Vocational pathways are readily available in public secondary schools.

Vocational pathways are co-designed with employers and aligned to industry priority areas.

School students are making informed decisions about their futures.

Australian School-based Apprenticeships or Traineeships (SBATs) are flexible.

Vocational pathways are a valued option.

Industry and employers are engaged with schools and students.

WHAT DOES SUCCESS LOOK LIKE

Vocational pathways are often seen as a substandard alternative.

Vocational pathways aligned to industry needs are not readily available.

Processes for access and funding are complex and inconsistent.

Students are not well-informed as good career counselling is ad hoc.

Employers report that students are not work-ready.

Take up of work experience and work placements is decreasing.

Students experience barriers such as transport, school support and employer readiness.

Employer commitment to SBATs is mixed.

Performance measures and poor data collection do not incentivise take-up.

WHAT DOES SUCCESS LOOK LIKE

- To increase the number of vocational pathways from schools to employment
- To increase student demand for vocational pathways to employment
- To provide a supply of skilled students for employment in government priority areas

WHERE ARE WE NOW?

Commencements

In 2018, there were 770 SBAT commencements in public schools.

Declining Trend

From 2016 to 2018, SBAT commencements declined by 15%.

SACE

SACE completion rate for Year 12/13 students in 2018 was 61%.

VET Participation

1,597 (20.7%) of SACE completers in 2018 completed a VET qualification.

Attrition

About a third of all apprentices and trainees leave within the first year of starting their apprenticeship and traineeship.

Completions

The completion rate for individuals who started an apprenticeship or traineeship in 2012 is around 60%.

CHALLENGES TO OVERCOME

1 NCVER data October 2012 to September 2018 (includes all three schooling sectors). Annual figures are over the year to the September quarter (includes all three schooling sectors).

2 Department for Education internal data collection (2018).

3 SACE Board, “SACE Results Book for the Department for Education” (Dec 2018).
### MEASURES OF SUCCESS

- Increased number of commencement and completion rates of school-based apprenticeships and traineeships in industry priority areas
- Increased number of commencement and completion rates in vocational qualifications in industry priority areas
- Increased number of students on a vocational pathway while completing SACE
- Increased number of workplace visits, industry immersion and engagement opportunities
- 1000 new commencements in flexible SBATS

<table>
<thead>
<tr>
<th>INITIATIVE</th>
<th>DELIVERABLE</th>
<th>ELECTION PROMISE Y/N</th>
<th>LEAD AGENCY</th>
<th>SUPPORT AGENCY</th>
<th>TIMELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>New vocational pathways</td>
<td>The availability of new structured vocational pathways that align to industry sectors and occupations in demand, including flexible SBATs.</td>
<td>✓</td>
<td>Education</td>
<td>DIS</td>
<td>2019</td>
</tr>
<tr>
<td>Government School-based registered training organisations</td>
<td>Review of the delivery of VET programs.</td>
<td></td>
<td>Education</td>
<td>N/A</td>
<td>2019</td>
</tr>
<tr>
<td>Structured professional development and upskilling</td>
<td>Structured program of professional development and upskilling related to delivering quality VET for schools.</td>
<td></td>
<td>Education</td>
<td>N/A</td>
<td>2019</td>
</tr>
<tr>
<td>Enhanced auspicing arrangements</td>
<td>Auspicing arrangements are easier to access, quality assured and align to employment pathways.</td>
<td></td>
<td>Education</td>
<td>TAFE SA</td>
<td>2019</td>
</tr>
<tr>
<td>Enhanced support through the secondary school alliances</td>
<td>Support structure enhances consistency of vocational pathways in schools.</td>
<td></td>
<td>Education</td>
<td>DIS</td>
<td>2019</td>
</tr>
<tr>
<td>Review of VET for schools</td>
<td>Review of VET in schools undertaken with improvements implemented.</td>
<td></td>
<td>Education</td>
<td>DIS</td>
<td>2019</td>
</tr>
<tr>
<td>Review of career counselling in schools</td>
<td>Review of career counselling in schools with improvements implemented.</td>
<td>✓</td>
<td>Education</td>
<td>DIS</td>
<td>2019</td>
</tr>
<tr>
<td>Enhanced promotional activities in schools</td>
<td>Introduction of VET promotion of the Australian Apprenticeship Ambassador program, a new VET Innovation Award and promotional materials for schools and employers.</td>
<td>✓</td>
<td>Education</td>
<td>DIS</td>
<td>2019</td>
</tr>
<tr>
<td>Better industry engagement</td>
<td>Improved student engagement with industry from early secondary years with plenty of work experience opportunities.</td>
<td></td>
<td>Education</td>
<td>DIS</td>
<td>2019</td>
</tr>
<tr>
<td>Technical college for the Defence industry</td>
<td>Technical College is open for enrolments.</td>
<td>✓</td>
<td>Education</td>
<td>N/A</td>
<td>2021</td>
</tr>
<tr>
<td>Entrepreneurial Learning Strategy</td>
<td>5 Entrepreneurial Specialist schools enrol students in specialist programs, and develop and promote resources in entrepreneurial learning across the State.</td>
<td>✓</td>
<td>Education</td>
<td>DIS</td>
<td>2020</td>
</tr>
<tr>
<td>Better performance measures and reporting</td>
<td>Data and information available to monitor, report on and track student progress and destinations, and relevant key performance indicators drive improvements.</td>
<td></td>
<td>Education</td>
<td>DIS, Federal government, SACE Board</td>
<td>2020</td>
</tr>
<tr>
<td>Seamless transition to further learning</td>
<td>Improved transitions to further education, simplified admissions and sharing of student data.</td>
<td></td>
<td>Education</td>
<td>DIS, TAFE SA, SACE Board</td>
<td>2020</td>
</tr>
<tr>
<td>Changing attitudes to vocational careers</td>
<td>Multimedia campaign rolled out.</td>
<td>✓</td>
<td>DIS</td>
<td>Education</td>
<td>2019</td>
</tr>
<tr>
<td>Incentive Payment to employers</td>
<td>$3000 incentive paid to employers that meet the criteria.</td>
<td>✓</td>
<td>DIS</td>
<td>Education</td>
<td>2019</td>
</tr>
</tbody>
</table>