# 2005 Showcase Awards for Excellence in Schools Submission Form

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- **Submission required in hard AND electronic copy**
- **Maximum FIVE pages of submission information and TEN pages of appendixes**
- **Minimum font size of 11 points**
- **Multimedia material OPTIONAL**
- **For further details see Guidelines Section 3.2 – How to Enter**

**Title of submission:** **Engineering for Excellence – The Gladstone Schools Engineering Skills Centre**

**School/s:** **Gladstone State High School**
**Tannum Sands State High School**
**Toolooa State High School**

**District:** **Gladstone**

**Area:** **Central Queensland**

**Key Contact Person:**


| | |
|---|---|
| *Name* | **Debbie Steel, Project Manager** |
| *Phone number* | **(07) 4972 8950** |
| *Mobile phone number* | **0400 708 412** |
| *Email address* | **debbie.steel@eq.edu.au** |


Please nominate (✓ or x) the Showcase category your project is to be entered into. (See Section 1.2 of the guidelines for more information.)

| | |
|---|---|
| | Showcase Award for Excellence in the Early Phase of Learning |
| | Showcase Award for Excellence in the Middle Phase of Learning |
| X | Showcase Award for Excellence in the Senior Phase of Learning |
| | Showcase Award for Excellence in Inclusive Education |
| | Showcase Award for Excellence in Leadership |
| X | Showcase Award for Excellence in Innovation |

**OPTIONAL multimedia items:** *(For further information see Guidelines Appendix I)*

If included, please nominate (✓) the file type

| | |
|---|---|
| **X** | PowerPoint presentation |
| ☐ | Media Player file |

**N.B. Multimedia items are not required electronically. A maximum of TWO items are to be supplied on ONE compact disc with the hard copy.**

**Submission overview:** *(60–80 words only; please use simple language suitable for public relations and media use)*

The Gladstone Schools Engineering Skills Centre (GSESC) is a unique training and learning environment, which mirrors the expectations, ethics, safety standards and discipline of the engineering and manufacturing workplace. Students strive to develop competency in Certificate I in Engineering (manufacturing) focusing on both theory and practical components. They develop skills using industry standard machinery and equipment, and through enterprise education, they develop the high level planning, communication and teamwork skills sought after in the workforce.

Working industry hours, in industry clothing and personal protective equipment, students undertake 1.5 days at the GSESC, 1 day structured work placement and 2 days of english and maths at school to obtain a senior certificate.

The Engineering sectors' support and involvement in the program and focus on continuous improvement, has resulted in the centre becoming a "best practice' model for schools and industry partnerships. This partnership has resulted in the successful transitioning of students from the Centre into Engineering Apprenticeships.

**Description:** *(A detailed description of the submission including the school's contribution to quality outcomes and continuous improvement for students)*

In January 2003, the Gladstone Schools Engineering Skills Centre was established, welcoming its first students to the Centre in July of the same year. With the financial and in-kind contributions of the State and Federal Governments, local high schools, private sector and community, the facility was equipped with premises, administration support, teaching resources and new and donated machinery. Together these contributions provide the students with a facility that far exceeds any school facility in both the size and type of equipment available.

Co-located within NRG – Gladstone Power Station, the Skills Centre focuses on preparing year 11 and year 12 students for a smooth transition into the workforce as an Apprentice or Trainee in the engineering trades. In addition to developing engineering competencies, communication, attitude and teamwork are priority areas of the two-year program.

With the Centre established and operational, a Project Manager was engaged to focus on developing the pilot into a model program of engineering excellence. This process involved a review of existing systems, discussion and ongoing consultation with relevant stakeholders and the development of a targeted business plan for immediate implementation. The result has been the design and implementation of integrated programs that synthesise practical trade skills with the workplace attitudes and behaviours employers are seeking. Designed to meet the needs of the engineering sector, the implementation of these programs in a genuine work environment contributes to making learning 'real'. This has resulted in noticeable improvement in student motivation, participation and understanding because they see the purpose for their learning.

**The program has several focuses:**

a) **Skills development** – process and content skills related to Certificate I competencies in the Engineering (Process Manufacturing) field. (eg.The safe and correct use of the machinery and equipment). Assessment is undertaken in the form of theory testing and application of skills through project work.

b) **Skills application** – the application of learnt skills to real life situations through work placement in local engineering businesses/industries and through an Enterprise program developed to enhance and challenge the skills of the students.

c) **Student development** – focuses on employability skills such as communication, teamwork, preparing the student to enter the workforce and increasing knowledge relevant to an engineering trade.

The Gladstone Schools Engineering Skills Centre Model has been developed and implemented in conjunction with Education Queensland (Gladstone), the engineering sector and further education providers to ensure pathways through the Skills Centre align with, and add value to Apprentice training. Within this program, partners have identified opportunities to strengthen the Skills Centre experience, which in turn has benefited their own businesses. Program partners are already communicating the successes of this focus to the wider community.

The Engineering Skills Centre Model has five integrated focus areas steered by a Strategic Board comprising representatives of the engineering sector, major industry, local high schools, Department of Employment & Training, the student body and Centre staff. The role of this Board is to maintain focus on continuous improvement to ensure the needs of the both the student and engineering sector are being met in respect to present and future workforce requirements.

Strategic Board Representation

- Gladstone State High School
- Tannum Sands State High School
- Toolooa State High School
- Department of Employment and Trair
- GSESC Student
- NRG Gladstone Power Station
- Gladstone Engineering Alliance
- GAIN Human Relations
- Comalco Community Fund
- Head of Skills Centre
- GSESC Project Coordinator

Integrated focus areas:

- Enterprise learning
- Employability Skills Focus
- Curriculum model
- Engineering Skills Development
- Structured work placement

Each focus area has a tactical level business plan and implementation schedule developed in conjunction with program partners and within the budgetary constraints of the program.

**Connection to QSE – 2010, Destination 2010 and/or Education and Training Reforms for the Future:**

The establishment of the Skills Centre is an innovative response to the immediate and long term needs of the local community and engineering industry in the Gladstone Region. Meeting the criteria for "workforce skills and competitiveness – new pathways", the program has provided an alternate learning environment and pathway for students into the engineering trades. The program demonstrates:

- Meeting the needs of the community in which the three schools serve;
- Establishing and maintaining links with industry and schools to address skills gaps;

- GSESC's role as a catalyst for new programs aimed at addressing other skill shortages in the Region and throughout the State;
- A proven pathway for students into engineering trades;
- Accountability to schools through Destination 2010, Outcome LE3;
- The positive results of embracing a process of continuous improvement and innovation in education.

The GSESC is an exemplar for the establishment and fostering of School and Industry partnerships and has been a reference and example of Smart State Initiatives promoted by the Queensland Government. Recognition and support from the Federal Government has also seen the Centre achieve national recognition and has been the inspiration for many schools to investigate opportunities to address skills gaps in their own regions.

**Outcomes:** *(A description of the quality and continuously improved outcomes that have been achieved, including an explanation of how the outcomes are a result of the described practice)*

- **90% of year 12 Students** applying for Apprenticeships/Traineeships in the Engineering trades have been indentured and have graduated with a senior certificate.

  The students who did not apply, three students in total, are working in the engineering sector, working in a family business or undertaking further studies.

- **40% of the year 11 students** who applied for Apprenticeships/Traineeships in the Engineering trades have been indentured. Industry generally seeks their Apprentices from the year 12 age group. The majority of year 11 students have elected to continue with the program.

- **Increase in student enrolments** across regional high schools. Starting as an initiative of Toolooa State High School; all three state high schools have students enrolled in the program and contribute teaching resources to the Centre.

- The implementation of a **targeted student selection** processes in January 2005 has identified program participants with aptitudes for the engineering trades. The process has resulted in high levels of interest, involvement and participation in students. This has been recognised by teachers, with skills of students developing rapidly and confirmed by quality projects being assessed and positive responses from work placement host employers regarding attitude, interest and work place health and safety. To date only one students from this year level has elected to return to school to follow an alternate career path

- Local Industries have communicated that GSESC **students are demonstrating the core skills** and positive work attitudes that they are seeking in their workforce.

- The majority of students are **achieving Certificate I competency in under a year** compared to two years at a school manual arts facility. This is attributed to the length of quality time student have to apply themselves to the task and the quantity of equipment available.

- The **high standard of work produced** by all students is reflected in the marks they are receiving. The Centre's focus on quality, together with each student having a genuine interest in the program, has resulted in marked improvements across all students in confidence, engineering skills and application of skills to task.

These successes have been a direct result of the following:

**Targeted recruitment program**

- Students are presently drawn from the three local high schools, with promotion of the program also undertaken with P-10 schools across the region. Discussions with Non-state schools have commenced to identify participative opportunities.
- The engineering trades have traditionally being a male dominated career path that has held (or encouraged) little interest from women. GSESC has a non-discriminatory approach to recruitment with students selected on a basis of merit. This approach has been supported by our host employers and has seen a steady flow of young women through the program.
- Commitment from the feeder schools has seen learning support provided to a new student who requires assistance with his reading & writing, this student was accepted into the program because of his display of trade qualities. Discussions with support learning staff has identified a number of ways the centre is assisting this student to realise his ambition to enter a trade.

**Structured Work Placement**

- A **work placement model** has been developed, tested and implemented to increase student and employer satisfaction with the work experience process. The model includes regular employer feedback (phone and on site visitations), student self-assessments and follow up systems.
- An **increase in the host employer's awareness of student skills** and training is allowing the student to be effectively utilised in the work environment. The design, development and implementation of **Student log books** is providing employers with up-to-date details of experiences in various competencies and as a result, involves the employer in the training process.
- The **number of businesses/industries participating in the work placement program** has increased by 20% over the past 12 months, ensuring a broad cross section of trade areas are available for students to experience.
- **95% of students are undertaking targeted work placement** in the trade area they wish to enter. This can be attributed to regular reviews with students to identify and address dissatisfaction or issues needing action and through the provision of career guidance.

**Engineering Skills Development**

- In consultation with industry, a **review and restructure of the Engineering competency units** for Certificate 1 has been actioned to ensure they are current, meet industry needs and expectations, and are transferable into an apprenticeship. This has resulted in an application to the Queensland Studies Authority to extend the scope of registration to Certificate 2 in Engineering.
- **Development and implementation of a recording system** to allow Students to take ownership of their training while at the Skills Centre and permits an easy transition into log book recording as Apprentices. As a result students are recording activities related to training, this information is signed off as true and correct by teaching staff at the Centre and by host employers during work placement.

**Employability Skills Focus**

- **The willingness of industry to support the GSESC** through mentoring programs, industry tours, presentations and talks to students, interview preparation and involvement in mock interviews have offered students valuable incite in the local engineering sector.

- The development and implementation of an **employability skills training schedule** focused on developing the skills of the year 11 and 12 student in applying for and securing Apprenticeships.

**Enterprise Learning**

- The development and initial testing of an **enterprise model** to provide students with the skills associated with working in an engineering business is underway. The model focuses on communication, planning, problem solving, time management and quality production. The enterprise has successfully undertaken four paid tasks in recent months and plans to expand operations to utilise the business skills of a proposed Businesses and Information Technology Skills Centre once it has been established.

**Curriculum model**

- A review of the existing Certificate I competency supplied by the Queensland Studies Authority has been undertaken. To meet the needs and expectations of the Centres stakeholders a restructure of the competencies is required. This will involve the **Centre offering Certificate I and II in Engineering** in a stand-alone capacity. This application is presently under review by the QSA and ready for implementation once approved.
- A **specialised Maths/science subject** is under consideration in response to industry requests. This subject/s would be introduced in 2006.

**Evidence:** *(Evidence supporting the achievement of the claimed outcomes including any performance measures used, See Section 3.3)*

Transition Data – refer Appendix C and power point presentation
Application Process - refer Appendix I and power point presentation
Structured Work Placement – refer Appendix D and power point presentation
Engineering Skills Development – refer Appendix G and power point presentation
Employability Skills Focus – refer Appendix E and power point presentation
Enterprise Learning – refer Appendix
Curriculum model – refer Appendix G and power point presentation

**Other documentation:** *(Other documentation that describes the significance of the achieved outcomes. These items should be presented as an appendix.)*

- **Appendix A - Signed supporting statement from the principals**
- **Appendix B - Signed supporting statement from the parents and citizens' association**
- **Appendix C – Student Transition Data 2004 - 2005**
- **Appendix D – Work Placement model and assessment**
- **Appendix E – Employability Skills schedule**
- **Appendix F – Student Work Placement details 2005**
- **Appendix G – Competencies offered & proposed for the GSESC**
- **Appendix H – Student Progression Data Sheet**
- **Appendix I – Application Process**
- **Appendix J – GSESC prospective student information brochure**

A statement from any other person or organisation with an interest in the submission is optional.

**Personnel involved in the project (names and roles):**

| Key Personnel & Roles | Experience & Skills |
|---|---|
| Greg Wade<br>(Head Of Skills Centre) | • Head of Department – Design & Technology<br>• Experience in VET delivery, AQTF and SWL<br>• Tradesman (Mechanic) |
| Peter Hammett<br>(Teacher) | • Manual Arts teacher<br>• Experience in delivering VET in engineering |
| John Marxsen<br>(NRG Apprentice Master and liaison between NRG Management and GSESC) | • Apprentice Master at NRG<br>• Local representative of the MERS ITAB<br>• Experience in VET delivery and workplace assessment |
| Debbie Steel<br>(Project Manager) | • Project management<br>• Business Administration<br>• Degree qualifications in Business Marketing and Administration<br>• Background in regional economic development - Gladstone Region<br>• Background in business finance |

**ENTERING YOUR SUBMISSION**

1. **Ensure you have enclosed all compulsory information by completing the Entrants' Checklist in Appendix C.**

2. **Ensure the principal signs this submission form.**

3. **Forward your submission to your District Coordinator by 4 April 2005.**

**Signature/s of principal/s**

| | | |
|---|---|---|
| Roger Atkins | Greg Dickman | Ray Johnson |

**Date**
4 April 2005

***To be completed by the Executive Director (Schools) after completion of the checklist:***

I support this submission and its entry in the Showcase Awards for Excellence in Schools 2005. This submission meets the requirements set out in the Executive Director's Checklist.

**Signature of Executive Director (Schools)** **Date**

_____ _____

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Appendix A

Date: 4.4.2005
From: Mr Roger Atkins, Principal, Toolooa State High School, Mr Greg Dickman,
Gladstone State High School Mr Ray Johnston
Re: Showcase Submission, 2005.

Dear Showcase Selection Team.

I thoroughly endorse both the project and this submission as the GSESC has attracted the attention of the federal and state governments, with visits from teachers, politicians, engineers and TAFE representatives from around the country with a view to replication its success in other areas and states.

The GSESC is now in its second full year of operation and I believe that the outcomes, in terms of further training and employment and in terms of the personal growth in confidence, self-esteem and skills of the students involved, have been outstanding.

This project has successfully transitioned from a Toolooa SHS facility into a education community owned and operated resource. I am extremely happy with the way the GSESC has begun and the results achieved so far and look forward to its continued success.

Yours sincerely,

| | | |
|---|---|---|
| Roger Atkins<br>Principal | Greg Dickman<br>Principal | Ray Johnson<br>Principal |

Appendix B

***PARENTS AND CITIZENS ASSOCIATION***

***LETTER OF SUPPORT***

As Presidents of the Parents and Citizens Associations for the Gladstone State High School, Tannum Sands State High School, and Toolooa State High School we acknowledge the existence of the Gladstone Schools Engineering Skills Centre (GSESC). The Parents and Citizens Associations fully support the program and its opportunities for the extension of career paths for its students.

We wish the centre's staff well with this application and believe the program is contributing positively to the Gladstone community.

| | Gladstone S.H.S. | Tannum Sands S.H.S. | Toolooa S.H.S. |
|---|---|---|---|
| Signature: | | | D.J. Bletchly |
| Date: | 4/4/05 | 4/4/05 | 4/4/05. |

Appendix C

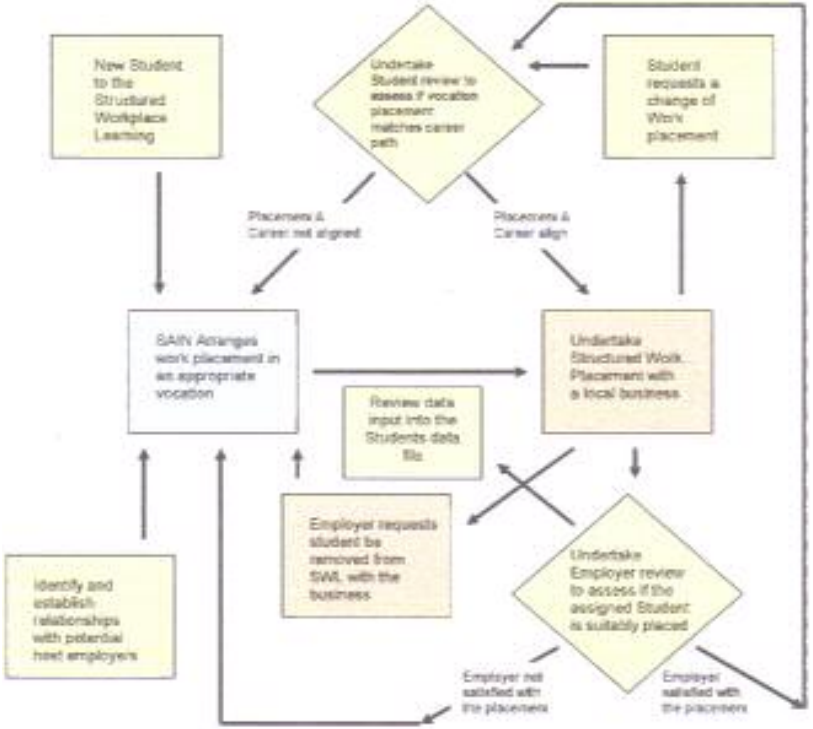
# GLADSTONE SCHOOLS ENGINEERING SKILLS CENTRE

## APPRENTICESHIP TRANSITION 2004 and 2005

| Student Name | Enrolled School | Preferred Trade Area | Finished or Exited Program | Applied for Apprenticships | Year Commenced Apprenticeship |
|---|---|---|---|---|---|
| **B, S** | Toolooa | Fitt & Turn | Year 12 - 2004 | Y | |
| **C, B** | Toolooa | Boiler Maker | Year 12 - 2004 | Y | 2005 |
| **C, J** | Toolooa | Fitt & Turn | Year 12 - 2004 | Y | 2005 |
| **D, M** | Toolooa | Boiler Maker | Year 12 - 2004 | Y | 2005 |
| **E, B** | Toolooa | Lght Vehicle mech | Year 12 - 2004 | Y | 2005 |
| **L, J** | Toolooa | Diesel Fitt/Mechanic | Year 12 - 2004 | Y | 2005 |
| **M, D** | Toolooa | Elec / Diesel / Fit | Year 12 - 2004 | Y | 2005 |
| **M, L** | Toolooa | Fitt & Turn | Year 12 - 2004 | N | |
| **P, C** | Toolooa | Boiler Maker | Year 12 - 2004 | N | |
| **P, T** | Toolooa | Fitt & Turn | Year 12 - 2004 | Y | 2005 |
| **P, D** | Toolooa | Boiler Maker | Year 12 - 2004 | Y | 2005 |
| **S, A** | Toolooa | Fitt & Turn | Year 12 - 2004 | Y | 2004 |
| **W, J** | Toolooa | Fitt & Turn | Year 12 - 2004 | Y | 2005 |
| | | | | | |
| **P, D** | Tannum | Fitt Turn | Year 11 - 2004 | Y | 2005 |
| **W, M** | Tannum | Diesel Fitt | Year 11 - 2004 | Y | 2005 |
| **W, D** | Tannum | Fitt Turn | Year 11 - 2004 | Y | 2005 |
| **M, C** | Tannum | Elec / Fitt Turn | Year 11 - 2004 | Y | 2005 |
| **K, A** | Tannum | Electrical | Year 11 - 2004 | Y | 2005 |
| | | | | | |
| **K, K** | Toolooa | Diesel Fitt | Year 12 - 2005 | Y | 2005 |
| **C, C** | Toolooa | Carpentry | Year 12 - 2005 | Y | 2005 |
| **L, K** | State | Diesel Fitt | Year 11 - 2005 | Y | 2005 |

Appendix D

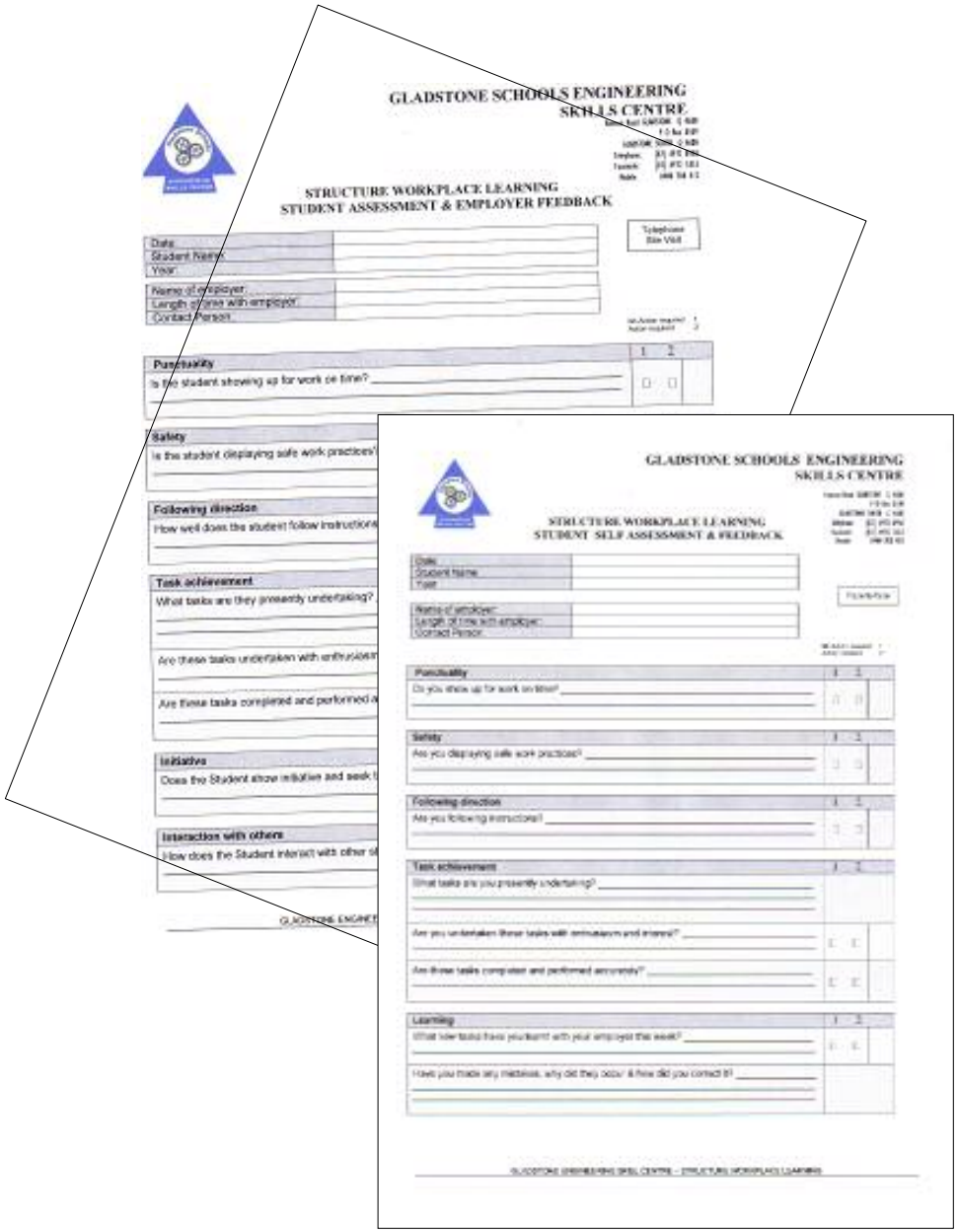
## STRUCTURED WORKPLACE LEARNING MODEL




Internal process undertaken by the Links for Engineering Excellence program

External process undertaken by the Schools and Industry Network

External process undertaken by local business and industry in the Gladstone Region



GLADSTONE SCHOOLS ENGINEERING SKILLS CENTRE

STRUCTURE WORKPLACE LEARNING
STUDENT ASSESSMENT & EMPLOYER FEEDBACK

Date
Student Name
Year
Name of employer
Length of time with employer
Contact Person

Punctuality
Is the student showing up for work on time?

Safety
Is the student displaying safe work practices?

Following direction
How well does the student follow instructions

Task achievement
What tasks are they presently undertaking?
Are these tasks undertaken with enthusiasm
Are these tasks completed and performed a

Initiative
Does the Student show initiative and seek

Interaction with others
How does the Student interact with other s

GLADSTONE ENGINE

GLADSTONE SCHOOLS ENGINEERING SKILLS CENTRE

STRUCTURE WORKPLACE LEARNING
STUDENT SELF ASSESSMENT & FEEDBACK

Date
Student Name
Year
Name of employer
Length of time with employer
Contact Person

Punctuality
Do you show up for work on time?

Safety
Are you displaying safe work practices?

Following direction
Are you following instructions?

Task achievement
What tasks are you presently undertaking?
Are you undertaken these tasks with enthusiasm and interest?
Are these tasks completed and performed accurately?

Learning
What new tasks have you learnt with your employer this week?
Have you made any mistakes, why did they occur & how did you correct it?

GLADSTONE ENGINEERING SKILL CENTRE – STRUCTURE WORKPLACE LEARNING

Appendix E

**Employability Skills** - Scheduled activities (approximately 1 hour duration each week)

Schedule January 2005 – June 2005

| Date | Activity | Involving | Year 11 | Year 12 |
|---|---|---|---|---|
| 10th Feb 2005 | Introduction to Student Log books | | | Y |
| 14th | Introduction to Student Log books | | Y | |
| 14th | Employability Skills overview | | Y | |
| 15th | NRG Power Station plant tour | NRG staff | Y | |
| 16th | Employability Skills overview | | | Y |
| 21st | Apprenticeship application process | Resume preparation | Y | |
| 23rd | Apprenticeship application process | Resume preparation | | Y |
| 28th | Resume preparation conti… | | Y | |
| | | | | |
| | | | | |
| 2nd March | Resume preparation conti… | | | Y |
| 9th | Fire & Rescue presentation | Gladstone Fire & Rescue Dept | | Y |
| 21st | Interview and application talk | Comalco Alumina Refinery | Y | |
| 23st | Interview and application talk | Comalco Alumina Refinery | | Y |
| | *Holidays 25th March – 1st April* | | | |
| | | | | |
| 4th April | Interview skills | | Y | |
| 5th | Plant tour – Queensland Alumina | Queensland Alumina | Y | |
| 6th | Interview skills | | | Y |
| 7th | Plant tour – Queensland Alumina | Queensland Alumina | | Y |
| 11th | Mock Interviews | Comalco, QAL, BSL, NRG | Y | |
| 13th | Mock Interviews | Comalco, QAL, BSL, NRG | | Y |
| 18th | Company research | | Y | |
| 20th | Company research | | | Y |
| 26th | Drug and alcohol testing | Industry | Y | |
| 28th | Drug and alcohol testing - reminder | | | Y |
| | | | | |
| | | | | |
| 2nd May | Aptitude test preparation | | Y | |
| 4th | Aptitude test preparation | | | Y |
| 9th | World Skills Competition @ Centre | | Y | |
| 11th | World Skills – skills testing | | | Y |
| 16th | Mechanical reasoning | | Y | |
| 18th | Mechanical reasoning | | | Y |
| | | | | |
| | | | | |
| 6th June | Application letters and forms | | Y | |
| 8th | Application letters and forms | | | Y |
| 14th | CQ Ports tour | CQ Port Authority | Y | |
| 16th | CQ Ports tour | CQ Port Authority | | Y |
| | *Holidays 20th June – 1st July* | | | |

Appendix F

## Year 11 (2005)

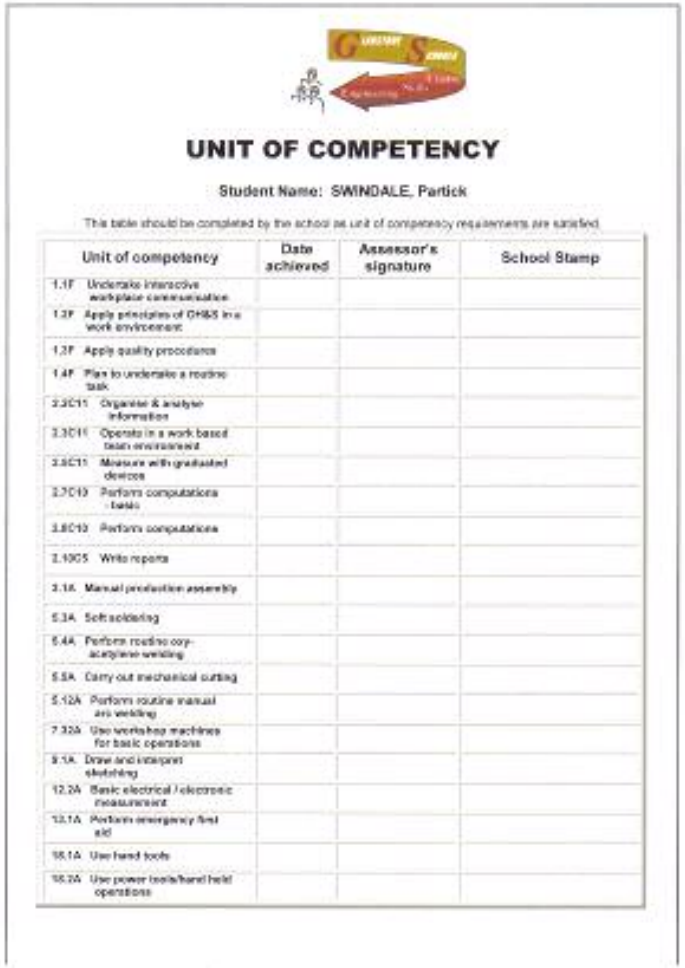
| Name | | Work Placement Company | Address | Trade Area |
|---|---|---|---|---|
| B | Nick | B & R Fabrication | 30 Young Street, Gladstone | Boiler making |
| B | Scott | Berg Engineering | 15 Benstead Street, Gladstone | fitting and turning |
| B | Scott | Holcan Construction | Enterprise Street, Boyne Island | Boiler making |
| B | Alana | Gladstone Motorworld | 231 Dawson Highway, Gladstone | Mechanical |
| C | Peter | City Transmission Services | 4a Hildebrandt Street, Gladstone | Mechanical |
| C | Craig | NRG Power Station | Hanson Road | Fitting & turning |
| C | Mitchell | Diesel Service (Qld) Pty Ltd | 19 Cotton Street, Gladstone | diesel mechanic |
| D | Beau | Berg Engineering | 15 Benstead Street, Gladstone | boiler making |
| D | Kye | Gladstone Motorworld | 231 Dawson Highway, Gladstone | Mechanical |
| E | Cory | NRG Power Station | Hanson Road, Gladstone | Electrical |
| H | Johnnathan | Ron Streeter Motors Pty Ltd | 4C Hildebrand Street, Gladstone | Mechanical |
| J | Ryan | Kone Elevators and Doore | 3 / 54 Callemondah Road | Electical |
| L | Naomi | Gladstone City Council | Lyons Street, Gladstone | plumbing |
| M | Jamie | P T Engineering | 62 Drew St, Gladstone | Fitting & turning |
| O | Jonathon | Heymer Metal Industries | 8 Dalrymple Drive, Gladstone | boiler making |
| P | Nicolas | Komatsu | 20 Blain Dr, Gladstone | diesel mechanic |
| P | Aiden | Diesel Maintenance | 6 Blain Drive, Gladstone | diesel mechanic |
| R | Jason | NRG Power Station | Hanson Road, Gladstone | Fitting and turning |
| R | Daniel | Gladstone Motor Wrecking Company | 50 Hanson Road, Gladstone | Mechanical |
| S | Kelly | Total Drafting | Shop 3 / 9 Garnet Street, Tannum Sands | drafting |
| S | Jamie | Bryce Electrical | 85 J Hickey Ave, gladstone | electrical |
| T | Rohan | Fluidrive Pty Ltd | 42 Chapple Street, Gladstone | fitting and turning |
| T | Sean | NRG Power Station | Hanson Road, Gladstone | Fitting and turning |
| V | Samuel | Andersons Auto City | 56 Yaroon Street, Gladstone | Mechanical |
| Zi | Micheal | Blue's Diesel Repairs | 29 McGrath Road, Beecher | diesel mechanic |

## Year 12 (2005)

| Name | | Work Placement Company | Address | Trade Area |
|---|---|---|---|---|
| A | Mitchell | BPM Cowlrick | Shop 2 / 73 Hanson Road, Gladstone | Electrical |
| B | Jade | Ware's Best Value Furniture | 92 Toolooa Street, Gladstone | cabinet making |
| B | Kyle | Berg Engineering | 15 Benstead Street, Gladstone | fitting and turning |
| D | Matt | NRG Power Station | Hanson Road | Electrical |
| D | Anthony | J & P Auto Electrics Pty Ltd | Cnr Callemondah Road & Neil Street, Gladstone | Auto electrical |
| E | Murry | Bryce Electrical | 85 J Hickey Avenue, Gladstone | Electrical |
| F | Daine | P T Engineering | 62 Drew Street, Gladstone | Fitting and turning |
| G | Nathan | | *Not doing workplacement additional school subjects* | |
| G | Josh | Berg Engineering | 15 Benstead Street, Gladstone | fitting and turning |
| G | Richard | Clyde Babcock-Hitachi (Australia) Pty Ltd | Rooksby Street, Gladstone | electrical |
| H | Damon | Bryce Electrical | 85 J Hickey Ave | Electical |
| J | Stewart | Broad Spectrum Instrumentation & Electrical | 4 Drew Street, Gladstone | Electrical |
| J | Jeffery | Purcell's Lineboring & Engineering | 5 Helen Street, Callemondah | Fitting and turning |
| M | Luke | Blakers Pump Engineers | Unit 10, 236 Alf O'Rourke Drive, Gladstone | Fitting and turning |
| P | Greg | Prizeman Electrical & Refrigeration Services | 4 Crow Street, Gladstone | Electical |
| R | Chris | BPM Cowlrick | Shop 2 / 73 Hanson Road | electrical |
| R | Chris | Thomas and Coffey | 3 MacCabe Street, Gladstone | Boiler making |
| R | Dominic | Heymer Metal Industries | 8 Dalrymple Drive, Gladstone | Boier making |
| R | Leyne | QRail Callemondah | Callemondah Dr, Gladstone | Fitting and turning |
| T | Chris | Peachey's and Sons Engineering | 10 Blain Drive, Gladstone | Fitting and turning |
| W | Micheal | Mechanical Engineers Australia | 5 Soppa Street, Gladstone | Fitting and turing |

Appendix G

Existing QSA approved Certificate I competency being delivered at the GSESC



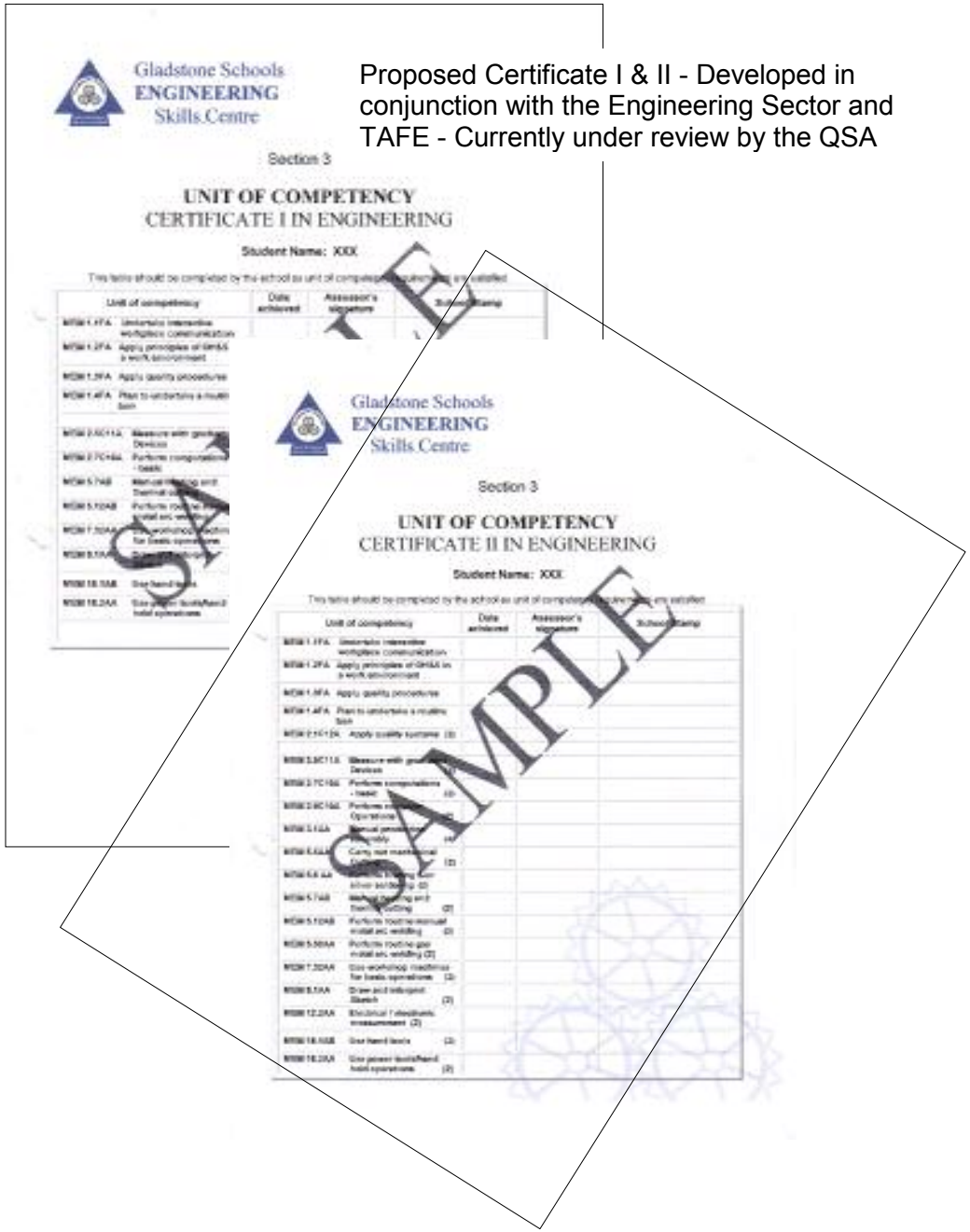
## UNIT OF COMPETENCY

**Student Name: SWINDALE, Partick**

This table should be completed by the school as unit of competency requirements are satisfied

| Unit of competency | Date achieved | Assessor's signature | School Stamp |
|---|---|---|---|
| 1.1F Undertake interactive workplace communication | | | |
| 1.2F Apply principles of OH&S in a work environment | | | |
| 1.3F Apply quality procedures | | | |
| 1.4F Plan to undertake a routine task | | | |
| 2.3C11 Organise & analyse information | | | |
| 3.3C11 Operate in a work based team environment | | | |
| 3.6C11 Measure with graduated devices | | | |
| 3.7C13 Perform computations - basic | | | |
| 3.8C13 Perform computations | | | |
| 3.10C5 Write reports | | | |
| 3.1A Manual production assembly | | | |
| 5.3A Soft soldering | | | |
| 5.4A Perform routine oxy-acetylene welding | | | |
| 5.5A Carry out mechanical cutting | | | |
| 5.12A Perform routine manual arc welding | | | |
| 7.32A Use workshop machines for basic operations | | | |
| 9.1A Draw and interpret sketching | | | |
| 12.2A Basic electrical / electronic measurement | | | |
| 13.1A Perform emergency first aid | | | |
| 18.1A Use hand tools | | | |
| 18.2A Use power tools/hand held operations | | | |

Proposed Certificate I & II - Developed in conjunction with the Engineering Sector and TAFE - Currently under review by the QSA



Gladstone Schools ENGINEERING Skills Centre

Section 3

## UNIT OF COMPETENCY
CERTIFICATE I IN ENGINEERING

**Student Name: XXX**

Gladstone Schools ENGINEERING Skills Centre

Section 3

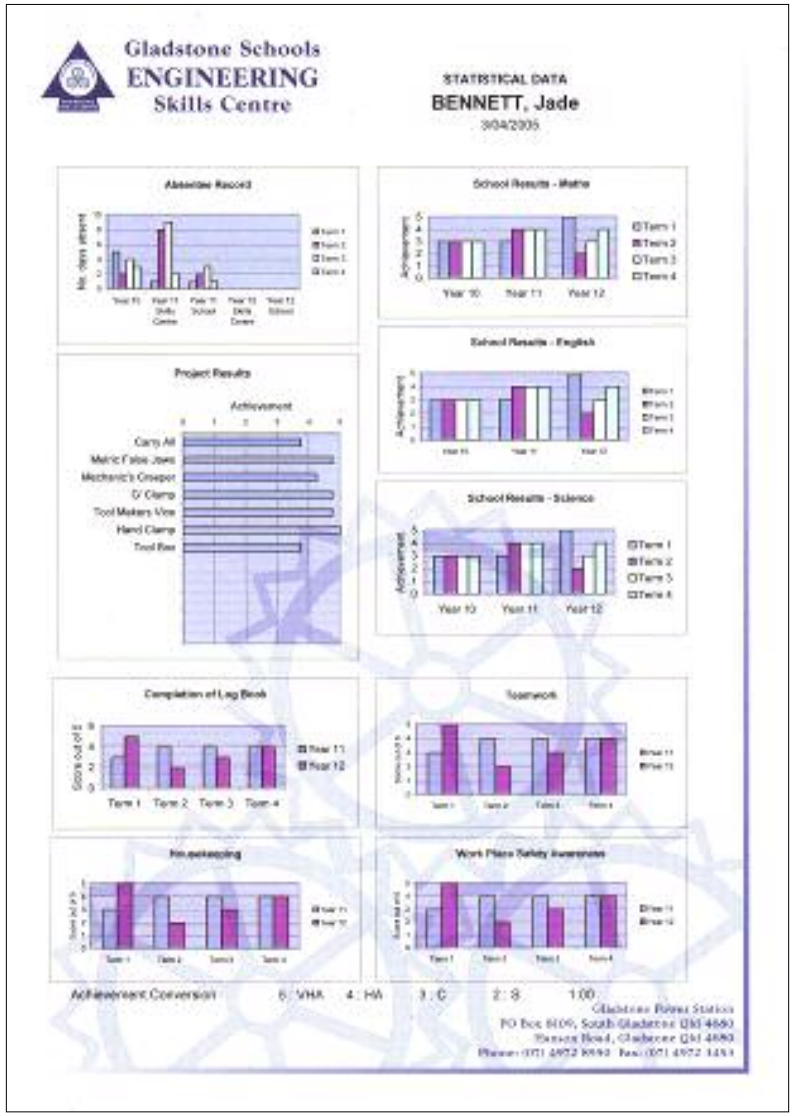
## UNIT OF COMPETENCY
CERTIFICATE II IN ENGINEERING

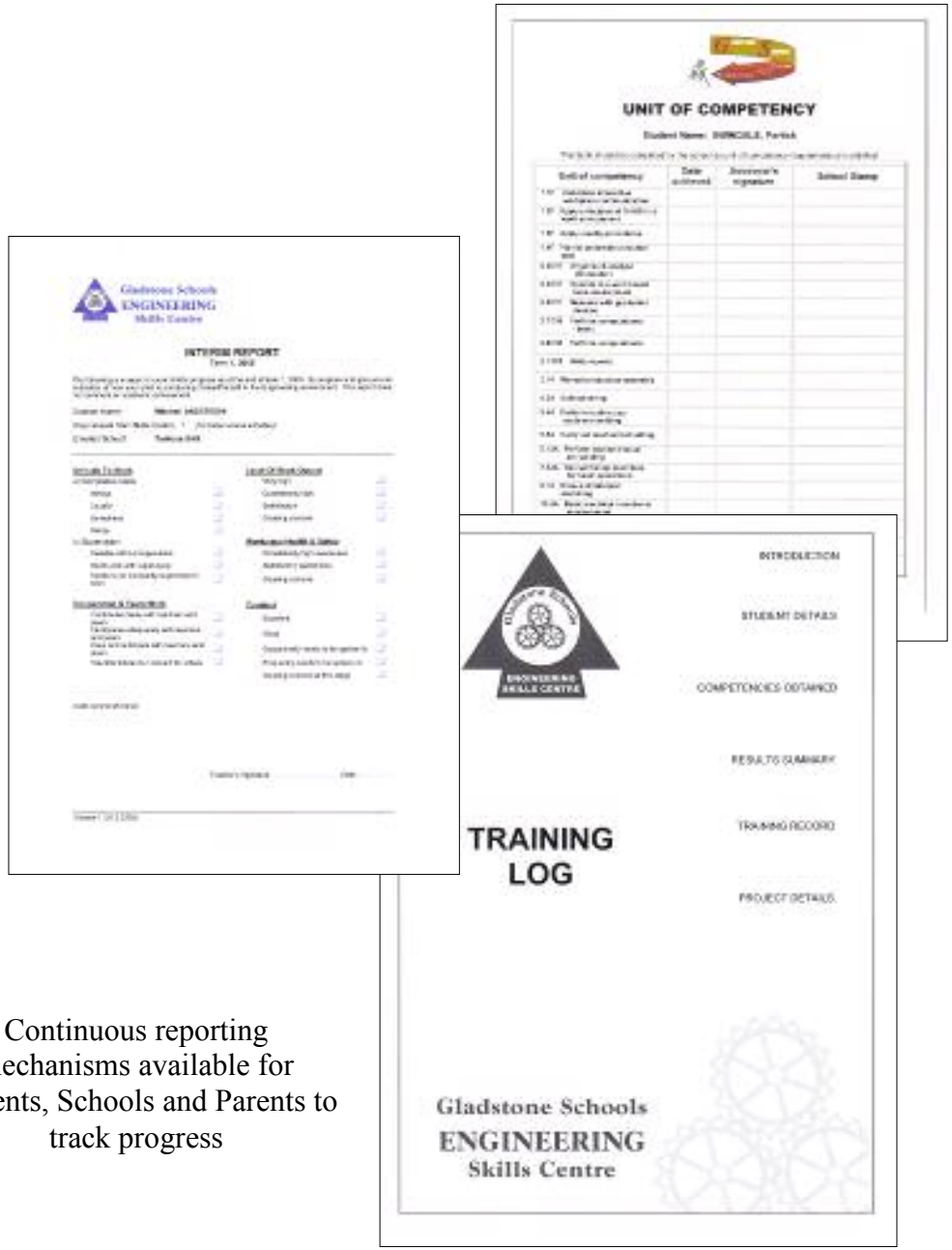
**Student Name: XXX**

SAMPLE

Appendix H

**Student Progression Data**




Continuous reporting mechanisms available for Students, Schools and Parents to track progress

Appendix I
**Application Process**

**GLADSTONE SCHOOLS ENGINEERING SKILLS CENTRE**

**STUDENT APPLICATION COVER SHEET**

To the Head of the Gladstone Schools Engineering Skills Centre
Mr Greg Wade
P O Box 8109
South Gladstone 4680

Dear Sir,

My name is _____

I wish to apply for a position at the Gladstone Schools Engineering Skills Centre commencing Term 1, January 2005.

To assist with the selection process I have attached the following documents. I am aware that I may be interviewed and undertake an aptitude test as part of the selection process.

**CHECKLIST** *(attach all documentation to the back of this form)* — The following items are attached

1. **Completed Enrolment Form**. (signed by a parent or guardian) ☐
2. **Three Teacher references** on the sheets provided. ☐
3. A copy of my **resume**. (an electronic copy will be required at the Skills Centre for maintaining staff details) ☐
4. A copy of my **year 10 results** to date. ☐
5. Evidence showing that I have successfully completed the **Occupational Health and Safety course.** (if applicable - not essential for acceptance) ☐

I am also aware of the following requirements to participate in the two year Skills Centre program. — I am aware of the following

1. I am aware that I will need to enrol and obtain an **Industry Induction Card** - Blue Card. (to be arranged by the student) ☐
2. Once I have obtained the Industry Induction Card I am aware that I will need to undertake the **NRG Gladstone Power Station Induction** prior to commencing at the Skills Centre (this will be arranged by Skills Centre staff) ☐
3. I am aware that I will need to provide my **own personal protective equipment**
   - Grey cotton pants and long sleeve shirt - helmet (hard hat)
   - Safety glasses (not tinted) - a belt
   - Steel capped boots ☐
4. I am aware of the **Student Materials Fee** and that this amount will be payable in the first term. ☐
5. I am aware that there are **no canteen facilities** available to me on site and I will need to bring my lunch and smoko with me each day ☐

I look forward to meeting with the Skills Centre teachers to discuss my enrolment application.

Signature: _____ Date: ___/___/___

**GLADSTONE SCHOOLS ENGINEERING SKILLS CENTRE**

**STUDENT APPLICATION PROCESS TEACHER REFERENCE**

Student Name: _____

Teacher's Name: _____
Subject taught: _____

Dear Teacher,

Due to limited places and an anticipated high demand for the two year Engineering program commencing in 2005, we are asking year 10 students to apply for positions for the 2005 intake.

Part of the application process for entry into the Engineering Skills Centre requires the student to submit a completed application form and supporting references from their current Teachers. Your comments and the information regarding this student will assist Centre staff to determine their suitability for the program.

Regards

Greg Wade
(Head of Skills Centre)

(Please indicate your rating for the above student in the following areas. Any additional co

Positive attitude to his / her studies
Effort in completing his / her work to the best of ability
Cooperation with the teacher in in-class activities
Level of politeness to yourself
Completion of homework
Completion of tasks in class time
Attempting assessment task to the best of his / her ability
Cooperation and willingness to work with fellow students
Handing in assessment tasks on time
Consistency of attendance
Punctuality to class
Additional comments: _____

Signature: _____

**GLADSTONE SCHOOLS ENGINEERING SKILLS CENTRE**

**STUDENT ENROLMENT FORM**

CONFIDENTIAL

DETAILS OF STUDENT TO BE ENROLLED: — PLEASE USE BLOCK LETTERS

| FAMILY NAME | GIVEN NAMES | DATE OF BIRTH | YEAR / FORM |
|---|---|---|---|
| | | / / F ☐ M ☐ | |
| NAME OF SCHOOL PRESENTLY ATTENDING: | | | |

| STUDENT MAILING ADDRESS DETAILS | |
|---|---|
| MAILING ADDRESS: | |
| TOWN/CITY: | |
| PHONE NUMBER: | |
| **STUDENT HOME ADDRESS DETAILS: (IF DIFFERENT TO MAILING ADDRESS)** | |
| STREET ADDRESS: | |
| TOWN/CITY: | |

| TRANSPORT TO AND FROM SCHOOL | |
|---|---|
| MODE OF TRANSPORT: CAR ☐ WALK ☐ BUS ☐ BIKE ☐ | IF STUDENT IS DRIVING CAR, VEHICLE REG. NO: |

| EMERGENCY CONTACTS | | | |
|---|---|---|---|
| PRIORITY | NAME | RELATIONSHIP TO STUDENT | PHONE NUMBERS |
| 1 | | | HOME: BUSINESS: MOBILE: |
| 2 | | | HOME: BUSINESS: MOBILE: |
| 3 | | | HOME: BUSINESS: MOBILE: |

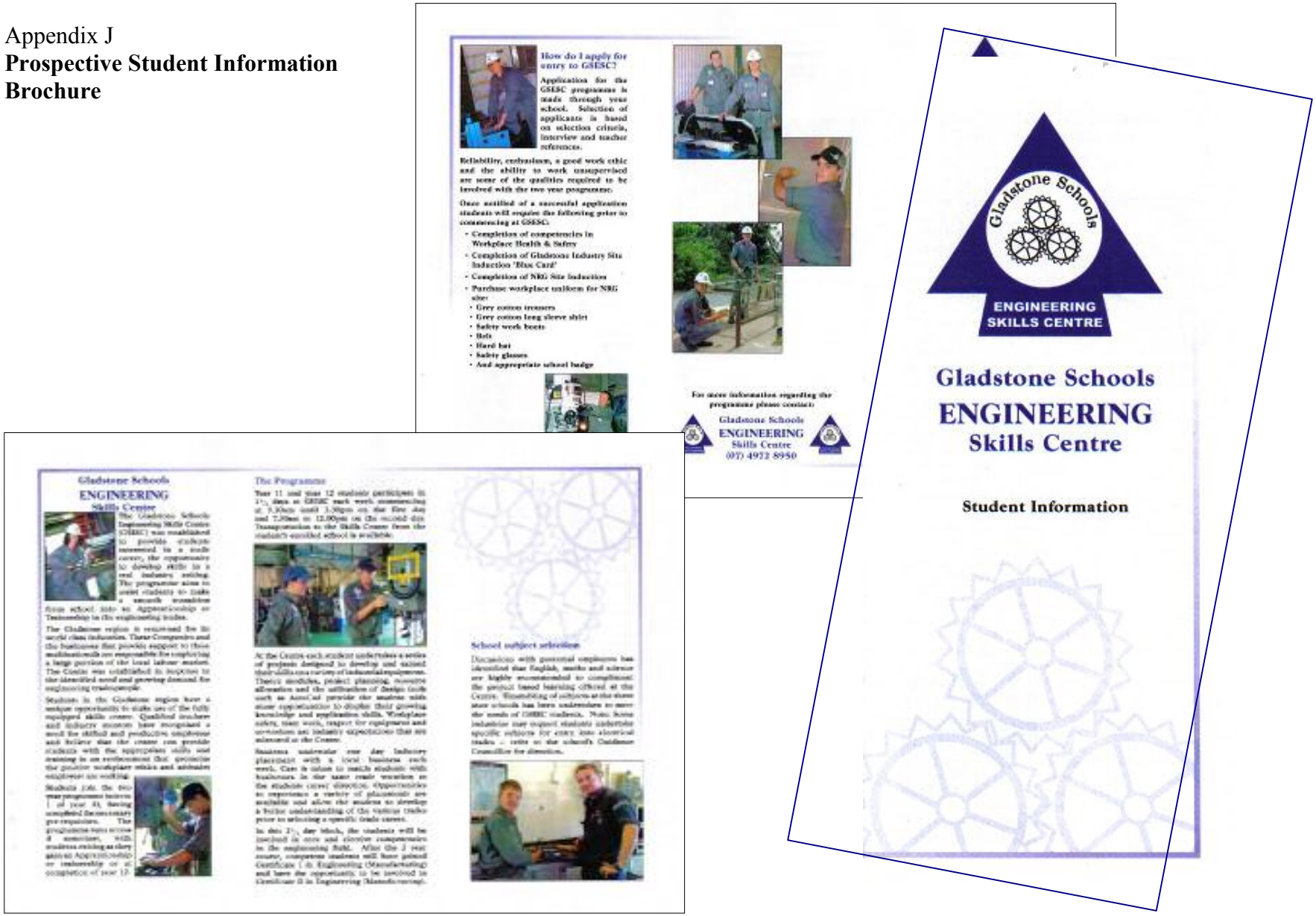
| DETAILS OF STUDENTS DOCTOR | | |
|---|---|---|
| NAME: | ADDRESS: | PHONE NUMBER: |

| MEDICAL INFORMATION | |
|---|---|
| MEDICAL CONDITION (E.G. ASTHMA, ALLERGIC TO BEE STINGS ETC) | SYMPTOMS AND TREATMENT: |
| 1. | |
| 2. | |

DO YOU GIVE YOUR CONSENT FOR YOUR STUDENT'S PHOTOGRAPH TO BE USED FOR MEDIA PURPOSES? YES ☐ NO ☐

Appendix J

**Prospective Student Information Brochure**



How do I apply for entry to GSESC?

Application for the GSESC programme is made through your school. Selection of applicants is based on selection criteria, interview and teacher references.

Reliability, enthusiasm, a good work ethic and the ability to work unsupervised are some of the qualities required to be involved with the two year programme.

Once notified of a successful application students will require the following prior to commencing at GSESC:

- Completion of competencies in Workplace Health & Safety
- Completion of Gladstone Industry Site Induction 'Blue Card'
- Completion of NRG Site Induction
- Purchase workplace uniform for NRG site:
  - Grey cotton trousers
  - Grey cotton long sleeve shirt
  - Safety work boots
  - Belt
  - Hard hat
  - Safety glasses
  - And appropriate school badge

For more information regarding the programme please contact:

Gladstone Schools ENGINEERING Skills Centre (07) 4972 8950

Gladstone Schools ENGINEERING Skills Centre

The Programme

School subject selection

Gladstone Schools

ENGINEERING

Skills Centre

Student Information