

## Recipient Details

Name of organisation or individual: [I] maskiell, graham

Reference Type: Teacher - School

State or territory: Qld

Serial Identification Number: 477256

## Responses

### Curriculum and assessment

The Gin Gin Alternative Pathway has been an alternative learning initiative developed at Gin Gin State High. The ideas highlighted in this agricultural training model are largely the result of conversations between Graham Maskiell (teacher) and Rob and Melinee Leather (Graziers – Barfield Station Banana) through their association in the school programme for students at risk of disengagement. The programme was informed by knowledge and research carried out by Graham Maskiell in various roles. The programme implemented by Graham Maskiell in co-operation with a number of agricultural and horticultural enterprises and has received state and national recognition, winning the Queensland State Showcase Award (2012) and the National Australia Bank sponsored Schools First State Award (2014). These awards highlighted a key element for the success of the programme. The school industry partnership model provided a training programme that provided a real benefit to the landholder and had a positive impact on the students both in terms of skill development and emotional development. School curriculum requirements were embedded in the training programme (report writing, reading technical manuals - literacy development as well as numeracy concepts and knowledge. The GGAP program recognizes that students' learning is affected by many developmental considerations. The program being implemented with the partners has proved to be successful with increased student attendance, decreased behavioural incidents reported and at level or above target academic performance. Additionally, increased vocational accreditation and traineeship participation has been achieved".

Extract from NAB Schools First Awards 2014

Rating: 7

### Teachers and teaching

Highly motivated and enthusiastic teachers are essential to this style of learning. The teaching team is further enhanced by industry professionals who have high credibility with students. Parents engagement in the programme is considered essential.

Rating: 7

### Leaders and leadership

Rating: 0

### School and Community

Kolan Landcare Group has existed for 20 years and volunteers have completed several major re-vegetation projects over this time. Landcare relies on community volunteers and the local group has experienced a decline in membership in recent years. The GGAP program introduces students to environmental management concepts initially through Landcare projects before moving to

agricultural projects ranging from animal to crop production. Due to a shortage of traditional agricultural skilled labourers in cattle, citrus, timber industries, the partners have enthusiastically adopted the shared responsibility of imparting knowledge and skills to the students. Students construct fencing, cattle yards, wash down facilities and have completed a major Reef Rescue Riparian project in Central Western Queensland. Over 12 students have progressed to traineeships and employment as a result of the various partnership initiatives.

Rating: 7

Information and Communication Technology

Rating: 0

Entrepreneurship and schools

Rating:

Improving access – enrolments, clusters, distance education and boarding

Rating for enrolments: 0

Rating for clusters: 0

Rating for distance education: 0

Rating for boarding: 0

Diversity

Rating: 0

Transitioning beyond school

Sustainability: An opportunity for Education and Training

Agricultural and horticultural production operates through a variety of structures. The Australian beef industry for example operates through privately owned pastoral operations like North Australian Pastoral Co Pty. Ltd (NAPCO) to the listed Australian Agricultural Company Ltd (AAC) and includes many producers within family run enterprises. These operations utilise leased and freehold properties ranging from 50 hectares to landholdings measured in square kilometres. A recurring concern throughout agriculture particularly for family enterprises is the question of succession which illustrates the larger concern of how to maintain our globally recognised position as a reliable producer of quality agricultural product. The sale of Australia's largest beef asset Kidman & Co. has increased the focus on many of the complex underlying issues affecting the future sustainability of Australian agriculture. Future success will likely be governed by the need for careful management of agricultural assets and continued refinement and development of knowledge and skills within the industry which should provide an opportunity for education and training.

Rating: 7

Additional Comments

This brief description of the GGAP model whilst focused on agriculture could be applied and be equally successful within different regional contexts and for differing industry interests. It is felt that the initiative could best be developed within a cluster of schools to be effective in utilising the often limited resources available. A trial of the GGAP model as suggested here could provide further evidence and lead to a national programme implementation. The opportunity for a three year field research project outlined

Based on the data from GGAP the most vulnerable group at risk of disengagement and the group most likely to engage in the proposed project would be found among the cohort of Year 8/9 boys. The data from Education Queensland indicates that there are about 47000 students currently enrolled in Central Queensland High Schools. Including the Wide Bay/Bundaberg region schools adjoining the Central Queensland region the group of boys in 8/9 would number above 8000. Using a figure of 5% (students at risk) the project would have a population catchment of target 400 boys. Training could be offered to groups of 5 boys attending a week long training each year providing a training experience to 200 boys. Students showing benefits from training might attend a number of sessions over the three year trial period. Traineeships could be offered at any stage where an employment opportunity becomes available and a student has shown a willingness to follow the traineeship pathway. The project would not exclude girls. In fact the evidence from GAPP indicates that girls very often outperform boys in these situations.