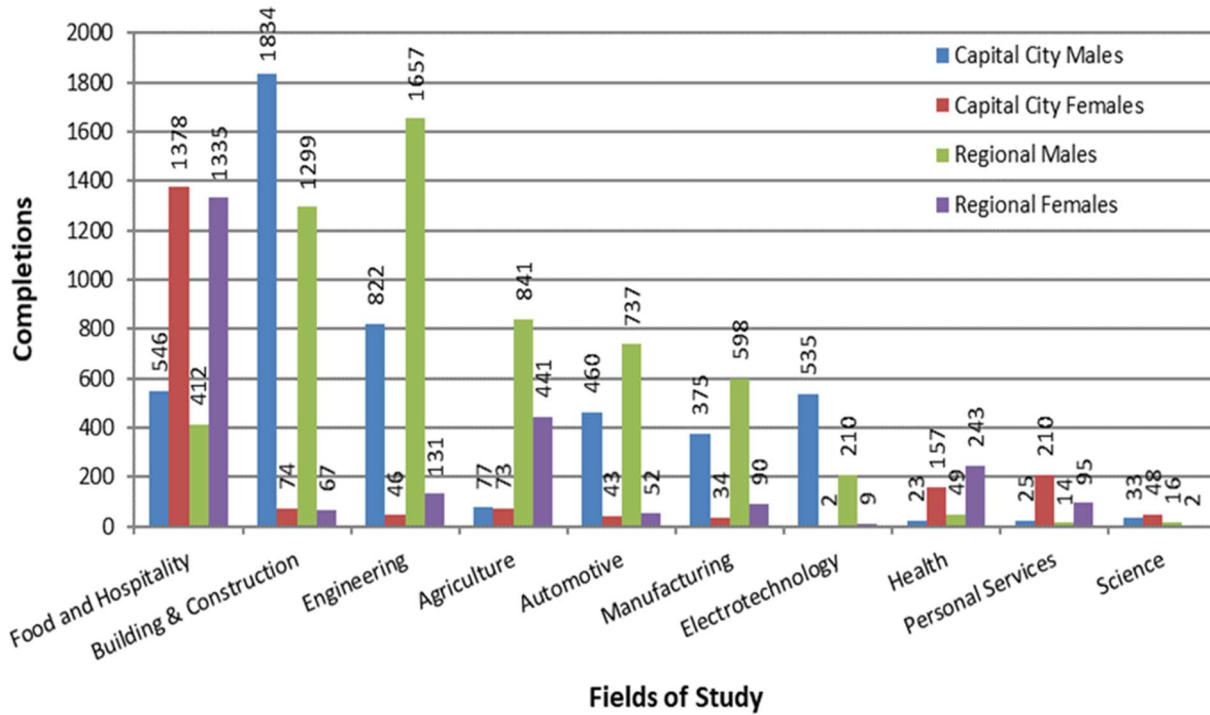
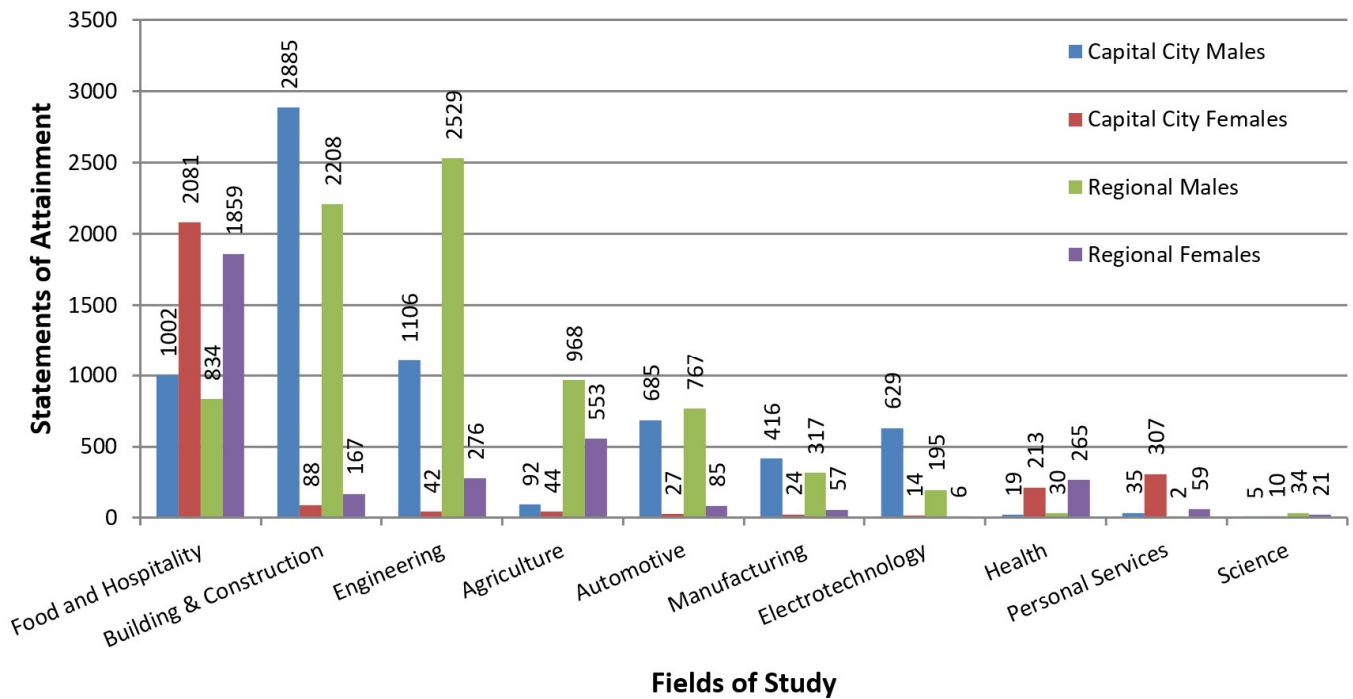


Figure 19: Male/Female TTC Statements of Attainment by Fields of Study by Region



6 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)

7 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](#).