DREAM
Trade Training Centre

Presented by
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D - Dandenong
R - Regional
E - Education
A - Alliance
M - Model
CONSORTIUM

Cluster of:

- Dandenong High School (Lead School)
- Carwatha P-12 College
- Lyndale Secondary College
- Minaret College
- Nazareth Secondary College

in partnership with

- Chisholm Institute
History

- 2005 Trade Hub Concept developed

- Concept considered and an MOU developed between Dandenong High School, Cleeland Secondary College and Doveton High School and Chisholm for a trade facility

- Concept to incorporate facility into new Chisholm Engineering Building (CIES)

- Unable to obtain funding

- Relationships and concept retained
Underlying Principles - 2005

- Outcomes of students at forefront
- Partners committed to expanding pathways opportunities for secondary school students
- Addressing low retention rates / early school leavers
- Valuing of vocational options
- Strong commitment to VET from Schools
- Introducing careers in manufacturing / engineering with industry support
- Concept of school owned buildings on TAFE land
  (*True partnership – Schools and TAFE*)
Trade Training Centre Program
Opportunity - 2008

- February 2008 Discussion at South East Principals Network meeting hosted by Chisholm

- Dandenong High School (DHS)* took the lead supported by Lyndale Secondary College

- Carwatha, Nazareth and Minaret joined the Cluster

- Formed consortium with Chisholm

- Cross sectoral initiative

* Now a merged school and DHS, CSC and DHS
Why TAFE?

- Partner schools and Chisholm within close proximity
- Chisholm master planning facilitates access by Schools to trade facilities
- Schools wanted Chisholm to be RTO and guarantee AQTF compliance
- Schools wanted access to quality competency based training
- Architectural and VET facilities expertise at Chisholm
Why TAFE?

- Schools wanted students to be exposed to full trade facilities
- Wanted real and guaranteed pathways
- Access to Chisholm’s existing industry links
- Access to new applied learning methodology and technology
Siting option for the TTC
Siting option for the TTC and the Automotive & Logistics Centre
The Way Forward

- Established a Working Party – monthly meetings with Principals and CEO Chisholm
- Developed a comprehensive Action Plan
- Formed three working groups which reported to working party: Governance / Funding, Capital Project / Equipment, Curriculum / Timetabling
- Consortium engaged and funded a consultant with a focus on recurrent funding and governance
## Facilitating the concept - uses

<table>
<thead>
<tr>
<th>Space detail</th>
<th>Students</th>
<th>Total numbers (DSC)</th>
<th>M2 per person allowed</th>
<th>Total area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carpentry &amp; Joinery – Cabinetmaking - workshop</td>
<td>3 Groups x 14</td>
<td>42</td>
<td>9</td>
<td>170</td>
</tr>
<tr>
<td>Plumbing workshop</td>
<td>2 Groups x 14</td>
<td>28</td>
<td>9</td>
<td>112</td>
</tr>
<tr>
<td>Basic skills &amp; sand pit units</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering / Competitive Manufacturing workshop</td>
<td>2 Groups x 14</td>
<td>28</td>
<td>9</td>
<td>112</td>
</tr>
<tr>
<td>Electrical / Electro technology workshop</td>
<td>3 Groups x 14</td>
<td>42</td>
<td>8</td>
<td>170</td>
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</tbody>
</table>

**564**
## Facilitating the concept - uses

<table>
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<tr>
<th>Space detail</th>
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<th>Total numbers (DSC)</th>
<th>M2 per person allowed</th>
<th>Total area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hairdressing salon</td>
<td>1 Group</td>
<td>15</td>
<td>4.5</td>
<td>68</td>
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<tr>
<td>Beauty salon</td>
<td>1 Group</td>
<td>15</td>
<td>4.5</td>
<td>68</td>
</tr>
<tr>
<td>Children’s Services</td>
<td>1 Group x 20</td>
<td>20</td>
<td>3.9</td>
<td>78</td>
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<tr>
<td>Allied Health facility</td>
<td>1 Group x 20</td>
<td>20</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>General Purpose Classrooms</td>
<td>2 Rooms x 20</td>
<td>40</td>
<td>2.5</td>
<td>100</td>
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<tr>
<td>Seminar rooms</td>
<td>2 rooms</td>
<td>10</td>
<td>2.5</td>
<td>25</td>
</tr>
<tr>
<td>Technology Hub - Design studio</td>
<td>1</td>
<td>40</td>
<td>2.5</td>
<td>100</td>
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<tr>
<td>Automotive facility</td>
<td>0</td>
<td></td>
<td></td>
<td>0</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>539</strong></td>
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</tbody>
</table>
Major Issues

- Governance Model
- Recurrent funding and ongoing maintenance of facility/equipment
- Duty of Care - Legal liabilities
Governance

- Explored two options
  - Legal structure – separate company or incorporated body
  - Lead School as legal entity

Solution: determined simplest for DHS to remain as the legal entity.

- DHS established an MOU with the four schools detailing roles and responsibilities of each party.
- DHS will sign agreement for funding and have accountability on behalf of the cluster
Recurrent funding

- Delivery, equipment and maintenance costs are significant for ongoing quality to be assured

**Solution**: DHS on behalf of the cluster entered into a Service Agreement with Chisholm. Chisholm would be the RTO responsible for all training and resolved the issue of recurrent funding and ongoing maintenance through a mutually beneficial arrangement.
Duty of Care

Major concern for schools

Who has the responsibility for duty of care?

Solution: Chisholm as RTO took all legal and duty of care responsibilities
Other Factors

- Transport
  **Solution:** Outsourced transport arrangements through one local bus line

- Timetabling
  **Solution:** Common agreement across the schools for half day blocks for accessing the Trade Training Centre
Industry and Community Support

- Engagement with key industry and agencies (SEMMA, SELLEN, SED and LLEN)
- Newsletter update
- Working Party met with local industry and community groups
- Provided detailed briefing on concept
- Industry representatives agreed to be part of an Industry Reference Group
- Industry agreed in writing to provide Mentoring, workplace learning, equipment, in kind support and career advice
Other Unique Features

- In kind support

- Schools re-evaluating operation for rostering in TTC of:
  - Literacy and numeracy teachers
  - Career advisers
  - MIPS

- Strengthened pathways, with vocational goals a real option and embedded into MIPs

- Strong ownership by schools - a shared vision, shared responsibilities between all stakeholders in developing DREAM to this point and to ensure it becomes a reality
Facility

- Access to state of the art Centre for Integrated Engineering & Science (CIES)
- Linked to new planned Automotive & Logistics Centre
- Concept plans of flexible and integrated learning
Design of Facility

- Working Group developed a vision of the facility as a welcoming and stimulating space for students.

- Facility to be designed to encourage ownership by students.

- Facility design to be flexible to accommodate changing skill needs and technology.

- Easy access for Cluster Schools.
Concept 1 – Flexible Learning

DREAM Project
Concept 1- Flexible learning relationship
Built Environment Services
Chisholm Institute
20 August 2008

**LEGEND**

A - Front of activity- Control point
B - The technology hub (Design Studio)
C - Student support & amenities
D - Carpentry & Joinery
E - Electrical & Electronics
F - Manufacturing & Engineering
G - Plumbing
H - Salons, childrens services, allied health, GPC’s & seminar rooms

- Covered area communal learning
Concept 2 – Flexible Learning

DREAM Project
Concept 2- Flexible learning relationship
Built Environment Services
Chisholm Institute
20 August 2008
Learnings to Date

- Keep the vision for the students at the forefront
- Ensure the design is flexible
- Keep all stakeholders informed all the way through
- Keep talking and discussing until a way through the challenges emerges
- Plan for the changes in Schools to realise the great potential the TTC concept provides
Thank you