



The history and current state of School Based Apprenticeships and Traineeships in Queensland schools

The first School-based Apprenticeships began in Queensland secondary schools with a series of pilot programs in selected areas across the state in 1997. Following the pilot programs the project was further refined and became known as School-based Apprenticeships and Traineeships (SATs) and made available across the state to all schooling sectors. In the late 1990s the unemployment rate was relatively high and SATs were predominantly for students who wanted to enter a trade career after they finished school.

The range of industry sectors in which school students could access a SAT was extended following the introduction of necessary changes to Queensland's industrial relations legislation and industrial awards. SATs are now available to school students across most industries that offer full-time apprenticeships and/or traineeships although some age restrictions apply to entry to some apprenticeships and traineeships. It is generally recognised that the main aim of the SATs program has been to engage students, improve retention rates and offer appropriate pathways involving training and employment. Since the introduction of SATs there have been enormous benefits to students who have realised this as a pathway to further education, training and university.

Employers have also recognised the benefits of SATs as a way to build their future workforce, improving the efficiency of recruitment processes, improving productivity, generating new ideas and contributing to the local community.

It is the case that there are currently more than 700 different apprenticeships and traineeships that can be delivered as school-based arrangements, ranging from retail to rural, business to building, hospitality to hairdressing and automotive to the arts to name a few industry areas. It is interesting to consider the data on SATs from the perspective of our sector, state and nation.

The number of SATs* in Queensland Catholic schools in Industry Group over the period 2009 -2013 is shown below:

Industry Group	2009	2010	2011	2012	2013
<i>Arts, Entertainment, Sport & Recreation</i>	48	100	132	150	103
<i>Automotive</i>	49	57	57	58	62
<i>Building & Construction</i>	141	169	127	82	111
<i>Community Services, Health & Education</i>	64	71	86	72	59
<i>Finance, Banking & Insurance</i>	0	0	0	0	0
<i>Food Processing</i>	18	16	12	10	9
<i>TCF & Furnishings</i>	11	18	7	8	10
<i>Communications</i>	2	18	30	39	2
<i>Engineering & Mining</i>	70	62	56	67	40
<i>Primary Industry</i>	26	53	50	68	46
<i>Process Manufacturing</i>	2	1	1	2	3
<i>Sales & Personal Services</i>	263	300	271	174	190
<i>Tourism & Hospitality</i>	164	153	178	178	218
<i>Transport & Storage</i>	3	6	12	12	5
<i>Utilities</i>	26	30	25	11	4
<i>Business & Clerical</i>	117	100	89	140	140
<i>Information Technology</i>	29	55	37	83	92
<i>Science, Technical & Other</i>	28	0	0	0	0
<i>General Education & Training</i>	2	0	5	1	9
TOTAL	1063	1209	1175	1155	1103

Across all of Queensland schools it is interesting to note that 11.1% or more than 1 in 10 of Year 12 completers** in 2013 were enrolled in or had completed a SAT. This is an outcome that is quite remarkable when compared to the national data***. The most recent data is for 2012 and there were 23027 SATs nationally and of these 13217 were in Queensland schools. That is 57.4% of the national figure and to provide a context, Queensland 15-19 year olds represented 21.6% of the national total.

The success of the Queensland model of SATs can be attributed to;

- the resourcefulness and leadership of school staff and principals to offer multiple pathways for students,
- the high level of commitment, cooperation and leadership across all stakeholder groups, including schools, industry and employers, unions and government agencies
- a legislative and regulatory environment that has supported implementation of SATs, and
- widespread regard for SATs as a worthwhile program that provides real outcomes for young people.

Over the past 18 months there has been considerable reform in the VET area generally. Queensland has introduced a minimum paid work requirement for SATs and, while this was always meant as a minimum guideline, greater participation in paid work arrangements has always been encouraged. There is also support for flexible work arrangements involving work during the school week, week-ends and school holidays. Funding for the training element of the SAT is provided under the User Choice Program. The User Choice Program provides public funding for the delivery of accredited, entry-level training to school-based apprentices and trainees that enables employers, apprentices and trainees to choose from a list of pre-qualified suppliers for the delivery of their training. From 1 July 2013 a shift in funding priorities has removed the 100% Government contribution to training for SATs, to align funding to the priority level of the qualification.

Additional information, Guide to SATs and FAQ sheets can be found on the Department of Education, Training and Employment [website](#).

- * **Data collected by the Queensland Catholic Education Commission 2013**
- ** **Queensland Curriculum and Assessment Authority (Formerly QSA) Year 12 Outcomes data 2014 (2013 school completers)**
- *** ***NCVER 2013, Australian vocational education and training statistics: VET in Schools 2012 data tables, NCVER, Adelaide***