



SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS (SBATS)

Embarking on a school based apprenticeship or traineeship (SBAT) is an exciting step toward a fulfilling career. As a blend of academic learning, work and training, SBATs offer a unique opportunity to gain industry specific skills, knowledge and qualifications. St Michael's College students in Years 10-12 can commence a SBAT.

A SBAT provides students an opportunity to work with an employer and train in a qualification while still at school.

SBAT's can be undertaken in a wide range of trades and occupations.

SBAT's are intended to be converted to a full-time apprenticeship and completed once a student leaves school. The amount of time a student spends at school, working and training varies for each student depending upon year level and the South Australian Certificate of Education (SACE) completion requirements.

St Michael's College SBAT students must attend school no fewer than three days a week.

St Michael's College values SBAT's and the important role they play in providing a student with the opportunity to commence their career whilst working toward SACE completion. However, it is important to acknowledge that balancing a SBAT with traditional school attendance can be challenging. Therefore, it is important that a student and their parents/ caregivers carefully consider the reasons for commencing a SBAT and a student's ability to successfully manage all components of their education, work and training.

SBAT = study at school + training toward a qualification + paid employment

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How does a SBAT 'count' towards the SACE?

The South Australian Certificate of Education (SACE) is the internationally accredited Certificate a student receives upon completion of Year 12 by meeting certain requirements. Students need to achieve 200 credits and successfully complete the compulsory SACE requirements to be eligible for their SACE.

It is important to recognise that undertaking a SBAT while also completing SACE does present additional challenges compared to students solely focused on completing their SACE. However, to reduce the impact of these challenges, some reasonable adjustments can be made to a student's learning pathway, to more adequately manage both endeavours. This includes recommended subject selections and may also include the completion of some Year 12 requirements in Semester 2 of Year 11.

A crucial factor to acknowledge is that students undertaking an SBAT pathway will be ineligible for an ATAR (Australian Tertiary Admissions Rank), as the recommended learning program is not designed to prepare students for immediate University entrance.

Detailed information on how a SBAT 'counts' towards the SACE can be found on the SACE website at <https://www.sace.sa.edu.au/web/vet/what-is-vet/vet-in-sac>

COMPULSORY SUBJECTS

50 credits

- Exploring Identities and Futures (EIF) (10 credits)
- Literacy requirement (20 credits)
- Numeracy requirement (10 credits) demonstrated from a range of Mathematics subjects at Stage 1 or Stage 2
- Activating Identities and Futures (AIF) (10 Credits)



STUDENT SELECTED SUBJECTS

90 credits

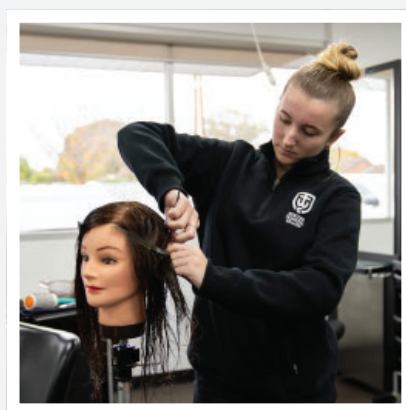
Choose and successfully complete a selection of Stage 1 and Stage 2 subjects, recognised VET courses, or community learning.



60 credits

Choose and successfully complete a selection of Stage 2 or VET subjects worth at least 60 credits in total. Stage 2 subjects are externally assessed by the SACE Board of South Australia.

Information source <https://www.sace.sa.edu.au/documents/652891/070100de-122c-48b5-a032-17b584e14c8>



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SBAT Process

Step 1: Student discusses SBAT with the VET Coordinator to ensure that the SBAT can be accommodated within the SACE prior to committing to an arrangement.

Step 2: Student must source their opportunity for an SBAT (before or after work experience).

Step 3: VET Coordinator to provide student with a 'Form 1285' which is to be completed by the student, their parent/caregivers, and their future host employer. This 'Pre-endorsement of an Australian School-based Apprenticeship Form' is an Australian Government requirement and the first step toward formalising the Contract of Training.

Step 4: Student to return the completed 'Form 1285' to the VET Coordinator.

Step 5: VET Coordinator confirms SBAT opportunity through contact with employer, family, and student.

Step 6: VET Coordinator sends completed 'Form 1285' to nominated Apprenticeship Network Provider.

Step 7: An Australian Apprenticeship Support Service representative convenes a meeting with student, their parent/caregiver, employer and VET Coordinator to sign the formal Contract of Training.

Step 8: Student commences SBAT and days of work/training recorded on St Michael's College student record.

What is a Contract of Training?

A Contract of Training outlines the student's personal details, the employer's details and which Registered Training Organisation (RTO) will provide the training. The Contract is signed by the student, a parent/guardian (if student is under 18yo), and the employer. The Australian Apprenticeship Support Service representative will also discuss Government incentives. The Contract of Training will outline the rights and obligations that apply for the length of the training period including the number of hours of study and work, and probationary period details.

What is a Training Plan?

A Training Plan forms part of the Contract of Training and is negotiated between the employer, the apprentice/trainee and the RTO and includes details such as:

- The core and elective units of training
- Who will deliver the training
- Whether training will be delivered on-the-job or off-job, or a mix of both (under some traineeships the training is done wholly on-the-job)
- Where and when training will occur

It requires signatures of the training provider, the employer, the student, a parent/guardian (if student is under 18yo) and the College Principal.

What training will you do?

The type of training that a student undertakes as part of a SBAT varies for each student.

Some students will attend trade school one day a week for the duration of their SBAT.

Some students will attend "Block Training", which involves going to trade school for a number of days in a row. A student may be required to do this several times a year.

Some students will not attend trade school but will be required to complete workbooks and other tasks and be assessed on-the-job training.

The model of apprenticeship training differs for each student and depends upon variables such as the qualification they are undertaking and the trade school they attend.

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Further Considerations

When considering a SBAT, it is crucial to determine if the opportunity aligns with a student's career goals and personal needs. Undertaking work experience is an important part of this process. Some important questions to ask a future employer include:

Working Hours and Conditions

- What are the working hours, and is there any flexibility?
- What expectation is there about full time work during school holidays and when school finishes?
- Is remote/outer metropolitan work required?
- Are there any additional benefits, such as health insurance, travel allowances, petrol allowances or bonuses?
- What is the salary or what is the award?
- Are there any requirements or expectations for apprentices outside of regular working hours?
- What tools are required and who pays for them?

Training and Development

- What training forms part of the SBAT?
- How is the training structured?
- Who will pay for the training?
- Role and Responsibilities
- What specific tasks and responsibilities does an apprentice have?
- How is the performance evaluated and recognised?

Progression and Opportunities

- What are the potential career paths after completing the apprenticeship?
- Is there an opportunity for a permanent position after the apprenticeship ends?

Further information about SBAT's in South Australia is available at <https://providers.skills.sa.gov.au/>

Should you have any questions or would like to find out more about SBAT's at St Michael's College please contact Mrs Liesel Harris, VET Coordinator.

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