

**Queensland
Catholic
Education
Commission**



Vocational Education and Training

Report of Outcomes of Strategic Directions 2016

January 2016

Funding Allocations

Queensland Catholic Education Commission (QCEC) received a total of \$910,100 from the VET in Schools Grant Funding Allocation in 2016. This payment included funding for the period 1 July 2016 to 30 June 2017. The 2016 annual allocation represented an increase of 2.5%.

STRATEGIC DIRECTION 1

Supporting schools to respond to industry needs through Vocational Education and Training (VET) delivery as it aligns to the VET Investment Plan.

Performance Indicators

(a) Number of VET courses/qualifications in Catholic schools

(b) Number of Year 12 VET completions

(c) Number of students undertaking Employment Stream courses.

Data from the Queensland Curriculum and Assessment Authority (QCAA) indicates that Queensland Catholic School RTOs offered a total of **63 different VET qualifications to students in 2016¹**. Students in Queensland Catholic schools were enrolled in a total of **286 different VET qualifications in 2016²**.

The data in **Table 1** reflects the broader VET activity in 2016 for Year 12 students and indicates the trend over the past 4 years.

Table 1 Year 12 VET Outcomes Data³

Characteristic	2016 ¹	2015	2014	2013
Number of Year 12 students completing Year 12 in Queensland Catholic schools	10825	10663	10493	10028
Received a VET qualification	5004	5044	5146	5726
Awarded a Certificate I	1899	2506	2686	2738
Awarded a Certificate II	2367	2111	1912	2928
Awarded a Certificate III	2517	2548	2584	2346
Awarded a Certificate IV	147	149	176	160
Enrolled in a School-based Apprenticeship	310	331	285	271
Enrolled in a School-based Traineeship	703	757	783	592
Total SATs	1013	1088	1068	863

¹ Data source QCAA February Year 12 Student Outcomes 2016

² Data source QCAA Provisional Year 12 Student Outcomes 2016

³ Data source QCAA Year 12 Student Outcomes 2013 - 2016

Employment Stream Qualifications

Table 2⁴ below provides enrolment and completion data for Year 10 - 12 students in Employment Stream qualifications in Queensland Catholic schools that have been extracted from the 2016 QCAA data-base.

Qualification	Code	Number of enrolments	Number of completions
39278QLD	Certificate I in Plumbing Services	38	8
AHC10110	Certificate I in Conservation and Land Management	34	19
AHC10210	Certificate I in AgriFood Operations	46	27
AHC20110	Certificate II in Agriculture	31	18
AHC20410	Certificate II in Horticulture	41	20
AHC21010	Certificate II in Conservation and Land Management	5	2
AHC21210	Certificate II in Rural Operations	120	46
AUR20512	Certificate II in Automotive Servicing Technology	63	25
AUR20705	Certificate II in Automotive Mechanical	1	0
AUR20712	Certificate II in Automotive Vocational Preparation	218	118
AUR20716	Cert. II in Automotive Vocational Preparation	1	0
AUR20812	Cert. II in Outdoor Power Equipment Technology	2	0
AUR21212	Cert. II in Automotive Underbody Technology	40	23
AUR21512	Cert. II in Automotive Cylinder Head Reconditioning	24	14
CPC10108	Certificate I in Construction	3	0
CPC10111	Certificate I in Construction	2104	438
HLT21212	Certificate II in Health Support Services	169	98
HLT23215	Certificate II in Health Support Services	5	0
ICT20113	Certificate II in Telecommunications Technology	16	8
LMF10108	Certificate I in Furnishing	24	1
LMF20309	Certificate II in Furniture Making	1	0
LMT20807	Certificate II in Millinery	4	0
MEA20515	Certificate II in Aircraft Line Maintenance	9	0
MEM10105	Certificate I in Engineering	589	249
MEM20413	Certificate II in Engineering Pathways	514	162
MSA20208	Certificate II in Manufacturing Technology	110	37
MSF10113	Certificate I in Furnishing	447	190
MSF20313	Certificate II in Furniture Making	88	36
MSL20109	Certificate II in Sampling and Measurement	53	37
RGR20108	Certificate II in Racing (Stablehand)	1	0
SIH20111	Certificate II in Hairdressing	115	42
SIS10113	Certificate I in Sport and Recreation	2	0
SIS20113	Certificate II in Community Activities	1	0
SIS20213	Certificate II in Outdoor Recreation	88	53
SIS20310	Certificate II in Sport and Recreation	2	0
SIS20313	Certificate II in Sport and Recreation	225	89
SIT10212	Certificate I in Hospitality	11	0
SIT10213	Certificate I in Hospitality	364	152
SIT10216	Certificate I in Hospitality	73	37
SIT20107	Certificate II in Tourism	1	0
SIT20112	Certificate II in Tourism	359	179
SIT20116	Certificate II in Tourism	34	0
SIT20207	Certificate II in Hospitality	3	0
SIT20212	Certificate II in Hospitality	67	0
SIT20213	Certificate II in Hospitality	1280	504
SIT20307	Certificate II in Hospitality (Kitchen Operations)	1	0

⁴ Data source QCAA Provisional Student Outcomes 2016

SIT20312	Certificate II in Kitchen Operations	318	111
SIT20316	Certificate II in Hospitality	205	35
SIT20416	Certificate II in Kitchen Operations	30	0
TLI21610	Certificate II in Warehousing Operations	10	4
TLI21810	Certificate II in Logistics	29	26
TLI21815	Certificate II in Logistics	1	1
UEE22011	Certificate II in Electrotechnology (Career Start)	258	131
	Totals	8278	2940

Table 2.1 Employment Stream enrolments by school RTO or external RTO 2014-16⁵

	2016	2015	2014
School RTO	3602	3626	3319
External RTO	4676	3722	2185
Total Enrolments	8278	7348	5504

The data indicates that from 2014 the enrolments in Employment Stream qualifications in school RTOs has grown by 8.5% and there has been a slight decline of 0.7% from 2015 to 2016. The enrolments in Employment Stream qualifications in external RTOs has grown by 114%. The overall growth in Employment Stream enrolments has been 50.4%.

STRATEGIC DIRECTION 2

Increasing participation in School-Based Apprenticeships and Traineeships or other trades related vocational courses targeted to industry priorities.

Performance Indicators

(a) Number of SATs enrolments per Industry Training Group (ITG).

(b) Number of SATs enrolments per region, diocese, and school.

Table 3 Number of SATs by Industry Group⁶

Industry Group	2016	2015	2014	2013	2012
CATEGORY A					
<i>Arts, Entertainment, Sport & Recreation</i>	1	51	41	103	150
<i>Automotive</i>	43	39	60	62	58
<i>Building & Construction</i>	149	140	129	111	82
<i>Community Services & Health</i>	71	27	41	59	72
<i>Finance, Banking & Insurance</i>	0	0	0	0	0
<i>Food Processing</i>	7	6	15	9	10
<i>TCF & Furnishings</i>	8	10	8	10	8
<i>Communications</i>	1	3	0	2	39
<i>Engineering, Marine & Mining</i>	30	29	36	40	67
<i>Primary Industry</i>	27	48	46	46	68
<i>Process Manufacturing</i>	3	3	5	3	2
<i>Sales & Personal Services</i>	237	228	201	190	174
<i>Tourism & Hospitality</i>	216	184	196	218	178
<i>Transport & Storage</i>	11	6	11	5	12
<i>Utilities</i>	8	3	0	4	11
CATEGORY B					
<i>Business & Clerical</i>	151	173	130	140	140
<i>Information Technology</i>	45	36	53	92	83
<i>Science, Technical & Other</i>	0	0	0	0	0

⁵ Data source QCAA Student Outcomes 2016

⁶ Data source QCEC Seed Funding Applications 2012-2016

CATEGORY C					
<i>General Education & Training</i>	51	47	24	9	1
<i>Not Classified</i>	0	0	2	0	0
TOTAL	1084	1033	998	1103	1155

Table 3 shows a degree of volatility in the data across some industry groups. Increases have occurred in Building & Construction, Arts, Entertainment, Sport and Recreation, Business and Clerical and Sales & Personal Services whilst the SATs in other Industry groups have been stable or in decline. There has been an overall small increase in SATs from 2014 to 2016 that has reversed the previous five-year trend of declining SAT enrolments.

Table 3.1 SATs Statistics DET Regions⁷

DET Region	2016	2015	2014	2013	2012
Brisbane	392	383	373	455	472
Central Qld	115	81	82	67	89
North Qld	135	136	119	112	98
South Coast	88	119	106	134	143
South West Qld	166	145	176	202	183
Wide Bay/ Sunshine Coast	188	169	142	133	170

Table 3.1 indicates small increases in SATs numbers have occurred in Brisbane, Central Queensland, South West Coast and Wide Bay/Sunshine Coast whilst other regions were stable or in decline.

Table 3.2 SATs Statistics by Diocese⁸

Catholic Diocese	2016	2015	2014	2013	2012
Brisbane	660	663	606	716	781
Cairns	62	63	55	73	54
Rockhampton	123	85	89	74	97
Toowoomba	166	145	176	202	183
Townsville	73	77	72	38	40
TOTAL	1084	1033	998	1103	1155

Data in **Table 3.2** highlights the general trends in SATs commencements across Dioceses with Rockhampton and Toowoomba experiencing increases in SATs and all other dioceses experiencing relatively stable numbers of SATs from 2015.

Table 4 SATs Statistics by Catholic Schools and Dioceses⁹

Diocesan Schools	2016	2015	2014	2013	2012
All Hallows' School, Brisbane	2	7	0	11	6
Aquinas College, Ashmore	26	29	29	40	49
Assisi College, Upper Coomera	16	18	25	19	28
Brigidine College, Indooroopilly	0	4	6	4	6
Carmel College, Thornlands	10	20	19	10	14
Chisholm Catholic College, Cornubia	29	0	3	0	1
Clairvaux Mackillop College, Mt Gravatt	5	6	8	7	29
Deception Bay Flexible Learning Centre	1	7	8	15	5

⁷ Data source QCEC Seed Funding Applications 2012-2016

⁸ Data source QCEC Seed Funding Applications 2012-2016

⁹ Data source QCEC Seed Funding Applications 2012-2016

Diocesan Schools	2016	2015	2014	2013	2012
Emmaus College, Jimboomba	18	26	35	10	1
Iona College, Wynnum	4	2	6	6	5
Loreto College, Coorparoo	0	0	4	5	3
Lourdes Hill College, Hawthorne	4	7	1	5	19
Marist College, Ashgrove	17	16	5	12	5
Mary MacKillop College, Nundah	3	6	3	8	6
Marymount College, Burleigh Waters	39	56	46	57	74
Mount Alvernia College, Kedron	5	6	0	3	1
Mount Maria College, Mitchelton	17	5	14	18	12
Mount Maria College, Petrie	16	5	12	15	21
Mt St Michael's College, Ashgrove	0	0	0	0	14
Our Lady's College, Annerley	0	4	4	1	0
Padua College, Kedron	9	0	10	3	3
San Sisto College, Carina	17	20	22	25	11
Seton College, Mt Gravatt	25	13	0	8	34
Siena Catholic College, Sippy Downs	44	44	26	22	15
Southern Cross College, Scarborough	24	18	14	26	25
St Augustine's College, Springfield	11	3	9	11	21
St Benedict's College, Mango Hill	3	NA	NA	NA	NA
St Columban's College, Caboolture	54	36	35	53	55
St Edmund's College, Woodend	13	21	11	20	16
St Eugene's College, Burpengary	12	16	31	18	22
St Francis College, Crestmead	1	2	3	15	5
St James College, Brisbane	0	9	5	12	19
St John Fisher College, Bracken Ridge	3	4	0	1	7
St John's College, Nambour	8	7	17	7	19
St Joseph's College, Brisbane	0	0	0	0	0
St Joseph's Nudgee College, Boondall	11	15	0	0	0
St Laurence's College, South Brisbane	18	17	20	26	40
St Mary's College, Ipswich	10	8	20	23	9
Saint Mary's Catholic College, Kingaroy	5	0	0	0	0
St Mary's College, Maryborough	16	10	9	17	23
St Michael's College, Carrara	23	41	8	40	41
St Patrick's College, Gympie	17	18	6	13	18
St Patrick's College, Shorncliffe	6	0	0	0	1
St Peter Claver College, Riverview	15	18	25	29	14
St Rita's College, Clayfield	9	11	14	14	7
St Teresa's College, Noosaville	26	36	18	15	29
St Thomas More College, Sunnybank	0	3	3	2	4
Stuartholme School, Toowong	6	1	3	2	4
Trinity College, Beenleigh	23	34	31	37	20
Unity College, Caloundra	27	20	18	28	8
Villanova College, Coorparoo	2	4	4	3	5
Xavier Catholic College, Hervey Bay	10	10	16	0	7
Total (52 schools)	571	663	606	716	781
Cairns					
Good Counsel College, Innisfail	14	13	10	16	14
Mount St Bernard's College, Herberton	1	0	0	0	0
St Andrew's College, Redlynch	15	20	13	5	10

Diocesan Schools	2016	2015	2014	2013	2012
St Augustine's College, Cairns	0	0	0	0	0
St Mary's Catholic College, Woree	21	12	7	14	21
St Monica's College, Cairns	0	2	9	20	8
St Stephen's College, Mareeba	11	16	16	18	1
Total (7 schools)	62	63	55	73	54
Rockhampton					
Chanel College, Gladstone	1	3	2	1	1
Emmaus College, Rockhampton	13	15	15	7	3
Holy Spirit College, Mackay	10	4	1	0	22
Marist College, Emerald	21	14	14	17	15
Mercy College, Mackay	2	0	0	2	0
Shalom Catholic College, Bundaberg	26	26	20	16	25
St Brendan's College, Yeppoon	5	5	4	7	4
St Patrick's College, Mackay	14	11	6	7	7
St Ursula's College, Yeppoon	4	7	5	4	5
The Cathedral College, Rockhampton	27	0	22	13	15
Total (10 schools)	123	85	89	74	97
Toowoomba					
Assumption College, Warwick	16	18	13	24	7
Downlands Sacred Heart College	15	18	22	26	26
Our Lady the Southern Cross College, Dalby	15	8	18	15	11
St John's School, Roma	13	1	14	11	15
St Joseph's College, Toowoomba	41	29	15	43	35
St Joseph's School, Stanthorpe	8	7	16	9	9
St Mary's College, Toowoomba	25	22	23	32	22
St Saviour's College, Toowoomba	13	15	22	16	23
St Ursula's College, Toowoomba	17	26	28	25	34
Youth & Community Learning Centre, Toowoomba	3	1	5	1	1
Total (10 schools)	166	145	176	202	183
Townsville					
Burdekin Catholic High School, Ayr	7	5	13	5	3
Columba Catholic College, Charters Towers	0	0	0	4	6
Gilroy Santa Maria College, Ingham	4	6	9	7	3
Good Shepherd College, Mount Isa	7	10	0	1	0
Ignatius Park College, Aitkenvale	12	5	13	8	8
Ryan Catholic College, Kirwan	25	33	30	8	16
St Anthony's Catholic College	11	11	4	1	1
St Margaret Mary's College, Hyde Park	7	3	3	2	3
St Patrick's College, Townsville	0	4	0	2	0
St Teresa's College, Abergowrie	0	0	0	0	0
Total (10 schools)	73	77	72	38	40
Grand Total	1084	1033	998	1103	1155

Table 4 shows variations in the number of SATs undertaken by schools and dioceses in the last 12 months. St Columban's College, Caboolture has the highest number of SATs enrolments.

Schools showing an increase in the number of SATs sign-ups in that period are represented in bold font. It should be noted that SATs represent but one aspect of VET in Schools programs undertaken. In some instances, schools have prioritised SATs as a mechanism for VET delivery. In

other instances, VET programs are delivered within the school or via arrangements with a Registered Training Organisation or TAFE institutes.

During 2016, there were 1084 school-based apprenticeships and traineeships registered with QCEC for seed funding. (This figure is usually marginally lower than the number of SATs commencements recorded by DET for Catholic schools in the same period, because QCEC figures reflect SATs numbers only from those schools that have accessed seed funding to support SATs.) This figure represents an increase of 4.9% on SATs enrolments in 2015.

Schools were assisted with the cost of establishing SATs for students through payment of seed funding of \$350 per sign-up for all SATs areas. This was one mechanism for encouraging expansion of VET in areas of identified labour skill shortage.

Table 5 SATs Statistics¹⁰

SATs Statistics	2016	2015	2014	2013	2012
Total SATs	1084	1033	998	1103	1155
• SATs Male	529	491	461	533	617
• SATs Female	555	542	537	570	538
- Traineeships	856	789	762	884	903
- Apprenticeships	228	244	236	219	252

Table 5 indicates the number of males and females who have undertaken SATs in 2016 and the numbers in each category of Apprenticeship and Traineeship. There was a slight decrease in Apprenticeships (6.6%) and an increase in Traineeships (8.5%).

STRATEGIC DIRECTION 3

Supporting schools in the transition to the VETiS Funding Framework.

Performance Indicators

(a) Evidence of support for schooling authorities and schools to transition to the VETiS Funding Framework.

Queensland Catholic schools have employed a range of strategies to support the transitions to the VETiS Funding Framework. Catholic Schooling Authorities provided the following to illustrate the range of strategies employed:

- QCEC facilitated a two day VET and Vocational Learning Symposium in 2016
- Workshops and briefing have been provided to VET Coordinators and RTO managers
- VET Coordinators and RTO managers have attended DETE and QCAA training workshops
- Schools have actively sought partnerships with external RTOs to deliver qualifications
- Information on the VET Funding Framework has been provided to students and parents and SET planning processes adapted to accommodate the new arrangements.

¹⁰ Data source QCEC Seed Funding Applications 2012-2016

STRATEGIC DIRECTION 4

Developing strategies to maintain quality standards in VET in Schools including professional development.

Performance Indicators

- (a) Evidence of development and attendance at quality professional development opportunities in VET for Catholic school staff**
- (b) Evidence of structures in place in Catholic schools to facilitate compliance with the National VET Framework**
- (c) Evidence of appropriate coordination strategies in place at system and Diocesan levels covering all schools affiliated with QCEC participating in school-based apprenticeships and traineeships.**

Officers in each diocese provide training, in-service and networking opportunities to develop the capacity to delivery VET. In addition, those involved with VET have accessed national and state conferences in order to keep abreast of changes and innovations in the area and to maintain networking opportunities. There are staff responsible for the coordination of VET at system level in the Queensland Catholic Education Commission in order to provide a point of contact for dissemination of information and resources. The maintenance of a dedicated section of the QCEC website for “Vocational Education” and VET related issues assists school personnel further in accessing updated professional information. QCEC has supported a Taskforce that meets regularly and provides support for officers in Catholic Schooling Authorities with responsibility for VET.

Within schools, staff are designated to manage the delivery and also the compliance arrangements for VET. Schools continue to try to balance the budgetary imposts of the mandated requirements in terms of facilities and human resources to deliver VET. Part of the VET funding received by the Queensland Catholic Education Commission is distributed directly to schooling authorities (with attached application and acquittal procedures) for discretionary use for these types of purposes.

Schools continue to adapt practice in accordance with VET Quality Framework requirements. It should be noted that VET Quality Framework requirements do change according to industry vision and requirements and this can have significant impact for schools in the delivery of accredited VET. Catholic secondary schools do however continue to meet audit requirements for VET Quality Framework and to deliver a large variety of VET as part of their senior schooling programs.

There are considerable resources dedicated to appropriate coordination and infrastructure for VET at the systems and Diocesan level. Each of the five dioceses has continued to develop quality coordination arrangements to support the delivery of VET and to further facilitate compliance with VET Quality Framework requirements. There is a designated Diocesan Officer in each Diocese who works with VET Coordinators and School Administrators to support the VET in Schools program. There is evidence of the increasing role and impost on VET Coordinators in schools and of school communities endeavouring to meet and support the needs of a complex and changing role. The increasing complexity of VET in Schools has led to additional demands on staff within schools.

STRATEGIC DIRECTION 5

Increasing participation in, and access to, VET in Schools within rural and remote areas and for educationally disadvantaged students including Indigenous students and students with a disability.

Performance Indicators

(a) Numbers of educationally disadvantaged and rural or remote students accessing support for

- VET Programs
- SWL Programs
- SATs

Funds aimed at improving Access and Equity have been devoted to improving the opportunities of students under two different categories:

1. Travel and accommodation support for rural and remote students who travel to access the on-the-job or off-the-job components of their training
2. Access and Equity support for students with special needs.

QCEC provided funding under these two programs to the following number of students in 2016

Table 6 Travel & Accommodation and Access & Equity Funding¹¹

Travel and accommodation support for rural and remote students	Equity support for students with special needs
8	18

Queensland Catholic schools reported the following data (Table 7) on support for educationally disadvantaged students in various VET related programs in 2016 This support has been provided from funding sources other than VET in Schools Grant Funding Allocation.

Table 7 Educationally Disadvantaged students access to VET related programs¹²

Numbers of educationally disadvantaged and rural or remote students accessing support for VET programs	Numbers of educationally disadvantaged and rural or remote students accessing support for SWL programs	Numbers of educationally disadvantaged and rural or remote students accessing support for SATs
1428	701	277

STRATEGIC DIRECTION 6

Active participation and contribution to the ongoing VETiS Policy agenda through the established State VETiS Working Group.

Performance Indicators

(a) Evidence of contribution to the ongoing VETiS Policy agenda and participation in the State VETiS Working Group

QCEC has been keen to contribute to the State VET in Schools Working Groups and the DETE SATs Advisory Committee but unfortunately these groups did not meet in 2016.

¹¹ Data source QCEC Travel & Accommodation and Access & Equity Application 2016

¹² Data source QCEC VET Reporting Data Collection

Conclusion

The VET in Schools funding remains the major source of external support for provision of VET opportunities for students in Catholic schools. The funding is appreciated but there are salient issues that will continue to impact on the ability of Catholic schools to deliver VET at a high standard.

- i. The quantum of funding is insufficient to facilitate the change and the consequent increased level of resourcing that is constantly impacting of VET delivery in Queensland schools.
- ii. The amount of funding that is available to individual schools has meant that they cannot address all of the Strategic Directions and decisions are made at the local level appropriate to their particular community and maximising VET opportunities for students.

QCEC values the continuation of this funding to non-government schools and encourages government to consider how this funding might be expanded beyond the current levels.