FUTURE DIRECTIONS

VET IN GOVERNMENT SCHOOLS
The state government’s [VET for school students policy](#) (PDF 1.6MB) aims to strengthen vocational education and training (VET) as an integral part of South Australia’s secondary education system and an equally valued pathway alongside university education.

The policy also sets out the government’s plans to enhance career education so that students are well equipped to make informed decisions about their learning, training and employment pathway options.

Many government secondary schools are already providing quality vocational pathways and career education for their students. We need to build on the good practice to achieve quality and consistency across all schools.

Implementing these reforms in our schools is an important priority for us. As part of our ambitious vision to build world-class education in South Australia, quality vocational pathways and career education provide opportunities for growth for every child in every class in every school.

The following information outlines the additional support that will be provided and the expectations of our schooling system in responding to the government’s policy.

Rick Persse,
Chief Executive
Department for Education
THE CASE FOR CHANGE

In a rapidly changing world, transition from school to work has become more complex and challenging for young people.

The VET for School Students policy (PDF 1.6MB) aims to address these issues and give young people the best chance to succeed once they have completed their senior schooling.

Young people have told us they need to be prepared for work with better information, skills and pathways.

Youth unemployment at April 2019 was 13.2% with many regions experiencing higher rates, but there are skills shortages in the SA economy.

Employers and industry advise that students need a range of employability skills and competencies in addition to knowledge, to better prepare them for work.

The average transition time from education to full-time work is 4.7 years, compared to 1 year in 1986. Young people say this is due to not having enough work experience, lack of appropriate education, lack of career management skills and a lack of available jobs.

Strengthening VET and employability skills development programs provides us with the opportunity to further improve on SACE completions.

There is a compelling case for improved career information and planning services for young people to guide their transition to work and to ensure VET undertaken in school meets industry needs and provides young people with real pathways to employment.

1 Department for Innovation and Skills
‘We’re enhancing career education from year 7 and strengthening the quality of VET delivered in secondary school so students are well-informed and empowered to take full advantage of the pathways available to them.’

Minister for Education, Hon John Gardner MP

YEARS 7* TO 9
EXPLORING THE POSSIBILITIES

Students form views about careers, their aspirations and the world of work early in life. Starting career education early is critical to ensure those views are well informed and not skewed or limited by stereotypes or unconscious influences like family experience or media.

Approximately 61% of South Australian secondary students are enrolled in our government schools. Therefore it’s vital that government schools lead the way in offering high-quality career education from year 7. This keeps students well informed and equipped to make decisions about their pathway options before they reach senior secondary school. Best practice career education must include:

- access to structured career conversations, industry visits, industry speakers in schools and VET tasters
- participation in career and industry information events and the ‘World of Work Challenge’
- contextualised curriculum linked to occupations, careers and the world of work.

*Note: South Australian year 7 government school students will move to secondary school by 2022.

YEAR 10

PLANNING FOR OPTIONS AFTER SCHOOL

Students who have participated in a variety of career education activities in and out of school and built the foundations of career management competencies will be equipped to make informed decisions. They will have learnt about the available pathways and developed their skills to evaluate the options and make good choices.

It is important that schools continue career education and provide a holistic career planning experience in year 10 to ensure students can understand the options and make informed decisions about their learning, training and career pathways for senior secondary school and beyond. This is achieved through:

• development of an individualised career action plan as part of their Personal Learning Plan (PLP)
• access to professional career counselling services
• access to meaningful work experience and other work-based learning activities including apprenticeships or traineeships
• readiness orientations to check students’ preparedness for their chosen pathway and identify any support required.

YEARS 11 AND 12

COMPLETING A VOCATIONAL PATHWAY

Effective career education and career planning in earlier years will help students understand the benefits and value of the pathway options available to them. Some students will want to get a head start in their career while in senior secondary school and will see a vocational pathway as a way to achieve this.

Ensuring students are undertaking VET to progress their career interests is the direction of the VET for school students policy (PDF 1.6MB) and the government’s expectation for all schools. This is important in upholding the quality of VET in schools and achieving positive outcomes for both students and employers.

It’s vital that students who are ready and have indicated an interest in a vocational pathway in school are supported to achieve their goal through:

• access to Flexible Industry Pathways (FIPs) that include high quality VET qualifications and enterprise and employability skills training
• additional support to complete their vocational pathway
• opportunities to work near full-time in their final year of school in a flexible apprenticeship or traineeship
• achievement of SACE as well as completion of their vocational pathway.
BETTER SUPPORT FOR GOVERNMENT SCHOOLS

To ensure a system-wide approach to implementing the government’s policy, there will be high-quality support for schools, including:

- Professional learning for key school personnel.
- A central repository of tools, resources and information.
- Access to a panel of training providers offering a range of quality VET options.
- A consistent approach to funding and course fees that promotes access and choice for all students.
- A team of industry engagement consultants to strengthen school and student connections with employers and industry.
- Access to systems to track and report on VET activity.
- A team of Principal Implementation Managers and VET Advisors with educational expertise to help schools navigate the complexities of VET and flexibilities within SACE.
- Centralised organisation of regional careers events and expos.
- Support with delivery of career education and development, and access to professional career counselling services.
- Recognition of schools’ achievement of good VET outcomes for their students through published performance measures.
A COLLABORATIVE APPROACH

We are committed to working together with school leaders to ensure schools are well equipped to offer high-quality vocational pathways and career education to their students.

Specific details of the solutions and support available will be developed, tested and refined throughout 2020 through consultation and targeted engagement.

The success of implementation depends on how these initiatives resonate with young people and their families. Co-designing the changes with these users in mind is also an important part of this reform.

CONTACT
Further Education and Pathways
Phone: 8226 0284
Email: education.VETpathways@sa.gov.au
Cover image
Natika has commenced a traineeship in cyber security, combining study towards a Certificate III in ICT with near full-time employment in the government whilst still completing her SACE.

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