

Challenge Trade and Business College

Education Program

7.3B Educational Program

a) Senior College

The Challenge Trade and Business College Education Program is designed for students in their senior secondary years of schooling (years 11 and 12). The students are expected to have completed Year 10. All students will have a learning account and SET plan prior to the commencement of Year 11, if they do not already have these in place then this will be completed by the College.

b) Learning Pathways

The College aims to attract students wanting to complete a learning pathway that leads directly into employment opportunities. The students will complete a combination of QCAA Applied Subjects and Short Courses and VETis or SAT qualifications. The College will accept a range of aptitudes and abilities within each cohort and provide opportunities for students with a disability or other barriers to mainstream education to achieve the Queensland Certificate of Education or a Queensland Certificate of Individual Achievement.

c) Student's Self Development

The College's curriculum will offer a range of programs designed to develop the students physical, intellectual, kinaesthetic and social development, such as:

- a Mentoring Program;
- Adventure Learning (a problem-based learning approach); and
- Employment Prospects - the students will access to a range of community organisations and industry leaders to develop future employment prospects.

d) Continuity of Learning

The student's learnings will clearly demonstrate a continuity across year 11 and 12 as they work towards achieving their qualifications:

- QCAA courses are semester-based units that have a continuity of content and difficulty; and
- VET qualifications offered will be in accordance with the industry standards for compliance and achievement.

e) Focus on Employability

The College's education program provides a breadth, depth and balance of learning appropriate to the students' individual phases of development and across an appropriate range of learning areas. As the students are in their senior phase of schooling the subject offerings will be appropriate, with a focus on qualifications and attributes for employment. Completion of the compulsory QCAA Applied Subjects will ensure the students are equipped with a basic grounding in learning essential to operating as productive citizens within our complex society. The subjects offered, the learning environments and the andrological approach will be responsive to the needs of individual student.

f) Alice Springs (Mparntwe) Education Declaration

The College meets the goals and requirements of the Alice Springs (Mparntwe) Education Declaration by providing an education program and curriculum that addresses both the distinct but interconnected goals:

Goal 1: The Australian education system promotes excellence and equity

Goal 2: All young Australians become:

- confident and creative individuals
- successful lifelong learners
- active and informed members of the community.

Goal 1

The College will meet these educational goals by providing a world-class educational and training experience for students that draws on the elements of Queensland's syllabuses. It will make its educational program available to the entire student cohort, regardless of background and/or barriers to education.

Goal 2

The second goal will be achieved by providing educational pathways and learning environments to develop our students into confident and creative individuals, successful lifelong learners and active and informed members of the community through our unique 'assets-based' approach and our other school-based programs (previously mentioned). Our emphasis on employability and participation will provide students with a strong work ethic and the attributes of engaged, responsible citizens.

The College offers a broad range of subjects and VETiS courses on its dedicated campus. The school takes every opportunity to ensure that its students are in a safe learning and leisure environment. All courses will be available to students on the school campus, with registered and accredited teachers. Where students may be required to undertake aspects of their program in other locations, such as workplaces, excursions and other education or training campuses, students will be accompanied or supervised by a registered teacher who is responsible for their safety. In addition, the school will ensure that there are robust supervision and documentary processes.

Student movements will be documented, though students will have flexible attendance hours depending on their individual programs.

7.3B Attachment

This attachment provides details of the educational plan for the school. Specifically, it addresses the requirements requested on the form.

(a) Summary of the learning areas or subjects for each year level

The curriculum's focus is education and training for employment. The learning pathways are designed to accommodate the needs of the individual whilst providing tangible and recognisable qualifications for future work.

All students are given the opportunity to complete the requirements for a Queensland Certificate of Education (QCE) by the end of Year 12, by achieving 20 credits across a wide range of learning options including general and applied subjects; vocational education and training; workplace and community learning. Whilst some students may elect to complete a Queensland Certificate of Individual Achievement (QCIA) where eligible.

The curriculum consists of:

- Queensland Curriculum and Assessment Authority (QCAA) subjects accredited to Queensland standards
- Vocational Education (VET) Industry standard
- School-based Apprenticeship or Traineeship (SAT)
- School-based studies.

All College students will undertake the following compulsory QCAA Applied subjects:

- Essential English
- Essential Mathematics
- Social and Community Studies

These subjects will provide those students who pass with 12 credits towards their QCE. The subjects will be taught by Queensland registered teachers complicit with QCAA regulations.

(b) Whole school curriculum and assessment plan/overview

The Education Program will comprise the following for a typical student:

Year 11	Year 12	QCE Credits
Essential English	Essential English	Up to 4
Essential Mathematics	Essential Mathematics	Up to 4
Social and Community Studies	Social and Community Studies	Up to 4
Certificate II in Engineering Pathways Certificate II in Information, Digital Media and Technology (Terms 1 to 3 year 11) Certificate III in Business (Term 4 – year 11 – finished in year 12).	Certificate III in Business Certificate III in Information, Digital Media and Technology Certificate III in Early Childhood and Care Certificate III in Horticulture (landscape)	Up to 8 depending on the hours required for completion
School Based Apprenticeship Offerings (see list below)	School Based Apprenticeship Offerings (see list Appendix 1)	As per SAT rules (QCAA website)
Work Experience	Work Experience/Structured Industry Workplace (as part of Cert courses)	As per SAT rules (QCAA website)

Year 11	Year 12	QCE Credits
Adventure Based Learning	Adventure Based Learning	No credit
QCAA Short Course offerings: Career Education Literacy Numeracy	QCAA Short Course offerings: Career Education Literacy Numeracy	1 – as per QCAA rules

Other QCAA recognised courses such as Employability Skills will be offered to provide a ‘safety net’ for those students who may not achieve the required standards in the Essential English, Mathematics and Social & Community Studies. If students qualify for Recognition of Prior Learning then the College has the capacity to document and implement this process.

Summary of the proposed curriculum and assessment plans

QCAA Courses

Essential English	Essential Mathematics	Social and Community Studies
Focus		
<ul style="list-style-type: none"> content and skills to prepare the student for employment read, view and discuss a wide range of texts and media, including; novels, films, documentaries and songs 	<ul style="list-style-type: none"> broad foundation of practical mathematics numeracy and basic mathematical skills encountered daily with practical applications relating to vocational areas 	<ul style="list-style-type: none"> cultural diversity encourages responsible attitudes and behaviours essential for the effective participation in the community critical, creative and constructive thinking, and predominantly focused on personal development and social skills, with emphasis placed on developing communication, personal, interpersonal and citizenship skills, problem-solving and decision making, resilience, self-esteem and self-confidence workplace, learning, and study skills
Topics Covered:		
<ul style="list-style-type: none"> youth issues this sporting life small business world of work 	<ul style="list-style-type: none"> reading maps, tables and graphs earning, spending, borrowing and investing money taxation and Goods and Services Tax (GST) renting, buying and renovating property business planning 	<ul style="list-style-type: none"> growing and developing as an individual living with and relating to others receiving from and contributing to community health money management.

Students will develop an understanding of:		
<ul style="list-style-type: none"> narrative structure of contemporary media how to craft creative fiction and non-fiction textual analysis core elements of everyday communication writing for an audience. 	<ul style="list-style-type: none"> calculations used for basic financial management skills needed to interpret data displayed graphically knowledge required to plan for and solve real-life scenarios 	<ul style="list-style-type: none"> development of personal, interpersonal and citizenship skills social contexts and issues language conventions and features to communicate ideas and information communicating the outcomes of social investigations appraise inquiry processes and the outcomes of social investigations.
Proposed Assessment - All Assessment will comply with the requirements of QCAA syllabuses		
Students will complete the following assessments:		
<ul style="list-style-type: none"> extended response — spoken/signed response common internal assessment extended response — multimodal response extended response — written response 	<ul style="list-style-type: none"> 2 problem-solving and modelling tasks common internal assessment examination 	<ul style="list-style-type: none"> project investigation extended response examination

SAT program

- study three QCAA subjects (Applied Subjects listed above)
- work part-time
- undertake vocational training connected to that particular work area.

Students will be able to choose from a wide range of School-based Apprenticeship Offerings including:

Industry Area	Apprenticeship or Traineeships
Building and Construction	<ul style="list-style-type: none"> Brick-laying and Stonemasonry Carpentry, Joinery and Cabinet Making Concreting and Paving General Construction Painting, Plastering and Tiling Plumbing and Roofing
Gardening, Farming, Animals and Environment	<ul style="list-style-type: none"> Gardening, Parks and Nurseries Conservation and Land Management

Health, Care and Community Services	<ul style="list-style-type: none"> • Business and Support Services • Career and Employment Services • Carers – Aged and Disability Services • Children’s and Youth Support Services
Manufacturing and Production	<ul style="list-style-type: none"> • General Manufacturing
Metals and Engineering	<ul style="list-style-type: none"> • Heavy Machinery and Equipment • Welding and Sheetmetal
Stores, Warehousing and Logistics	<ul style="list-style-type: none"> • Stores, Warehousing and Logistics
Retail, Sales, Marketing and Customer Service	<ul style="list-style-type: none"> • Retail and Service

(See Appendix 1 for full list where CET currently has an interest).

Students will be able to gain additional credits by taking VETIS offerings from the following list.

Qualification	QCE Credits
Certificate II in Engineering Pathways	4
Certificate III in Business	Up to 8
Certificate III in Information, Digital Media and Technology	Up to 8
Certificate III in Information Technology	Up to 8
Certificate III in Early Childhood and Care	Up to 8
Certificate III in Horticulture (landscape)	Up to 8

Vocational Education and Training (VET):

Students would undertake the following through VET

- *ICT20115 Certificate II in Information, Digital Media and Technology (Terms 1 to 3 year 11)*
- *BSB30115 – Certificate III in Business (Term 4 – year 11 – finished in year 12).*

Courses are tailored to reflect the needs of young tradespeople as they embark on a career in industry and include topics in financial management, MYOB, manage a micro-business, and electronic communication.

QCAA Short Course

Students may undertake the QCAA Short Course, Career Education. Some students may need to complete a short course in Literacy and/or Numeracy. A Short Course is one which is a one-unit courses of study (55 hours) that is suited to students who are interested in pathways beyond school that lead to vocational education and training or work. Short Courses may contribute one credit towards a QCE. All QCAA rules regarding short course implementation, assessment and QCE credit will be followed.

(c) an explanation of how the program will be implemented considering the needs of the students, the particular philosophy and aims of the school and any other influences

Assets Based Approach

The College's philosophy is grounded in a 'assets-based approach' meaning that all learning opportunities will be focussed on developing students' strengths i.e., the assets they bring to their learning pathway. Consistent with this philosophy, the College will provide individually tailored support, including:

- confidential and helpful advice for any life situation
- assisting students to achieve their educational and career goals
- encouraging students to be independent and take responsibility for their studies
- liaising with relevant external agencies, organisations or government departments to gain assistance for the student
- undertaking vocational training connected to their particular work interest.

The education program is implemented to support the students' needs. Learning will be carried out on campus in classroom-based settings, whilst learnings, such as VET and SAT subjects will be combinations of workplace, industry and classroom-based settings.

Each student will participate in the Mentor Program, it's designed to prepare students for the challenges of study, regardless of academic ability. The Program comprises scheduled class time, a variety of activities, discussions and guest speakers. It enables students to set and achieve clear, realistic goals for their future.

Staffing levels will ensure that all students receive personalised learning opportunities and are able to pursue their interests and mandatory requirements seamlessly. Students undertaking SATs will be catered for with personalised learning plans.

Adventure Based Learning (ABL)

The school will also engage ABL as an approach, which uses experiential learning (learning by experience) and the excitement of trying something new, to further support the concept that people learn most effectively when they:

- are interested in what they are learning
- are actively participating in their learning
- feel a sense of control over what they are learning
- reflect on the experience afterwards
- make connections to other learning and life situations
- are having fun

The teacher or facilitator will use ABL to challenge the students to achieve a goal. The students must work to find a solution individually and/or as a team and must communicate and learn from each other in order to be successful.

Students begin to recognize the inner resources, strengths, and positive qualities within themselves and within their team. Reflecting and debriefing on the experience or "adventure" afterwards allows them to learn more about both their personal behaviour and contributions as well as the teams' and relate it back to their everyday lives and routines to create positive change.

Positive change often occurs when students, individually and in teams, face problem-solving or risk-taking situations. ABL programmes have proven to be successful in meeting both educational and personal goals.

The inclusion of ABL will help enhance the value of education in the College.

Education as a Transformative Process

Our education program is guided further by our philosophy of transformation, that as well as implementing an assets-based approach drives our motivation for exceptional teaching and learning. We believe that **education is a transformative process** – the College has developed a Transformative Agenda, which drives our commitment to help our students to:

- identify, create and take advantage of opportunities to follow their passions
- gain a sense of optimism that their actions can make a real difference to their personal success and relationships with others
- build confidence and assuredness, compassion and strength
- build connections with others in transforming actions as change makers
- have fun!

(d) Explanation of how time will be allocated across the learning areas or subjects for each year level

The education program will be implemented as flexibly as possible, with students completing the compulsory subjects and mandatory requirements of those subjects on campus in timetabled blocks. Students will complete their VET or SAT requirements which will be timetabled to provide the hours required for these qualifications.

Industry Curriculum

Each Industry Block per term, the student spends five to seven weeks engaged in a range of work-based experiences that enhance their learning when they participate in training and employment as an apprentice or trainee. The Industry Block is made up of a range of industry-based experiences and an employability skills program, including:

- **Mentoring/Coaching:** Industry Consultants from the College work with the students to guide them through the employment process and provide assistance in areas such as resume writing, making phone calls to employers, and interview techniques.
- **Trade Taster:** The College partners with local organisations to provide the opportunity for students to sample a range of trades.
- **Pre-Employment Training:** Before the students engage in work placement, they engage in a structured training program to learn the basic skills they need to be able to participate safely and productively. This training is at a Certificate I or II level, delivered by Challenge's registered training organisation.
- **Work Placements:** Our Students engage in a range of work placements to engage them in their industry of choice. These vary in length, give students real world experience in the workplace, and establish connections that may launch careers.
- **Employability Skills Training:** Based upon the Core Skills for Work Framework, this training is embedded within the College's on-site and off-site program to provide the foundation skills Students need to be successful in the workplace.

College-developed Curriculum

The College believes in the capacity of students to achieve their potential. We believe that personal growth comes from within, through the development of values, beliefs and thoughts which

transform into positive habits, words and actions. We believe in the role of education, training and industry in the holistic development of Students as lifelong learners and citizens. The College has developed a suite of curriculum that is intrinsic to the development of future industry leaders. In each Education Block per term students undertake wisdom talks weekly, site meetings with core focus on such aspects as wellbeing, OHS and employability.

These are a core component of a young person’s timetable and add value to the human we are creating for success. The College’s Strength and Fitness program is offered on all campuses and provides organised activities and programs for the students. Fitness is important, both mentally and physically. The students will have opportunities engage with qualified trainers, either on staff or through an external provider, during the break and between class times.

Possible School-Based Apprenticeships and Traineeships

Please note: List only includes an Industry Area in which CET Ltd has an existing interest. There are a very large number of possible school-based apprenticeships and traineeships. Nonetheless, it could be expected that a much narrower range would actually be utilised within schools.

Industry Area	Apprenticeship areas	Specific Trades (Note – not all listed)
Building and Construction	<ul style="list-style-type: none"> • Brick-laying and Stonemasonry • Carpentry, Joinery and Cabinet Making • Concreting and Paving • Cranes, Rigging and Demolition • General Construction • Glazing • Laboratory Assistant-Building and Construction • Painting, Plastering and Tiling • Planning, Design, Surveying and Estimating • Plant and Equipment Operations • Plumbing and Roofing • Roads, Bridges, Tunnels and Major Foundations 	<ul style="list-style-type: none"> • Shopfitter • Carpenter • Carpenter and Joiner • Joiner • Joiner – Stairs • Cabinetmaker (Furniture) • Cabinetmaker (Kitchens and Bathrooms) • Block Layer • Bricklayer • Stonemason (Monumental) • Stonemason (Restoration) • Concrete Pump Operator • Concreter • Dogger • Rigger • Scaffolder • Steel Fixer • Waterproofer • Signwriter • Glass and Glazing Tradesperson (architectural stained glass) • Glass Processing Tradesperson • Glazier or Glass and Glazing Tradesperson • Painter and Decorator • Fibrous Plasterer (Commercial and Domestic) • Wall and Floor Tiler • Quarry Mobile Plant Operator • Surface Coal Operator • Civil Construction Plant Operator

		<ul style="list-style-type: none"> • Mobile Plant Operator • Roof Tiler • Plumber • Plumber – Gasfitter • Plumber – Mechanical Services • Roof Plumber • Gas Fitter • Fire Protection Systems Technician • Construction Labourer – Civil • Asphalt/Pavement Layer • Bridge Construction Worker • Construction Worker (Civil Construction General) • Pipe Layer • Road Construction Worker • Civil Foundations Worker • Blast Hole Driller • Construction/Foundations Driller
Gardening, Farming, Animals and Environment	<ul style="list-style-type: none"> • Animals – Farm, Domestic and Wildlife • Crops, Fruit and Vegetable Farming • Farm Maintenance and Equipment • Floristry • Forestry • Gardening, Parks and Nurseries • Seafood – Aquaculture, Fishing Operations and Processing • Waste Management • Wool – Shearing, Handling and Classing • Conservation and Land Management 	<ul style="list-style-type: none"> • Conservation Worker – Indigenous Land Management • Conservation Worker – Land Management • Conservation Worker – Parks and Wildlife • Earthworks Conservation Worker • Land Rehabilitation Worker • National Parks Worker • Revegetation Worker • Horticulture Assistant • Parks and Gardens Assistant • Production Nursery Assistant • Nursery Sales Assistant • Groundsperson • Landscaping Assistant • Horticulturalist • Landscape Gardener • Parks and Gardens Tradesperson • Green Keeper • Floriculture Tradesperson
Health, Care and Community Services	<ul style="list-style-type: none"> • Business and Support Services • Career and Employment Services • Carers – Aged and Disability Services • Children’s and Youth Support Services • Community Support Services • Direct Client Health Services 	<ul style="list-style-type: none"> • Aged Care Worker • Disability Services Worker • Personal Care Giver • Residential Disability Support Worker • Respite Care Worker • Disability Officer – Day Support • Disability Support Worker

	<ul style="list-style-type: none"> • Hospital Support Services • Hospital Technical and Laboratory Support Services • Medical Professional Support Services 	
Manufacturing and Production	<ul style="list-style-type: none"> • Blinds, Awnings and Security Doors • Floors, Wall Coverings and Soft Furnishings • Furniture and Interiors • General Manufacturing • Laboratory Operations • Machine Operation Processing and Packing • Manufacture – Cars, Trucks, Trailers and Buses • Pharmaceuticals • Plastic Processing • Printing • Sustainability and Quality Practices • Textile, Clothing and Footwear • Wood Products 	<ul style="list-style-type: none"> • Production Assistant – Cablemaking • Production Assistant – Composites • Production Assistant – General • Production Assistant – Injection Moulding • Production – Tyre Retreading • Process Operator – Cablemaking • Process Operator – General • Process Operator – Composites • Process Operator – Injection Moulding • Process Operator – Tyre Retreading
Metals and Engineering	<ul style="list-style-type: none"> • Composites • Aircraft Maintenance • Cast Metals • Electric and Electronic • Fine Trades • Heavy Machinery and Equipment • Light Metals • Production Systems Work • Technical drafting and Design • Welding and Sheetmetal 	<ul style="list-style-type: none"> • Aluminium Anodising Production Worker • Aluminium Fabrication Production Worker • Metal Fence Maker • Production Sheet Metal Worker • Production Welder (Light Fabrication) • Sheetmetal Worker (First Class) • Production Welder/Welder • Pressure Welder – Engineering • Surface Preparation and Coasting Operator (Sheetmetal Trades Worker)
Stores, Warehousing and Logistics	<ul style="list-style-type: none"> • Flight, Cabin and Airport Ground • Freight and Furniture Handling • Rail Transport • Stevedoring, Sea and Water Transport • Stores, Warehousing and Logistics • Truck and Bus Driving 	<ul style="list-style-type: none"> • Material Handling (Engineering) • Warehouse Operator (Engineering) • Warehouse Packer (Metal and Engineering) • Warehouse Storeperson (Metal and Engineering) • Warehousing – General (Metal and Engineering) • Warehousing/Waste Control (Metal and Engineering) • Pallet Maker • Postal Sorting Officer • Warehousing Assistant • Freight Forwarder (International)

		<ul style="list-style-type: none"> • Cold Sore Operator • Postal Officer • Warehouse Operator • Logistics Administration Officer • Logistics Service Clerk • Customs Broking Coordinator • Operations Supervisor – Freight Forwarding • Bulk Storage Distribution Supervisor • Warehouse Supervisor • Logistics Coordinator
Retail, Sales, Marketing and Customer Service	<ul style="list-style-type: none"> • Retail and Service • Sales and Sales Management 	<ul style="list-style-type: none"> • Customer Service Assistant (Timber) • Seafood/Fish Seller • Pharmacy Assistant (Large Pharmacy) • Pharmacy Sales Assistant • Checkout Team Worker • Customer Service Assistant (Department Store) • Customer Service Assistant (Quick Food) • Gourmet Food Sales Assistant • Rural Sales Assistant • Vehicle Salesperson (Cars) • Senior Seafood Salesperson • Florist