



Vocational Education and Training

Report: Outcomes of Strategic Directions 2018

QUEENSLAND CATHOLIC EDUCATION
COMMISSION

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QCEC
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Introduction

The Queensland Catholic Education Commission (QCEC) provides the following report to the Queensland Department of Employment, Small Business and Training on outcomes and achievement against each of the Funding Priorities as set out in Schedule 1 of the 2018-2019 Vocational Education and Training (VET) in Schools Grant Funding Allocation.

QCEC is the peak strategic body with state-wide responsibilities for Catholic schooling in Queensland. QCEC collated data and responses from the five Diocesan Catholic School Authorities and 17 Religious Institutes and other incorporated bodies which, between them, operate a total of 105 Catholic secondary schools that offer VET opportunities to their students.

Nearly 50 percent (46.65%) of students who completed Year 12 at QCEC Catholic secondary schools in 2018 received a VET qualification. 9239 VET Certificates in total were awarded to students who completed Year 12 in 2018 at a Queensland Catholic secondary school. There were 1103 students, who completed Year 12 in 2018 in Queensland Catholic School, enrolled in a School Based Apprenticeship or Traineeships (SAT).¹

Funding Allocations

Queensland Catholic Education Commission (QCEC) received a total of \$951 100 from the VET in Schools Grant Funding Allocation in 2018. This payment is for the period 1 July 2018 to 30 June 2019 and represents an increase of 2.22% on the previous period.

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 as listed on the Queensland Training Subsidies List for 2017/18.

Data from the Queensland Curriculum and Assessment Authority (QCAA) indicates that Queensland Catholic School Registered Training Organisations (RTOs) offered a total of **55 different VET qualifications to students in 2018¹**. Students in Queensland Catholic schools were enrolled in a total of **256 different VET qualifications in 2018¹**.

The data in Table 1 reflects the broader VET activity in 2018 for Year 12 students and shows the trend over the past five years. The Year 12 SAT enrolments figures provided by QCAA includes those who undertook a SAT during their senior schooling regardless of the year of enrolment.

Table 1 Year 12 VET Outcomes Data²

Characteristic	2018	2017	2016	2015	2014
Number of Year 12 students:					
Completed Year 12 in Queensland Catholic schools	10885	11206	10834	10663	10493
Received a VET qualification	5078	5202	4949	5044	5146
Awarded Certificate I	1442	1837	1900	2506	2686
Awarded Certificate II	2855	2709	2349	2111	1912
Awarded Certificate III	2556	2524	2539	2548	2584
Awarded Certificate IV	193	190	139	149	176
Enrolled in School-based Apprenticeship	322	317	310	331	285
Enrolled in School-based Traineeship	781	751	703	757	783
Total SATs	1103	1068	1013	1088	1068

¹ Data source QCAA Provisional Year 12 Student Outcomes 2018

² Data source QCAA Year 12 Student Outcomes 2014 - 2018

Employment Stream Qualifications

Table 2³ below provides enrolment and completion data for Year 11 - 12 students in Employment Stream qualifications in Queensland Catholic schools that have been extracted from the 2018 QCAA data-base. It is important to note that the **Year 10 2018 enrolment and completion data was not available** for inclusion in this report. Employment Stream Qualifications for 2018 were listed in the 2017-18 Queensland Training Subsidies List.

Code	Qualification	Number of enrolments	Number of completions
10192NAT	Certificate II in Performing Arts	1	0
AUR20216	Certificate II in Automotive Air Conditioning Technology	1	0
AUR20916	Certificate II in Automotive Body Repair Technology	0	0
AUR21516	Certificate II in Automotive Cylinder Head Reconditioning	15	5
AUR20416	Certificate II in Automotive Electrical Technology	13	7
AUR20516	Certificate II in Automotive Servicing Technology	33	10
AUR21216	Certificate II in Automotive Underbody Technology	43	4
AUR20716	Certificate II in Automotive Vocational Preparation	208	95
AUR20616	Certificate II in Marine Mechanical Technology	3	1
AUR20816	Certificate II in Outdoor Power Equipment Technology	1	1
ICT20315	Certificate II in Telecommunications Technology	6	4
CHC22015	Certificate II in Community Services	87	51
RII20115	Certificate II in Resources and Infrastructure Work Preparation	60	30
CPC10111	Certificate I in Construction	1894	470
52700WA	Certificate II in Plumbing	115	32
MEA20515	Certificate II in Aircraft Line Maintenance	21	11
MEM10105	Certificate I in Engineering	328	152
MEM20413	Certificate II in Engineering Pathways	782	233
MSM20216	Certificate II in Manufacturing Technology	2	0
FDF20510	Certificate II in Retail Baking Assistance	5	5
FDF10111	Certificate I in Food Processing	0	0
MSF10113	Certificate I in Furnishing	127	47
MSF20516	Certificate II in Furniture Making Pathways	232	80
HLT23215	Certificate II in Health Support Services	291	159
SIT10216	Certificate I in Hospitality	208	79
SIT20316	Certificate II in Hospitality	1123	439
SIT20416	Certificate II in Kitchen Operations	286	133
MSL20116	Certificate II in Sampling and Measurement	22	19
AHC10216	Certificate I in AgriFood Operations	27	15
AHC20116	Certificate II in Agriculture	8	3
AHC20316	Certificate II in Production Horticulture	0	0
AHC21216	Certificate II in Rural Operations	98	59
SFI20111	Certificate II in Aquaculture	0	0
AHC20416	Certificate II in Horticulture	23	15
AHC10116	Certificate I in Conservation and Land Management	1	0
AHC21016	Certificate II in Conservation and Land Management	7	3
PMA20116	Certificate II in Process Plant Operations	0	0
SHB20216	Certificate II in Salon Assistant	67	28
SIS10115	Certificate I in Sport and Recreation	1	0
SIS20213	Certificate II in Outdoor Recreation	77	37
SIS20115	Certificate II in Sport and Recreation	1162	478
RGR10108	Certificate I in Racing (Stablehand)	0	0
RGR20213	Certificate II in Racing (Greyhound)	0	0
SIS20513	Certificate II in Sport Coaching	67	32
SIS20412	Certificate II in Sport Career Oriented Participation	0	0
MST20616	Certificate II in Applied Fashion Design and Technology	37	21

³ Data source QCAA Provisional Student Outcomes 2018

MST20316	Certificate II in Leather Production	0	0
SIT10116	Certificate I in Tourism (Australian Indigenous Culture)	0	0
SIT20116	Certificate II in Tourism	262	144
AVI30316	Certificate III in Aviation (Remote Pilot - Visual Line of Sight)	3	2
TLI21815	Certificate II in Logistics	31	30
TLI21716	Certificate II in Road Transport Yard Operations (Freight Handler)	0	0
MAR20313	Certificate II in Maritime Operations (Coxswain Grade 1 Near Coastal)	1	0
MAR20413	Certificate II in Maritime Operations (Marine Engine Driver Grade 3 Near Coastal)	0	0
TLI21315	Certificate II in Rail Infrastructure	1	1
TLI22215	Certificate II in Tram or Light Rail Infrastructure	0	0
TLI21616	Certificate II in Warehousing Operations	10	3
UEE22011	Certificate II in Electrotechnology (Career Start)	418	158
	TOTALS	8208	3096

Table 2.1 Employment Stream enrolments by school RTO or external RTO 2014-18⁴

	2018	2017	2016	2015	2014
School RTO	2459	3823	3602	3626	3319
External RTO	5749	6982	4676	3722	2185
Total Enrolments	8208	10805	8278	7348	5504

The above **2018** enrolment numbers include **data for Years 11 and 12. Year 10 data was not available** for inclusion in this report. Therefore, it is difficult to make direct comparisons with years 2014 – 2017 which includes Years 10, 11 and 12 data. In 2018, 70% of total enrolments for employment stream jobs were with external RTOs. Over the last five years there has been an increasing trend in the percentage of enrolments with external RTOs for employment stream jobs, although only Year 11 and 12 enrolment data was considered for 2018.

STRATEGIC DIRECTION 2

Increase participation in School-Based Apprenticeships and Traineeships or other trades related vocational courses targeted to industry priorities as advised by DESBT to QCEC from time to time.

Performance Indicators

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

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

The following tables provide figures for 2018 SAT enrolments in Years 10 – 12. The 2018 and 2017 data were provided by the DET Connect Data base. It is important to note that SAT enrolment data generated from the DET Connect Data base may not include enrolments towards the end of 2018 due to the time lag in SAT data being entered into the database. Prior to 2017 SAT enrolment data was sourced using school application processes through QCEC. However, both sets of figures used **new** enrolments registered for that year.

There will be small discrepancies due to the previous internal QCEC data source being dependent on seed funding applications received from schools and a small number did not apply for seed funding through QCEC.

⁴ Data source QCAA Provisional Student Outcomes 2018

Table 3 Number of SATs by Industry Training Group⁵

Industry Group	2018	2017	2016	2015	2014
<i>Arts, Entertainment, Sport & Recreation</i>	46	45	1	51	41
<i>Automotive</i>	54	48	43	39	60
<i>Building & Construction</i>	138	114	149	140	129
<i>Business & Clerical</i>	110	131	151	173	130
<i>Communications</i>	0	0	1	3	0
<i>Community Services & Health</i>	37	26	71	27	41
<i>Engineering, Marine & Mining</i>	56	49	30	29	36
<i>Finance, Banking & Insurance</i>	0	0	0	0	0
<i>Food Processing</i>	5	3	7	6	15
<i>General Education & Training</i>	98	70	51	47	24
<i>Information Technology</i>	29	28	45	36	53
<i>Primary Industry</i>	31	38	27	48	46
<i>Process Manufacturing</i>	1	3	3	3	5
<i>Sales & Personal Services</i>	194	240	237	228	201
<i>Science, Technical & Other</i>	0	1	0	0	0
<i>TCF & Furnishings</i>	17	10	8	10	8
<i>Tourism & Hospitality</i>	182	179	216	184	196
<i>Transport & Storage</i>	16	9	11	6	11
<i>Utilities</i>	42	32	8	3	0
<i>Not Classified</i>	0	0	0	0	2
TOTAL	1056	1026	1084	1033	998

Table 3: Overall, there has been a 2.9% increase in the number of SATs enrolments for 2018 compared to 2017, with 2016 being the year with the greatest number of SAT enrolments in the five-year span.

The *General Education & Training* industry group has increased its enrolments by 40% for 2018 compared to 2017 and has been increasing each year since 2014. The *Sales and Personal Services* industry group continues to have the highest number of SAT enrolments since 2014, although there has been a 19.2% decrease in enrolments for 2018 compared to 2017. In addition to these two industry groups, the *Building and Construction*, *Tourism and Hospitality* and *Business & Clerical* industry groups appear to be the more popular industry groups for SATs over the last five years. The number of SAT enrolments in the *Building and Construction* industry group has increased by 21% for 2018 compared to 2017, which looked to be an atypical year. The number of SATs enrolments in *Business and Clerical* has shown a 16% decrease for 2018 compared to 2017, which is also the lowest enrolments compared to the other years.

Table 3.1 SATs Statistics DoE Regions⁶

DET Region	2018	2017	2016	2015	2014	2013
Brisbane	391	393	392	383	373	455
Central Qld	93	84	115	81	82	67
North Qld	141	136	135	136	119	112
South Coast	150	107	88	119	106	134
South West Qld	137	167	166	145	176	202
Wide Bay/ Sunshine Coast	144	139	188	169	142	133

Table 3.1 indicates significant increased SATs enrolments for the South Coast region for 2018 and 2017 whilst South West Qld SATs enrolments have declined in 2018 compared to 2017. The Brisbane region's SAT enrolments appear to be stable over the last three years.

⁵ Data source QCEC Seed Funding Applications 2014-2016 and DET Connect Data base 2017 - 2018 (report generated 10/12/2018)

⁶ Data source QCEC Seed Funding Applications 2013-2016 and DET Connect Data base 2017- 2018 (report generated 10/12/2018)

Table 3.2 SATs Statistics by Diocese⁷

Catholic Diocese	2018	2017	2016	2015	2014	2013
Brisbane	642	639	660	663	606	716
Cairns	48	75	62	63	55	73
Rockhampton	119	90	123	85	89	74
Toowoomba	140	133	166	145	176	202
Townsville	107	89	73	77	72	38
TOTAL	1056	1026	1084	1033	998	1103

Data in **Table 3.2** highlights volatility in SATs enrolments across Dioceses for 2018 and 2017, with increases for all except Cairns for 2018 compared to 2017.

Table 4 SATs Statistics by Catholic Schools and Dioceses⁸

Diocesan Schools	2018	2017	2016	2015	2014	2013
<i>Brisbane</i>						
Albert Park Flexible Learning Centre	2	2				
All Hallows' School, Brisbane	7	1	2	7	0	11
Ambrose Treacy College, Indooroopilly	5					
Aquinas College, Ashmore	40	19	26	29	29	40
Assisi College, Upper Coomera	23	26	16	18	25	19
Brigidine College, Indooroopilly	2	3	0	4	6	4
Carmel College, Thornlands	4	2	10	20	19	10
Chisholm Catholic College, Cornubia	15	16	29	0	3	0
Clairvaux Mackillop College, Mt Gravatt	14	12	5	6	8	7
Deception Bay Flexible Learning Centre	6	1	1	7	8	15
Emmaus College, Jimboomba	26	32	18	26	35	10
Gympie Flexible Learning Centre	1					
Hemmant Flexible Learning Centre	0	1				
Inala Flexible Learning Centre	2					
Iona College, Wynnum	11	9	4	2	6	6
Ipswich Flexible Learning Centre	1					
Loreto College, Coorparoo	3	1	0	0	4	5
Lourdes Hill College, Hawthorne	6	15	4	7	1	5
Marist College, Ashgrove	19	18	17	16	5	12
Mary MacKillop College, Nundah	4	6	3	6	3	8
Marymount College, Burleigh Waters	44	31	39	56	46	57
Mount Alvernia College, Kedron	3	9	5	6	0	3
Mount Maria College, Mitchelton	10	17	17	5	14	18
Mount Maria College, Petrie	6	13	16	5	12	15
Mt St Michael's College, Ashgrove	11	4	0	0	0	0
Noosa Flexible Learning Centre	1	1				
Our Lady's College, Annerley	3	0	0	4	4	1
Padua College, Kedron	8	8	9	0	10	3
San Sisto College, Carina	12	8	17	20	22	25
Seton College, Mt Gravatt	9	11	25	13	0	8
Siena Catholic College, Sippy Downs	20	13	44	44	26	22
Southern Cross College, Scarborough	11	22	24	18	14	26
Southport Flexible Learning Centre	6					
St Augustine's College, Springfield	9	3	11	3	9	11
St Benedict's College, Mango Hill	7	2	3	NA	NA	NA

⁷ Data source QCEC Seed Funding Applications 2013-2016 and DET Connect Data base 2017- 2018 (report generated 10/12/2018)

⁸ Data source QCEC Seed Funding Applications 2013-2016 and DET Connect Data base 2017 – 2018 (report generated 10/12/2018)

Diocesan Schools	2018	2017	2016	2015	2014	2013
St Columban's College, Caboolture	24	34	54	36	35	53
St Edmund's College, Woodend	11	13	13	21	11	20
St Eugene's College, Burpengary	13	20	12	16	31	18
St Francis College, Crestmead	1	9	1	2	3	15
St James College, Brisbane	6	8	0	9	5	12
St John Fisher College, Bracken Ridge	6	3	3	4	0	1
St John's College, Nambour	13	12	8	7	17	7
St Joseph's College, Brisbane	0	0	0	0	0	0
St Joseph's Nudgee College, Boondall	6	12	11	15	0	0
St Laurence's College, South Brisbane	30	21	18	17	20	26
St Mary's College, Ipswich	16	14	10	8	20	23
Saint Mary's Catholic College, Kingaroy	3	3	5	0	0	0
St Mary's College, Maryborough	7	4	16	10	9	17
St Michael's College, Carrara	26	33	23	41	8	40
St Patrick's College, Gympie	11	16	17	18	6	13
St Patrick's College, Shorncliffe	8	2	6	0	0	0
St Peter Claver College, Riverview	12	28	15	18	25	29
St Rita's College, Clayfield	7	1	9	11	14	14
St Teresa's College, Noosaville	20	18	26	36	18	15
St Thomas More College, Sunnybank	12	1	0	3	3	2
Stuartholme School, Toowong	2	2	6	1	3	2
Trinity College, Beenleigh	25	19	23	34	31	37
Unity College, Caloundra	17	19	27	20	18	28
Villanova College, Coorparoo	8	20	2	4	4	3
Xavier Catholic College, Hervey Bay	7	21	10	10	16	0
Total (60 schools)	642	639	571	663	606	716
Cairns						
Good Counsel College, Innisfail	7	17	14	13	10	16
Mount St Bernard's College, Herberton	1	2	1	0	0	0
St Andrew's College, Redlynch	13	31	15	20	13	5
St Augustine's College, Cairns	3	0	0	0	0	0
St Mary's Catholic College, Woree	14	13	21	12	7	14
St Monica's College, Cairns	2	3	0	2	9	20
St Stephen's College, Mareeba	8	9	11	16	16	18
Total (7 schools)	48	75	62	63	55	73
Rockhampton						
Chanel College, Gladstone	9	5	1	3	2	1
Emmanuel College, Rockhampton	18	11	13	15	15	7
Holy Spirit College, Mackay	9	8	10	4	1	0
Marist College, Emerald	15	12	21	14	14	17
Mercy College, Mackay	6	1	2	0	0	2
Shalom Catholic College, Bundaberg	19	21	26	26	20	16
St Brendan's College, Yeppoon	1	1	5	5	4	7
St Patrick's College, Mackay	14	11	14	11	6	7
St Ursula's College, Yeppoon	6	3	4	7	5	4
The Cathedral College, Rockhampton	22	17	27	0	22	13
Total (10 schools)	119	90	123	85	89	74
Toowoomba						
Assumption College, Warwick	17	9	16	18	13	24
Downlands Sacred Heart College	16	18	15	18	22	26
Our Lady the Southern Cross College, Dalby	14	12	15	8	18	15
St John's School, Roma	10	6	13	1	14	11

Diocesan Schools	2018	2017	2016	2015	2014	2013
St Joseph's College, Toowoomba	24	23	41	29	15	43
St Joseph's School, Stanthorpe	10	13	8	7	16	9
St Mary's College, Toowoomba	28	28	25	22	23	32
St Saviour's College, Toowoomba	3	7	13	15	22	16
St Ursula's College, Toowoomba	16	17	17	26	28	25
Youth & Community Learning Centre, Toowoomba	2	0	3	1	5	1
Total (10 schools)	140	133	166	145	176	202
Townsville						
Burdekin Catholic High School, Ayr	9	2	7	5	13	5
Columba Catholic College, Charters Towers	5	2	0	0	0	4
Gilroy Santa Maria College, Ingham	16	9	4	6	9	7
Good Shepherd College, Mount Isa	25	13	7	10	0	1
Ignatius Park College, Aitkenvale	9	8	12	5	13	8
Ryan Catholic College, Kirwan	15	22	25	33	30	8
St Anthony's Catholic College	2	12	11	11	4	1
St Catherine's Catholic College	7	8				
St Margaret Mary's College, Hyde Park	2	5	7	3	3	2
St Patrick's College, Townsville	10	7	0	4	0	2
St Teresa's College, Abergowrie	7	1	0	0	0	0
Total (11 schools)	107	89	73	77	72	38
Grand Total	1056	1026	1084	1033	998	1103

Table 4: There were 1056 new school-based apprenticeship and traineeships enrolled in 2018 as sourced from the DET Connect data base. This figure represents an increase of 2.9% on SATs enrolled in 2017. All diocesan areas increased their SATs enrolments apart from Cairns. Schools in the Rockhampton diocese increased 2018 SATs enrolments by 32.22% over the 2017 SATs enrolments. Schools were assisted with the cost of establishing SATs for Year 10 – 12 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 4 shows variations in the number of SAT enrolments by schools and dioceses in the last 12 months. Aquinas College (Ashmore) and Marymount College (Burleigh Waters) both enrolled over 40 students into SATs in the last 12 months. St Laurence's College (South Brisbane) enrolled 30 students in the last 12 months. Schools showing an increase of three or more in the number of new SATs enrolments in the last 12 month period are represented in bold font.

It should be noted that SATs represent 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 by the school Registered Training Organisation or via arrangements with an external Registered Training Organisation or TAFE institutes.

Table 5 SATs Statistics⁹

SATs Statistics	2018	2017	2016	2015	2014	2013
Total SATs	1056	1026	1084	1033	998	1103
• SATs Male	582	547	529	491	461	533`
• SATs Female	474	479	555	542	537	570

Table 5 indicates the number of males and females who enrolled in a SAT in 2018. Interesting to note that the trend appears to have changed from 2016 in that more male Year 10 – 12 students than female Year 10 – 12 students enrolled in SATs during 2017 and 2018.

⁹ Data source QCEC Seed Funding Applications 2013-2016 and DET Connect Data base 2017- 2018 (report generated 10/12/2018)

STRATEGIC DIRECTION 3

Developing strategies to maintain quality standards in VET in Schools including professional development for VETiS educators to keep abreast of changes and innovations in the VET sector.

Performance Indicators

- (a) Evidence of participation in quality professional development opportunities in VET for Catholic school staff
- (b) Evidence of structures in place in Catholic schools to facilitate compliance with the VET Quality 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.

There were many professional development opportunities that Catholic school teachers and leaders participated in during 2018. QCEC hosted a VET Symposium and a Trade Training Centre (TTC) Forum during 2018 for Catholic school Principals, VET managers and teachers across Queensland. Officers in each diocese provided training, in-service and networking opportunities to develop the capacity within schools to deliver VET. The TAE40116 upgrades, qualification needed to deliver VET, were a professional development focus for Catholic School Authorities (CSAs).

In addition, those involved with VET have accessed national and state conferences, such as QCAA workshops, VELG and NCVET conferences, in order to keep abreast of changes and innovations in the VET area and to maintain networking opportunities. Each diocese has staff responsible for the coordination of VET at system level. QCEC has an officer who provides a point of contact for dissemination of VET information and resources. There is a dedicated section of the QCEC website for *Vocational Education* and VET related issues to assist school personnel further in accessing updated professional information. QCEC supports a Network 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 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 QCEC is distributed directly to school authorities (with application and acquittal procedures) for discretionary use for these types of purposes. There is an officer within each diocese and Edmund Rice Education Australia (EREA) responsible for supporting and working with VET Coordinators and School Administrators to support the VET in Schools program.

Schools continue to adapt practice and review VET courses offered in accordance with VET Quality Framework requirements. It should be noted that VET Quality Framework requirements do change according to identified skill shortages and industry 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 diverse range of VET as part of their senior schooling programs. There are ongoing state and federal initiatives and reviews that directly impact on VET in schools and the role of the VET managers and teachers.

There are considerable resources dedicated to appropriate coordination and infrastructure for VET at the systems and diocesan level. Catholic School Authorities have continued to develop quality coordination arrangements to support the delivery of VET and to further facilitate compliance with VET Quality Framework requirements. The changing nature of work, skills needed by industry and increased regulatory requirements continues to widen the scope and place greater demands on the VET role in schools. School communities strive to meet and support the needs of a complex and changing role.

STRATEGIC DIRECTION 4

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 using 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 2018

Table 6 Travel & Accommodation and Access & Equity Funding¹⁰

Travel and accommodation support for rural and remote students	Equity support for students with special needs
9	7

Queensland Catholic schools reported the following data (**Table 7**) on support for educationally disadvantaged students in various VET related programs in 2018. 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 programs¹¹

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
1911	622	431

STRATEGIC DIRECTION 5

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 provided a submission to Queensland Government's *Skills for Queensland Discussion paper* and participated in the *Future of Work Skills and Industry Summit* hosted by the Queensland Government in November. QCEC has been keen to contribute to the State VET in Schools Working Group but unfortunately this group did not meet in 2018.

¹⁰ Data source QCEC Travel & Accommodation and Access & Equity Application 2018

¹¹ Data source QCEC VET Reporting Data Collection

Conclusion

VET is a valuable pathway for students and an important part of Queensland Catholic schools' programs. The VET in Schools funding continues to be the major source of external support for provision of VET opportunities for students in Catholic schools. While the funding is appreciated there are important considerations that will continue to impact on the ability of Catholic schools to deliver VET at a high standard:

- i. The level of funding is insufficient to support the resources and administration required to address ongoing changes and requirements that impact on VET delivery in Queensland schools.
- ii. The amount of funding that is available to individual schools has implications for how they can address all aspects of the Strategic Directions and implement actions at the local level appropriate to their particular community to maximise 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.

QCEC would be pleased to discuss further any aspects of this report, contact Marie Previte, Executive Officer Education, on 07 3316 5831 or mariep@qcec.catholic.edu.au.

A handwritten signature in black ink, appearing to read 'Lee-Anne Perry', with a large, stylized flourish at the end.

Dr Lee-Anne Perry AM
Executive Director