Shailer Park State High School
Strategic Plan for Vocational
Education and Training
2016 - 2020

At Shailer Park State High School we offer a high quality Vocational Education and Training system that is capable of increasing the workforce capacity and economic performance capacity of our students

Our network of training providers plays a key role in driving the productivity and competitiveness of our students and contributes to the economic and social development of those students.

## Introduction

The next four years will present some significant Challenges:

- For businesses seeking to build and retain a skilled workforce
- For individuals looking for employment in an increasingly fragmented labour market
- For Vocational Education and Training (VET) providers anticipating and responding to industry requirements for skilled labour.

Queensland faces serious shortages of skilled workers, particularly in traditional trades, health and community services and financial and business services. As a matter of priority, vocational education and training will focus on working in partnership with these and other industries to identify new ways of meeting current and future skills needs.

The Shailer Park State High School Strategic Plan for Vocational Education and Training 2016-2020 sets out the strategic directions and priorities for vocational education and training over the next four years. This plan builds upon the achievements of our existing VET Curriculum and has been developed to support the directions for vocational education and training arising from existing Commonwealth and State Government funding to meet the skill development needs of enterprises and individuals at our School.

# Role of Vocational Education and Training (VET)

VET is central to Australia's economic and social wellbeing. In particular:

- Supporting business competiveness, innovation and growth.
- Offering individuals the opportunity to enhance their skills and employment prospects.
- Contributing to community wellbeing and development.

VET is only one of the contributing elements to generating economic growth and community wellbeing. It is a fundamental enabling factor working best when training is integrated with broader social and economic objectives.

Across Australia VET provides the following:

- 3 million students completing VET and 1.5 million of those funded (VETis or VET fee-assist).
- High Employment Outcomes – 75% of students are employed within 6 months of training.
- Employer motivations - lower wage costs, good technical skills, up-to-date knowledge.

# Development of the Plan

Vocational education is central to Australia's economic growth and business productivity. Australia needs a vocational education and training (VET) system that ensures qualifications are focused on providing the skills that employers need from their employees. A system that will boost the employment outcomes derived from the VET sector.

Great skills, real opportunities builds on recommendations from the Queensland Government Response to the *Independent Commission of Audit* (http://commissionofaudit.qld.gov.au/index.php) final report and the Government response to the *Queensland Skills and Training Taskforce* (https://training.qld.gov.au/employers/engage-government/taskforce) final report.

It also responds to industry and sector consultation and the broader national vocational education and training reform agenda.  Great skills. Real opportunities underpins the Government's drive to secure economic and social prosperity for Queenslanders.

The Shailer Park SHS VET Plan draws upon projections of industry, economic and occupational trends, demographic data, statistical profiles and data from research. It is also strongly informed by consultations with employers, employer associations, training providers, community organisations and government agencies such as Dete.

In developing the Plan, comments and advice were received from people who participated in discussions held during 2015. Further written submissions were also considered. This data was used as a framework around which comment and advice was sought regarding priorities and potential strategies for inclusion in the Plan.

Among the many views that were expressed during these consultations, the following issues were recurrent. Participants wanted:

- Greater engagement and collaboration between employers, training providers and other stakeholders to ensure training meets industry needs.
- Improved marketing of vocational education and training to promote better understanding of VET opportunities and pathways.
- Increased flexibility in the VET system to facilitate training in areas of skills shortages and skills gaps.
- Better access to vocational education and training for people with special needs.
- The ability to develop capacity in VET students to attain their career outcomes.

It is anticipated these strategies will be implemented in a range of ways, according to the needs of students, the school, specific industries, areas of job growth and groups of stakeholders.

# The Planning Context

To ensure training yields the most effective return on investment, the Queensland Government has created a new era for training characterised by:

- Contestable training funding.
- Targeted investment based on industry advice.
- Closer alignment between training and the skills required for employment.
- Increased student choice and access to training.
- Greater certainty for training providers.

Skills shortages and skills gaps are emerging as major problems for most industries. The workforce is ageing and is not being replaced in sufficient numbers by new entrants. The way the workforce engages in work has also altered dramatically over the last decade.

At the same time, participation in Vocational Education and Training continues to increase in Queensland as the employers and the general community recognise the value of VET in building individual and workforce capabilities.
As the VET area grows it is facing some challenges of its own.

## Skills Shortages

Like many developed countries, Australia is experiencing widespread shortages. Skills shortages are a concern because they constrain business output, investment and innovation.
The reasons for these shortages include:

- Sustained output across a broad range of industries (e.g. Construction, Transport & Logistics, Tourism and Health)

- Persistent decline in the ratio of apprentices to tradesman. Reasons include:
  a. Quality of youth prepared to engage in work.
  b. Rising school retention rates.
  c. Reduced investment in apprentice training.
  d. Increased use of labour hire firms rather than in house training.
  e. Decrease in the number of apprentices who actually complete their training.

Skills shortages are likely to continue throughout this decade, given the anticipated rates of employment growth across most industries.

## Drivers for VET Pathways

As jobs evolve and new skills are required as a result of new technologies or work practices, gaps will emerge in the skill sets of workers. The Shailer Park SHS Vet delivery will need to increase flexibility around the provision of training in the following manner;

- Skills Outlook 2015 – guidance in schools around VET.
- Work based learning opportunities.
- Linking schooling to employment outcomes.
- Declarations on Schooling.
- National Career Development Strategy.
- DET Strategic Plan.
- Advancing Education.

## Trends in VET Participation

The number of people participating in vocational education and training continues to increase in Queensland.

- Apprenticeships and Traineeships have increased.
- 70% of graduation students are destined for vocational pathways.
- Job outcomes from University qualifications are on a decline (e.g. Law, Arts etc).
- Growth areas in health, communication, construction and transport and logistics.

## VET Workforce

The VET workforce itself is facing challenges which will need to be overcome if it is to meet the expectations of future clients. Like other industries the VET workforce is ageing and according to research will in future need to:
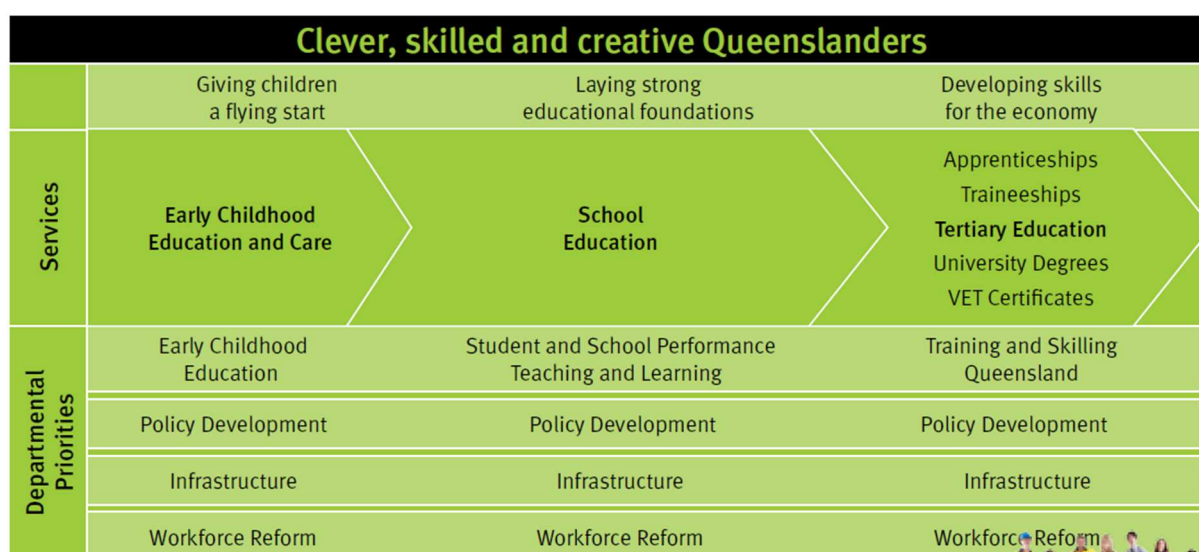
- Operate in an environment characterized by increasing diversity in its client base.
- Increasing sophistication in client expectations.
- Change in products and options for delivery of training.
- Increasing competition and demand.

Teachers, trainers and managers in vocational education and training will need to access professional development to support them in responding to such a dynamic training environment.

# Strategic Direction

To build workforce skills required by industry over the next four years, VET at Shailer Park SHS must be accessible and flexible to allow all people to participate effectively in that training. To improve the efficiency of VET in this school, greater recognition needs to be made of the skills and knowledge requirement to complete a qualification that leads to job outcome. In an environment where competition for the training dollar will increase, it will be critical that "job outcome" underpins the expenditure on training.

The Queensland Education Department has outlined three initiatives for the future of schooling in this state. Giving children a flying start, laying strong educational foundations and developing skills for the economy. The third initiative includes Apprenticeships, Traineeships, VET Certificates and Training and Skilling Queensland.



In 2015 a VET in schools conference identified the following principles as paramount to providing a successful VET program. At Shailer Park State High School those principles will underpin our strategic direction.

- Early Intervention – years 7, 8 and 9.
- Mandate – VET needs to be a key performance indicator for the school.
- Lifelong learning.
- Create transportable skills.
- Career advice – Must engage with both parents and students.
- Quality training.
- Connectivity with Employers.
- Costing structure that promotes access.
- Pre-requisites including soft skills.
- Accessibility.
- Individualised Case Management.
- Case by Case approach.

The principle of developing VET as lifelong learning, of participation of the community and of continuous development of training and processes will be applied within formal, non-formal and informal educational settings that are at the forefront of VET at Shailer Park SHS. The following indicators link our commitment to the principle of lifelong learning.

1. Participation of the Community:
   - School
   - Parents & Students
   - Industry
   - Government (incl. Local members)
2. Continuous Development of Training and Processes:
   - Quality
   - Flexibility
   - Accessibility
   - Affordability

For the provision of VET, different approaches will be applied such as integrated vocational education and training, cooperative training, offering of special courses, short-term courses, e-learning, open learning, distance learning etc. according to the environment, conditions and specialties of VET providers and the position of training institutions.

Detailed approaches and methodologies of VET development will be provided at Shailer Park SHS in cooperation with relevant bodies responsible for VET in order to provide detailed and complete training for students.

This will be in line with the *developing skills for the economy* initiative of the Queensland Government but particularly focusing on equitable access to VET programs, improving quality and relevance of the VET programs offered, building capability, targeting vocational training that has clear career outcomes and engaging the Industry Liaison Officer to case manage individual students who are undertaking training with external providers.

## Strategic Goal
*To provide our students with quality vocational training, build workforce capability, leading to career outcomes or further training after the completion of year 12.*

## Strategic Plan
1. Outstanding experience for students
2. Effective workforce development solutions for employers
3. Meeting the training needs of learners from diverse backgrounds
4. Increase participation in higher level qualifications
5. Engaged and capable staff
6. Financial sustainability.

The following table sets out a number of key strategies which target the achievement of the strategic outcomes. These will be measured through a range of performance indicators.

| STRATEGIC OUTCOMES | KEY STRATEGIES | PERFORMANCE INDICATORS |
|---|---|---|
| 1. Outstanding experience for students. | • Deliver high quality VET programs linked to workforce needs.<br>• Establish school partnerships to support students transitioning to a VET pathway.<br>• Provide flexible student centred learning and support services. | • National Quality Indicators Survey.<br>• Student satisfaction.<br>• VET qualification completion.<br>• VET competency completion rate. |
| 2. Effective workforce development solutions for employers. | • Provide responsive workforce development including apprenticeship and traineeship options.<br>• Research emerging needs and markets to inform the development of VET options. | • Employer satisfaction (National Quality Indicators Survey)<br>• Market share of SAT's<br>• SAT enrolments and completion. |
| 3. Meeting the training needs of learners from diverse backgrounds. | • Establish collaborative partnerships with employers, community and other agencies to provide successful transition to higher qualifications or employment. | • Student enrolments.<br>• Indigenous student enrolments into Cert II.<br>• Students with disability enrolment into suitable level certificate programs. |
| 4. Increase participation in higher level qualifications. | • Establish qualification pathways with community partners.<br>• Expand pathways into higher level VET qualifications in areas of strong industry and community demand. | • Higher level VET student qualification.<br>• Target diploma and advanced diploma as "next steps"<br>• Completion rate. |
| 5. Engaged and capable staff. | • Embed informal learning, creativity and innovation into practice.<br>• Research and develop industry current training and learning models. | • Level of satisfaction with training (National Quality Indicators Survey). |
| 6. Financial sustainability. | • Manage budget within required financial indicators.<br>• Increase revenue (SAT's). | • Financial indicators.<br>• Commercial revenue. |

# Operational Direction

## The Current Situation – Beginning 2016

Students Undertaking SAT's or Studying Certificate Courses Outside School with Potential Employment Prospects.

| Industry | Students in Industry | Yr 10 | Yr 11 | Yr 12 | Potential Job Prospects |
|---|---|---|---|---|---|
| Aged Care | 4 | | 1 | 3 | 4 |
| Automotive | 3 | | 2 | 1 | 3 |
| Baking | 1 | | | 1 | 1 |
| Beauty/Hair | 2 | | | 2 | 1 |
| Business | 1 | | | 1 | 1 |
| Butchery | 1 | | | 1 | 1 |
| Child Care | 5 | | | 5 | 5 |
| Construction | 2 | 1 | | 1 | 1 |
| Electrical | 4 | | 3 | 1 | 4 |
| Health Services | 3 | | | 3 | 3 |
| Hospitality | 3 | 1 | 2 | | 2 |
| Horticulture | 2 | 1 | 1 | | 0 |
| Logistics/Warehousing | 5 | 1 | 1 | 3 | 1 |
| Manufacturing | 2 | | 2 | | 1 |
| Marine | 2 | 1 | 1 | | 2 |
| Music | 1 | | 1 | | 0 |
| Plumbing | 1 | 1 | | | 1 |
| Retail | 15 | 7 | 4 | 4 | 12 |
| Telecommunications | 1 | 1 | | | 1 |
| Tourism/Events | 2 | 1 | | 1 | 0 |
| Visual Arts | 1 | 1 | | | 0 |
| **Totals** | **61** | **16** | **18** | **27** | **44** |

Students Studying Certificate Courses In School and Potential Completion Rates.

| Industry | Industry | Yr 11 | Yr 12 | Potential Certificate Completion |
|---|---|---|---|---|
| Business (Cert II) | Business | 0 | 11 | 6 |
| Engineering (CAD) (Cert III) | Drafting | 19 | 14 | 23 |
| Furnishings (Cert I) | Furnishing | 24 | 0 | 24 |
| Hospitality (Cert II) | Hospitality | 2 | 0 | 2 |
| Kitchen Operations (Cert II) | Hospitality | 7 | 0 | 7 |
| **Totals** | | **52** | **24** | **62** |

Certificates courses in partnership with external RTO's with Qualified Teachers from our School Providing the Delivery. Students pay the RTO for the training/resources/etc. and EQ pays the teachers' wages.

| Certificate | Industry | Teacher | External RTO |
|---|---|---|---|
| Aged Care (Cert III) | Health | Woodward | Cairns Training Academy |
| Early Childhood Education (Cert III) | Health | Woodward | Cairns Training Academy |
| Fitness (Cert III) | Lifestyle | Yabsley/Lee | Binnicle Training |

Certificate Courses Delivered with the School as RTO and by Qualified Shailer Park Teachers.

| Certificate | Industry | Teacher | School as the RTO |
|---|---|---|---|
| Business (Cert II) | Business | Menz | Shailer Park/QCAA |
| Engineering-Technical (Cert III CAD) | Drafting | Ahrens | Shailer Park/QCAA |
| Furnishings (Cert I) | Furnishing | Wickens | Shailer Park/QCAA |
| Hospitality (Cert II) | Hospitality | Parker/Menz | Shailer Park/QCAA |
| Kitchen Operations (Cert II) | Hospitality | Parker | Shailer Park/QCAA |

External RTO's Using School Facilities to Provide Training Using an External Trainer.
NOTE – VETis funding required for this program.

| Certificate | Industry | Teacher | External RTO |
|---|---|---|---|
| Construction (Cert I) | Construction | Katay | Train4Trade |

## The Future Directions

**Areas of high employment potential**

- Transport and Logistics
- Health
- Construction
- Engineering
- Hospitality
- Furnishing

Certificates courses to provide entry into the above areas of high employment potential.

| Certificate | Industry | Teacher | RTO |
|---|---|---|---|
| Certificate II in Logistics | Logistics | External | Axiom College |
| Certificate II in Health Support Services | Health | External | Axiom College |
| Certificate I in Construction | Construction | Ben Katay | Train4Trade |
| Certificate III in Engineering-Technical | Engineering | Ahrens | QCAA |
| Certificate II in Hospitality | Hospitality | Menz/Parker | QCAA |
| Certificate I in Furnishing | Furnishing | Wickens | QCAA |

## Areas of low employment potential

- Fitness
- Manufacturing

At this time and for the duration of the 2016 – 2020 Strategic Plan, our direction is to move away from providing training in any certificates that have a low employment potential.

## Industry Liaison Officer

Students will be assisted in gaining training positions in certificate courses, Traineeships and School Based Apprenticeships with the assistance of the ILO. However students will need to meet certain criteria as outlined to the right.

**Eligibility Criteria to do a School Based Traineeship or Apprenticeship**

**YES**
- SAFE – Behaves well at school
- RESPONSIBLE – 95% + Attendance
  – Passing subjects
  – School fees Paid
- RESPECTFUL – Treats others with respect

**MAYBE**
- SAFE – Behaves well at school (1 past issue but has shown improved behaviour over 4 weeks)
- RESPONSIBLE – 90% + Attendance
  – Passing core subjects
  – School fees Paid or working Payment Plan in place
- RESPECTFUL – Treats others with respect

**NO**
- SAFE – Behavioural issues at school
- RESPONSIBLE – Below 85% Attendance
  – Not Passing core subjects
  – School fees Not Paid
- RESPECTFUL – Disrespectful

**2nd Chance**
- SAFE – Previous Behavioural issues but has shown improved behaviour over 2 terms (6 months)
- RESPONSIBLE – 85% + Attendance
  – Working towards passing core subjects
  – School fees Paid or working Payment Plan in place
- RESPECTFUL – Treats others with respect

## ILO Training – Career Development

Career advice is central to the role of the ILO. As such our immediate direction is to source training for the ILO so the delivery of quality, accurate and deliberate career guidance for our students is guaranteed. Certificate IV in Career Pathways is the recommended training to meet future compliance requirements.

## Teacher/Trainer Development

Our in house trainers need constant skills updating to remain at the industry cutting edge and also be compliant with training packages, industry currency and knowledge.
We will provide time for industry release, for upgrade of qualifications and for gaining new qualifications to deliver new certificate courses in line with our strategic direction.

## 2018 Cohort

2018 will see only eighty (80) students across the year. This traditionally 27% of students at our school will follow the pure OP stream. This will leave 58 students looking for career and VET pathways.
Our best direction may be to provide courses of study incorporating certificate courses with potential employment or further VET study (e.g. Diploma studies) prospects/outcomes.

## Resources

**Career development and skills resources:**

**National Career Development Strategy:**
https://docs.education.gov.au/system/files/doc/other/national_career_development_strategy.pdf

**Preparing Secondary Students for Work framework:** http://www.pssfw.myskills.gov.au/the-framework/

**VET self-assessment tools for schools**: http://www.pssfw.myskills.gov.au/

**Career advice and planning QLD:** www.qld.gov.au/jobs/career/advice

**CareerMe app:** http://www.careerme.com.au/

**Your Career Guide Australia:** http://www.yourcareerguide.com.au/

**Discover your career:** http://discoveryourcareer.com.au/

**My Big Tomorrow**: http://www.mybigtomorrow.com.au/

**Work Inspiration**: http://www.workinspiration.com.au/

**Bright Future:** www.wsc.edu.au/brightfuture.php

**MyGain videos:** https://www.youtube.com/user/AAPathways

**AusAppPathways** (app to explore careers that commence through an apprenticeship or traineeship pathway): http://www.ausapp.com.au/

**Apprenticeship Pathways** (national – links to a range of websites):
http://www.aapathways.com.au/Career-Resources/Career-Services/National

**Apprenticeship Pathways** (links to Qld. specific initiatives):
http://www.aapathways.com.au/Career-Resources/Career-Services/Queensland

**Trade and Skills advice** (video vignettes): http://www.skillsone.com.au/

**Right Choice** (selected trade areas): http://www.maketherightchoice.com.au/index.html

**Job Pathways Charts** (shows career pathways and qualifications):
http://www.aapathways.com.au/Career-Resources/Job-Pathway-Charts-Link/Job-Pathways-Charts-PDF

**Job Guide:** https://www.education.gov.au/job-guide

**Individual strengths and career path options**

**Career Quiz**: http://joboutlook.gov.au/careerquiz.aspx

**MyFuture**: http://myfuture.edu.au/

**Harrison Career Assessment tool**: http://www.apprenticeshipcentral.com.au/resource/the-harrison-assessment/

**Be Work Smart**: http://www.training.qld.gov.au/resources/individuals/pdf/be-work-smart-booklet.pdf

**Student Edge**: http://www.studentedge.com.au

**Skills Road:** http://www.skillsroad.com.au/home

**Frameworks**

**Australian Qualifications Framework:** http://www.aqf.edu.au/wp-content/uploads/2013/05/AQF-2nd-Edition-January-2013.pdf

**Preparing Secondary Students for Work framework:** http://www.pssfw.myskills.gov.au/the-framework/

**Australian Blueprint for Career Development**
http://www.blueprint.edu.au/Portals/0/resources/Blueprint_v1.2_.pdf

**Australian Core Skills Framework**
http://www.industry.gov.au/skills/ForTrainingProviders/AustralianCoreSkillsFramework/Pages/default.aspx

**Core Skills for Work Developmental Framework**
http://www.education.gov.au/core-skills-work-developmental-framework

## Training
**National Training Packages** (list of qualifications, and RTOs with scope to deliver):
http://training.gov.au/
**MySkills**: https://www.myskills.gov.au/
**ASQA Standards**: http://www.asqa.gov.au/users-guide-to-the-standards-for-registered-training-organisations-2015/about-the-standards-for-rtos/standard-one/standard-one.html
**ASQA Third Party Fact Sheet:** http://www.asqa.gov.au/verve/_resources/Fact_sheet_-_Third_party_arrangements.pdf#search=third party

## Schools
**Qld Curriculum & Assessment Authority:** https://www.qcaa.qld.edu.au/
**QCAA VET:** https://www.qcaa.qld.edu.au/senior/vet
**QCAA certificates:** https://www.qcaa.qld.edu.au/senior/certificates-qualifications
**New QCAA Senior pathways update newsletter:**
https://www.qcaa.qld.edu.au/publications/newsletters-magazines/senior-pathways-update

## Queensland Government Initiatives

**Vocational Education and Training in Schools (VETiS)**
- VETiS funded from the VET Investment budget focuses on delivering qualifications to provide school students with the skills and knowledge required for employment in specific industries.

**School-based apprenticeships and traineeships (SAT)**
- School-based apprentices and trainees, typically in years 10, 11 and 12, are trained in the workplace and with a training organisation, in their chosen apprenticeship or traineeship while continuing to study towards their Queensland Certificate of Education (Senior Certificate or equivalent): School-based apprenticeships and traineeships (PDF, 99KB)

**Fee-free training for Year 12graduates**
- To be eligible for fee-free training, Year 12 graduates need to commence training in a high priority qualification with a pre-approved training provider within the calendar year following their completion of Year 12: https://training.qld.gov.au/providers/funded/fee-free

**Skilling Queenslanders for Work**
- Ready for Work: funds community-based organisations and school P&Cs and P&Fs to deliver basic job preparation and employability skills courses up to 6–8 weeks to unemployed youth aged 15–24 years to get them ready for work.
www.training.qld.gov.au/community-organisations/funded-programs/sqw/ready-for-work.html

**Queensland Skills Gateway**
- Queensland Government portal for VET information, including course search: http://www.skillsgateway.training.qld.gov.au/

**Gateway to Industry Schools Program**

- General information: http://www.gatewayschools.qld.gov.au/index.html
- Contact details: http://www.gatewayschools.qld.gov.au/tools/contact_us.html
- Agribusiness Gateway to Industry Schools Program: http://www.gatewayschools.qld.gov.au/agribusiness/
- Aviation Australia: www.aviationaustralia.aero/corporate/Aerospace-Gateway-Schools-Project.php
- Construction Skills Queensland: www.csq.org.au/for-career-seekers/gateway-to-industry-schools and http://www.gatewayschools.qld.gov.au/building_and_construction/index.html#
- Food, Wine and Tourism Gateway to Industry Schools Program www.qcwt.com.au/schools_prog.html
- Manufacturing: QMI Solutions www.qmisolutions.com.au/products_services/gateway-schools
- Queensland Minerals and Energy Academy www.qmea.org.au

## Industry resources

### Queensland VET Industry Advisory Organisations

| Industry Advisory Organisations | Industry Training Group |
|---|---|
| Auto Skills Australia http://www.autoskillsaustralia.com.au/ | • Automotive <br> • Automotive Manufacturing |
| Energy Skills Queensland http://www.energyskillsqld.com.au/ | • Information and Communication Technology <br> • Utilities Electrotechnology <br> • Utilities – Gas <br> • Utilities- General (electricity supply <br> • Transmission Distribution (not rail related)l |
| Fitness, Sport & Recreation Industry Training http://skillsalliance.com.au/ | • Recreation services (including Sport and Fitness) |
| Grant Thornton Australia Ltd http://www.grantthornton.com.au/ | • Property Services |
| Health & Community Services Workforce Council https://www.cciq.com.au/membership/members-directory/view/health-and-community-services-workforce-council-inc | • Health <br> • Community Services |
| QMI Solutions Limited http://www.qmisolutions.com.au/ | • Process Manufacturing – general <br> • Process Manufacturing – Pulp and Paper <br> • Engineering – aviation <br> • Engineering – general <br> • Textile Clothing and Footwear Manufacturing <br> • Food processing – baking, general <br> • Food Processing Meat <br> • Food Processing – Seafood <br> • Food Processing - Sugar <br> • Furnishing -Floor , general, glass, upholstery, finishing |

| Industry Advisory Organisations | Industry Training Group |
|---|---|
| | • Manufactured minerals products<br>• Chemical Hydro carbons and refining<br>• Plastics rubber and cable making |
| Queensland Farmers' Federation Ltd<br>http://www.qff.org.au/ | • Primary Industries - Agriculture , Horticulture Conservation, Land management<br>• Primary Industries- Forestry<br>• Primary Industries –Animal care and management |
| Queensland Resources Council<br>https://www.qrc.org.au/ | • Resources & Infrastructure<br>• Engineering - Civil |
| Queensland Tourism Industry Council Ltd<br>https://www.qtic.com.au/ | • Tourism travel & hospitality & events |
| Queensland Trucking Association Ltd<br>http://www.qta.com.au/ | • Transport & Distribution – Road<br>• Transport – general<br>• Transport and Distribution Warehousing<br>• Transport - Rail |
| Queensland Water Directorate<br>http://www.qldwater.com.au/ | • Utilities - Water |
| Construction Skills Queensland<br>http://www.csq.org.au/ | • Construction<br>• Construction off site<br>• Construction Civil |

## Industry specific resources
### Agriculture
- AgForce: http://www.futureag.org.au/ - link to: School to Industry Partnership Program

### Business
### Construction
- Construct my Career: http://www.constructmycareer.com.au/
- Construct your future: http://www.gatewayschools.qld.gov.au/building_and_construction/index.html#
- Construction Skills Queensland: http://www.csq.org.au/publications-resources/careers-in-construction
- Major Projects Report 2016 - Qld Engineering Construction Outlook http://csq.org.au/csq/media/Common/Research/QMCA_MPR2016a_20160216_final_LR.pdf

### Community Services and Health
- Queensland Government NDIS career information: https://training.qld.gov.au/training/career/ndis
- Carecareers (NDIS): http://www.carecareers.com.au/
- Australian Community Workers Association: http://www.acwa.org.au/careers/getting-started
- Australian Government review of the Aged Care Sector Workforce (reporting by June 2016): http://www.aph.gov.au/Parliamentary_Business/Committees/Senate/Community_Affairs/Aged_Care_Workforce

**Creative Arts and Entertainment**
**Defence:** www.defencejobs.gov.au
**Engineering**
- Major Projects Report 2016 - Qld Engineering Construction Outlook
  http://csq.org.au/csq/media/Common/Research/QMCA_MPR2016a_20160216_final_LR.pdf

**Information Technology**
- IT Careers www.cisco.com/web/SG/partners/emails/woman_rock_it.html
- IT Careers www.aiia.com.au

**Manufacturing**
- Manufacturing Skills Australia: http://www.mskills.com.au/

**Retail**
- Service Skills Australia: https://www.serviceskills.com.au/sectors/wholesale-retail-and-personal-services

**Services sector**
- The Job I Love: http://www.thejobilove.com.au/

**Sport and Recreation**
- Service Skills Australia: https://www.serviceskills.com.au/sectors/sport-fitness-and-recreation

**Tourism and Hospitality**
- Service Skills Australia: https://www.serviceskills.com.au/sectors/tourism-travel-hospitality
- Queensland Tourism Industry Council - Best Practice Guide:
  https://www.qtic.com.au/sites/default/files/qtic_hr_bestpracticeguide_digital_updated.pdf
  http://www.discoveryourcareer.com.au/
  https://www.qtic.com.au/project-service/qtic-careers-pathway-officer
- Discover Hospitality: www.discoverhospitality.com.au

**Transport and Logistics**
- TLI Connect (includes Insight 2 Industry resources for school students):
  http://www.tmr.qld.gov.au/business-industry/Business-with-us/TLI-Connect.aspx


**Regional information**
   **Far North Queensland:** https://www.business.qld.gov.au/invest/queenslands-regional-locations/north-queensland/far-north-queensland


**Other resources**
- Professional Development Kit - Using the Australian Blueprint for Career Development with Young People: https://docs.education.gov.au/node/36111