

# 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.)

<input type="checkbox"/>	Showcase Award for Excellence in the Early Phase of Learning
<input type="checkbox"/>	Showcase Award for Excellence in the Middle Phase of Learning
<input checked="" type="checkbox"/>	Showcase Award for Excellence in the Senior Phase of Learning
<input type="checkbox"/>	Showcase Award for Excellence in Inclusive Education
<input type="checkbox"/>	Showcase Award for Excellence in Leadership
<input checked="" type="checkbox"/>	Showcase Award for Excellence in Innovation

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

If included, please nominate (✓) the file type  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 Training
- 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
<b>Greg Wade</b> <b>(Head Of Skills Centre)</b>	<ul style="list-style-type: none"> <li>• <b>Head of Department – Design &amp; Technology</b></li> <li>• <b>Experience in VET delivery, AQTF and SWL</b></li> <li>• <b>Tradesman (Mechanic)</b></li> </ul>
<b>Peter Hammett</b> <b>(Teacher)</b>	<ul style="list-style-type: none"> <li>• <b>Manual Arts teacher</b></li> <li>• <b>Experience in delivering VET in engineering</b></li> </ul>
<b>John Marxsen</b> <b>(NRG Apprentice Master and liaison between NRG Management and GSESC)</b>	<ul style="list-style-type: none"> <li>• <b>Apprentice Master at NRG</b></li> <li>• <b>Local representative of the MERS ITAB</b></li> <li>• <b>Experience in VET delivery and workplace assessment</b></li> </ul>
<b>Debbie Steel</b> <b>(Project Manager)</b>	<ul style="list-style-type: none"> <li>• <b>Project management</b></li> <li>• <b>Business Administration</b></li> <li>• <b>Degree qualifications in Business Marketing and Administration</b></li> <li>• <b>Background in regional economic development - Gladstone Region</b></li> <li>• <b>Background in business finance</b></li> </ul>

**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,

Handwritten signature of Roger Atkins in black ink.

Roger Atkins  
Principal

Handwritten signature of Greg Dickman in black ink.

Greg Dickman  
Principal

Handwritten signature of Ray Johnson in black ink.

Ray Johnson  
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:



R.J. Bletcher

Date:

4/4/05

4/4/05

4/4/05

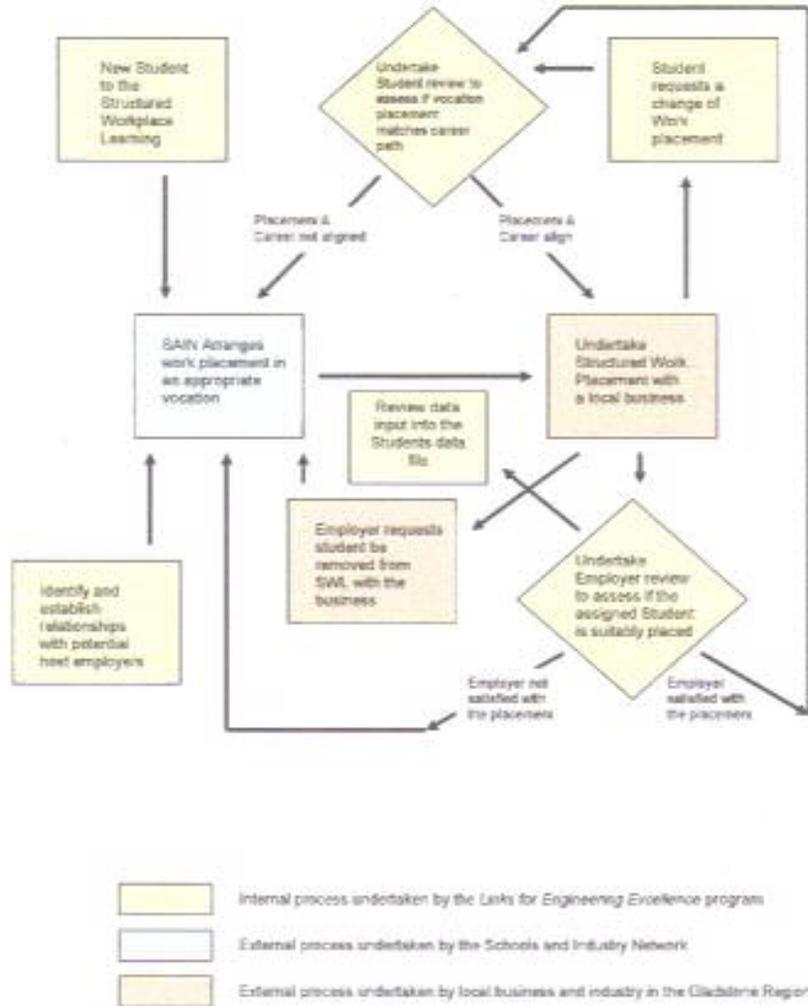
## Appendix C

## 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



**GLADSTONE SCHOOLS ENGINEERING SKILLS CENTRE**  

 Gladstone QLD 4850 C 500  
 15 to 180  
 Location: 2000-2100  
 Sydney: 85 470 100  
 Fax: 85 470 101  
 Mail: 200 33 11

**STRUCTURE WORKPLACE LEARNING  
STUDENT ASSESSMENT & EMPLOYER FEEDBACK**

Date		Telephone
Student Name		Site Visit
Year		
Name of employer		
Length of time with employer		
Contact Person		

<b>Punctuality</b>	1	1	
Is the student showing up for work on time?	0	1	

<b>Safety</b>	1	1	
Is the student displaying safe work practices?	0	1	

<b>Following direction</b>	1	1	
How well does the student follow instructions?	0	1	

<b>Task achievement</b>	1	1	
What tasks are they presently undertaking?	0	1	
Are these tasks undertaken with enthusiasm?	0	1	
Are these tasks completed and performed accurately?	0	1	

<b>Initiative</b>	1	1	
Does the Student show initiative and seek to improve?	0	1	

<b>Interaction with others</b>	1	1	
How does the Student interact with other staff?	0	1	

<b>Learning</b>	1	1	
What new tasks have you learnt with your employer this week?	0	1	
Have you made any mistakes, why did they occur & how did you correct it?	0	1	

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

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 Cowrick	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		<i>Not doing workplacement additional school subjects</i>	
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 Cowrick	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 I Application Process



## 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 comments may be written in the space provided.)

- 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 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)

- |   |                                     |                          |
|---|-------------------------------------|--------------------------|
| 1. Completed Enrolment Form (signed by a parent or guardian)  | The following items<br>are attached | <input type="checkbox"/> |
| 2. Three Teacher references on the sheets provided.   |                                     | <input type="checkbox"/> |
| 3. A copy of my resume (an electronic copy will be required at the Skills Centre for maintaining staff records)                                 |                                     | <input type="checkbox"/> |
| 4. A copy of my year 10 results to date.  |                                     | <input type="checkbox"/> |
| 5. Evidence showing that I have successfully completed the Occupational Health and Safety course. (if available - not essential for acceptance) |                                     | <input type="checkbox"/> |

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

- |   |                                |                          |
|---|--------------------------------|--------------------------|
| 1. I am aware that I will need to enrol and obtain an Industry Induction Card - Blue Card. (to be arranged by the student)  | I am aware of the<br>following | <input type="checkbox"/> |
| 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 (to be arranged by Skills Centre staff) |                                | <input type="checkbox"/> |
| 3. I am aware that I will need to provide my own personal protective equipment<br>- Grey cotton pants and long sleeve shirt - helmet (hard hat)<br>- Safety glasses (not tinted) - a belt<br>- Steel capped boots       |                                | <input type="checkbox"/> |
| 4. I am aware of the Student Materials Fee and that this amount will be payable in the first term.  |                                | <input type="checkbox"/> |
| 5. I am aware that there are no canteen facilities available to me on site and I will need to bring my lunch and smoke with me each day   |                                | <input type="checkbox"/> |

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

Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_



## 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
		/   /	
NAME OF SCHOOL PRESENTLY ATTENDING:		F <input type="checkbox"/> M <input type="checkbox"/>	

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:	IF STUDENT IS DRIVING CAR, VEHICLE REG. NO.
CAR <input type="checkbox"/> WALK <input type="checkbox"/> BUS <input type="checkbox"/> BIKE <input type="checkbox"/>	

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

DETAILS OF STUDENT'S DOCTOR		
NAME:	ADDRESS:	PHONE NUMBER:

MEDICAL INFORMATION	
MEDICAL CONDITION (E.G. ASTHMA, ALLERGY TO GELBSINS, ETC.)	SYMPTOMS AND TREATMENT:
1	
2	

DO YOU GIVE YOUR CONSENT FOR YOUR STUDENT'S PHOTOGRAPH TO BE USED FOR MEDIA PURPOSES?	YES <input type="checkbox"/> NO <input type="checkbox"/>
---	--

Appendix J  
Prospective Student Information  
Brochure



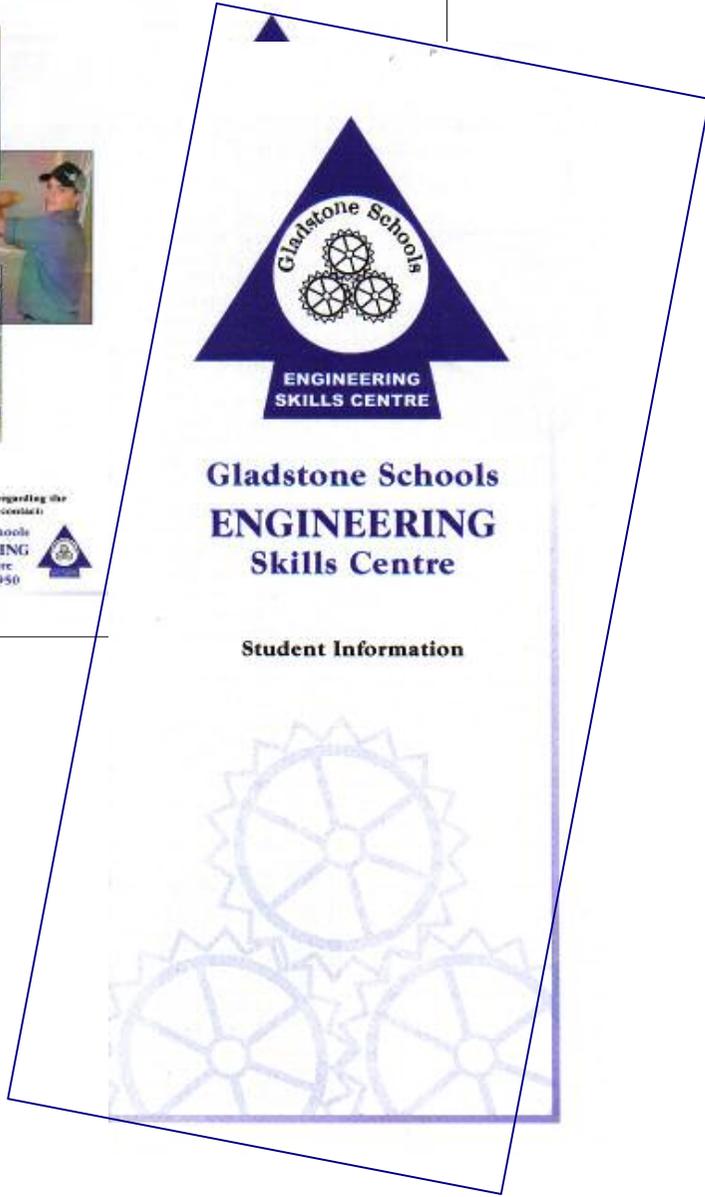
**How do I apply for entry to GRESIC?**  
Application for the GRESIC programme is made through your school. Selection of applicants is based on selection criteria, interview and teacher references.

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 GRESIC:

- Completion of competencies in Workplace Health & Safety
- Completion of Gladstone Industry Site Induction 'Elex 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) 4932 8950



**Gladstone Schools**  
**ENGINEERING Skills Centre**

**Student Information**

**Gladstone Schools ENGINEERING Skills Centre**



The Gladstone Schools Engineering Skills Centre (GRESIC) was established to provide students with the opportunity to develop skills in a real industry setting. The programme aims to assist students to take a second year course from school into an apprenticeship or Traineeship in the engineering trades.

The Gladstone region is recognised for its world class industries. These Companies and the businesses that provide support to those manufacturers are responsible for employing a large portion of the local labour market. The Centre was established in response to the identified need and growing demand for engineering traineeships.

Students in the Gladstone region have a unique opportunity to make use of the fully equipped skills centre. Qualified teachers and industry mentors have recognised a need for skilled and productive employees and believe that the centre can provide students with the appropriate skills and training in an environment that provides the genuine workplace ethics and attitudes required for finding

Students join the two year programme between 1 of year 11, having completed the necessary pre-requisites. The programme runs across 8 semesters, with students enrolling in the first semester. Successful students will receive a Certificate of Engineering (Manufacturing) or a Certificate of Engineering (Mechanical).

**The Programme**

Year 11 and year 12 students participate in 1<sup>st</sup> year at GRESIC each week commencing at 7.30am until 3.30pm on the first day and 7.00am to 12.00pm on the second day. Transportation to the Skills Centre from the student's enrolled school is available.



At the Centre each student undertakes a series of projects designed to develop and extend their skills in a variety of industrial equipment. These modules project planning, resource allocation and the utilisation of design tools such as AutoCAD provide the students with some opportunities to develop their general knowledge and application skills. Workplace safety, team work, respect for equipment and work ethics are industry expectations that are mirrored at the Centre.

Students undertake one day Industry placements with a local business each week. Care is taken to match students with businesses in the same trade sector as the students career direction. Opportunities to experience a variety of placements are available and allow the students to develop a better understanding of the various trade prior to selecting a specific trade career.

In this 2<sup>nd</sup> year block, the students will be provided in core and elective components in the engineering field. After this 2 year course, successful students will have gained Certificate I in Engineering (Manufacturing) and have the opportunity to be selected in Certificate II in Engineering (Manufacturing).



**School subject selection**

Discussions with potential employers has identified that English, maths and science are highly recommended for completion of the protocol based learning offered at the Centre. Enrolment of students at the three state schools has been undertaken to meet the needs of GRESIC students. Note: Some industries may require students undertake specific subjects for entry into technical trades - refer to the school's Guidance Counsellor for direction.