

**The Panel is interested in your thoughts on the following questions:**

What are the essential skills, knowledge and capabilities students should expect to leave senior secondary schooling with to help them succeed in their post-school lives?

**Skills**

1. Strong foundational skills in literacy and numeracy.
2. Communication skills
3. Emotional intelligence and strong social skills
4. Financial literacy including life skills (including paying taxes, budgeting, compound interest, saving, investing)
5. Greater emphasis on employability skills
6. Innovation and problem-solving skills, project management skills (i.e. universal skills v technical skills)
7. Commerce and business skills (domestic and international)
8. Job ready skills attained whilst still at school
9. on line skills including security of information

**Knowledge**

1. How to seek employment or further education.
2. How tiers of government work and interact (i.e. the framework not the politics)
3. How to test and validate information to make informed decisions, and how they can influence decision making
4. Applying for loans, understanding investing, obtaining insurance, understanding costs to running a business, how investments work, etc

**Capabilities**

10. The confidence and ability to communicate effectively with professionals / employers / clients.
11. Self-regulation and accepting responsibility (owning outcomes)
12. an entrepreneurial mindset
13. Ability to work in teams, and autonomously
5. Build/access networks (online and face to face)
6. Identify mentors in their fields of interest
7. Innovation

## How can we help students make better decisions about learning pathways within school?

1. Better connections / experiences with businesses within the local and wider community.
2. Information and guidance for students and their families on making the transition to work
3. Career Counsellors in schools
4. FAQ sheet
5. Industry guidance on the skills needed for the workforce
6. How to identify someone who has done what they want to do (i.e. how to find a coach or a mentor)
7. School based apprenticeships are critical – identify the core curriculum subjects, and then build VET on top of this
8. Consider co-location in schools for commercial activities and/or alignment with local business/government
9. Industry and occupation taster programs for learners
10. Screening students to determine competency gaps
11. Shorter form training options, such as micro-credentials
12. Design the VET around industry requirements (i.e. core elements of a trade – customer service, technical skills, financial literacy (including understanding employee costs)
13. Assessments that target work-readiness
14. Work integrated learning opportunities
15. Student placements
16. Industry engagement in course development
17. Industry engagement in assessment validation
18. Support for schools to understand how to engage in VET programs
19. More flexible training and assessment options including online opportunities
20. ‘Pooling’ of resources so students can choose from a wider variety of options
21. Better career counselling
22. Better alignment between VET for school students and the secondary school curriculum
23. Additional and more consistent funding
24. Incentives for school students to undertake VET (e.g. support for out of pocket expenses)
25. Targeted professional development to ensure a supply of qualified teachers
26. Compulsory ‘taster’ courses for all students to expose them to vocational pathways
27. Improve public transport in the regions
28. Consider co-location in schools for commercial activities and/or alignment with local business/government
29. Secondary schools should establish their own RTO where there is strong industry-based support from employers in region-specific fields (e.g. health, tourism, agriculture)
30. Secondary schools should partner with RTOs under auspice arrangements where there is not broad availability
31. Secondary schools should send students to an external RTO for courses where there is insufficient local employer/industry support
32. Align closely with industry so that their expectations are met
33. Meaningful work and show first-hand the career path which can open up by taking a VET course
34. Consider co-location in schools for commercial activities and/or alignment with local business/government
35. Investment in public schools to bring learning environments into the 21<sup>st</sup> century
36. Establishing entrepreneurial schools in regional areas
37. Encourage commercial enterprises to align with or operate from or in proximity to schools
38. The South Australian State Government has recently introduced a VET In Schools policy which focuses on clearly articulated pathways, enhanced career education, and improved student outcomes

## How do we change negative perceptions of certain pathways?

1. A statewide marketing campaign on the benefits of VET for school students
2. Increased advertisement of courses
3. Increased presence of VET at schools
4. Open days and information sessions
5. Consolidated careers information for students and families available in a single location
6. More information on employment outcomes
7. Case studies featuring successful students who have undertaken VET (traineeships or school-based apprenticeships) – how they were mentored, supported to study, demonstrated work ethic
8. Case studies featuring employers who have taken on VET students (traineeships or school-based apprenticeships) highlight the benefits to their business, reverse-mentoring opportunities, how it makes their business relevant to young people; as their apprentice or trainee learns, they and their business learn
9. Consider co-location in schools for commercial activities and/or alignment with local business/government
1. Better guidance and support to understand obligations on Registered Training Organisations (RTOs) and schools
2. Greater investment in quality assurance and improved validation processes
3. Professional development for trainers and assessors
4. Consistent access to training resources, materials and equipment
5. Consolidated and clear guidance for schools using auspicing arrangements or engaging external RTOs
6. Consistently applied consequences for RTOs and/or schools engaging in poor quality training and assessment
7. Assessment of delivery methods
8. Regular engagement with hosts - tie this to an acquittal process for funding
1. Greater collaboration with industry (e.g. validation of assessment, development of courses)
2. Establish evidence of students completing training with industry relevant skills
3. Implementing policy changes that align funding more closely to learning outcomes
4. Consistent quality assurance and regulatory oversight
5. Case studies – examples of what has worked, and why
6. Consider co-location in schools for commercial activities and/or alignment with local business/government
7. Advertising/marketing is a key feature -targeted and specific package/tools/advertising specifically for employers - presented/delivered/even mailed out to all local business/employers would be of great benefit
8. Co-delivery of course content
9. Co-development of training materials
10. Co-location of training
11. Pathway opportunities for learners
12. Networking events or information sessions
13. Provide templates for employers/industry to use so that they can identify what activities are core to learning the trade, how the student will be assessed; benefit to the business
14. Regular contact officer – simple as what’s working, what’s not, what’s missing (i.e. what do we need to keep doing, stop doing, start doing)
15. Identify an industry mentor (and pay them an allowance) so that a value is placed on their contribution, knowledge and time, but this should also include a simple acquittal or report (simply 1 page assessment) to identify gaps and then that informs the next year/placement

How can we support young people to make better decisions about their post-school pathways?

1. Better connections / experiences with businesses within the local and wider community.
2. Former students as ambassadors
3. Industry taking a more visible position in promoting courses
4. Clear information about graduate outcomes (including case studies of past learners)
5. Clear employment pathways
6. Direct link to employment upon completion
7. More accessible information
8. Change the conversation/terminology – it's an alternative pathway to university, but don't mention the "U" word – VET is not just for those who don't enjoy school; it's a credible alternative to get industry experience and exposure, earn money, build relationships, get into the workforce sooner rather than later; gain relevant and meaningful skills and practical experience, not incur a HECS debt.
9. Provide VET in regions as per "Economic Outlook" report which identifies where skill demands will be
10. Direct employment opportunities after completion
11. Highlight the reverse mentoring opportunities i.e. what the employer can learn from the student

## How can we make sure opportunities are available and support is tailored to the needs of all young people?

1. Better funding to provide practical learning spaces which allow for cross curricular teaching.
2. Funding guidelines are clear, consistent and simple
3. Support is provided to help schools make decisions and implement programs
4. Ensuring schools have required skills to effectively use the funding
5. Schools are free from administrative and compliance activities
6. Support services are available to schools to deliver training
7. Promotion of what is available and guidelines as to how to access the available funding
8. Automated to a degree, that is, all eligible and opt out, rather than applying
9. School-based apprenticeships
10. Online training modules delivered by RTOs including simulation
11. Greater investment in schools with higher proportions of disadvantaged learners
12. More experienced educators delivering training
13. More flexible training options to suit different learner cohorts
14. Incentives for industry partners to offer work placements in regional and remote areas
15. Targeted career counselling
16. Initial foundation skills assessments
17. Incentives for school students to undertake VET (e.g. support for out of pocket expenses)
18. Greater focus on using VET as a pathway to further study
19. Improve public transport
20. Resource and equipment donation
21. Acquittal of learnings along the way

## Is there anything else you would like the Review Panel to consider?

Barriers to access VET courses exist within our education system and how might they be overcome?

1. Inability for learners and their families to meet the cost of training
2. Poor access to appropriately qualified teachers/trainers and assessors
3. Few course options
4. Inflexibility of course options
5. Incompatibility of VET with the South Australian Certificate of Education
6. Insufficient work placement opportunities
7. Thin markets where there may be insufficient student numbers to form classes
8. Limited funding to deliver VET for school students
9. Unclear and complex VET funding arrangements
10. Lack of public transport to training locations and work placements
11. Inflexible curriculum
12. Education as an essential service to regional communities, along with public transport and infrastructure for health and wellbeing.
13. It is critical that we improve local and regional access to tertiary & VET education opportunities in order to retain more young people within the region and provide them with the skills they need to start businesses, innovate and contribute to our economy.
14. Higher education opportunities within the regions should be matched to the needs of local industry, capitalising on regional strengths
15. Eastern Fleurieu School Governing Council welcomes the Federal Government's commitment to strengthening vocational pathways from school to employment to help our young people realise their full potential.
16. The South Australian State Government has recently introduced a VET In Schools policy which focuses on clearly articulated pathways, enhanced career education, and improved student outcomes.
17. GC welcomes further discussion as to how EFS Strathalbyn can support this commitment.

We thank you for this opportunity to comment.