

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Dalrymple Trade Training Centre** from **18 to 20 October 2021**.

The report presents an evaluation of the centre's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the centre to implement in consultation with its regional office and centre community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Shona McKinlay	Internal reviewer, EIB (review chair)
Andrew Oliver	Peer reviewer
Valerie Hadgelias	External reviewer

1.2 School context

Location:	Macpherson Street, Columbia	
Education region:	North Queensland Region	
Year levels:	Years 11 and 12	
Enrolment:	<p>No actual enrolments at Dalrymple Trade Training Centre (DTTC)</p> <p>Schools enrol students directly into courses offered by the Registered Training Organisations (RTO)</p> <p>111 students – approximately</p>	
Indigenous enrolment percentage:	5 per cent – approximately	
Students with disability:	Education Adjustment Program (EAP) percentage:	not applicable
	Nationally Consistent Collection of Data (NCCD) percentage:	not applicable
Index of Community Socio-Educational Advantage (ICSEA) value:	not applicable	
Year principal appointed:	<p>2021 – Acting Principal of lead school – Charters Towers State High School (CTSHS)</p> <p>1989 – Principal of Charters Towers School of Distance Education (CTSDE)</p> <p>2021 – Principal of Columba Catholic College (CCC) Appointed</p> <p>2021 – Acting Headmaster of All Souls St Gabriels School (ASSG)</p> <p>2020 – Manager of DTTC Manager</p>	

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

TTC community:

- Dalrymple Trade Training Centre (DTTC) manager, Technical and Further Education (TAFE) administrative officer, TAFE engineering trainer, TAFE health services trainer, Feedlot Café manager, administrative officer and cleaner.

Partner School community:

- Principal, deputy principal, administrative officer and Business Manager (BM) of Charters Towers State High School (CTSHS – lead school); principal and acting deputy principal of Charters Towers School of Distance Education (CTSDE); principal, deputy principal and careers officer of Columba Catholic College (CCC); acting headmaster, acting deputy headmaster and student liaison and Vocational Education and Training (VET) coordinator of All Souls and Saint Gabriels School (ASSG), facilities officer, 35 students and five parents

Community and business groups:

- Doyle's Fabricating representative.

Partner schools and other educational providers:

- Representatives Adapt Education and Jenagar Pty Ltd.

Government and departmental representatives:

- Mayor of Charters Towers Regional Council and ARD.

1.4 Supporting documentary evidence

2021-2024 Business Plan	Facebook and Website
School budget overview (CTSHS)	DTTC Student Handbook
AEP Proposal	Career Expo Survey Answers
Cluster Agreement DTTC	TAFE Lease Agreement
Training Models Discussion Paper	Transaction Detail for SUBCC
Standards for RTOs	Information Booklet
Hire Agreement	



2. Executive summary

2.1 Key findings

Students express the belief that they are welcome, can achieve successful outcomes and are supported to achieve quality learning outcomes.

Students articulate appreciating the opportunity to collaborate with trainers who are industry professionals, and understand the value of undertaking the vocational courses on offer. The tone of the campus is orderly and calm. High expectations for behaviour and mutual respect in the interactions between adults and students are explicit. The Dalrymple Trade Training Centre (DTTC) manager meets with each class group at the beginning of the year to ensure that students are fully aware of the expectations. Students indicate they appreciate that they are working in an adult learning environment, and they are cognisant of the centre's strict workplace health and safety requirements.

The DTTC provides a vocational pathway for students who enrol in the DTTC courses, whilst remaining enrolled in their school.

The DTTC offers a range of vocational education certificates and pathways. The curriculum delivered complies with industry standards as set by the governing bodies. The curriculum is competency-based and programs are discussed with the local business community for input. This has resulted in the introduction of a project-based approach to learning. Adjustments to the unit foci are made to enable viable pathways to local employment. The design of programs at the DTTC has an emphasis on topics that are locally relevant, reflect industry standards and have legitimate and viable pathways. Students indicate that their strengths are recognised and built upon. Students describe that they are treated like adults and employees by their trainers.

The DTTC is a complex environment with a significant number of stakeholders.

In the past two years there has been considerable effort and energy invested in building relationships with both the local community and Registered Training Organisations (RTO). The success of this renewal process is apparent in the comments from students, staff, parents, and community members who speak positively of the DTTC and the range of opportunities it offers secondary students enrolled in partner schools. Bringing everyone together in a united and committed team remains an important, ongoing and challenging piece of work. Several stakeholders express the view that further clarity regarding expectations and accountabilities is required. Effective structures within the governing board and the Vocational Education and Training (VET) coordinators are described as essential components of the centre's ongoing success. The importance of gaining a shared commitment from partner schools and a common understanding of responsibilities in facilitating student engagement with the DTTC is frequently mentioned.



The DTTC board is formed by representatives from each of the partner schools and is responsible for the governance and strategic direction of the DTTC, overseeing management and operations.

The board articulates a commitment to providing vocational opportunities for a range of students in partnership with external providers. The board recognises the significant workload of the centre manager and is investigating ways to provide this support within the constraints of the budget, considering future sustainability. Significant resources are provided by the Charters Towers School of Distance Education (CTSDE) to support the placement of a deputy principal as the centre manager. The CTSDE has committed to this funding until 2023 when it is anticipated that contributions from the partner schools and centre-generated funding will be able to sustain the employment of a centre manager. The DTTC facilities are aligned to the identified needs of the community. The centre engages with training providers to deliver certificate qualifications in construction, resources and infrastructure, kitchen operations, health, automotive and engineering. The available physical facilities are currently used effectively to offer a broad range of opportunities for students to engage in these courses. An expansion of course offerings will add complexity to the management of facilities.

Many community members indicate that the profile of the DTTC has grown significantly in the past two years.

DTTC management has undertaken a considered and deliberate approach to build community confidence. Parents and students speak positively of the training and services provided by the DTTC. The local business community speaks highly of the DTTC management and quality of the services. Some parents suggest that there are still community members who are yet to have a clear understanding of the role of the centre. The centre manager acknowledges that there is work required to re-brand the centre and effectively promote it across the district. An action in the operational plan is the promotion of the centre for community organisations to access and utilise centre facilities. A range of associated personnel and community members highlights the need for branding of the DTTC to clarify the purpose of the centre.

DTTC stakeholders are committed to the belief that all students can learn successfully when accessing appropriate learning opportunities and when provided with support.

Trainers are committed to individualised instruction through the provision of practical, hands-on learning in an industry context. Students undertaking courses at DTTC have varied learning needs. RTOs are responsible for adjustments to course content and assessment and reporting. The centre manager encourages and supports differentiated practice. Partner schools and the centre manager recognise the potential for expanding the curriculum to offer Certificate III level courses. The centre manager recognises there is potential to better cater for high achieving students through an expanded curriculum and innovative partnerships. Some discussion has occurred with regard to partnering with tertiary institutions and international markets.



The DTTC facilities and resources are aligned to the identified needs of the community.

The DTTC facility is attractive and well equipped. Careful planning and financial investment to maximise the effective use of resources have resulted in the provision of industry standard machinery and learning spaces that can support contemporary and innovative learning and student engagement. The centre engages with training providers to deliver certificate qualifications in construction, resources and infrastructure, kitchen operations, health, automotive and engineering. The available physical facilities are currently used effectively to offer a broad range of opportunities for students to engage in these courses. The facility layout is aligned to the delivery of a range of certificate courses at industry standard. DTTC facilities are accessed and utilised by a variety of community, industry-based organisations and RTOs. The DTTC is developing as a venue for meetings and workshops for the local community, including the Chamber of Commerce.

The DTTC management places an emphasis on developing productive and mutually beneficial partnerships with the local business community.

The DTTC seeks ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations. The establishment of trust and confidence is viewed by the board and management as the cornerstone to its operational success. All partner organisations are committed to the DTTC's long-term success. The local council and Mayor speak of multiple upcoming large-scale economic projects and the opportunities that the youth have as a flow on from these ventures. The council views these future projects as an opportunity for the DTTC to provide vocational pathways for the youth of the town and surrounding districts.



2.2 Key improvement strategies

Further develop ways of working together as an effective and united team for both the personnel who work at the DTTC and the broader network of stakeholders.

Collaboratively develop, document and advocate for a staged plan to address the sustainability of the centre manager position and certificate provision.

Undertake extensive rebranding and promotion to lift the profile of the DTTC within the community.

Investigate further opportunities to offer Certificate III level courses and form collaborative relationships with tertiary education facilities and Education Queensland International to enhance opportunities for high achieving students.