Welcome

Welcome to our term 4 newsletter!

We would like to take this opportunity to wish our schools (staff, students and families), employers, training organisations and colleagues, a merry Christmas and a happy new year.

Toni Andrew
Manager, Western Adelaide Secondary Schools Network
(on behalf of the Trade School Team)

School-based Apprentice/Trainee of the Year: Pauletta Barliea

Each year, our Apprenticeship Brokers review all students they have assisted in School-based Apprenticeship or Traineeship contracts, to determine the annual regional School-based Apprentice/Trainee of the Year Award winner. This involves reviewing students’ application to work and study, attitude, commitment, and achievement in their qualification.

We are pleased to announce that Pauletta Barliea, from William Light R-12 School, is the recipient of this year’s annual Award. Pauletta has achieved outstanding vocational outcomes throughout 2012 and 2013 and has provided evidence from her dedication, commitment and application to her employment and studies.

In November last year, Pauletta commenced a School-based Traineeship, studying a Certificate III in Aged Care with Wesley House Aged Care Facility. This traineeship was completed in September this year, and she has now accepted a permanent position with this employer. She has also completed two Certificate III qualifications in Health Services Assistance and Allied Health Assistance through TAFE SA and William Light R-12 School. These certificates were successfully completed in semester 1 this year.

Pauletta was also nominated for the 2013 SA Training Awards School-based Apprentice/Trainee of the Year Award.

William Light R-12 School has also nominated her for an Australian Vocational Students Prize.

Comments received regarding Pauletta’s work and study ability are that she “demonstrates genuine compassion in her work”, “has a wonderful sense of humour when engaging and supporting her clients” and is a “breath of fresh air”.

Pauletta is a genuinely caring person with natural ability and skills in the Health and Community Services sector. We wish her well in her future endeavours to continue studies in Midwifery or Paediatric Nursing.
We are approaching the time of the year when both employers and students are considering recruitment and employment options in the workforce.

School-based Apprenticeships have become a preferred option with many employers who are seeking to train and take on part-time staff. It is a great opportunity for year 10 and 11 students who know their career pathway, to approach employers for apprenticeship and traineeship prospects.

Employers and students benefit with School-based Apprenticeships. The employer has the opportunity of recruiting apprentices by choosing the hours that best suit their business needs and receive additional government financial support. For students, it is a chance to showcase their skills and start their formal apprenticeship contract, working on average 8-25 hours per week. Students have the opportunity of earning wages and at the same time, achieve Credits for Stage 1 and 2 SACE.

Students who want to start a School-based Apprenticeship now, need to make sure they approach employers with their resume and with the right attitude and motivation. Resumes should be updated and include all practical and theory skills and knowledge gained through school and personal experiences. This includes description of VET courses undertaken and work experience.

If students are successful in gaining a job or a work trial, they will need to contact the Apprenticeship Brokers (as listed below). Our job is to review the viability of the arrangement with all parties and facilitate the process. We will also ensure SACE Credits can be recognised and that it can be supported by the school as part of the student’s learning plan.

If an employer a student approaches is not seeking staff at this time, they should leave a copy of their resume with them. Staffing situations can change within a week and to have an applicant’s contact details handy is a great advantage.

Chris Houltby
Ph: 0488 584 029
chris.houltby@sa.gov.au
- Findon High School
- Henley High School
- Seaton High School
- Underdale High School
- William Light R-12 School

Vicki Bryant
Ph: 0458 564 603
vicki.bryant@sa.gov.au
- Adelaide High School
- Bowden Brompton Community School
- Le Fevre High School
- Ocean View College B-12
- Warriappendi School
- Woodville High School

Chris Houltby and Vicki Bryant
Apprenticeship Brokers

School-based Apprenticeship Student Showcase

<table>
<thead>
<tr>
<th>Name</th>
<th>Jackson Renato</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Seaton High School (Flexible Learning Options (FLO) Program)</td>
</tr>
<tr>
<td>Year level</td>
<td>11</td>
</tr>
<tr>
<td>Qualification</td>
<td>Certificate III in Automotive Mechanical Technology</td>
</tr>
<tr>
<td>SACE information</td>
<td>70-180 Stage 2 Credits</td>
</tr>
<tr>
<td>Future ambition</td>
<td>To become a qualified Motor Mechanic</td>
</tr>
<tr>
<td>Employer</td>
<td>Crystal Air - Automotive and Airconditioning</td>
</tr>
<tr>
<td>Registered Training Organisation</td>
<td>TAFE SA</td>
</tr>
</tbody>
</table>
Regional VET Programs

This term, our 2013 Regional VET Programs have come to an end, with students participating in final practical and theory assessments to complete their Units of Competency. Term 4 reports have been completed by teachers/trainers for all 458 students who completed courses this term (in total, 555 students commenced courses at the beginning of the year).

I would like to congratulate our students who completed their qualifications at Certificate I, II or III level. Many students will be continuing on to further education and training in their chosen pathway as part of our Regional VET Programs, or further studies with other training providers. There have also been many students who have been successful in gaining school-based or full-time Apprenticeships and Traineeships. We wish our students all the best in their future pathways.

I would also like to thank our Regional VET Teachers/Trainers for their work this year. Delivering a regional course adds another level of responsibility and reporting for these teachers, which we acknowledge. Their commitment and enthusiasm means that students in Western Adelaide have access to industry-quality training in a variety of industry areas to support their career pathways.

I would also like to thank the VET Coordinators in our schools, who spend countless hours supporting and mentoring their VET students and who manage application and selection processes for students and quality assurance processes for VET courses.

As I write this, we have received 712 applications from students for Regional VET Programs for 2014. Host Schools have finalised their selection processes, and are currently notifying students who have been accepted into courses. Our student numbers are continuing to grow each year. Below is a summary of 2014 applications by industry area:

<table>
<thead>
<tr>
<th>INDUSTRY</th>
<th>NUMBER OF APPLICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive</td>
<td>38</td>
</tr>
<tr>
<td>Business Services</td>
<td>8</td>
</tr>
<tr>
<td>Conservation and Horticulture</td>
<td>13</td>
</tr>
<tr>
<td>Construction</td>
<td>124</td>
</tr>
<tr>
<td>Electrotechnology</td>
<td>59</td>
</tr>
<tr>
<td>Engineering</td>
<td>49</td>
</tr>
<tr>
<td>Hair and Beauty</td>
<td>27</td>
</tr>
<tr>
<td>Health and Community Services</td>
<td>195</td>
</tr>
<tr>
<td>Hospitality</td>
<td>32</td>
</tr>
<tr>
<td>Information Technology, Media and Studio Recording</td>
<td>60</td>
</tr>
<tr>
<td>Maritime</td>
<td>17</td>
</tr>
<tr>
<td>Sport and Recreation</td>
<td>90</td>
</tr>
<tr>
<td>TOTAL</td>
<td>712</td>
</tr>
</tbody>
</table>

Toni Andrew
Manager, Western Adelaide Secondary Schools Network

Regional VET Student Showcase

<table>
<thead>
<tr>
<th>Name</th>
<th>Travis Bancroft</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home school</td>
<td>Le Fevre High School</td>
</tr>
<tr>
<td>Current year level</td>
<td>11</td>
</tr>
<tr>
<td>Regional VET Program</td>
<td>Certificate I in ElectroComms Skills at Henley High School</td>
</tr>
<tr>
<td>How I found out about this course</td>
<td>Suggested by a teacher as I had an interest in Electronics.</td>
</tr>
<tr>
<td>What I enjoy about this course</td>
<td>There is a mixed variety of practical and theory work related to a topic you like.</td>
</tr>
<tr>
<td>What my future career plans are</td>
<td>I’m not entirely sure: electrical operator, electrician or electrical engineering at University or TAFE.</td>
</tr>
<tr>
<td>Tips for other students considering doing a Regional VET course</td>
<td>Make sure you are interested, committed and can manage time well with other schooling and outside-of-school commitments.</td>
</tr>
</tbody>
</table>

Teacher’s comments
(Angelo Piatadosi)
Travis is a responsible student who continually shows interest in all topics covered, demonstrating an excellent understanding of related electronic components, techniques and principles. He has developed a variety of new skills while completing experiments, circuit development activities and projects. He actively asked questions in order to understand key concepts on a deeper level relevant to electronic principles and technologies. He is an outstanding member of the class always willing to assist his peers. Travis completed work placement at Lai Industries during term 3 holidays and his report demonstrated his commitment to the course.
“It’s not just a shed”
The large green shed in the north east corner of Underdale High has evolved over a 30 year period. It started off in 1980 as a small shed to allow Automotive Technology to be delivered to two year 11 classes. In 1984 it became registered and accepted as a year 12 subject, and a third class of Automotive students was created. Through support and donations by local industry and the financial support of the School Council, the Automotive Workshop was equipped and ‘tooled up’. Year 10 Motor Technology was then established as part of the expanding curriculum and two classes were created.

In the early 1990s, the original shed was extended and doubled in size. However, it was never big enough to cope with the number of students and the in-house teaching aids. Limited space meant the practicals were run by opening the two end sliding doors and spilling out into the yard. This was not really an acceptable workshop practice situation and when it rained it was not unusual for students to be repairing and servicing in the rain! The weather didn’t deter the excited automotive ‘rev heads’ who preferred practical in the rain rather than theory in the dry classroom!

In 2008-9, there was an opportunity for the school to apply for federal Trade Training Centres in Schools funds of up to $1,500,000 to expand an area of study within the school related to trade pathways. Our submission was successful and by 2010, the new addition was added to the older structures, creating an operational Automotive Trade Training Centre. It appears, feels and has an aura of a current up-market modern Automotive Dealership workshop. The teaching areas are carpeted, have computer benches, electronic boards, wireless IT facilities, conference table, light table, cushioned seats and a small modern kitchen. The workshop area is divided into sections, each with a particular mechanical speciality, which includes small engines, go-karts, vehicle servicing, transmissions and clutches, brakes, batteries, cooling systems, engine overhauling, vehicle detailing, and a tyre and wheel alignment section.

The practical area has a variety of hoists, overhead extraction units, waste oil disposal facilities, overhead lubrication delivery facilities operated by compressed air mimic industry. Students have access to nine mobile tool cabinets each with 572 tools to choose from.

VET Training Courses in 2013
Training starts every Friday and Wednesday at 7.30 am for students undertaking Certificate I in Automotive and Certificate II in Automotive (Vehicle Servicing). The automotive practical lessons involve ‘a hands’ on approach. This is particularly reflected by the 15 week unit of work where students get the opportunity in a team situation to dismantle, investigate, evaluate and then re-assemble a V6 or inline VL engine. All practical tasks are structured to develop attributes to support students when applying for work placement or an Apprenticeship.

There are a number of industry partners that we have direct links with that provide students with opportunities and pathways into the Automotive industry. A number of ex-students have since gained their Technicians certificate and are recognised tradespeople. A few have also gained promotional positions within the companies that they started in as Apprentices. When visiting them in their chosen field, it is very pleasing to hear them reflect of their time in the Automotive Centre and how being involved in the VET program has played a role in their present position within the industry.

The importance of exposing students to the different range of mechanical employment opportunities has been an important element of the Automotive program. This year, a number of excursions were organised to take students to review different mechanical career pathways. The excursions included visits to:
- CMV Trucks Sales and Services
- CAV Power: sales, servicing and the repairs of mining equipment
- CMI Toyota City: sales, servicing and repair of light vehicles
- Pulse Aero Pty Ltd: repair and maintenance of propeller air craft

This year, the workshop was also visited by a student who participated in the 1980 Automotive class. He went on to become a Mechanic, has worked in a variety of establishments, and is currently preparing rally performance vehicles. During his visit, the current VET group was able to view a performance vehicle and were given information about how to achieve a career in the car racing industry.

The challenge is to keep current with the rapid change in the Automotive industry. The Trade Training Centre grant money has provided us with the means to do so.

Although the Automotive Centre viewed from outside looks like a shed, it is a little bit more than that. It has an “academic soul” with an intention to inspire.

Don Pappageorgiou
(an excited) Automotive Teacher
Underdale High School

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Emerging Employment Opportunities for Young People

On Friday 22nd November, 40 education and school leaders from our region met to learn and discuss what qualities are needed by our young people to have a full and fulfilling life. Guest speakers at the event were Ivan Neville, Manager, Labour Market Research and Analysis Branch, Department of Employment, and Pippa Webb, Local Employment Coordinator for Northern and Western Adelaide. Presentations of how each school is supporting students in developing their Graduate Qualities and Capabilities and career pathways were given from our four Western Adelaide ‘Career Strategy’ schools, and our Apprenticeship Broker Vicki Bryant discussed how School-based Apprenticeships can support students achieving their SACE.

Higher skills now needed for ongoing employment

Higher skills are now needed for ongoing employment. Most of our young people are studying to complete year 12 and further education and training. It is the group that have not completed year 12 or any formal qualifications that are most at risk of not participating in employment.

The attainment of educational qualifications remains important given the strong past and projected growth of higher skilled occupations, as well as the lower unemployment rates recorded for people with higher qualifications.

Ongoing shift to higher skilled jobs

Looking over the 25 year period from November 1992 to the projected employment levels in November 2017, it is clear that jobs at the highest skill level (commensurate with a Bachelor degree or higher qualification) are increasing as a proportion of overall employment – up from 24.4% to 30.3%. At the same time, jobs at the lowest skill level (commensurate with compulsory secondary education or a Certificate 1) are diminishing as a proportion of total employment (from 20.9% to 17.4%).

Importance of developing a Career Pathway

If the outlook for the labour market is subdued, the chart top right shows that is more important than ever to get further education or training as employment opportunities are much better. The labour market outcomes for 25-34 year olds are significantly poorer, in terms of both higher unemployment rates and lower participation rates, than for those in the same age group with higher levels of education attainment.

Between 2006-2011, the proportion of people aged 25-34 years with Year 12 attainment grew in Greater Adelaide and improved in both Northern and Western Adelaide.

Job seekers who have not completed Year 12 and have limited experience in the workforce are likely to lack many basic employability skills that employers value and look for in applicants, particularly for lower skilled vacancies and entry level positions such as apprenticeships and traineeships.

Points to Consider

Young people who participate in a VET pathway, have part time employment or/and participate in structured workplace learning as part of their SACE have more improved ‘employability skills’ and are more able to adapt to different work environments.

Employability skills, demonstrated in the ‘Graduate Qualities and Capabilities’ are important. The outcomes from the Department of Employment’s Survey of Recruitment Conditions in Capital Cities undertaken in March 2012 identify that employers are willing to hire someone without job specific skills but are reluctant to hire someone without employability skills: motivation, communication skills, organisational skills, English proficiency and teamwork skills.

The Employment Market

40% of existing job vacancies are not advertised. It is through networks or young people going to the employer and saying that they are interested in a job that they are filled.

The main employing industries (August 2013) in Northern and Western Adelaide are:

- Health Care and Social Assistance
- Retail Trade
- Manufacturing
- Construction
- Accommodation and Food Services
- Education and Training
- Public Administration and Safety
- Professional, Scientific and Technical Services

Employment in Western Adelaide from August 2008-2013 grew by 8600, led by employment in Construction, Accommodation and Food Services, Health Care and Social Assistance and Professional, Scientific and Social Assistance. In Western Adelaide job losses were mainly confined to Manufacturing (down by 1600) and Transport, Postal and Warehousing (down by 1000). The issues facing manufacturing in Adelaide are similar to those at the national level – difficult conditions due to rising input costs, a high Australian dollar and cautious consumer spending. Western Adelaide is also affected by changes to the automotive manufacturing industry in Australia.

Cherry Robinson
Industry Skills Manager
The final WASSN STEM Student Day was held at Henley High School on Tuesday 3rd December. Students from Henley High, William Light R-12, Woodville High, Findon High, Ocean View College and Le Fevre High participated in four STEM (Science, Technology, Engineering and Mathematics) challenges organised by Michelle Coe and her team from the University of Adelaide, and Henley High staff members Joanna Avetisian and Iain Burns.

Activity 1 (right) Science Challenge (DNA Extraction)
Activity 2 (right) Technology Challenge (Scalextric Car)
Activity 3 (right) Cypher Code Solving
Activity 4 (right) Maths Challenge (Problem Solving)

Comments from students:
“It was really fun and interesting! We used our brains in all sorts of ways! We thoroughly enjoyed today and are sure to come back next year!” Bethany
“It was a very interesting day and we used Science and Maths in different ways that we didn’t think we could. We realised that Science and Maths have a lot more to do with jobs than we thought. We enjoyed it and learnt a lot.” Revania
“I was very impressed by the STEM program and how it focussed on the future of our society. A fantastic day where I’m sure everyone learned very valuable skills and had fun doing it. Overall, the day was a blast!” Tenuum
“Today was a very educational day and the activities were appropriate to each topic. The food was nice and the movie ticket was good. The activities I enjoyed the best were the DNA and the Maths.”

On the following day (December 4th), teachers from William Light R-12, Woodville High, Findon High, Ocean View College, Le Fevre High, the Australian Science and Mathematics School, Henley High, representatives from the Department for Education and Child Development (DECD), and six teachers from West Java, participated in a STEM Professional Development Day at Henley High. We were privileged to listen to engaging presentations from the following industry representatives:
• Sarah McDonnell – PICSE (Primary Industry Centre for Science Education)
• Kay Gerard – Development and Communications Manager, SAHMRI (South Australian Health and Medical Research Institute)
• David Moore – THEISS Mining

Teachers then participated in three STEM hands-on activities that can be used in the classroom:

Activity 1 (right) Spaghetti Bridges
Activity 2 (right) Balloon Cars
Activity 3 (right) Algebra

In the afternoon, each of the schools that have been part of the WASSN STEM project this year presented an overview on activities they had developed this year:
• Henley High (Sheelagh Queen) - Rockets
• Underdale High (Mary Pouzoukakis) - Year 8/9 Programming and Robotics
• William Light R-12 (Malcolm Berg) - Allied Health Services
• Woodville High (Graham Lowe and David Mace) - Robotics
• Le Fevre High (Thierry Herman) - Air Warfare Destroyer year 8-12 Units of Work

Special thanks go to Tracy Moore, Saha Bajraktarevic and Iain Burns for organising and facilitating both days.

Sandra Moran
Regional ATP/STEM Manager
Assistant Principal, Henley High School
We have expanded our potential in a range of areas, unnoticed, and has great job potential in a range of areas. There are inspiring developments occurring in Western Adelaide within Transport and Logistics. This pathway area often goes unnoticed, and has great job potential in a range of areas. We have expanded our relationships with local industries, in particular with engineering organisations who are supporting our Maritime Engineering VET programs.

This term, year 10 students experienced industry on the Port River front. A voyage along the river showcased organisations such as ASC (with the Destroyer construction being easily viewed), Port River Marine, Adelaide Cement, AMFA and Flinders Ports.

A new Maritime Industry Pathway course, to be delivered by the Australian Maritime and Fisheries Academy (AMFA) in 2014, has now expanded to two classes. This is an introduction to the maritime industry. Being run in block weeks, years 10 students will spend week 10 at our Maritime Engineering VET programs, to be delivered by the Australian Maritime and Fisheries Academy (AMFA) in 2014, has now expanded to two classes. This is an introduction to the maritime industry. It is a voyage along the river showcasing organisations such as ASC (with the Destroyer construction being easily viewed), Port River Marine, Adelaide Cement, AMFA and Flinders Ports.

On November 27, the VET Maritime Engineering group went on an excursion to Wallaroo to observe the Level Three Engineer on board the Aurora V vehicle ferry that crosses the Spencer Gulf to Lucky Bay. The Aurora V is a twin hulled ferry with four CAT diesel engines in each hull.

We arrived at Wallaroo at 8.15 am and met the Engineer on the wharf. We got straight to work doing the prestart-up checks on the four main engines (two V-12s twin turbo and two straight 6s each with a single turbo). The students checked the fuel, oil and coolant levels. Once the checks were completed, the Engineer instructed the students on how to start the engines to get them up to temperature before departure at 9.00 am.

Following the start-up of the main engines, it was time to boot up the 4 cylinder diesel engine with a generator. If the temperature rises above 92 degrees, there is an automatic shutdown of the engines.

On the bridge, the Skipper was in full radio contact with the crew and when he was given the OK that the ship was fully loaded and boom gates closed and locked, he ordered the release of the ropes that held us to the wharf. The students then worked with the Skipper, checking the systems that run and control the ship (the navigation and GPS equipment), then set the auto-pilot for Lucky Bay.

Cruising across at 18 knots, the students kept a vigilant watch on the engines’ temperature to ensure there was no ‘flame out’, an automatic shutdown of the engines if the temperature rises above 92 degrees.

Over at Lucky Bay there was a 30 minute turn-around unloading and reloading the ferry for the journey back to Wallaroo. Back at Wallaroo, the cargo was unloaded and the final stage was to shut down the systems and the engines. When everything was shut down correctly, we sat with the Skipper to de-brief the day’s work, and a discussion followed about the careers that were in demand in the maritime industry.

There was a real buzz in the vehicle on the way home: the students were eager to talk about their experience and where this course could take them in the future. What a great day we had.

Chris Chrisakis
VET Maritime Engineering Teacher