



Australian Government
Department of Education, Employment
and Workplace Relations

Trade Training Centres in Schools Program



***PARTNERSHIP ARRANGEMENTS
Between the Commonwealth
and Independent Schools Sector***

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 Independent schools sector 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 all stakeholders, including the Independent schools sector.

The partnership between the Commonwealth and the Independent schools sector 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 the Independent schools sector 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;
- support the achievement of national targets to increase the proportion of students achieving Year 12 or an equivalent qualification to 85% by 2015 and 90% by 2020;
- enable the delivery of high quality of trade training in schools, including through the reform of curriculum, to ensure flexible academic and trade pathways for students are maximised; and
- ensure appropriate use of Trade Training Centres in Schools funding and other funding sources aimed at improving the quality of industry recognised vocational education and training delivered in schools.

The Commonwealth will contribute \$2.5 billion over 10 years nationally for capital investment in Trade Training Centres in Schools across all sectors, and within the Independent schools sector independent schools will provide for the ongoing operation of the Trade Training Centres.

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 Independent schools sector will work together to 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 the Commonwealth and the Independent schools sector 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 the independent schools sector.

The Independent schools sector as represented by relevant State and Territory Associations of Independent Schools and Block Grant Authorities will play an important role in implementing the Program, particularly in the process of developing submissions for funding.

During the submission process the Independent schools sector, as represented by State and Territory Associations of Independent Schools and Block Grant Authorities will:

- promote the Program to independent schools and communities;
- assist Independent schools to develop submissions for funding;
- assist to ensure there are processes in place whereby applications from Independent schools comply with all relevant laws and policies and that arrangements are in place to meet OH&S, insurance and workplace compensation requirements; and
- assist schools to develop partnerships between schools and industry, employers and the training sector where proposals for regional skills centres or shared facilities are being developed.

During the assessment process, the relevant Association of Independent Schools and Block Grant Authority will:

- provide an assessment of each application that:
 - indicates the financial viability of applications;
 - indicates whether the application meets capital development requirements; and
- identify whether the Independent school is submitting the same capital bid under another program.

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); and
- the Commonwealth will pay the first 12 months of the contract value to the relevant Association of Independent Schools or Block Grant Authority up front, with payments to be passed on to schools in accordance with the Funding Agreement. In the case of Funding Agreement for major capital projects, payments linked to milestones will only be made to schools with the prior written approval of the Department of Education, Employment and Workplace Relations.

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. The Independent schools sector will support schools in understanding and meeting their obligations. Independent schools will provide for the ongoing operation of Trade Training Centres and support high quality models of operation as set out in their Funding Agreements, 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;



- developing strong local business support for Trade Training Centres to enhance opportunities for students to make a successful transition to work, including through accessing Commonwealth programs such as the Career Advice Australia initiative; and
- supporting students to make a successful transition to further education and training or work.

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