



Australian Government
Department of Education, Employment
and Workplace Relations

Trade Training Centres in Schools Program



PARTNERSHIP ARRANGEMENTS Between the Commonwealth and State and Territory Governments

4 March 2008 - Final



Trade Training Centres in Schools Program

The purpose of this document is to outline the agreed arrangements between the Commonwealth and State and Territory governments for the implementation and ongoing operation of the *Trade Training Centres in Schools Program*.

It is recognised that the long term success of the Program will be built on a strong partnership between the Commonwealth and State and Territory governments. The partnership will encompass:

- a shared commitment to the Program and its objectives;
- a collaborative approach to its development and implementation; and
- complementary roles to ensure the quality and sustainability of Trade Training Centres.

A shared commitment to the Program and its objectives

The goals of improving the quality of schooling and having a highly qualified, well trained workforce, particularly in those industries experiencing skills shortages, are very important to all levels of Australian governments, the school and training sectors and industry. These goals are also important to the broader community, who rely on skilled tradespeople, and to families who want their children to have the opportunity to work in a field they enjoy and which provides a good living.

The Commonwealth and State and Territory governments agree to:

- work together to support the Program's objective of improving the quality of schooling offered to secondary students and better supporting young people to make a successful transition from school to work or further education or training;
- commit to national targets to increase the proportion of students achieving Year 12 or an equivalent qualification to 85% by 2015 and 90% by 2020;
- make complementary investments in trade training in schools and avoid duplication of training facilities or delivery;
- work together to enable the delivery of high quality trade training in schools, including through the reform of curriculum, to ensure flexible academic and trade pathways for students are maximised; and
- ensure strong links between the Trade Training Centres and other Commonwealth and State and Territory programs offering industry recognised vocational education and training and building relationships between schools and employers in order to maximise the outcomes achieved. This could include encouraging complementary implementation of programs.

In addition, in order to maximise the benefit of the Commonwealth's \$2.5 billion investment in Trade Training Centres, States and Territories agree to:

- maintain their current level of capital funding for trade training and other vocational education and training in schools; and
- provide for the ongoing operation of the Trade Training Centres in government schools.



A collaborative approach to the Program's development and implementation

A collaborative approach to program development and implementation is vital for the sustainability and success of Trade Training Centres. In addition to offering high quality, nationally recognised training, Trade Training Centres will need to offer training that is supported by local employers and leads to local employment opportunities if they are to successfully engage students. In communities where local employers are not available, training should articulate to regional skill shortages.

The Commonwealth and State and Territory governments will work together to ensure the Program is responsive to national, state, regional and local priorities. All governments will support the Program's objectives of increasing the proportion of students achieving Year 12 or an equivalent qualification and helping address skills shortages in traditional trades and emerging industries. Through the Program, all governments aim to:

- improve student access to trade training facilities that meet industry standards;
- improve the quality of schooling offered to secondary students undertaking trade related pathways; and
- assist young people to make a successful transition from school to work or further education or training.

The Commonwealth commits to the provision of program management; management of the application process; a dedicated call centre; assessment, evaluation and monitoring; and regular communication with States and Territories.

States and Territories will play a critical role in implementing the Program, particularly in the process of developing submissions for funding.

During the submission process States and Territories will:

- promote the Program to school communities and other local stakeholders, including industry and employers;
- work with government schools (and non-government schools where appropriate) to jointly develop submissions for funding;
- contribute knowledge of local environments, to ensure that applications put forward each round address State, regional and local needs and build appropriate partnerships that ensure efficiency of investment is maximised;
- manage expectations within their jurisdiction about the likely funding for different types of submissions (equipment; equipment and minor upgrade of facilities; and major capital works), noting that there will be a competitive process for each round of the Program;
- ensure applications from government schools comply with all relevant laws and policies and that arrangements are in place to meet OH&S, insurance and workplace compensation requirements; and
- facilitate partnerships between schools (government and non-government) and with industry, employers and the training sector where proposals for regional skills centres or shared facilities are being developed.



During the assessment process, States and Territories will:

- provide an assessment of all applications, from government and non-government schools, that:
 - indicates whether the application aligns with the State/Territory's skills priorities, engages appropriate local/regional bodies and stakeholders and avoids duplication of existing infrastructure;
 - helps identify those schools with greatest need and capacity to benefit, to ensure funds are targeted appropriately, including identifying recent investments in trade training facilities; and
- for government schools, provide a further assessment that indicates the degree of support for proposals and confirms their viability.

During the assessment of proposals involving schools from more than one sector, each relevant sector will have the opportunity to contribute to the assessment, consistent with their role during the assessment process as set out in the respective Partnership Arrangements.

During the funding process:

- Funding Agreements will be signed by person(s) who are legally authorised to bind the school by entering into an agreement with the Commonwealth (this person may be the principal of the school).

All governments recognise that the Program will produce better outcomes if States and Territories actively engage with schools to generate high quality, sustainable proposals that are built on strong local partnerships. The Commonwealth and State and Territory governments agree, as part of the partnership arrangements, to share the cost of establishing a joint dedicated Trade Training Centres in Schools support unit in each State and Territory to undertake this proactive engagement with government schools or any cluster with government school membership, particularly in regional and remote areas, in the initial stages of the Program. Additionally, this unit may provide advice in relation to labour market trends, industry skills need, information in relation to training activity across the State or Territory and information on the Trades Training Centres in Schools Program to all schools.

Taking account of enrolments of students in Years 9-12 in each State and Territory, the Commonwealth will contribute up to the following amounts for the first year of the Program (2008-2009) to help establish a joint dedicated support unit:

NSW	up to \$0.765m
Victoria	up to \$0.579m
Queensland	up to \$0.532m
WA	up to \$0.259m
SA	up to \$0.187m
Tasmania	up to \$0.144m*
ACT	up to \$0.120m*
NT	up to \$0.103m*
TOTAL	up to \$2.689m

The proposed funding amounts for NT, ACT and Tasmania include a base funding amount of \$75,000 in addition to funding based on their enrolments of students in Years 9-12. This will provide the minimum funding required (once matched by the States) to set up joint Commonwealth and State and Territory government dedicated support units, as well as taking account of the number of schools to be supported.



This funding will be matched by the State or Territory government.

Each State and Territory will work with the Commonwealth to develop a 10-year plan for engaging their schools in the Program, including those in regional and remote areas. The Plan will be used to help manage the Program budget over the 10 years.

Complementary roles to ensure the quality and sustainability of Trade Training Centres

Complementary roles in the establishment and ongoing operations of Trade Training Centres will ensure their quality and sustainability and avoid duplication of resources.

The Commonwealth will be making a major investment in the establishment or upgrade of trade training facilities and equipment. In return States and Territories would provide for the ongoing operation of the Trade Training Centres in government schools, including through:

- ensuring training is delivered by appropriately qualified trainers/teachers and providing teacher training and professional development;
- supporting structured work-placements or school-based apprenticeships for students in the Trade Training Centres, to ensure that training meets industry expectations regarding quality on-the-job experience;
- meeting ongoing equipment leasing costs, maintenance and upkeep of infrastructure;
- ensuring training offered by Trade Training Centres is part of a broad comprehensive secondary education and responsive to student and employer needs;
- offering students career advice from appropriately qualified staff, to ensure they have well developed learning and career development plans and are selecting appropriate vocational education and training options;
- increasing the availability of trade pathways for students in Years 9 and 10, including accredited vocational education and training programs where appropriate;
- establishing timetabling arrangements to coordinate the delivery of mainstream subjects and vocational education and training subjects, including on-the-job components through structured work placements or apprenticeships;
- developing learning and assessment strategies that support quality outcomes for Indigenous students and students from rural, regional or other disadvantaged communities;
- providing vocational education and training oriented literacy and numeracy support for students that require such assistance;
- providing support for school-based apprentices through mentoring and pastoral care in the on-the-job component of their training;
- encouraging schools to develop strong local business support for Trade Training Centres to enhance opportunities for students to make a successful transition to work, including through accessing Commonwealth, State and Territory programs such as the Career Advice Australia (CAA) initiative which includes a range of programs designed to improve the career decisions of young people through improved school and industry partnerships; and
- supporting students to make a successful transition to further education and training or work.

The Commonwealth and State and Territory governments agree to review this Partnership Agreement after two years, in light of experience with the Trade Training Centres in Schools Program.