1. Alliance of 11 Government Schools
2. Average of ICSEA score is 904
3. Department for Education & Child Development currently do not support individual school sites as RTOs
4. In SA, people are limited to funding for only 2 Cert III’s
5. South Australia has no state-wide destination tracking system.
6. VET recognition in SACE
7. NASSSA has over 8,000 secondary students, with approximately 2,500 of these being senior secondary
Northern Adelaide State Secondary Schools’ Alliance

Strategic Plan 2015-2017

The Northern Adelaide State Secondary Schools’ Alliance (NASSSA) is a federation of ten schools in northern Adelaide.

NASSSA was formed to maximise the learning opportunities, career pathways, retention and educational outcomes for all students in alliance schools in northern Adelaide.

By working collaboratively, combining resources and mobilising community and industry support across all alliance schools, NASSSA aims to improve outcomes for all students.

NASSSA is focused on identifying and supporting educational innovation so that students in alliance schools successfully transition from school to employment, training and further education.

NASSSA is a key link between schools and community, university, Registered Training Organisations and industry partners across northern Adelaide.

Moral Purpose & Goals

To optimise the aspirations and achievement of every student, NASSSA will work collectively to build the capacity of its members.

The Moral Purpose of NASSSA is achieved by a range of strategic groups working collectively to ensure every student is a successful learner.

NASSSA: Together for Quality Education, Quality Futures

Goal 1: Ensure Successful Levels of Achievement for Every NASSSA Student

- Increase opportunity and equality in education and life
- Promote the development of NASSSA students through the provision of high quality learning experiences

Goal 2: Optimize Student Opportunities and Aspirations in Partnership with the Community

- Enhance opportunities for all students
- Establish meaningful partnerships with community, industry and the wider community

Goal 3: Engage in Professional Learning which Develops All NASSSA Staff

- Promote opportunities for professional growth and development
- Support the professional development of NASSSA staff

Goal 4: Guarantee Student Flourishing in Their Learning

- Provide a challenging and engaging educational environment
- Support the personal development and socialisation of NASSSA students

Together for Quality Education, Quality Futures
SOME NASSSA STATISTICS...
Current VET enrolments: over 900 senior secondary students weekly, participating in 71 classes across 45 qualifications, *prioritising the best quality trainer in simulated work environments or live sites* (Source, WebVET)

53% of our trainers are from 17 different RTOs, delivering either in TTC (Trade Training Centre) (31%) or an RTO facility (22%).

47% are teacher trainers with full qualifications and currency, delivering in one of our TTC facilities or live sites (eg Construction)
Which employability skills did your VET course assist you with?
DESTINATION SURVEY OF 2016 VET STUDENTS

Young people identified that their employment (50%), further training (67%), apprenticeship (84%) or university course (74%) was directly related to their VET course

AND their VET course contributed to them getting to that next step (97%)

AND most believed they would not have gotten where they are without their VET course at school (85%)
HOW WE CHOOSE WHICH COURSES WILL BE OFFERED...

Proposals from VET Leaders, Career Development Team and RTOs, go to our NASSSA Pathways Group. They approve or disapprove courses based on:

1. Local employment and training opportunities / industry advocacy

2. DSD recommendations eg through Northern Economic Plan

3. Student interest

4. Local, state and national skill shortages
OPEN FOR YOUR FUTURE

2018 VOCATIONAL EDUCATION AND TRAINING PATHWAYS

NASSSA - Northern Adelaide State Secondary Schools Alliance
COURSE DELIVERY:

1. In school, teacher-trainer auspiced delivery (school/RTO MOU)
2. In school, RTO trainer delivery (school/RTO MOU and NASSSA MOU)
3. At RTO venue & RTO trainer delivery (NASSSA MOU)
4. ...or a combination of the above

When new courses are proposed, consideration will be given to location of similar courses and resource efficiencies, with the schools supporting each other.
Selection guidelines for NASSSA Students in VET Courses

Selection & approval for entry to VET courses will be based on **all** the following guidelines:

1. Identified relevant interest and/or previous experience
2. Demonstrated capacity for independent learning
3. Identified career pathway
4. Watched relevant NASSSA VET Video.
5. Recommendation by Home School VET Leader
6. Approval by Host supervisor/trainer
SELECTING NASSSA STUDENTS IN VET COURSES

The following criteria can be utilised to identify the suitability of this student to the chosen course(s)

1. Aptitude test
2. PLP Satisfactory & identifies pathway
3. NAPLAN satisfactory
4. Course Counselling / Career information sessions attended
5. Interview
6. Round table assessment
7. Student review panel
8. Evidence of research about pathway & course
9. Expo/Taster program attendance
10. Scaffolded written application
11. Attendance and achievement data

•NB NASSSA now has approval from Department of Education to utilise the new FSAT from ACER
NORTHERN ADELAIDE STATE SECONDARY SCHOOLS ALLIANCE

NASSSA was formed to provide opportunities and career pathways for all students in alliance schools in northern Adelaide.

By combining resources across all alliance schools, NASSSA gives students a great opportunity for their futures.

NASSSA: finalist in the 2015 Australian Training Awards and again in 2016!

Career & VET Information for Students

Career & VET Information for Parents and Families

VET Information for Education and Training Partners

Information for Business and Industry

Northern Adelaide State Secondary Schools’ Alliance
MARGINALISED AND TARGETED GROUPS

NASSSA offers courses for identified groups of students:

1. Aboriginal students

2. Students who have previously disengaged with school and require flexible learning options

3. Students with disabilities

4. Non-English Speaking Background students
• Aboriginal Construction Trainees
Health Services Multicultural Clients Unit
Girls in Construction
Northern Adelaide State Secondary Schools' Alliance

- Early Childhood Education & Care
As an Alliance, NASSSA has the ability to offer a wider range of quality VET pathways, responsive to marginalised students and to Industry needs.
WebVET Online Tool and Accompanying Procedures
Welcome to NASSSA

The Northern Adelaide State Secondary Schools Alliance (NASSSA) was formed to maximise the learning opportunities, career pathways, retention and educational outcomes for all students in state secondary schools in the Northern Adelaide Region. The alliance was formed on the basis that collaboration, combining resources and mobilising community and industry support across all schools, is more likely to achieve this goal than operating as individual schools.

The alliance is focused on identifying and supporting educational innovation so that students in alliance schools successfully transition from school to employment, training and further education. The Alliance is a key link between secondary schools and community, University, RTO and industry partners across the broader Northern Adelaide Region.

The 11 Alliance schools are:

- Craigmore High School
- Gawler & District College
- Kaurna Plains Aboriginal School
- Mark Oliphant College
- Northern Adelaide Senior College
- Parafield Gardens High School
- Para Hills High School
- Paralowie R-12 School
- Playford International College
- Salisbury High School
- Salisbury East High School
Northern Adelaide State Secondary Schools Alliance coordinates an extensive number of courses in a wide range of industries on behalf of the schools in the region.

**Agricultural & Science Industries**
- Animal Studies Certificate I
- Animal Studies Certificate II
- Conservation and Land Management Certificate II
- Laboratory Skills III

**Automotive Industries**
- Automotive Underbody Technology Certificate III
- Automotive Servicing Technology Certificate II
- Automotive Vocational Preparation Certificate I

**Construction Industries**
- Construction Certificate I
- Construction Certificate I - Plumbing
- Construction Certificate II
- Construction D2C+ Brick/Block Laying
- Construction D2C+ Carpentry
- Furnishing Certificate I
- Furniture Making Certificate II
- Roof Plumbing Certificate III
## Attendance Summary

### Host
- Playford International College

### Show
- Classes hosted at Playford International College

### Classes
- FPR2-PIC-16-01 - Certificate II in Food Processing (Playford International College)

### Legend
- □ Not entered
- □ Present
- □ Absent
- □ Half-session
- □ Late
- □ Withdrawn
- □ Late enrolment

### Session

<table>
<thead>
<tr>
<th></th>
<th>02</th>
<th>03</th>
<th>04</th>
<th>05</th>
<th>06</th>
<th>07</th>
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</table>

### Select all
- [ ]

### Students
- Kelsey Agius
- Matthew Ashworth
- Brandon Booth
- Emilia Ferrabetta
- Jamie Herreen
- Shania Jolley
- Callum Love
- Jacob Palkovics
- Tiarah Pridham
- Jake Silk
- Crystal Soltan
- Brianna Turner
- Sharalee Wake
- Talia Warren

### Grid View

- Each cell represents a student's attendance status for each session.
- Green indicates present, red indicates absent, yellow indicates half-session, and blue indicates late.
Structured Workplace Learning

Organisation: Playford International College

Show:
- Classes hosted at Playford International College

Classes:
- FPR2-PIC-16-01 - Certificate II in Food Processing (Playford International College)

Legend:
- Not entered
- Completed
- Not Completed
- Half Completed
- Withdrawn

SWL Session:
1 2 3 4 5

Select all

Kelsey Agius
Matthew Ashworth
Brandon Booth
Emilia Ferrabotta
Jamie Herreen
Shania Jolley
Callum Love
Jacob Palkovics
Tiarah Pridham
Jake Silk
Crystal Soltan
Brianna Turner
Sharalee Wake
Talia Warren
# Competencies

<table>
<thead>
<tr>
<th>Organisation: Playford International College</th>
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<tbody>
<tr>
<td>Show: Classes hosted at Playford International College</td>
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</tr>
<tr>
<td>Classes: FPR2-PIC-16-01 - Certificate II in Food Processing (Playford International College)</td>
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<table>
<thead>
<tr>
<th>Competencies</th>
<th>Description</th>
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<tr>
<td>1</td>
<td>FDFFS2001A</td>
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<tr>
<td>2</td>
<td>FDFOHS2001A</td>
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<tr>
<td>3</td>
<td>FDFOP2083A</td>
</tr>
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<td>4</td>
<td>FDFOP2084A</td>
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<td>5</td>
<td>MSAENV272B</td>
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<td>6</td>
<td>FDFFR2003A</td>
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<td>FDFOP2081A</td>
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<td>FDFOP2004A</td>
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<td>FDFOP2052A</td>
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<td>10</td>
<td>FDFOCON2002A</td>
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<td>11</td>
<td>FDFOP2028A</td>
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<td>12</td>
<td>FDFOPO2001A</td>
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<td>13</td>
<td>FDFOPO2029A</td>
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<td>14</td>
<td>FDFFR53002A</td>
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### Competency Selection

<table>
<thead>
<tr>
<th>Kelsey Agius</th>
<th>Matthew Ashworth</th>
<th>Brandon Booth</th>
<th>Emilia Ferrabetta</th>
<th>Jamie Herreen</th>
<th>Shania Jolley</th>
<th>Callum Love</th>
<th>Jacob Palkovics</th>
<th>Tarah Pridham</th>
<th>Jake Silk</th>
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<th>Brianna Turner</th>
<th>Sharalee Wake</th>
<th>Talia Warren</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
</tbody>
</table>
Course | Certificate II in Automotive Servicing Technology  
Host | Playford International College  
Qualification | Certificate II in Automotive Servicing Technology (AUR20512)  
RTO | Quality Automotive Training (National Code 6194)  

**Attendance**  
10 sessions attended out of 10 sessions during this assessment period  

**Work Placement**  
25 sessions completed out of 25 sessions required for this course  

**COMPETENCIES**

<table>
<thead>
<tr>
<th>Code</th>
<th>Competency</th>
<th>Hrs</th>
<th>Status</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>AURASA2002</td>
<td>Apply Safe working practices in an automotive workplace</td>
<td>20</td>
<td>Competent</td>
<td>24/02/16</td>
</tr>
<tr>
<td>AURAEA2002</td>
<td>Apply environmental and sustainability best practice in an automotive workplace</td>
<td>25</td>
<td>Competent</td>
<td>24/02/16</td>
</tr>
<tr>
<td>AURATA2001</td>
<td>Identify basic automotive faults using troubleshooting processes</td>
<td>20</td>
<td>Commenced</td>
<td></td>
</tr>
<tr>
<td>AURETR2015</td>
<td>Inspect and service batteries</td>
<td>10</td>
<td>Competent</td>
<td>24/02/16</td>
</tr>
<tr>
<td>AURTFA2004</td>
<td>Carry out servicing operations</td>
<td>20</td>
<td>Competent</td>
<td>24/02/16</td>
</tr>
<tr>
<td>AURTGB2001</td>
<td>Inspect and service braking systems</td>
<td>20</td>
<td>Commenced</td>
<td></td>
</tr>
<tr>
<td>AURTGC2001</td>
<td>Inspect and service cooling systems</td>
<td>10</td>
<td>Commenced</td>
<td></td>
</tr>
<tr>
<td>AURTD2002</td>
<td>Inspect and service steering systems</td>
<td>10</td>
<td>Commenced</td>
<td></td>
</tr>
<tr>
<td>AURTDD2004</td>
<td>Inspect and service suspension systems</td>
<td>10</td>
<td>Commenced</td>
<td></td>
</tr>
<tr>
<td>AURTTE2004</td>
<td>Inspect and service engines</td>
<td>20</td>
<td>Commenced</td>
<td></td>
</tr>
<tr>
<td>AURTKE2002</td>
<td>Use and maintain workplace tools and equipment</td>
<td>20</td>
<td>Competent</td>
<td>24/02/16</td>
</tr>
<tr>
<td>AURTQ2001</td>
<td>Service final drive assemblies</td>
<td>5</td>
<td>Commenced</td>
<td></td>
</tr>
<tr>
<td>AURTQ2003</td>
<td>Service final drive (driveline)</td>
<td>5</td>
<td>Commenced</td>
<td></td>
</tr>
<tr>
<td>AURETR2012</td>
<td>Test and repair basic electrical systems</td>
<td>40</td>
<td>Commenced</td>
<td></td>
</tr>
<tr>
<td>AURTKE2001</td>
<td>Use and maintain measuring equipment in an automotive workplace</td>
<td>15</td>
<td>Commenced</td>
<td></td>
</tr>
<tr>
<td>AURSCA2001</td>
<td>Select automotive parts and products</td>
<td>100</td>
<td>Commenced</td>
<td></td>
</tr>
<tr>
<td>AURTXX2002</td>
<td>Inspect and service transmissions (manual)</td>
<td>10</td>
<td>Not Commenced</td>
<td></td>
</tr>
<tr>
<td>AURTXX2003</td>
<td>Inspect and service transmissions (automatic)</td>
<td>10</td>
<td>Commenced</td>
<td></td>
</tr>
<tr>
<td>AURTXX2005</td>
<td>Inspect and service clutch systems</td>
<td>10</td>
<td>Not Commenced</td>
<td></td>
</tr>
<tr>
<td>AURTXX2001</td>
<td>Inspect and service emission control systems</td>
<td>10</td>
<td>Commenced</td>
<td></td>
</tr>
</tbody>
</table>

**Progress**  
Petria is on track to complete all required competencies by the end of the course.

**LEARNING BEHAVIOURS**

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Never</th>
<th>Rarely</th>
<th>Often</th>
<th>Usually</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaves appropriately and has a positive attitude to the training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Arrives on time for the start of the training and returns on time after breaks</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Shows awareness of safety aspects relevant to the industry</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Relates well to other students</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Works effectively on group tasks</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Works effectively on individual tasks</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates persistence in learning new skills</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Displays good time management in carrying out tasks</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follows directions</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can be relied on to do the job</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Asks questions relevant to the tasks</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Shows interest in working in this career in the future</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Shows initiative by identifying opportunities and taking appropriate action</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

**Comment**  
Petria has met the minimum requirements for work placement but is required to complete more to get competencies signed off. Petria is on track to do this.

Brett Haggie  
Trainer  
14/09/16
EMPLOYABILITY SKILLS

Personal Learning Plan

Work Connected Project

<table>
<thead>
<tr>
<th>Behaves appropriately and has a positive attitude to the training</th>
<th>Never</th>
<th>Rarely</th>
<th>Often</th>
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<td>Works effectively on group tasks</td>
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<td>✔</td>
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<td>✔</td>
<td>✔</td>
<td>✔</td>
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</tr>
</tbody>
</table>
QUALITY ASSURANCE

Students

a) Course information
b) Application/enrolment and processes
c) Induction package
d) Structured work placement
e) Resulting/reporting cycle
SUPPORTING CURRICULUM

NASSSA schools offer:

- Vocational-related literacy subjects
- Vocational-related numeracy subjects
- Vocational-related science subjects
- Vocational-related career subjects
- Vocational-related workplace practices studies
- Many of our cohort complete their entire SACE with vocationally related curriculum, including ASbAs
STUDENT SATISFACTION SURVEY 2016

96% of students surveyed stated the course was meeting their expectations

97% of students surveyed stated they would recommend their course to a friend

Parents are also asked to respond, with feedback used to drive our continuous improvement agenda
QUALITY ASSURANCE

1. Agreements
   1. NASSSA Schools’ MOU
   2. NASSSA RTO MOU

2. Structures
   1. NASSSA Pathways Group
   2. VET LEADERS
   3. Career Development Team
QUALITY ASSURANCE

3. Trainers - Capability of trainers and assessors

4. Content – Choice and amount of training

5. Resources and facilities

6. Moderation – Consistency of quality
NASSSA Common Closure Day VET Teacher & RTO Trainer PD
• Building Capacity
• Assessment for Learning
INDUSTRY CONNECTIONS

NASSSA partners with Industry to provide:

• Mentoring & counselling advice
• Tours & Vocational Learning Experiences
• Co-delivery of curriculum
• Industry visiting delivery sites to review standards in delivery
• Sponsorship or 'in kind' opportunities
• Expertise, Knowledge or Other Opportunities
INDUSTRY CONNECTIONS

1. Course partners – trainer currency updates
2. School career development partners and programs
3. Individual site/facility consultations
4. Work placement coaching pilot (to be expanded in collaboration with DSD)

NASSSA Business Breakfast

• Providing industry partners with an opportunity to input to our courses
• Determining local employability skill priorities
• Offering opportunities and training to industry partners in how to coach the 21st Century young person!
FOLLOWING CONSULTATION, OUR LOCAL INDUSTRY PARTNERS WANT:

Top 3 Qualities in young employees:
1. Reliability,
2. Committed/Work Ethic,
3. Enthusiasm and Honesty (equal rank)

Top 3 Capabilities in young employees:
1. Team Work
2. Communication
3. Initiative
OTHER WAYS NASSSA CONNECTS WITH INDUSTRY

1. Northern Business Breakfast
2. Industry Leaders Group
NASSSA student/business networking
4. NASSSA regularly attends and inputs to the Northern Economic Plan consultation program, SA Training and Skills Commission committees and in 2016 has been a special collaborator for the Department of Education’s Ithaca Career Advisory consultation group.
NEW IN 2017 “INSPIRING THE FUTURE”

Securely connecting teachers to volunteers from the Australian workplace

https://www.inspiringthefuture.org.au/
“95% of young people would like employers to be more involved in providing advice and guidance about careers and jobs”
NASSSA has a streamlined process to make it easier for Business and Industry, Government and Community, to connect with schools.
CONCLUSION

NASSSA is...

• Unique
• Collaborative
• Systemic and Strategic
• Quality & Continuous improvement
• Professional
NASSSA is *Leading Practice* in Vocational Education and Training

NASSSA is *Strategic* in it’s *planning*

NASSSA has a *student and staff focus*

NASSSA has a business and industry, *employer and community focus*
NASSSA IS ALL ABOUT:

QUALITY OUTCOMES,
MEANINGFUL PATHWAYS
AND MAKING A DIFFERENCE!

AND...AS A RESULT,
NASSSA, VELG QUEENSLAND
SCHOOLS CONFERENCE
AUGUST 4TH 2017

AUSTRALIAN TRAINING AWARDS 2016
WINNER
SCHOOL PATHWAYS TO VET AWARD
www.australiantrainingawards.gov.au