

## 6.2 Administrative SBAT Checklist

To be used and completed by the SBAT coordinator or teacher as a guide for supporting each SBAT's progress. This checklist should be kept for reference in the student's file and referred to in formal meetings with students, parents and other stakeholders in the SBAT arrangement.

Student name	Class	Yes/No
<b>1 Getting Started</b>		
<b>1.1 Information Gathering</b>		
a. Career pathway counselling. Advice has been sought from a range of sources		
b. Employment. Discussions have occurred with the employer about employment and training conditions		
c. Formal SBAT Arrangements. Discussions have occurred with AAC		
d. Training. The various options been discussed with potential RTOs.		
<b>1.2 Dealing with RTO – things to remember</b>		
a. The school has received a copy of individualised Training Plan for the student		
b. A plan has been established for communication of student progress, achievement, and other issues relating to the training		
c. The RTO has been provided with advice about the school's timeline for reporting		
<b>1.3 Working with AAC – things to remember</b>		
a. AAC are a reference point when students are considering an SBAT		
b. The school has received a copy of the Training Contract (Appendix 5.3, 5.4)		
<b>1.4 Working with Parents/Carers</b>		
a. A communication plan with parents/carers has been negotiated		
b. The parents/carers are aware that the school should be the first point of contact where concerns are held about the SBAT's employment, training and/or the impact this may be having on school achievement		
<b>2 Things students should know</b>		
<b>2.1 Prior to training commencing</b>		
a. The AAC has submitted the signed Training Contract to TAS for approval		
b. The RTO has submitted the associated Training Plan to TAS for approval		
c. The SBAT (and parent/carer) understand and have reviewed the probation arrangements		
d. The school has a copy of the approved training Contract and Training Plan		
e. The student been advised by the RTO of the RPL process		

**2.2 Internal School Processes**

- a. The student's SACE plan has been reviewed to ensure a fair and balanced work load as a result of the integration of the SBAT training and employment
- b. The SBAT's school timetable includes flexibility to support all aspects of the SBAT arrangement
- c. The school has recorded the units of competence, nominal hours and SACE units
- d. The school has negotiated with RTO a process by which the school can monitor the SBAT's progress and achievement of planned training
- e. The school has provided the general preparatory work, health and safety training
- f. The school has generated its own internal paperwork/contract with student outlining SBAT details according to school policy (including responsibilities for cost, school contribution in lieu of school fees, timetable adjustments, SACE plan)
- g. The relevant endorsement letters have been generated and signed by the Principal
- h. The Training Plan has been endorsed by the Principal
- i. Information has been provided to relevant school personnel impacted by the student's SBAT (Principal, student's teachers, attendance officer, and others)

**2.3 During Training**

- a. Systems have been established to monitor SBAT's progress – maintain communication with student, parents, workplace, RTO
- b. Regular mentor meetings with student are planned for debrief and update on progress
- c. Visits to the workplace have been negotiated to discuss progress with student and employer
- d. Prior to end of probation a review of the Contract has been planned
- e. The school has arranged to receive evidence of training results at timely intervals
- f. Student's progress and achievements have been discussed with parents/carers
- g. SBAT's achievement has been reported to SACE Board

**2.4 Prior to end of schooling:**

- a. Discussions of the conversion process from SBAT to full-time or part-time apprenticeship/traineeship have occurred with student and parent/carer
- b. A transition plan for the SBAT to move into post-school apprenticeship/traineeship, including notification to TAS of school-leaver status has been developed
- c. Confirmation with the employer of the formal process for conversion from SBAT to part-time or full-time apprenticeship/traineeship has been made
- d. Employer and SBAT have completed the documentation for conversion process
- e. Documentation has been lodged with TAS
- f. School to advise TAS of the SBAT's school-leaver status