VET FOR SCHOOL STUDENTS POLICY - Implementation in Government Schools
VET for School Students – a national priority

“The most important purpose of delivering VET qualifications in secondary school must be to offer students clear pathways towards VET careers”

Strengthening Skills, the expert review of Australia’s Vocational Education and Training System (the Joyce Review)
VET for School Students – a national priority

**Relevance** – VET must be relevant and responsive to the job market, employers, industry and learners

**Quality** – ensure public confidence in the quality and value of VET and move it to parity with the higher education system

**Accessibility** – access to suitable information and training when and where it is required with a focus on supporting access for disadvantaged Australians”

Priorities for action agreed by Skills Minister’s through COAG (September 2019)
South Australia - *VET for School Students* policy

3 key pillars as an integral part of secondary education:

1. Clearly articulated pathways for school students
2. Enhanced career education
3. Improved student outcomes
Measures of success

✓ Increase proportion of young people in post-school education, training or employment
✓ Increase SACE completion rates
✓ Increase VET completion rates for school students
✓ Increase number of young people transitioning to VET post-school
✓ Provide a pipeline of young skilled workers to meet employers’ needs.
What does it mean for VET?

- Introduction of clearly articulated vocational pathways called Flexible Industry Pathways aligned to industry sectors
- Industry Skills Council (ISC) endorsed where there are entry level jobs for young people
- Includes VET qualifications, employability skills training, SACE linked to industry needs
- Full-time School-based Apprenticeships and Traineeships in year 12
- VET Readiness Orientation (VETRO) as entry gateway
- Funded by state government
Flexible Industry Pathways for school students

**Flexible Industry Pathway**

**Year 10**
- Career education
- Contextualised Australian Curriculum
- World of Work Challenge
- Industry and employer immersion
- Personal Learning Plan
- VET tasters
- Work experience or part-time apprenticeship*

**Year 11**
- VET Qualification
  - Certificate I, II or III in relevant field
  - Research Project in relevant field
  - Compulsory Mathematics
  - Compulsory English
  - Work experience or part-time apprenticeship*

**Year 12**
- VET Qualification
  - Certificate II or III in relevant field
  - Including relevant Industry Certificates
  - May include near full-time apprenticeship*
  - Enterprise and Employability Skills

**Employment**
- Full-time employment at entry level within the industry sector

*Includes traineeships in non-trade areas
What does it mean – VET?

- VET qualifications suitable for school students only
- Only Certificate I to III qualifications
- Delivery of these qualifications must be in line with national training package rules
- Flexible Industry Pathways – some new areas, some no change
- Alternative options within SACE for engagement or applied learning
- Skills clusters/ VET tasters available
- Auspicing limited
- VET for schools capability building program
What does it mean – Career Education?

Policy Initiatives:

• Better marketing and promotion of VET – materials developed
• Reliable resources for career information
• myfuture as a trusted career information service
• Streamlined work experience and placement procedures
• New industry and employer immersion program
• World of Work (WOW) challenge available
• E Portfolio
• Destination data
What does it mean – Career Education?

Years 7 - 9:
• access to structured career conversations, industry visits, industry speakers in schools and VET tasters including the World of Work Challenge
• contextualised curriculum linked to occupations, careers and the world of work.

Year 10 – year 7-9 plus:
• Schools provide a holistic career planning experience in year 10 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
• Getting ready for their pathway.
Guiding Principles of Implementation

- Lifting quality and striving for best practice VET and career education
- Minimise disruption to schools and leaders
- Recognise different starting points
- Tight timeframes
- System approach for consistency
- Support team from the centre
Support from Centre

• Future Directions – Response for Government Schools – early Feb
• 30 projects underway to support the policy implementation
• Student Insights – Innovation Lab to shape the student’s perspective
• Marketing/ Change management and comms plan underway
• New support structure - Principal Champions, VET Advisors & Industry Engagement Consultants
• Expertise, information, tools and resources developed