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AUSTRALIAN INDUSTRY
TRADE COLLEGE

Annual Report



Locations

In 2022, the Australian Industry Trade College Ltd had five operational schools (i.e. Gold Coast, Redlands, Toowoomba, Ipswich and Brisbane), and one operational campus (i.e. Sunshine Coast is a campus of the Gold Coast site).

Australian Industry Trade College – Gold Coast

281 Scottsdale Drive, Robina Qld 4226

Australian Industry Trade College – Sunshine Coast

170 Horton Parade, Maroochydore Qld 4558

Australian Industry Trade College – Redlands

233 Middle Street, Cleveland Qld 4163

Australian Industry Trade College – Toowoomba

Suites 4 & 5, 1-3 Russell Street, Toowoomba Qld 4350

Australian Industry Trade College – Ipswich

17 Lowry Street, North Ipswich Qld 4305

Australian Industry Trade College – Brisbane

Level 2, 88 Leichhardt Street, Spring Hill Qld 4000

RTO Code 31775

ABN 76 115 458 743

For more information and contact details: Please contact the Principal at each school or campus. Details available on our website: www.aitc.qld.edu.au/contact/

www.aitc.qld.edu.au

This report is based on the Schools Annual Report template from Independent Schools Queensland.

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WE BELIEVE IT'S NOT ABOUT COMPARISON, IT'S ABOUT CHOICE. THAT'S WHY AT THE AUSTRALIAN INDUSTRY TRADE COLLEGE (AITC), WE'RE FOR YOUNG PEOPLE WHO SEEK A DELIBERATELY DIFFERENT, INDUSTRY-DRIVEN EDUCATIONAL EXPERIENCE.

For those who want to learn in the classroom, within workplaces and on the job. For those ready to roll up, dig deep and get doing. And for those who want to build confidence, build character, change course and commence careers.

We're for those young people who seek to start building real world strengths and skills now, and not wait for the future.

This is who we are. It's not only how we're different, but how we make a difference.



Our vision



To elevate and enhance the value and reputation of industry careers.

Our purpose



To enable and empower young people to proudly pursue a pathway in industry.

Our promise



We promise to connect young people with opportunities in industry and industry with great young people.

Our values



- Demonstrate Genuine Care
- Think Progressively
- Take Courageous Action
- Achieve Inspiring Outcomes
- Contribute Authentically
- Succeed Collectively

Reading this report

Definitions

AITC Gold Coast Within this report, AITC Gold Coast refers to the Australian Industry Trade College based at Robina

AITC Redlands Within this report, AITC Redlands refers to the Australian Industry Trade College – Redlands based at Cleveland

AITC Sunshine Coast Within this report, AITC Sunshine Coast refers to the Australian Industry Trade College – Sunshine Coast based at Maroochydore which is a campus of the AITC Gold Coast

AITC Toowoomba Within this report, AITC Toowoomba refers to the Australian Industry Trade College – Toowoomba based at Toowoomba

AITC Ipswich Within this report, AITC Ipswich refers to the Australian Industry Trade College – Ipswich based at North Ipswich

AITC Brisbane Within this report, AITC Brisbane refers to the Australian Industry Trade College – Brisbane based at Spring Hill

QCE Queensland Certificate of Education

SAT School-based Apprenticeship or Traineeship

Student A student is any person, regardless of age, who is enrolled at the AITC. At the AITC a student is referred to as a 'young person' which is also used throughout this report

Young person (or young people) is any person, regardless of age, who is enrolled as a student at the AITC (see also Student)

+ Campus key	
GC	Gold Coast
RL	Redlands
SC	Sunshine Coast
TW	Toowoomba
IP	Ipswich
BNE	Brisbane



Chair's Report

Throughout 2022, the AITC Board reprioritised key initiatives, continued an ambitious growth agenda through diversification of our model, and led a culture of safety and genuine care.

The 2022 year was an extraordinary time of growth for the Australian Industry Trade College (AITC) with the opening of the AITC's sixth campus in Brisbane in January, reaching 1,054 students across the College at August census (an increase of 8.5% from August 2021).

Two new specialist models were added to the College's standard model to diversify the value proposition and attract new markets, with the opening of the AITCxProtech Academy in Brisbane and the Equine Industry QuickStart at the Gold Coast.

The year also saw 213 Year 12 sign-ups into school-based apprenticeships or traineeships, 98.9% of Year 12 graduating with their Queensland Certificate of Education, and the largest mid-year intake in the AITC's history.

Other highlights from the year include:

- The AITC was named as an Excellence Awardee for Best Strategic Plan in the Australian Education Awards.
- We continued to embed the College's new identity in our marketing to build recognition in the market. This was cemented when industry was using the Deliberately different tagline back at us.
- Campus Performance Reviews were introduced as part of an ongoing continuous improvement strategy with a focus on leadership and management, teaching and learning, stakeholder voice, and the industry and education programs.
- Fifteen new e-learning courses were added to the AITC Learning and Development catalogue.
- Advocacy work continued with attendance at the ISQ Parliamentary Reception, ISQ Education Committee, and several meetings with State Government officials in the Employment and Training, and Regional Development spaces.

Members will note that the College closed the year on an EBIDA of \$2.3 million (FY2021: \$1.1 million) and net operating deficit of \$190K (FY2021: \$300K deficit), the result of highly prioritised spend, but fewer than anticipated enrolments. Despite this, the College ended FY2022 with a healthy closing cash balance of \$2.4 million, consistent with the prior year, and the debt facility also remained untouched.



The year also saw 213 sign-ups into school-based apprenticeships or traineeships, 98.9% of Year 12 graduating with their Queensland Certificate of Education, and the largest mid-year intake in the AITC's history.

Strategic Priorities

You may recall that our 2028 Strategic Plan was revisited in FY2021 to align with our new Deliberately Different identity, where we identified a number of priorities to bring our strategy to life. These priorities include a renewed focus on people leadership, In-Industry Schools (specialist programs), and safety across the College.

Investment in Leadership

The AITC implemented a specialist Management Development Program, aimed at supporting managers to develop and extend their expertise across a number of education-specific management functions. This will continue in 2023, with a goal to improve the onboarding and continued development of our leaders and managers at the AITC.

Diversifying our Model

2022 saw the launch of our first Academy and the first immersion program.

The College welcomed 22 young people to the AITCxProtech Academy, a specialist program bespoke to national recruitment and training organisation Protech Group, designed to deliver a unique experience, separate to that of the standard AITC model. The education program – delivered from the Brisbane school – is contextualised to the civil construction industry, and the training, work experience and industry program is tailored to Protech.

The Equine Industry QuickStart (IQ) commenced in July in collaboration with the Gold Coast Turf Club (GCTC), who has a vision to improve the standards in the industry through ensuring that educated, technically talented young people engage with the breadth of opportunities available. Twelve young people commenced in the Equine IQ at the Gold Coast school, with many more enrolling for January 2023.

Extensive planning also took place in 2022 in preparation for the launch of two additional Academies in 2023 for the boating and energy industries.

Safety Management System

Safety continued to play a large part in the governance of the AITC with more than 2,100 risk assessments conducted for work experience or placement and the development of a new WHS Management System.

During Safe Work Month, the AITC launched the first tranche of its Work Health and Safety Management System (WHSMS) to the Board and all staff, including presentations and events at each location. The new online platform has provided the organisation a single point of truth for all things WHS and safety, improving the accessibility and user experience, and therefore improving the safety culture of the AITC.

Looking Forward

We are committed to investing in the communities in which we have schools. There were plans to move the Redlands campus to a new location in 2023, however the decision was made to invest in a permanent home for our AITC Redlands community. As such, the decision was made to not proceed with the planned tenancy at Ormiston. We're very excited about the prospect of a new home for our Redlands community and what the future brings to our young person, industry, and the Redlands area.

Governance

Peter Whitelaw concludes his 3-year term on the AITC Board at the Annual General Meeting, 31 May 2023. Peter's experience in the education sector, as well as his calm approach, have contributed to improved governance in the teaching, learning and assessment area. Though we are sad to see Peter go, he continues to be one of the AITC's largest supporters. On behalf of the College, Peter, we say thank you.

The Board will look to the Board Skills Matrix to assess the collective skillset required to fulfill our organisational strategy into the future, and will look to recruit another Director in the coming year.

Jack Stevens and Geraldine Castleton are up for election at the AGM and the Board supports each of these nominations.

I'd like to acknowledge our long-term Members for their continued service and support, and welcome our newest Members to the AITC fold. It is a strategic imperative to grow the College membership base. In 2022, a concerted effort was taken to improve Member communications to keep them up to date.

Conclusion

On behalf of the Board, I would like to thank Mark Hands, our Chief Executive Officer, the Executive Leadership Team and the broader AITC team who contribute to the character, education and success of our young people. I'd like to acknowledge the Team Leaders, Assistant Team Leaders Industry Consultants, Administrators, Shared Services staff, and Campus Leaders across our six locations, for your commitment to delivering on our promise every day.

We would also like to acknowledge the work of Caroline McGuire during her three years as Director of People. We greatly appreciate the impact that Caroline had at the AITC, leading improvement in the areas of systems, compliance and safety, and workplace contracts. Her leadership created a climate of genuine care to our people during fast growth, COVID and the great resignation.

Congratulations must go to Emma Owens, our Company Secretary, who welcomed a baby boy and commenced her maternity leave.

I acknowledge my fellow Directors: Jack Stevens, Ric Roach, Christine Lohmann, Geraldine Castleton, David Rutter, and Dan Bridges who volunteer a significant amount of their time and energy to the College; we would not be where we are today without their experience, expertise and drive for our shared vision.

I'd like to show genuine appreciation to the extensive network of 5,180 employers who supported the AITC in 2022. Without you, we cannot deliver on our promise. In particular, I'd like to thank our industry partners for 2022: TAFE Queensland, Protech Group, Gold Coast Turf Club, BussQ, Totally Work Wear, Emu Gully Adventure Group, Master Plumbers Association and Master Builders Association.

Every day, we are privileged to enable and empower young people to find their purpose and proudly pursue a pathway in industry. 2022 saw the College reach some key growth milestones and the future looks even brighter at the AITC.

Not all schools are the same and I'm proud to say we're deliberately different, opening doors to industry for more than a thousand young people.



Paulene Henderson
Chair
Australian Industry Trade College

CEO's Report

The commencing paragraph of the AITC Manifesto recalls in compelling words the vision which united the members of the original AITC company. These few sentences remain an accurate reflection of the many who have joined us since 2006; it states

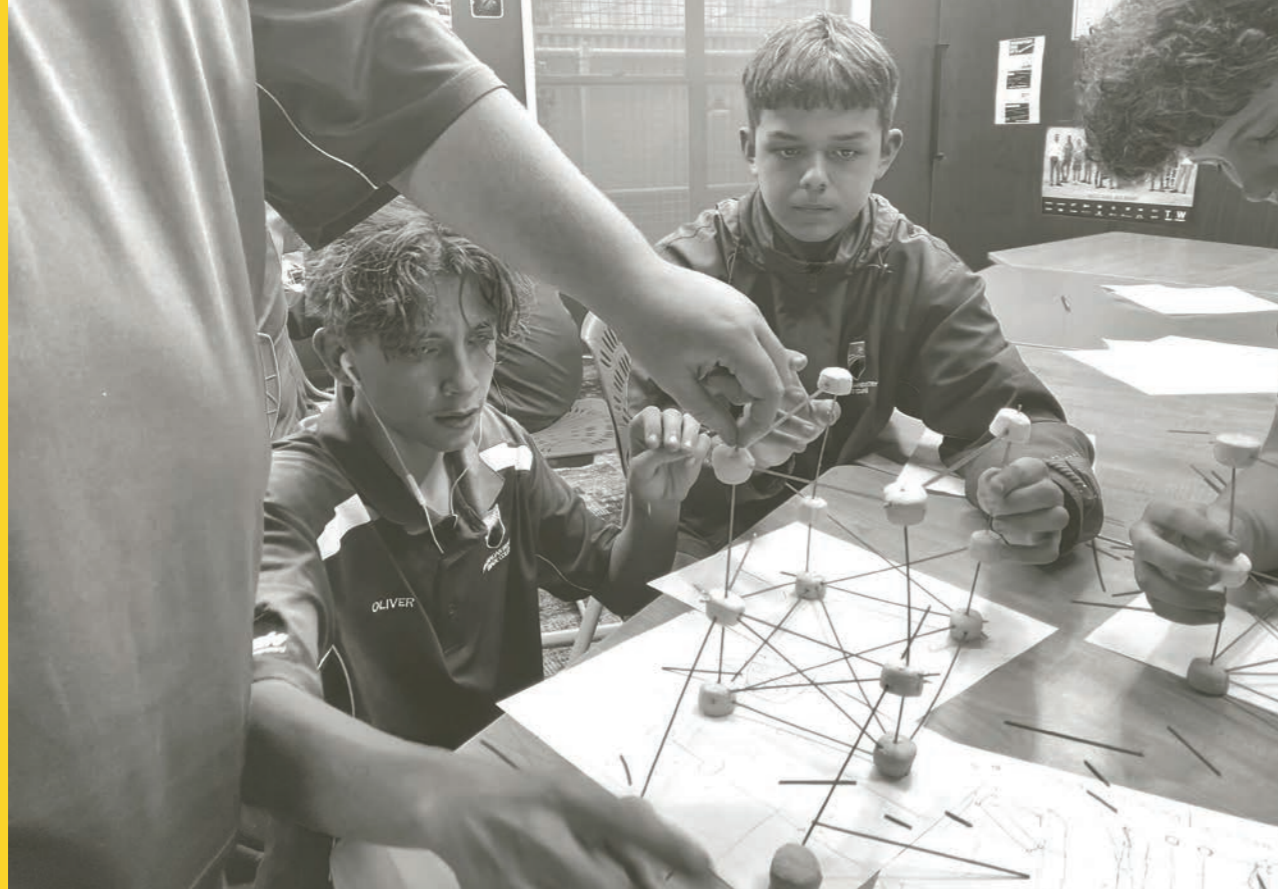
“

The Australian Industry Trade College came into being because young people needed us and Australia did too. And so we got started. On rethinking how we educate, equip and empower. On challenging the status quo and re-defining measures of success. On celebrating the path less celebrated and closing a growing gap. We started helping young people to find their purpose and proudly pursue a pathway in industry, at school. Some might call it a trade. We prefer profession. For us, it's simply about finding what fits; about loving what you do. Our footprint was smaller then, our impact and reach is far greater now.”

This statement resonates with meaning and purpose, providing us with a common goal. It was again this resonant goal that motivated the AITC community to reach some notable goals in 2022. Let me identify five seminal indicators which indicated this progress:

- For the first time, AITC enrolments exceeded one thousand young people by August 2022. This number was reached with our expansion from five to six schools in South East Queensland and through diversifying our model.
- 98.9% of Year 12 graduates achieved their Queensland Certificate of Education (QCE).
- 90% of those graduates achieved a chosen career pathway and 78% graduated into apprenticeships and traineeships.
- The astute management of our financial operations during this expansion resulted in a \$2.4 million cash position at the end of year.





¹The shortage of staff in schooling was a national shortage of teachers and labour in general and the AITC was among many schools who felt the impact.

²Equine Program commenced at Gold Coast in July 2022

³Boating Program Commenced at Gold Coast in January 2023

⁴Energy Academy commenced at Brisbane School in January 2023

⁵Industry – This term is now interpreted well beyond trades to include Information Technology, Equine, Real Estate and Health. As the College has grown, the interest from other industries has expanded the pathways available for young recruits

The irony of these achievements is that in the words of the great Charles Dickens "It was the best of times, it was the worst of times". The 2022 year commenced in a place requiring clear leadership to turn around a difficult situation. Following three years of economic disruption, school shutdowns (due to COVID risks), skills shortages, and even floods across some of our local school communities, the AITC indicators in February 2022 were, to put it mildly - challenging. For example, three realities confronted the AITC as our schools got underway in February.

1. While incoming enrolments remained strong through to February 2022, a high level of student attrition resulted in our student numbers being lower than the previous year. The irony of opening a sixth school and achieving lower total student numbers was very sobering.
2. The impact of unusually high staff turnover following four years of AITC expansion and COVID-19 disruptions was amplified by debilitating staff shortages. Local AITC school leaders were often stretched to place people in front of classes on many days.
3. Industry leaders and small employers, facing their own staff and skill shortages, were quick to offer full-time employment to AITC young people who, true to form, displayed skills and attitudes well beyond their years. In a brutally uncomfortable statistic, around 50% of those who started AITC in Year 10 (2020) had left the College before they had graduated. While it made sense 'to new employers' to solve their problems with an AITC apprentice, this 'head hunting' undermined a core philosophy of the AITC – creating a higher standard of apprentice for the future – through education.

After years of expansion, we drew on the principle quoted by Mark Twain: "Hunger is the handmaid of genius". In other words, 'it's when you are facing a brutal reality that compelling leadership and innovation is required'.

I am pleased to report that amidst this climate of disruption, we experienced a combination of stabilising self-reflection and

a healthy dose of entrepreneurial spirit (that is, grasping the opportunities which came our way in spite of these disruptions).

These transforming initiatives included the following:

1. We evaluated the total learning experience of every young person at every AITC school and in industry. We shone a light into areas where our standards required lifting in order to reinforce young people's aspirations to imagine for themselves a 'career' and not just 'a job'.
2. We promoted an agreed "Graduation Guarantee" (completion of Year 12) to new employers and partners who were seeking to benefit from the high quality AITC young person.
3. We created two new schooling models where leading industries partnered with the AITC to establish new "In Industry Schools" (IIS) within existing AITC schools. To our knowledge this is the first time in Australia an industry has partnered with a school to develop a customised workforce for their industry. The Protech Academy (our first IIS) began successfully in July 2022 at our Brisbane school. Their goal to develop a workforce for Tier 1 companies resulted in 18 young people being signed-up in just one day in February 2023. The event attracted the attention of radio and TV stations at the time. The AITC Equine Industry QuickStart also commenced in 2022. This program targets young people who aspire to a career in the Queensland Racing Industry. Two further specialist programs were planned and developed in the 2022 year (for a 2023 start) in partnership with the following industries:
 - AITC Boating Industry Academy – Targeting a career in the boating and marine industry in Coomera
 - AITC Energy Academy – Targeting a career in the sustainable energy industry (electrical)

The opening paragraphs of this report should reassure the AITC members that the response of our team to the uncomfortable realities of early 2022 was both courageous and productive. Not only did the AITC community survive an early disruption, it created a strong foundation for the future expansion through partnerships with our greatest advocates and standard bearer's – the leaders of industry .

The 2022 year tested our commitment to AITC values. Were they just words on a wall or were they a part of our DNA – our beliefs. I believe they became our compass way points amidst the disruptions. For example:

- **Demonstrating Genuine Care** – The safety of our community remained paramount and strong.
- **Taking Courageous Action** – Questioning the status quo in education and industry.
- **Thinking Progressively** – Creating new learning models in support of technical intelligence.
- **Achieving Inspiring Outcomes** – The graduation and employment results remain high.
- **Contribute Authentically** – Seeking first to understand our faults rather than seeking blame.
- **Succeed Collectively** – Partnering with industry to create new schooling models.

Disruption can bring both uncertainty and clarity. While 2022 delivered great uncertainty, the successful outcomes across most KPI's indicated that the AITC has become a mature organisation. We are an organisation with capacity to manage the disruptions of a volatile world while at the same time discovering and implementing new opportunities to forge our own future.

Conclusion

I extend my thanks to the College Board and in particular the Board Chair Paulene Henderson. Paulene and the Board provided a steady 'ballast in the boat' as the year played out. One should never underestimate the positive impact resulting from a Board's clarity and support to an Executive team. Your guiding hand was appreciated.

To the Executive and leadership teams who carried the weight of responsibility amidst the disruptions, I commend you for choosing to show up in the lives of others in a way which empowered them and lifted them to a higher vision and professional standard in 2022.

To the passionate AITC community of managers, staff, industry partners, families and our courageous young people, thank you for standing with us and being deliberately different. It's who we are and it's what we do.

Mark Hands
Chief Executive Officer
Australian Industry Trade College

Who we are

We are Deliberately Different

At the Australian Industry Trade College (AITC), we enable and empower young people to find their purpose and proudly pursue a pathway in industry. We are a co-educational, independent school with students enrolled in Years 10, 11 and 12.

We've always been different but it's how we deliver our difference that makes us truly unique. The AITC has been connecting young people with opportunities in industry, and industry with great young people, since 2008.

For those new to who we are and why we exist, you might refer to us as an 'alternative' to the mainstream. In fact it's true. But we believe it's not about comparison, it's about choice.

That's why at the AITC, we're for young people who seek a deliberately different educational experience. An industry-driven one. For those who want to learn in the classroom, within workplaces and on the job. For those ready to roll up, dig deep and get doing. And for those who want to build confidence, build character, change course and commence careers. This is how we're not only different, but how we make a difference.

Fourteen years ago, the AITC came into being because young people needed us and Australia did too. Our footprint was smaller then, our impact and reach is far greater now, with schools at Redlands, Toowoomba, Ipswich, Sunshine Coast, Gold Coast and Brisbane.

We provide a deliberately different, industry-driven educational experience where young people graduate with a QCE and a school-based apprenticeship or traineeship. Because when young people thrive, we know communities, industries and economies do too.

Our Promise

The goal of the College is to give young people the best of both worlds. That is, the completion of their senior education while they commence their apprenticeship with significant work experience.

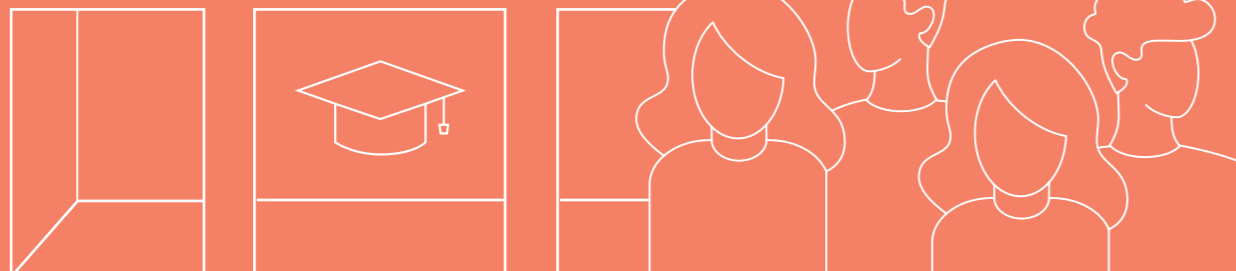
The AITC has two key annual Education KPIs that we value equally and endeavour to deliver:

1. Queensland Certificate of Education (QCE)
2. School-Based Apprenticeship or Traineeship (SAT)

The College implements a unique curriculum that allows young people to study senior QCE courses for five weeks, followed by seven weeks full time as an Australian school-based apprentice or trainee in the real world of industry.

Our students complete apprenticeships with employers across Queensland. Upon graduation from the AITC, young people achieve their Queensland Certificate of Education and have commenced their apprenticeship in a trade of choice.

On completion of Year 12, they will transition into a full-time apprenticeship or traineeship with approximately one third of their apprenticeship time completed (assuming that their performance and attitude has, and continues to, meet the required expectations of the employer).



2022 at a glance



Governance

Board Governance Statement

The Australian Industry Trade College Ltd (ABN: 76 115 458 743) is committed to principles of sound governance. The AITC Board is responsible to the AITC Members for implementing and maintaining effective, sustainable, value-adding governance practices by improving the performance of the AITC through strategy formation and policy-making.

The AITC Board executes this function by:

- promoting ethical and responsible decision-making;
- safeguarding integrity in financial reporting;
- recognising and managing risk; and
- recruiting and overseeing the CEO/ Executive Principal and his/her execution of the strategy.

As an unlisted company limited by guarantee, also registered as a charity with the Australian Charities and Not-for-Profit Commission, the AITC is not required to report against the ASX Corporate Governance Principles and Recommendations. However, the AITC refers to the Principles and Recommendations as a guide to best practice governance and strives to meet the standards relevant to the organisation wherever possible.

The AITC has recruited its Board Directors carefully to ensure that the Board's collective experience offers expertise across the appropriate areas of the AITC's Strategic Plan, including: educational delivery, industry leadership, business management, vocational training and finance.

Funding / income

Refer to the MySchool website for funding/income information:

	AITC Gold Coast (including Sunshine Coast) https://myschool.edu.au/school/40816
	AITC Redlands https://myschool.edu.au/school/52243
	AITC Toowoomba https://myschool.edu.au/school/52792
	AITC Ipswich https://myschool.edu.au/school/52822
	AITC Brisbane https://www.myschool.edu.au/school/53103

OUR GUIDING PHILOSOPHY: BEING DELIBERATELY DIFFERENT

Futures begin when young people find the right fit; when they're empowered to explore their unique interests, nurture their character strengths, and proudly pursue their passions. Our program supports this journey.

At the AITC we have the privileged responsibility and opportunity to enable and empower young people to find their purpose and proudly pursue a pathway in industry, through the development of character, real world skills and preparing them for a future of success.

We value the learning experience differently than many "traditional" settings. We offer a different opportunity to the trends towards standardisation, large classrooms, narrowing of the curriculum, and competitive assessment. We believe in the simple truth that schooling can be joyful, challenging, personal, and relevant for all. We embrace the paradigm that character counts and building it benefits both the individual and others. We build awareness that technical talents are as valued and valuable as book smarts through schooling, and by removing roadblocks and enabling opportunities so that our young people can grow and thrive.

The nature of the AITC model has an elevated focus on; highly engaging, practical and industry-driven curriculum, strong team leader (teacher) - young person relationships, strong industry mentors (Industry Consultants and education support staff), links to industry partners, diverse industry speakers and high levels of practical kinesthetic learning that's relevant and readies young people for the world of work, this has a significant impact on improving AITC young person attendance, engagement and retention.

Philosophy and Aims

The AITC is designed to develop and extend pathways for young people. On completion with the AITC, young people will be able to make informed choices about employment or future pathways in a rapidly changing world. The holistic program model places our young people at the centre of their education by emphasising the importance of meeting the varying individual needs of all young people.

At the AITC our aims are to provide the opportunity for all young people to:

- Achieve a QCE;
- Attain an apprenticeship, traineeship or other sustained industry pathway;
- To develop holistically in character and values; and
- To grow as a learner and global citizen.

Our practices are informed by the Alice Springs (Mparntwe) Education Declaration and we are committed to building a system of impact that provides every young person with the knowledge, capabilities and attributes that will see them thrive throughout their lives.

The implementation of philosophy and aims is effectively guided through the Strategic Plan. Every opportunity is used to engage young people to embrace and develop their individual character and skills through the stories and symbols presented throughout the school. The Values Induction for both new young people and staff reflects the importance placed on the effective implementation of the philosophy in all facets of the daily operation.

Creating a Culture of Collaboration - AITC Industry Educator Belief Statement

Introduced in 2022, the purpose of the AITC Industry Educator Belief Statement is to shine a spotlight on the qualities and beliefs that shape how we think and act, guide our decisions and position our actions and behaviours as educators to help deliver an industry driven and young person centred education.

Supported by additional documentation, the belief statement is now being used as part of our professional development workshops with staff, as part of induction and training for new educators and being used by our brand and recruitment teams to attract potential employees to the College.

Student Wellbeing and Protection

At the AITC we believe that character counts and building it benefits both the individual and others. This is why the AITC's student policies and related procedures are guided by our values as well as our legal and regulatory obligations to ensure that a positive College culture that puts student safety and wellbeing at the centre is embedded. The College works within a policy framework to support young people that focusses on behavioural boundaries, attention to student wellbeing and safety, and recognising the AITC values, while also providing the opportunity to improve or correct behaviours with support and guidance.

Student protection policy and procedures have been applied appropriately to best manage the interests of the young person and effectively manage reporting. The Independent Schools Queensland (ISQ) Child Protection online training modules are mandatory for annual training of all staff and the College utilises the recommended templates and other resources provided by ISQ.



Industry Educator Belief Statement

At the AITC, we believe the best educators are inspiring and flexible learners, champions of industry education who are passionate about each young person's success.

We best connect to our young people when we prioritise building supportive and respectful relationships, extending beyond the classroom.

We believe the best learning happens when we are responsive to young people, encourage self-reflection and support growth through challenge.

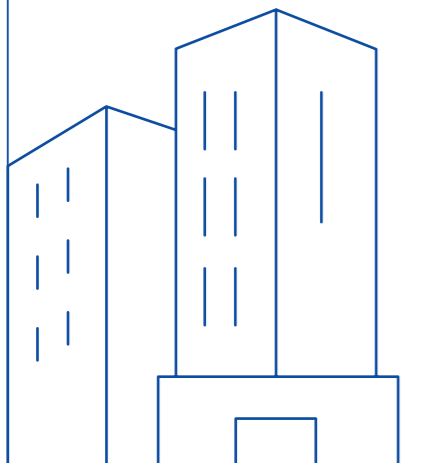
The most effective lessons include industry relevant content and engaging, impactful experiences that ensure future-fit young people ready for the world of work.

As AITC Educators, we best prepare our young people when we empower each individual to confidently explore their pathway by connecting them to the real world to build their ideal future.

A year of big achievements



Introducing AITC Brisbane



In 2022 the AITC celebrated the successful opening of its sixth school in Spring Hill, Brisbane.

The AITC Brisbane, like all other AITC schools, is a deliberately different senior school for young people who want to get a head-start on their industry career. In its opening year AITC Brisbane commenced with an initial intake of young people in Year 10. The Spring Hill campus is a contemporary school setting with the city of Brisbane on its doorstep. The College literally showcases the city through its vantage point – “the windows to its classroom”.

AITC Brisbane, given its position and metropolitan base, has also become the newly founded flagship for trialling new initiatives and programs aligned with industry at a new level. Proudly led by the AITC Future Schools and Partnerships team, the AITC Brisbane commenced its Protech Academy in July, 2022.

The AITCxProtech Academy is Brisbane’s (and the AITC’s) first industry-driven program for young people wishing to pursue a career with big industry on major infrastructure projects, in partnership with the Protech Group.



To learn more about AITCxProtech Academy
<https://www.aitc.qld.edu.au/our-program/academies-and-quickstart-programs/protech-academy/>

Best Strategic Plan Excellence Awardee

The AITC was acknowledged by The Educator who runs leading award events to highlight achievements of independent schools nationally.

The Educator received hundreds of nominations for their 2022 awards. Following an intensive research period by The Educator, we are proud to share that the Australian Industry Trade College was awarded an excellence award for the Best Strategic Plan.



Introducing the AITCxProtech Academy

The AITCxProtech Academy is Brisbane’s first industry-driven program for school students wishing to pursue a career with big industry on major projects.

Based in Brisbane (at the Spring Hill campus), the program is for high achievers in hi-vis who have the ambition to work on large-scale civil construction sites with multimillion-dollar projects.

Put simply, the program is a combination of deliberately different education, industry-driven training, and technical expertise to develop apprentices and trainees of the highest calibre, starting in Year 10.

The Equine Industry QuickStart

The racing industry provides a breadth of career opportunities for young people and can take them close to home or as far abroad.

The AITC partnered with the Gold Coast Turf Club to develop a bespoke Equine Industry QuickStart to run out of our Robina campus.

The tailored program is designed to educate young people to become apprentices and trainees of the highest calibre, specifically for the equine industry.



Read more in Edition 5 of our magazine, Blueprint.
Visit www.aitc.qld.edu.au/publications

AITC Young People

Student Body Characteristics⁶

School Name	Cohort				Gender		Indigenous		
	Y10	Y11	Y12	Total	Male	Female	Aboriginal	Torres Strait Islander	Aboriginal And Torres Strait Islander
GC	130	128	86	344	289	55	6	0	0
RL	79	77	73	229	200	29	8	0	0
SC	79	91	59	229	206	23	1	0	1
TWB	40	50	35	125	90	35	3	1	1
IP	92	66	45	203	152	51	12	0	0
BNE	60	0	0	60	53	7	2	0	0
AITC Total	480	412	298	1190	990	200	32	1	2
At Graduation			273						

Student numbers reported at the annual Non-Government Schools Census in August are based on different criteria to the student numbers presented on this page. These student numbers are calculated to meet the requirements of the School Annual Report.

Country of Birth

Country	GC	SC	RL	TWB	IP	BNE
Australia	313	212	209	120	196	58
Cayman Islands		1				
Cyprus	1					
England	11		3	1		
Germany			1		1	
Greece		1				
Ireland	1					
Lesotho			1			
Maldives	1					
New Zealand	9	5	4	1	2	1
Papua New Guinea			1	1		
Philippines			1			
Scotland						1
Singapore		1				
South Africa	3	3	4	1		
Spain			1			
Sweden					1	
Thailand		1	1			
United Arab Emirates		1	1			
United Kingdom	3	3	2		3	
United States of America	2			1		
Vietnam		1				
Total	344	229	229	125	203	60

⁶These student numbers do not account for any withdrawn or cancelled enrolments in the same period.



Young People Values

AITC young people have a dedicated set of values that, together with our employability metrics, guide young people as they journey into industry and life. We instil these in our young people to practically prepare them for the world of work while developing the character strengths they'll need to succeed.

Safety – make wise choices to protect yourself and others; follow all OHS procedures

Respect – be respectful of yourself and others

Honesty – be honest in all communication and actions

Pride – take pride in your effort and performance at College and at work; be proud of yourself, your trade and your College

Courage – be courageous when facing and responding to personal adversity, problems, challenges, consequences, decisions and opportunities

Hard Work – work hard in all undertakings; strive to improve skills and achieve your personal best

Mateship – be a mate to other team members and to work colleagues; demonstrate understanding of their needs, tolerate differences and be inclusive

Our Difference

HOW WE DELIVER

Education Insights

The AITC provides a three-year senior secondary program for young people in Years 10 to 12 that focusses on developing character and values, academic and enterprise skills, employability skills and industry readiness.

The AITC program is designed to progressively develop employability skills and achieve individualised learning goals, whilst also meeting the requirements of the Queensland Curriculum and Assessment Authority (QCAA) and the Australian Skills Quality Authority (ASQA).

The AITC is a senior secondary school and as such, does not participate in NAPLAN.

Curriculum

The AITC Industry Education experiences and programs aspire to connect strong academics with real-world experience in a wide range of industries, whilst building employable and resilient young people through character development and the use of 10 key employability metrics.

AITC programs contain three key components:

1. Alignment of classroom and workplace learning;
2. Application of academic, technical, and employability skills in a work setting; and
3. Support from classroom or industry mentors.

The curriculum is contextualised to the 'world of work' and industry where College-developed programs further enhance and develop the 'whole human' through a focus on employability skills, work experience, community service and character development.

The goal of the College is to give young people the best of both worlds. That is, the completion of their senior education while they commence their apprenticeship with significant work experience.

The College implements a unique curriculum that allows young people to study senior QCE courses for five weeks, followed by seven weeks full time as an Australian school-based apprentice or trainee in the real world of industry.

The current AITC vocational courses delivered as part of the school RTO scope are aligned and shaped to the current, and more importantly, future needs of industry.

Endorsement

In the Senior School System in Queensland all summative internal assessments must be endorsed and approved by the QCAA before they are administered to students. This endorsement process requires each school develops and submits three summative internal assessment instruments to QCAA for review and approval. Assessment instruments are developed in the assessment templates provided in the endorsement application, accessed in the QCAA Portal. The QCAA provides instrument specific quality assurance tools to help schools check their assessment before they submit it for endorsement.

All our instruments were endorsed during Application 1 or 2 in 2022.

Shaping the AITC VET Program

- Year 11 — (FSK20119) Certificate II in Skills for Work and Vocational Pathways
- Year 11 — (ICT20120) Certificate II in Applied Digital Technologies
- Year 12 — (BSB30220) Certificate III in Entrepreneurship and Business.

Feedback received from our young people and industry played a major role in shaping and informing content development and consequent assessment. The AITC Industry Education team invested heavily in external curriculum designers with a history

of engaging and shaping learning experiences for different industries, cohorts and sectors. The desire for a deliberately different focus in education is essential for transformation.

Feedback received from our young people and industry played a major role in shaping and informing content development and consequent assessment.

These qualifications provide practical skills and knowledge that can have a significant impact on industry awareness among our young people. These programs help develop a deeper understanding of industry and the opportunities available to them.

Here are some of the benefits that will be seen from our renewed investment:

Exposure to real-world scenarios: provide hands-on learning experiences that allow students to apply their skills and knowledge in real-world scenarios. This exposure helps our young people gain a better understanding of industry and specific demands and challenges.

Career preparation: by providing practical skills and knowledge, these programs help our young people prepare for careers in industries. As they learn about many different industries and requirements, young people can make more informed decisions about their future careers and the paths they need to take to achieve their goals.

Transferable skills: these programs emphasise the development of transferable skills, such as problem-solving, communication, and teamwork, which are valued in many industries. These skills can help our young people succeed in a wide range of careers and make them more adaptable to changing industry demands.

Note: (ICT20120) Certificate II in Applied Digital Technologies is delivered as an Industry Skillset, young people will not complete the full qualification

Education Program - (Vocational Education Training) VET Completions in 2022

Qualifications Awarded				
Year	Cohort (Graduating Year)	Qualification	Code	Awarded
Year 11	2022	Certificate II in Information, Digital Media, and Technology	ICT20115	303
Year 11	2022	Certificate III in Business*	BSB30115	269
Year 12	2022	Certificate III in Entrepreneurship and New Business	BSB30210	270
Year 11	2023	Certificate II in Skills for Work & Vocational Pathways	FSK20119	319
Year 11	2023	*Certificate II in Applied Digital Technologies	ICT20115	348

* Statement of Attainments only for this qualification

Industry Insights

Each term, young people spend 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. Industry Block is made up of a range of industry-based experiences and an employability skills program.

Some of these activities include:

Pre-Employment Training: Before young people 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 a registered training organisation.

Mentoring/Coaching: Industry Consultants from the AITC work with young people 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 AITC partners with local organisations to provide the opportunity for young people to sample a range of trades.

Work Experience and Structured Work Placements: Our young people engage in a range of industry experiences and placements to engage them in their industry of choice. These vary in length, give young people 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 onsite and offsite program to provide the foundation skills young people need to be successful in the workplace.

Industry education is what predominantly makes the AITC deliberately different. This means reforming education and transforming futures. Following is some key data that shows the impact and measures we track to determine our industry success.



2022 Young Person Placements

	GC	RL	SC	TW	IP	BNE	Total
Risk Assessments Completed	912	407	386	330	367	355	2757
Industry Placements (TOTAL)	1210	663	914	530	651	125	4093

2022 Top 20 Industries

Category	Employers
Electrotechnology	282
Carpentry	175
Plumber	172
Building Construction and Skilled Trades	128
Engineering	96
Automotive	95
Automotive - Heavy	67
Automotive - Light	65
Cabinet Making - Shopfitter	41
Landscaping	37
Refrigeration and Air Conditioning	34
Childcare	31
Hairdressing	31
Mechanics	30
Other	29
Hospitality	28
Automotive - Electrical	24
Civil Construction	24
Animals	23
Bricklaying	19

AITC Employability Metrics

The AITC employability metrics refer to a set of quantifiable measures designed in-house and used to assess a young person's readiness and suitability for employment. For our young people, the employability metrics help them identify areas of strength and improvement and develop strategies to enhance their employability through coaching conversations throughout their AITC journey. For employers, the employability metrics can also help them identify the most qualified and suitable candidates for a given role or position.

Rookies Program

The Rookies Program is a mandatory requirement for all new starters and includes three distinct elements.

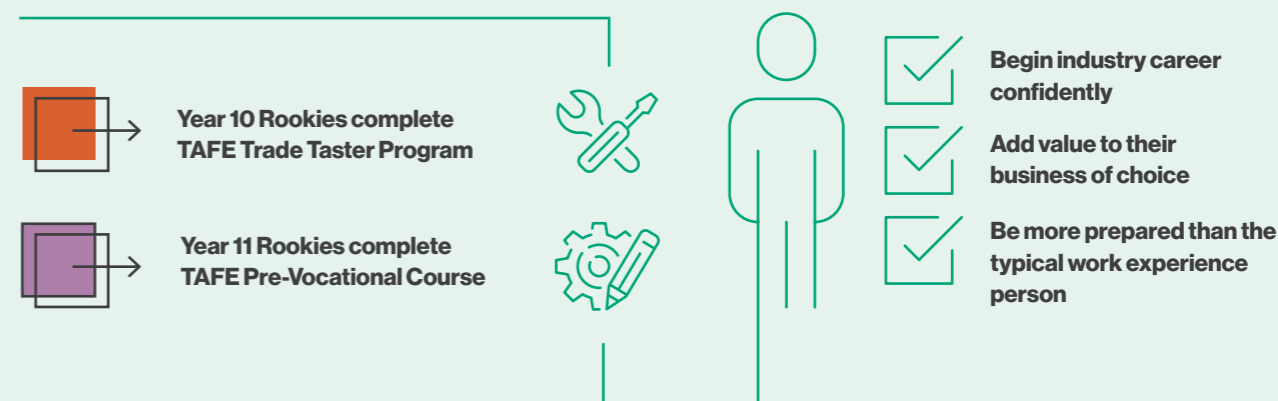
- Industry Preparation (on campus)
- Rookies Challenge (at Emu Gully in the Lockyer Valley)
- Industry Ready Training (on campus and/or at TAFE)

The Rookies Program is a transition course that welcomes and prepares young people to the unique AITC model.

Immediately preceding a young person's commencement with the College, the program includes training in workplace health and safety, character and values, employability skills, and the importance of community, and aims to equip rookies with the skills and tools they need to excel at school and in the industry of their choice.

In 2022 it was exciting to see more creativity and connection to industry increase over the year especially as the confidence to visit has increased as we exited the restrictions that have been around due to COVID over the previous two years.

TAFE trade taster program with the Year 10's continues to be an essential part of the experience for young people to complete some training with a range of trade and career opportunities. Our engagement with TAFE has encouraged a wider range of options for young people including autonomous technologies, marine, construction, sport and fitness, community services and automotive. Having a wider range provides not only experience for career development, but also the opportunity to gain some life skills and experiences to help develop their next steps.



We look forward to increased development of the program into 2023-24 in order to continue to develop strong career choice pathways for young people joining our schools.

2022 Rookies Challenge

Rookies Challenge is at the core of our young people's transformational journey. It is highly valuable to reset the goals and purpose for each young person. In 2022 we did have to postpone the Challenge from January (as part of commencement) due to the COVID impact, but we were still able to see all new entrants go through the program (March 2022) despite these challenges. The Emu Gully Adventure group staff were incredible in their support and flexibility and continue to help us develop an outstanding experience for both young people and AITC employees.

2022 Rookies Attendance by Campus

Year	GC	RL	SC	TW	IP	BNE	TOTAL - YP Count
Year 10	87	61	50	31	72	44	345
Year 11	42	27	23	17	21		130
Total #	129	88	73	48	93	44	475

What was said about the Rookies Challenge



Gift of Giving

There is more to the curriculum than education and industry. The Gift of Giving is a major component of the Rookies Program and a vital part of the unique program delivered at the school to enable young people to acquire the necessary skills to be a contributing citizen.

As they engage with the various tasks, the young people are coached on employability metrics and receive valuable feedback on their work and performance. Young people also learn the value of using their skills, knowledge and resources to give back to the community they are part of.

Each project is managed much like a project out in industry, including a project framework, timeline, safety analysis and budget, and a closing debrief; all of which provide a consistency to the real world.



Stakeholder Voice

Stakeholder voice is critical for all schools to create a collaborative, inclusive, and effective learning environment that meets the needs of all students and their families.

Stakeholder voice is critical for all schools to create a collaborative, inclusive, and effective learning environment that meets the needs of all students and their families.

The AITC engages with its communities and key stakeholders to seek feedback and understanding as to how they are experiencing interactions with the College. Most significantly this occurs through young person and Industry surveys conducted at different stages throughout the year, and AITC journey. By listening to their concerns, needs, and ideas, we can better understand and respond to their expectations, build trust, and foster long-term relationships.

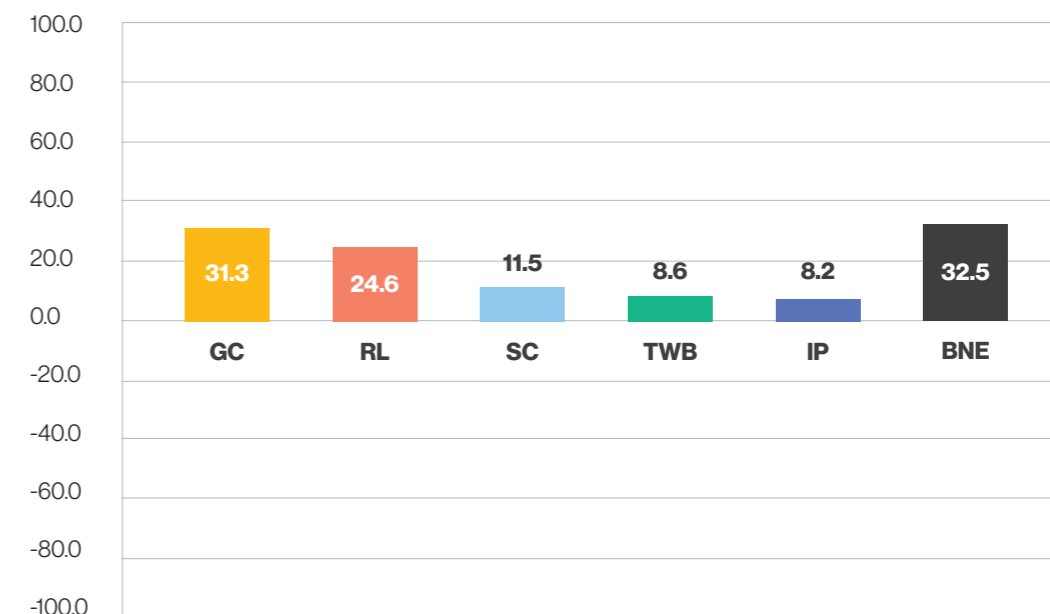
Whilst not the only point of reference in our voice, the AITC values the insights of a Net Promotor Score (NPS). Given the available -100 to +100 range, any score above 0 reads as 'good' because it indicates that a business has more promoters than detractors. The AITC is proud to have achieved good NPS results through Young People, Parents and Employers in 2022.

Young Person NPS - Whole College

"How likely are you to recommend the AITC to another young person wanting to follow a trade/industry pathway?"



2022 Learner Voice NPS by School



Parents/Guardians

Reporting to parents occurs at the completion of each term; Term 1 and 3 are interim reports, Term 2 and 4 full Semester reports. The reports encompass both the Education and Industry learnings and success.

Real time reporting of employment metrics can also be accessed via the CONNECT System, through their young person's login.

Parent engagement commences at the point of enquiry and throughout the enrolment processes where direct interaction with school leaders, educators and industry consultants and current young people are key elements of the AITC enrolment and onboarding experience for new students and their families.

Schools continue to enable opportunities for stakeholder engagement and interaction through various activities built into the annual calendar. This includes events where young people and their families can interact with key industry partners and supporters.

Parents are also surveyed biannually for their overall satisfaction and brand loyalty. In 2022, the end of year Parent NPS was +51, which is considered an excellent score.

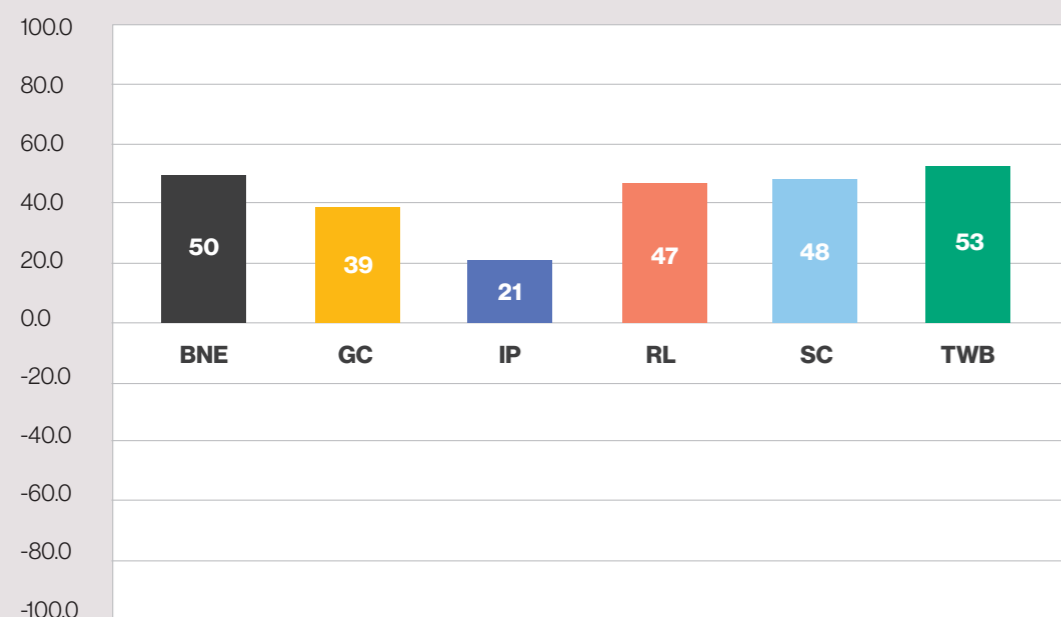
Industry

The College extensive host employer base drove 97% positive outcomes of pathways for Year 12 graduates. The industry team monitored 4,093 industry placements and completed 2,757 risk assessments as well as supported 269 young people in school-based apprenticeship or traineeship across all year groups.

All this work adds up to an increase in engagement, support and expansion of opportunities for young people to succeed.



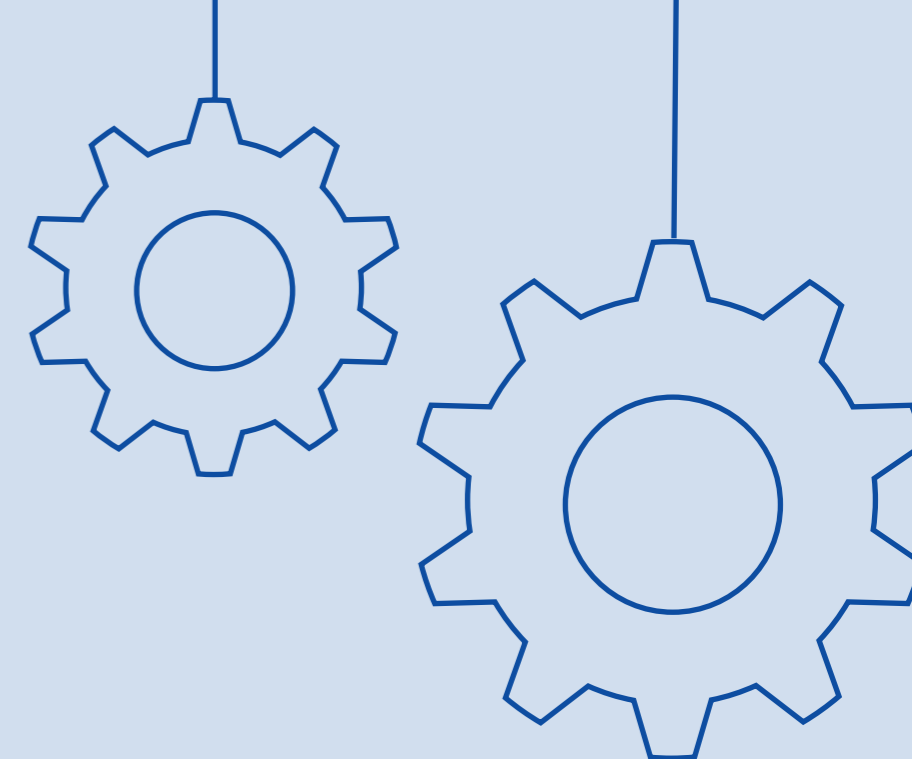
2022 Employer NPS (AITC)



2022 AITC Additional Employer Insights

Area	Scale 1-5
How prepared was the young person when entering your workplace?	4.2
How helpful were the AITC Employability Metrics in giving feedback to the young person?	4.0
Rate the efficiency of the risk assessment process for your business	4.3
Rate the level of safety awareness displayed by the young person	4.3
Rate the level of support provided by the AITC during the last work experience period	4.0
Rate the communication effectiveness between the AITC and yourself	4.1
Did the young people's knowledge of the industry sector meet your expectations?	3.9
Other	
NPS Score	45

* Note that 34% indicated Maybe to hosting WEX in the future



Education Workforce

The AITC has a productive and well-equipped workforce.

As a College we work within a staffing model that provides sound classroom/ staffing ratios that are below that of other schooling systems in Australia.

We work hard to attract and 'grow our own' education staff.

Key measures identify education workforce insights that support discussions and decisions into the future at a strategic level. Workforce data can be used to help with current and future workforce planning. The data includes staff engagement and employment information such as qualifications.

In 2022, the AITC employed 217⁷ people within across 6 geographical locations.

2022 Staff Composition

School	All Permanent Staff			Permanent Teaching Staff (TLs, APs and Principals)			Teaching Staff Qualifications				
	Full Time	Part Time	Total	Full Time	Part Time	Total	Doctorate	Masters	Bachelor	Diploma	Certificate
GC	45	11	56	17	1	18			6	2	10
RD	26	5	31	11	1	12	1	1	3		7
SC	32	2	34	11	2	13			7	2	4
TWB	19	2	21	7	1	8			4		4
IP	28	0	28	11	0	11			4		7
BNE	45	2	47	6	0	6				1	5
AITC Total	195	22	217	63	5	68	1	1	24	5	37

⁷This number includes any individual employed and is not adjusted for employee turnover during the same period. At the end of 2021 there were 167 current employees.

2022 Staff Engagement / Attendance

School	Teacher School Days (e.g. 4 = 2 teaching staff employed during 2 school days)	Teacher Leave Days (e.g. 4 = 2 staff on personal leave for 2 school days)	Average Teacher Attendance Rate
GC	2948	105	96.44%
RL	1947	83	95.74%
SC	1989	82	95.88%
TWB	986	37	96.25%
IP	1156	23	98.01%
BNE	745	18	97.58%
AITC Total	9771	348	96.44%

2022 Staff Retention

Name	Start of 2022	Start of 2022	Last school day	Start of 2022	Between last school day previous year and FIRST school day 2022		Between last school day previous year and LAST school day 2022	
					Teaching staff left	Retention	Teaching staff left	Retention
GC	42	13	13	13	0	100%	4	63.23%
RL	20	7	8	7	1	87.5%	1	87.5%
SC	25	11	11	11	0	100%	3	72.73%
TWB	18	6	7	6	1	85.71%	3	57.14%
IP	13	3	6	3	3	50%	4	33.33%
BNE	37	2		2				
AITC Total	155	42	45	42	5	88.89%	15	66.67%

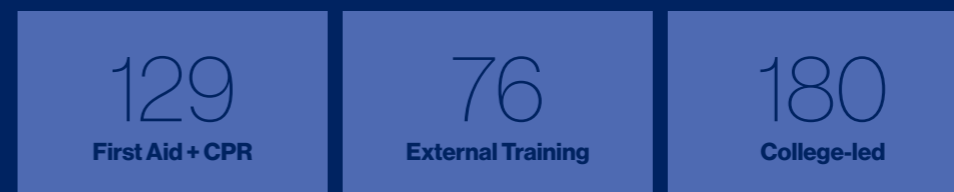


Professional Learning and Development

The AITC identifies staff development and learning as a key priority in continuous school improvement.

Accordingly, College staff are afforded significant opportunity to participate in external professional development. We believe attendance at conferences, online webinars, industry events and ISQ or other education body days are important in all staff remaining current with best practice.

At the same time, we recognise that internally run sessions, the opportunity to shadow, taking on special projects and higher duties, and access to mentoring also make valuable contributions to our staff development.



All AITC employees and members of the governing body complete compulsory training annually for Child Protection, and Disability Standards for Education.

Focused investment in our People and Programs

At the AITC we invest in our people and programs to enhance the AITC Purpose. In 2022 a significant focus was on Enhancing the Quality of Teaching and Learning, through:

- **Creating a culture of collaboration** – a key outcome was the development and adoption of the AITC Industry Educator Belief Statement.
- **Elevating Industry Education performance and development** – resulting in increased layers of support for Team Leaders (teachers) to effectively create individualised Professional Development Plans.
- **Enriching school leadership capacity** through formal review processes and enabling performance feedback.
- **Raising the AITC teacher attraction, retention, and development** through a university partnership to potentially create a pipeline of future educators.

College Engagement

The AITC is committed to providing quality educational experiences to all young people to ensure they are achieving at their highest potential.

They must attend the College to benefit from these opportunities. As a school focussed on learning for industry, we are committed to high attendance rates through a supportive, thorough, and systematic attendance process.



Average student attendance rate (%)

Below is the average student attendance rate in 2022, AITC-wide. The rate is calculated as the number of student school days, minus student absentee days, divided by the number of student school days.

Campus	Timetable	Student School Days (e.g. 4= 2 students enrolled for 2 school days)				Student Absent Days (e.g. 4= 2 students absent for 2 school days)				Student Attendance Rate			
		Name	School Days	Y10	Y11	Y12	Total	Y10	Y11	Y12	Total	Y10	Y11
GC	191	21055	19010	14361	54426	2979	1627	1375	5981	85.85%	91.44%	90.43%	89.01%
RL	191	11658	11975	12065	35698	1216	934	1009	3159	89.57%	92.2%	91.64%	91.15%
SC	191	11486	14348	9741	35575	1614	1601	974	4189	85.95%	88.84%	90%	88.22%
TWB	191	6118	7291	5790	19199	691	639	610	1940	88.71%	91.24%	89.46%	89.9%
IP	191	14548	10262	7028	31838	1656	923	538	3117	88.62%	91.01%	92.34%	90.21%
BNE	187	7283			7283	834			834	88.55%			88.55%
AITC Total	191	72148	62886	48985	184019	8990	5724	4506	19220	87.54%	90.9%	90.8%	89.56%

Attendance Responsibilities

Young People	Parents/Carers	School
Attend every class on time, every day, ready to learn	Ensure your young person attends on time, every day	Monitor attendance daily
Only be absent from school for serious and unavailable reasons	Provide a satisfactory and timely explanation for all absences	Notify parent/carer of any unexplained absence for the day via text message
If absent from school or work, contact absence line and provide a note or medical certificate	Contact the school if an absence is for an extended period of time	Notify parent/carer of instances of truancy or persistent lateness to class
	On return to school, provide your young person with a satisfactory explanation for their absence	Discuss individual attendance with student and parent/carer and offer support when attendance has become a problem

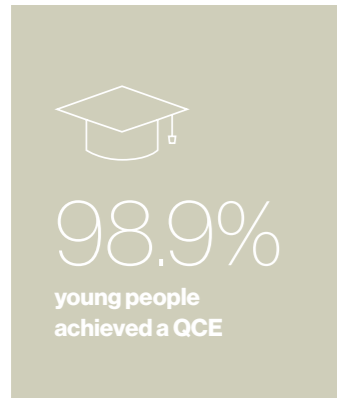


Delivering on the Promise

The goal of the College is to give young people the best of both worlds. That is, the completion of their senior education while they commence their apprenticeship with significant work experience. The AITC have two key annual Education KPIs that we value equally and endeavour to deliver:

1. Queensland Certificate of Education (QCE)
2. School-Based Apprenticeship or Traineeship (SAT)

Year 12 Outcomes



Certification

Number of students who received a Senior Education Profile (SEP)	272
Number of students awarded a Queensland Certificate of Education (QCE)	269
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA)	1
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Number of students receiving a Senior Statement only	2
Number of students awarded one or more VET qualifications	272
Number of students who are completing/completed a school-based apprenticeship or traineeship (SAT)	206
Number of students awarded a VET qualification:	
Certificate I	57
Certificate II	259
Certificate III	269
Certificate IV	1
Diploma	1
Advanced Diploma	0

FIGURE 1 - QCAA PORTAL - QCE SUMMARY (THURSDAY 15 DECEMBER 2022)

** From 2023 the Senior Summary data will be reported individually for each school under their own school codes. Historically the data provided has been under school 329 (Gold Coast)*

2022 Top 20 Industries

Category	Employers
Electrotechnology	282
Carpentry	175
Plumber	172
Building Construction and Skilled Trades	128
Engineering	96
Automotive	95
Automotive - Heavy	67
Automotive - Light	65
Cabinet Making - Shopfitter	41
Landscaping	37
Refrigeration and Air Conditioning	34
Childcare	31
Hairdressing	31
Mechanics	30
Other	29
Hospitality	28
Automotive - Electrical	24
Civil Construction	24
Animals	23
Bricklaying	19



Next Step 2023 Post-School Destinations

Australian Industry Trade College (Robina)



This is a summary of the post-school destinations of students from Australian Industry Trade College (Robina) who completed Year 12 and gained a Senior Statement in 2022. The results are from the Year 12 Completers Survey, which is conducted approximately six months after students completed Year 12.



For more information about the survey visit the Next Step website www.qld.gov.au/nextstep. Regional and statewide reports will be available from October 2023.



74.6% response rate
203 out of 272 Year 12 completers from this school responded to the 2023 survey.
Results may not be representative of all Year 12 completers at this school.

Post-school destinations



In 2023, 95.1% of Year 12 completers from Australian Industry Trade College (Robina) were engaged in education, training or employment in the year after they completed school.



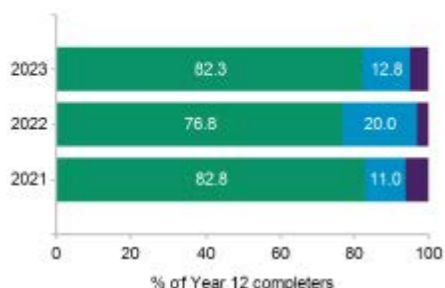
Of the 203 respondents, 82.3% continued in education and training. The most common study destination was apprenticeship.



A further 12.8% transitioned directly into paid employment only.

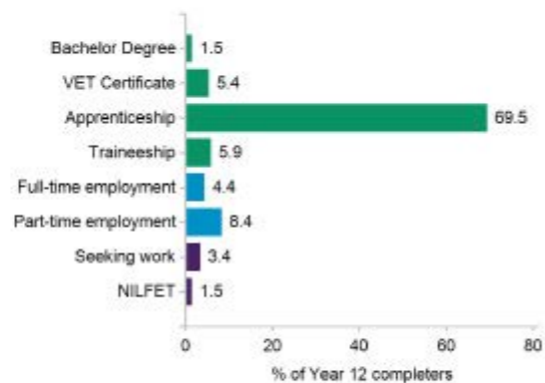
All Year 12 completers were assigned to a *main destination*. Respondents who were both studying and working are reported as being in education or training, including apprentices and trainees.

Engagement over time



■ Education or training
■ Employment only
■ Not in education, employment or training

Main Destination in 2023



DELIBERATELY DIFFERENT.

Deliberately different.

Australian Industry Trade College Ltd

ABN 76 115 458 743