

**PRODUCTIVITY COMMISSION INQUIRY:
THE IMPACTS OF COAG REFORMS – BUSINESS REGULATION AND
VOCATIONAL EDUCATION AND TRAINING AND TRANSITIONS FROM SCHOOL
A SUBMISSION BY THE SOUTH AUSTRALIAN GOVERNMENT**

1. Introduction

The South Australian Government welcomes the opportunity to contribute to the Commission's inquiry into the impacts of COAG reforms, with a focus in its first report on business regulation and vocational education and training (VET) and transitions from school.

2. Business Regulation

We note that the Commission's first report in this series will focus on 17 deregulation reforms under the *National Partnership Agreement to Deliver a Seamless National Economy* (SNE NP).

In summarising progress with implementation of these reforms the Commission's circular of 30 August 2011 draws principally on the COAG Reform Council's (CRC) report on performance under the SNE NP for 2009-10, which was provided to COAG in December 2010 and publicly released in February 2011.

The following provides an update on South Australia's progress with implementation of these reforms.

Reform Priority Area	Objectives	Implementation Progress
Uniform occupational health and safety laws	To achieve a nationally harmonized OH&S system to address compliance and regulatory burden for business, make provision of OH&S regulation more efficient, and reduce the incidence of death, injury and disease in the workplace. The objective is being pursued through a model OH&S Act, model regulations and model codes of practice — and a nationally consistent approach to compliance and enforcement	Safe Work Australia endorsed the model Work Health and Safety Regulations and priority Codes of Practice on 29 July 2011. The <i>Work Health & Safety (SA) Bill</i> was introduced into the Lower House of the Parliament of South Australia in May 2011 and is currently subject to debate. South Australia is also an active participant in the numerous projects aimed at a nationally consistent approach in the delivery of compliance and enforcement activities by Inspectors relevant to the model Work Health and Safety legislation. These projects are generally set to be completed by 1 January 2012.
Payroll tax	To reduce the costs of payroll tax administration for businesses by adopting uniform definition and administrative provisions. Stage 1 covers timing of lodgment, vehicle and accommodation allowances, fringe benefits, work performed outside a jurisdiction, employee share schemes, superannuation for non-working directors and	South Australia has completed stage 2 reforms and has passed legislation (the <i>Payroll Tax Act 2009</i>) that adopted the uniform payroll tax legislative model operating in New South Wales and Victoria from 1 July 2009.

	grouping of businesses. Stage 2 covers the remaining definitions and terms.	
Health workforce	To achieve a national registration and accreditation system for health practitioners – initially chiropractors, dental care practitioners, medical practitioners, nurses and midwives, optometrists, osteopaths, pharmacists, physiotherapists, podiatrists and psychologists — which ensures practitioners are suitably trained and qualified, facilitates workforce mobility and reduces red tape for health practitioners.	<p>The <i>Health Practitioner Regulation National Law (South Australia) Act 2010</i> came into effect on 1 July 2010.</p> <p>With this Act the local registration boards for the ten health professions were wound-up and all matters related to the regulation of professions were transferred to the Australian Health Practitioner Regulation Agency in accordance with the National Law.</p>
Trade measurement	To ensure that nationally consistent and equitable practices and standards are used for all transactions based on measurement through a national system of trade measurement funded and administered by the Commonwealth.	<p>The transfer of South Australian staff and resources was completed on 30 June 2010.</p> <p>The establishment of a national system of trade measurement funded and administered by the Commonwealth is complete.</p>
Rail safety regulation	To reduce the burden on rail operators of complying with a number of different rail safety regimes within and between jurisdictions, through developing nationally consistent legislation and associated regulation for implementation by the States.	South Australia has committed resources to being actively involved in the development of the new national template rail safety law and the establishment of the framework for the National Rail Safety Regulator, which will be headquartered in South Australia.
Consumer policy framework	To create a national consumer policy regime and a single national consumer law for fair trading and consumer protection, which applies equally in all jurisdictions, all sectors of the economy and to all Australian consumers and businesses.	<p>The Governor of South Australia assented to the <i>Statutes Amendment and Repeal (Australian Consumer Law) Bill 2010</i> to apply the Australian Consumer Law (ACL), including the product safety provisions, on 2 December 2010.</p> <p>South Australia commenced the <i>Statutes Amendment and Repeal (Australian Consumer Law) Act 2010</i> on 1 January 2011, giving effect to the Australian Consumer Law. The ACL is now fully operational in all Australian jurisdictions.</p>
Product safety regulation	To complement the new consumer policy framework with a national product safety regime, covering safety standards, product bans, product recalls, and enforcement.	<p>The <i>Statutes Amendment and Repeal (Australian Consumer Law) Act 2010</i> (the SARACL Act) was assented to on 2 December 2010.</p> <p>The SARACL Act amended Part 3 of the <i>Fair Trading Act 1987</i> (SA) to apply</p>

		<p>the Australian Consumer Law (ACL) in South Australia, including the product safety provisions included in Part 3-3 of the ACL.</p> <p>South Australia commenced the SARACL Act on 1 January 2011.</p>
Regulation of trustee corporations	To enhance the effectiveness of supervision of trustee companies and reduce the regulatory burden on those businesses through a single national system for licensing and supervision.	The <i>Trustee Companies (Commonwealth Regulation) Amendment Act 2010</i> came into operation on 20 December 2010.
Regulation of mortgage broking	To create a single national approach to consumer protection regulation of mortgage broking, administered by the Commonwealth and regulated by the Australian Securities and Investments Commission.	<p>The <i>Credit (Commonwealth Powers) Act 2010</i> came into effect on 1 July 2010.</p> <p>The <i>Credit (Transitional Arrangements) Act 2010</i> came into effect on 1 July 2010.</p>
Regulation of margin lending	To create a single national approach to consumer protection regulation of margin lending, administered by the Commonwealth and regulated by the Australian Securities and Investments Commission.	<p>The <i>Credit (Commonwealth Powers) Act 2010</i> came into effect on 1 July 2010.</p> <p>The <i>Credit (Transitional Arrangements) Act 2010</i> came into effect on 1 July 2010.</p>
Regulation of lending by non-deposit taking institutions	To create a single national approach to consumer protection regulation for consumer credit provided by non-deposit taking institutions, administered by the Commonwealth and regulated by the Australian Securities and Investments Commission.	<p>The <i>Credit (Commonwealth Powers) Act 2010</i> came into effect on 1 July 2010.</p> <p>The <i>Credit (Transitional Arrangements) Act 2010</i> came into effect on 1 July 2010.</p>
Development assessment	To improve processes for development assessment across Australia and reduce building costs, including through the roll out of electronic development assessment processing nationally.	<p>South Australia is confident that the current planning system reflects and implements best practice National Planning Principles. South Australia is required (through its Annual Report on the Administration of the <i>Development Act 1993</i>) to monitor the performance of the planning system annually. This provides a mechanism to monitor the implementation of best practice National Planning Principles.</p> <p>The <i>Residential Development Code</i> was introduced in 2009 to address low-risk development (particularly alterations and additions and new detached or semi-detached dwellings). It is subject to annual review.</p>

National Construction Code	To achieve a nationally consistent approach to building and plumbing regulation through consolidation of existing building and plumbing regulation into a single national code.	<p>The combined NCC was released on 1 May 2011.</p> <p>The relevant sections of the NCC 2011 are now adopted in South Australia for both building (<i>Development Act 1993</i> - 1 May 2011) and plumbing regulation (<i>Waterworks Regulations 1996</i> and <i>Sewerage Regulations 1996</i> - 14 July 2011).</p>
Personal property securities	To provide greater certainty for lenders and borrowers by harmonising and reducing the complexity of arrangements for creating, dealing with, and enforcing security interests in personal property, by establishing a single law supported by a new national electronic register of personal property security interests.	The South Australian <i>Statutes Amendment (Personal Property Securities) Bill 2010</i> was passed on 8 March 2011 and assent was given on 14 April 2011. It commenced on 16 June 2011 (except ss 19-21, 24-27, 38, 41, 44 & 47) which will be proclaimed to coincide with the Commonwealth PPS Register commencement date. This is expected to be 31 October 2011.
Standard business reporting	To reduce the reporting burden on businesses by streamlining and standardising government financial reporting requirements, particularly through developing a series of standard reporting definitions for key terms.	Implementation has been deferred until release of Revenue SA's new ITC based tax system, RISTEC, which is scheduled to go live on 31 October 2011. Auskey and payroll tax monthly return form were implemented from 1 July 2010.
Food regulation	To reduce the regulatory burden on business and not-for-profit organisations in relation to food regulation, without compromising public health, through nationally consistent monitoring and enforcement of food standards and improved food labelling policies and laws.	The Intergovernmental Agreement to establish a centralised advice service and amend Ministerial Council voting arrangements was signed at the 13 February 2011 COAG meeting.
Wine labelling	To facilitate greater access to international trade for Australian wine makers by harmonising domestic wine labelling requirements with the requirements of those countries that are members of the World Wine Trade Group (Australia, Argentina, Canada, Chile, New Zealand and the United States).	The final milestone – legislative amendments to bring into force the World Wine Trade Group's Agreement on Wine Labelling – has been delivered.

3. VET Reforms and Transition Initiatives

Information on South Australia's performance, activities and key initiatives that are relevant to the Commission's report is presented under the following headings:

- National Agreement for Skills and Workforce Development and Productivity Places Program Data
- Productivity Places Program – Evaluation
- Youth Transitions Data
- South Australia's Reform of VET – *Skills for All* – Progress
- Additional Information on School-Based Initiatives.

3.1 National Agreement for Skills and Workforce Development and Productivity Places Program Data

Targets

The National Agreement for Skills and Workforce Development (NASWD) sets two key targets:

- (a) halve the proportion of Australians aged 20-64 without qualifications at Certificate III level and above between 2009 and 2020 and
- (b) double the number of higher qualification completions (diploma and advanced diploma) between 2009 and 2020.

In relation to the first target, in 2010 49.2% of people aged 20-64 years did not have qualifications at Certificate III or above in South Australia. This was an improvement of 1.7 percentage points on the 2009 figures.

In relation to the second target, in 2009 (the most recent data available) there were 4,436 higher qualification completions (diploma and advanced diploma) in South Australia compared to 4,793 in 2008, a decrease of 357 (or 7.4%).

South Australia had a significant fall in employment outcomes for VET graduates between 2008 and 2009, as did a number of other jurisdictions. However, results for South Australia between 2009 and 2010 stabilised with 2010 results not differing significantly from those in 2009. (Note that the National Centre for Vocational Educational Research investigated the employment results from the 2009 Student Outcomes Survey and found that there were a higher number of people who were unemployed before training in the 2009 sample compared to other years. This created an unequal weighting effect in the 2009 survey which affected the results.)

Outputs

The following outputs have been identified in the NASWD as proxy measures of progress towards the NASWD outcomes:

1. Number of government funded course enrolments in VET
2. Number of course completions in VET
3. Number of government funded unit/module completions in VET
4. Number of course completions by Indigenous Australians in VET
5. Number of government funded course enrolments by Indigenous Australians in higher level VET qualifications (AQF Certificate level III or above).

Data on how South Australia is progressing against these outputs is provided below. Baseline data is included (the average of 2004 to 2006 for qualifications awarded and the average of 2005 to 2007 for course enrolments and unit/module completions).

Overall, South Australia exceeded all of the output measures in 2010.

1. The baseline for the *number of government funded course enrolments in VET* is 108,877. In 2010 South Australia recorded 116,033 course enrolments, exceeding the baseline measure by 7,156. The 2010 figure is 26,592 higher (an increase of 29.7%) than what was reported by the CRC for 2009 (of 89,441).

Note that there was a change in the South Australian reporting methodology for course enrolments in 2009, resulting in a break in the time-series. This changed methodology understated the number of enrolments for that year. The 2010 method of counting has reverted to something similar to the pre-2009 method making it comparable to the baseline figure. If the previous reporting method is applied to the 2009 data the number of course enrolments for South Australia would be 116,436, exceeding the baseline measure by 7,559. Therefore, under the pre-2009 reporting methodology which is comparable to the 2010 method, the 2010 figure of 116,033 would be 403 lower than the 2009 figure of 116,436, or a decrease of 0.3%.

2. The baseline for the *number of course completions in VET* is 21,924. In 2009 South Australia recorded 31,182 course completions, exceeding the baseline measure by 9,258. The 2010 figure was 3,041 higher (an increase of 10.8%) than what was reported by the CRC for 2008 (of 28,141).
3. The baseline for the *number of government funded unit/module completions in VET* is 547,390. In 2010 South Australia recorded 615,573 unit/module completions, exceeding the baseline measure by 68,183. The 2010 figure was 9,470 higher (an increase of 1.6%) than what was reported by the CRC for 2009 (of 606,103).
4. The baseline for the *number of course completions by Indigenous Australians in VET* is 669. In 2009 South Australia recorded 835 Indigenous course completions, exceeding the baseline measure by 166. The 2009 figure was 58 higher (an increase of 7.5%) than what was reported by the CRC for 2008 (of 777).
5. The baseline for the *number of government funded course enrolments by Indigenous Australians in higher level VET qualifications* is 1,159. In 2010 South Australia recorded 1,690 higher level Indigenous course enrolments, exceeding the baseline measure by 531. The 2010 figure was 411 higher (an increase of 32.1%) than what was reported by the CRC for 2009 (of 1,279).

Productivity Places Program

Training delivery under the Productivity Places Program (PPP) in South Australia was 81,123 course enrolments, which was 3,403 course enrolments above the 2010 target of 77,720 course enrolments (baseline plus additional enrolments specified in the National Partnership agreement). This equates to 104.4% of the total enrolment target for 2010.

3.2 Productivity Places Program - Evaluation

Initial conclusions from the current program evaluation of the PPP by the South Australian Department for Further Education, Employment, Science and Technology (DFEEST) indicate that:

- the South Australian implementation of the PPP achieved most of its objectives. A large majority of participants reported they had achieved their training aims and a large majority of employers were satisfied the training delivered benefits in their workplaces.

- the survey results based on sample data only has identified:
 - 82.5% of employers were satisfied with training delivery and student outcomes were higher (86.6% existing workers, 89.5% job seekers).
 - Up to 67% of job seekers reported finding work as a result of the training they completed
 - 84% of employers reported an increase in skill levels from worker training, and 67% of participants reported increased worker satisfaction resulting from training.
 - PPP completion rates double the South Australian average VET completion rate (70% compared to 35%).
- Very few issues were raised regarding the quality of training or the administrative burden for employers or participants. Training quality concerns were not a noticeable issue for employers or participants.

From an impact viewpoint:

- 10,968 additional course enrolments were achieved in 2009 and 8,566 additional course enrolments were achieved in 2010. A significant portion of these can be attributed to PPP.
- The average rate of industry contribution increased from 10% in the 2008 pilot program to 14% in 2011.
- An estimated 67% of job seekers whose primary study motivation was employment and completed study found employment, and 12.9% of job seekers found employment before the training was completed.
- 51.3% of participants indicated that their main reason for undertaking the training was to gain extra skills. 86.5% of existing workers achieved their main reason for training. 84% of employers who responded to the survey indicated workers were more skilled post-training.
- 67% of employers who responded indicated workers had greater job satisfaction post-training.

3.3 Youth Transitions Data

The National Partnership on Youth Attainment and Transitions (NPYAT) has a number of elements including:

- strengthened participation requirements to encourage young people aged 15-20 to be engaged in education or training as a first priority
- lifting qualification levels with the aim of 90% of young people nationally attaining a Year 12 or equivalent qualification by 2015 (South Australia's target is 84.7% in 2015 with an interim target of 81.45% in 2012) with an accompanying education or training entitlement for young people aged 15-24, and
- support for successful transitions through the provision of youth career and transition programs.

Participation target

The participation target is defined as the total number in 2010 of full-time students in Years 11 and 12, plus the number of 15-19 year olds without a Year 12 certificate and not enrolled in school who are enrolled in a VET course at Certificate II level or higher.

For South Australia:

- the baseline (for the year 2008) is 42,137 students
- the target (for 2010) was 44,124 students (being an increase of 1,987 students over the baseline)
- the actual achievement was 44,058 students

- that is, the increase in participation in South Australia was 1,921 students, which is equivalent to nearly 97% of the targeted increase.

Attainment target

The NPYAT also includes a target relating to the educational attainment of young people in 2012. The measure is defined as the proportion of young people aged 20-24 who have attained a Year 12 certificate or Certificate II or above.

For 2012, the South Australian attainment rate target will be 81.45%. This is equal to an increase of 3,432 students on the number in the year 2008, or a 4.16% increase.

South Australia appears to be on track and likely to meet the 2012 attainment target.

3.4 South Australia's Reform of VET – *Skills for All* – Progress

The following table provides an update on progress with VET reforms in South Australia.

REFORM PROPOSAL	PROGRESS
Guarantee of an accredited training place for all young Australians to gain a qualification or lift their qualification to the next level	<p>The <i>Training Guarantee for SACE Students</i> (TGSS) scheme will provide each participating student with:</p> <ul style="list-style-type: none"> ○ subsidised training delivered by a Registered Training Organisation (RTO) primarily in Certificate II and Certificate III qualifications that are prescribed by DFEEST as being eligible for subsidy and providing that the training is undertaken as an integrated component of the student's SACE ○ guaranteed place at the RTO to complete post school the qualification pathway the student has commenced providing they complete their Education and Training Plan. <p>○ Phase 1, July 2011 – June 2012 in which TAFE SA is the only approved RTO to deliver training from a prescribed list of qualifications.</p> <p>○ From July 2012, Phase 2 will allow other approved RTOs to deliver training to SACE students.</p> <p>From 1 July 2012 all eligible South Australians 16 years and over are eligible for a government funded training subsidy in VET.</p>
Extend a training entitlement to improve foundation skills and for those wishing to re-skill or up-skill	<p><i>Skills for All</i> offers all eligible South Australians 16 and over, a government funded training place through a training subsidy across all VET qualification levels in identified courses.</p> <p>People with an existing qualification will be able to access the training subsidy to get a qualification above or at the same level as the one they hold. The subsidy at the same level will be available twice at Certificate II and above.</p> <p>People without a preliminary qualification are eligible for a training entitlement and can commence their training at the most appropriate level and customised to meet their learning needs.</p> <p>People with a qualification at Certificate III and above will qualify for skill set training.</p>

Quality system	<p>South Australia has agreed to transfer its regulatory powers to the National VET Regulator and all RTOs will be required to comply with the ASQA Risk Assessment Framework, as soon as the required state legislation is passed.</p> <p>In addition, to be eligible to become a <i>Skills for All</i> training provider, RTOs will be required to demonstrate financial capability to maintain services; demonstrate established industry engagement; maintain quality training, assessment and information services; and support learners with additional needs.</p>
Improving system outputs	<p><i>Skills for All</i> is modelled on a demand driven training system aimed at increasing the number and level of post school qualifications in South Australia.</p> <p><i>Skills for All</i> has been designed to provide the reforms required by the Commonwealth for consideration of offering VET FEE-HELP to Diploma and above students. Student fees have been structured so that the government subsidised price is highest at the lower level qualifications.</p> <p>Pre-vocational and Certificates I and II courses will be fully subsidised by government funding. Courses that align with industry demand and the State's strategic priorities will attract the training subsidy.</p> <p>VET FEE-HELP will provide the incentive for Diploma and above students to continue their training.</p>
Improving system efficiency	<p>Improving module and course completions will be achieved through a greater emphasis on learning support services in <i>Skills for All</i>, particularly for the most disadvantaged students, to support them to successfully complete their training.</p> <p><i>Skills for All</i> providers will have a greater focus on recognition of prior learning. This will be achieved through customised training plans for students on enrolment, prepared by students in conjunction with their provider and which will identify credit learning recognition, extra modules required, and any learning support needs.</p> <p>Bridging modules from lower level qualifications can be undertaken in conjunction with higher level training to ensure students have the necessary skills to attain a qualification.</p> <p><i>Skills for All</i> proposes a subsidy price strategy to support high quality training outcomes according to market conditions and to promote innovative delivery. Subsequent strategies will use the subsidy price as a mechanism to improve market conditions, provide greater choice for consumers and promote efficient delivery of services.</p> <p>The training subsidy structure will comprise:</p> <ul style="list-style-type: none"> • SFA subsidy price: Non-TAFE providers <ul style="list-style-type: none"> ○ Metropolitan ○ Regional • TAFE SA subsidy price <ul style="list-style-type: none"> ○ Metropolitan ○ Regional • On-job assessment (training contract only) • Regional loadings • Student Fee concession payment <p>The structure recognises a geographical segmentation that allows for</p>

	different price strategies to operate in different regions in recognition of different market conditions and cost structures.
Greater contestability	<i>Skills for All</i> offers greater consumer choice. Eligible individuals and enterprises are able to use their entitlement to a training place to access their training from approved <i>Skills for All</i> training providers. The list of approved courses and providers will be published on the <i>Skills for All</i> website.
Strategies to support TAFE SA as the public provider	<p>TAFE SA is recognised by government as having a critical role in maintaining the quality and stability of VET in South Australia.</p> <p>The Office of TAFE SA was established on 1 July 2011 and a Chief Executive has been appointed, reporting directly to the Minister for Employment, Training and Further Education. These separate reporting arrangements ensure a separation of the role of purchaser and provider of VET.</p> <p>It is proposed that TAFE SA, in the second stage of the process, will become a separate government owned Statutory Authority from July 2012, with each TAFE SA Institute as a subsidiary.</p> <p>This staged approach to governance reform provides a reasonable lead time for TAFE SA to prepare for full contestability, while delivering VET under the governing framework of an independent board of directors, developing its financial and commercial capacity and capability and competing in the marketplace, while minimising the risks to both TAFE and government.</p>
Improved information and more effective information flows	<p>The full suite of information and services provided through the <i>Skills for All</i> website will be developed over three years.</p> <p>Phase 1 has been established. This website provides a single source of consumer, career and training information for a range of clients, including individuals, employers, training providers and schools, with links to other relevant websites, ensuring improved accessibility of information.</p> <p>Access to workforce information which can assist intermediaries such as career advisers, planners, regional developers, industry bodies, government agencies and employment brokers is also available from the website.</p> <p>Training providers will be encouraged to utilise on-line technologies to undertake business activity with DFEEST.</p>
Improved workforce participation and skills base for disadvantaged students and regions	A key platform of <i>Skills for All</i> is the implementation of additional services to support disadvantaged students. DFEEST's Learner Support Services provide a continuum of support to learners facing barriers across all learning and work pathways so they can achieve their learning goals and transition to work or further education. Phase 1 of Learner Support Services commenced in Semester 2, 2011 with the establishment of pilot programs through TAFE SA for students with complex needs. Phase 2 will consolidate the program more widely across the VET sector.
Pathways across and between the tertiary sector and including Commonwealth Government service providers	<p>A number of programs have been implemented that support improved pathways to VET:</p> <ul style="list-style-type: none"> ○ School to VET in which TGSS guarantees students a place in VET to complete their qualification post school. ○ Greater emphasis on ACE through <i>Skills for All</i>. A strengthened

	<p>ACE sector will provide additional entry points to training and a legitimate fourth sector of education.</p> <ul style="list-style-type: none"> ○ ACE and foundation skills. New funding guidelines and contractual arrangements have been developed to refocus ACE provider grants to better align with foundation skills delivery and VET pathways. ○ The Abilities for All Program provides pathways for Jobseekers with disabilities. The training has embedded employability, literacy and numeracy skills in non-accredited and accredited units from Training Packages. ○ Aboriginal Access Centre provides a supportive, case management approach to the education of Aboriginal people with clear pathways to further education and employment. ○ VET to Work provides a case management support service to people with a disability a seamless transition into open employment with ongoing support as required. <p>In 2011 TAFE SA has signed new agreements with Flinders University, the University of Adelaide, the University of South Australia and Charles Darwin University for strengthened collaboration to facilitate and reinforce study pathways between the two sectors.</p> <p>A DEEWR/DFEEST Working Group is developing joint projects utilising existing resources. Such projects might include literacy and numeracy programs, referral by JSA and DES providers to South Australia Works programs, including DEEWR in the planning, evaluation and review stages of South Australia Works.</p>
Engaging business and industry as proactive drivers of the training system	<p><i>Skills for All</i> advocates a partnership approach with industry, education providers, unions, the community and individuals, at the same time acknowledging that South Australia's economy has a prevalence of small and medium enterprises – more than 90% of privately owned businesses in South Australia employ fewer than 20 people.</p> <p><i>Skills for All</i> focuses on the skill demands of South Australian employers, through Skills in the Workplace – a co-investment with South Australian industry in skill development through the provision of a subsidy for accredited training in priority skill areas.</p> <p>Existing and emerging state skills needs will be the priority for Skills in the Workplace. It will respond to skills needs identified by South Australian industry, and in partnership develop upskilling solutions tailored to South Australian circumstances. It will complement Commonwealth investments in skills and workforce development, and target high value South Australian sectors not prioritised by Commonwealth programs.</p>
Apprenticeship reforms	<p>South Australia is continuing to collaborate with the Commonwealth and other jurisdictions on the Apprenticeship and Traineeship Harmonisation Implementation Plan for nationally consistent regulatory and administrative practices and a reshaped Australian Apprentice Support Service from July 2014.</p>
Implement ICLs	<p>Negotiations are continuing between representatives of DFEEST and DEEWR for the implementation of ICLs in South Australia.</p>

3.5 Additional Information on School-Based Initiatives

School-based initiatives in South Australia which are of particular relevance to the Commission's report include:

- the South Australian Certificate of Education (SACE)
- Industry Pathways and SACE
- Training pathways available to South Australian Government school students
- Vocational Education and Training Scholarships
- Innovative Community Action Networks and Flexible Learning Options
- Student Mentoring and Youth Development
- Aboriginal Student Mentoring

Additional information on each of these initiatives follows.

3.5.1 The South Australian Certificate of Education

The SACE provides a diverse pathway into a broad range of VET options which are aligned with the compulsory aspects of the SACE itself. Students now have the ability to choose subjects and design a pathway which meets their individual needs and competencies where VET is an extremely important aspect.

The purpose of the SACE is to:

- recognise learning and skills both in and outside school
- allow for the combination of study and part-time work, a traineeship or a school-based apprenticeship, and
- allow for credit for academic studies, vocational training, skilled work and community learning.

The SACE gives students flexibility in their studies, as well as opportunities to gain recognition for knowledge and skills that they have acquired through a wide range of formal education and training, and other learning processes. A key feature of the SACE is the capacity it offers students to include vocational education and training (VET) in their study programs.

SACE completions in government schools for 2010 were 6,152 and State completions were 12,693 (*Source: SACE Board of South Australia*).

VET in SACE: SACE gives students the opportunity to undertake substantial VET as part of their studies. From 2011, students can complete their certificate with a VET focus. The SACE Board recognises VET assessed by RTOs if that VET is within the scope of the Australian Qualifications Framework (AQF), including units of competency and qualifications.

The recognition arrangements for VET in the SACE allow for:

1. Greater responsiveness of the SACE and senior secondary schooling to the needs and interests of individual students.
2. Students to plan and undertake study programs consistent with their post-school ambitions and aspirations.
3. More students being encouraged to complete the SACE.
4. Support being provided to students who seek to achieve other nationally recognised qualifications at the same time as they are studying for the SACE.

Alignment of VET with Compulsory and Non-compulsory Elements of the SACE: The SACE allows for the alignment of VET studies with the compulsory and non-compulsory requirements of SACE. For example,

“...students must achieve 200 SACE credits, 180 of which can be gained through the recognition arrangements for VET in the SACE. Within these 180 VET-based credits students must also fulfil the literacy and numeracy requirements of the SACE. The remaining 20 SACE credits are derived from the Personal Learning Plan (10 credits) and the Research Project (10 credits). Students can use a vocational context in completing these subjects.” SACE Board 2010.

VET Recognition Register: The VET Recognition Register is a list of VET qualifications that can be recognised towards the SACE. This register indicates how many SACE credits may be rewarded for the completion of a particular VET qualification and whether the SACE credits will be recognised towards Stage 1 or Stage 2 of the SACE.

3.5.2 Industry Pathways and SACE

The ‘Industry Pathways’ initiative was aimed at assisting students to use the flexibility of the new SACE to prepare for skilled jobs in areas of key industry demand.

Representatives from schools, education, and industry sectors collaborate in the development of programs of work that can be undertaken by students to complete their SACE.

The areas supported by this initiative and industry endorsed include:

- allied health
- automotive
- business services
- civil construction
- community services
- digital media
- electro-technology
- plumbing
- primary industry.

Over 50% of Department for Education and Children’s Services (DECS) schools have developed an Industry Pathway Program.

3.5.3 Training Pathways Available to South Australian Government School Students

School Based Apprenticeships: School students under the age of 16 are required to enrol in a school and participate in a learning program that may include a proportion of VET study. This learning program will enable them to complete the SACE. These students may, with the approval of the school principal, enter into an Australian School Based Apprenticeship (ASBA) that also counts towards SACE achievement.

The South Australian Government Trade Schools for the Future initiative has provided young people over the age of 16 who wish to enter into an ASBA with a combined school and trade study program. This program encourages young people to stay at school receiving support as they move into an industry pathway and enables them to count the value of their ASBA achievement towards their SACE. In early stages of their ASBA students may have a program that provides them with around 80% of supported in-school study with 20%

undertaken in an adult learning environment or on the job. These proportions of time alter as the young person progresses through the apprenticeship, with the final qualification being obtained in an exclusively adult learning environment. Indications are that approximately 75% of students embarking on an ASBA while at school are completing their apprenticeships after they leave school.

School Based Apprenticeships

	SBA commencements
2008	1,195
2009	1,396
2010	1,599

Source: DFEEST annual summary figures for COT (contracts of training) signed by DECS students

Training Guarantee: As outlined earlier in this submission, in 2011 South Australia is trialling a new training pathway for around 200 young people through the *Skills for All* initiative. This program provides a Training Guarantee to young people over the age of 16 who are enrolled at school that includes support as they progress through a Certificate III qualification which is likely to be completed after they have left school. The Training Guarantee attends to values and client driven aspirations; provides individual case management and sets out a learning program that progressively moves each young person from a school based program into a guaranteed place in an adult learning environment. This trial is taking place in semester 2 of 2011.

Training Guarantee (2011 trial)

Metro	119
Rural	81

Pre Trade	94
Non Trade	106

Male	99
Female	101

Source: manual returns from Industry Skills Managers, October 2011

The Training Guarantee emerged as a direct result of the Compact with Young Australians through the Youth Attainment and Transitions National Partnership.

3.5.4 VET Scholarships

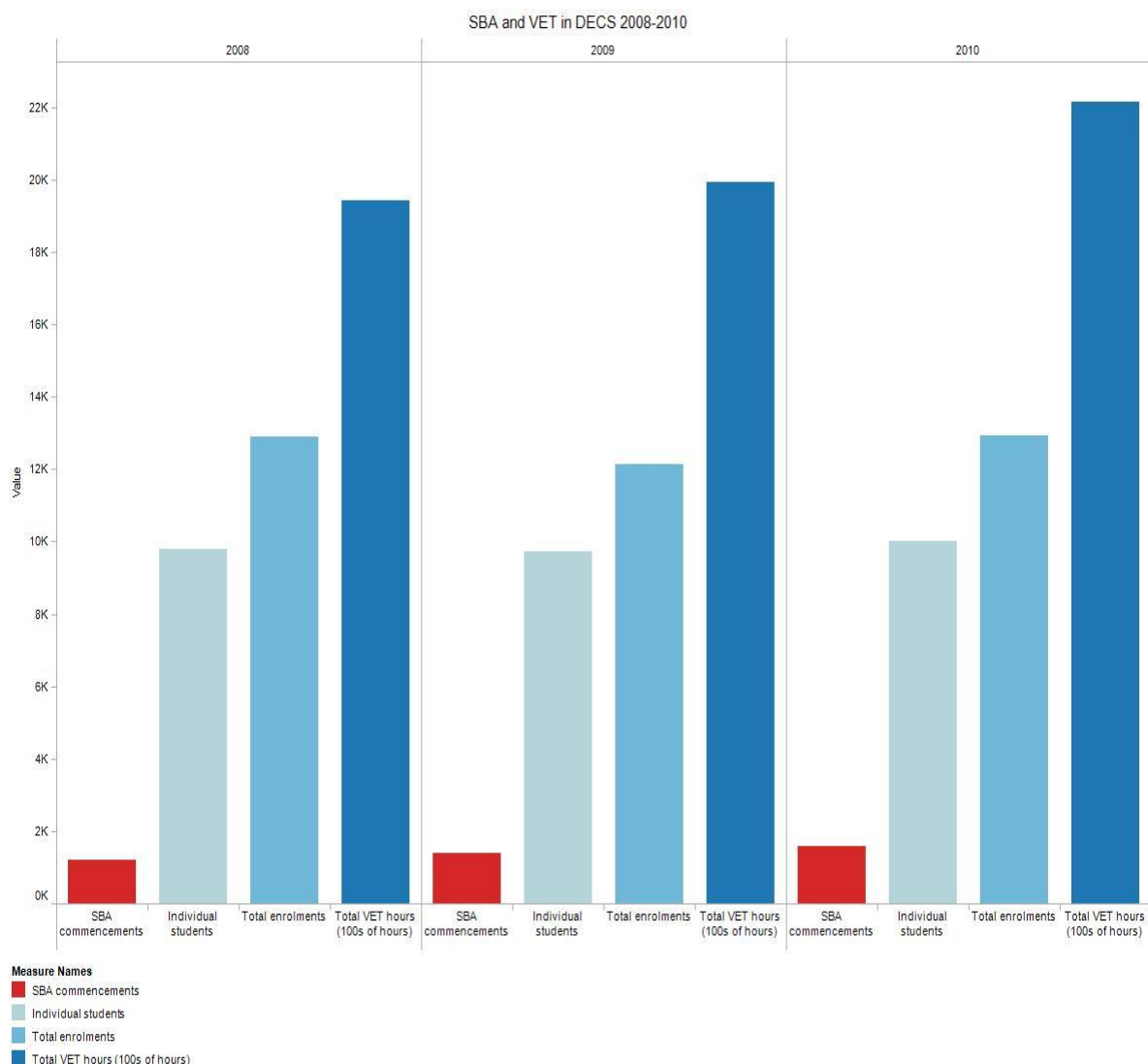
The project aims to fund selected senior secondary students from low-SES communities to undertake higher level VET training programs in industry areas where there are identified regional skill shortages and employment opportunities.

The purpose of the initiative is to improve the engagement of young people and to assist with their transition from school to further education, training or employment.

VET programs cost more per hour than 'general' school education courses, and for a number of years the total funding available to VET has been insufficient to meet student demand, particularly for training at higher certificate levels. Students from low-SES communities have found this to be a barrier for their successful transition to further education, training or employment.

This program has been a direct result of COAG reforms; specifically the low-SES School Communities and Youth Attainment and Transitions National Partnerships.

The following table illustrates the growth in the depth of VET study in South Australian government schools.



3.5.5 Innovative Community Action Networks and Flexible Learning Options

In 2005 the Innovative Community Action Networks (ICANs) initiative was implemented to support highly disengaged young people (12 – 19 years) to re-engage in learning. In 2007 ICAN schools started offering Flexible Learning Options (FLO) as an enrolment strategy. The FLO provides a student centred funding resource to broker services that meet the individual needs of students. From 2005 to 2010 approximately 9,000 young people have re-engaged with learning options; a success rate of 70%. By 2011 an additional 9 areas (since 2005) within the State will be serviced by FLO operating out of ICAN programs. In 2010 there were 2,870 young people deemed at risk of which 71% were re-directed into learning or earning destinations.

The expansion of this program has been a direct result of COAG reform through the Low SES School Communities National Partnership.

ICAN FLO enrolment strategy: In 2010, 299 DECS schools were able to enrol identified disengaged young people in an ICAN. Similar to the principles supporting the SACE program, the FLO offered through the ICAN program supports students to choose within a broad range of options that suit their needs and aspirations. These students engage in

experiential learning in a wide range of vocational programs. Links to apprenticeships and traineeships provide effective pathways from learning to earning.

The table below shows that the range of options taken up in by these students adds considerable value to the initiatives directed towards increasing skills and learning of the population.

The FLO enrolment strategy has informed the development of a new DECS enrolment strategy, originally known as the Youth Compact enrolment strategy and now as the Training Guarantee through *Skills for All* (see above). It has expanded opportunities for DECS enrolled students to access higher level vocational education.

Student learning in FLO programs presently is accredited through the South Australian Curriculum Standards and Accountability Framework, SACE, the Introductory Vocational Education Certificate and the Australian Core Skills Framework.

Term 3, 2010 FLO students – types of accredited learning programs

Learning Program	Number of FLO students*	% of total FLO students*
Accredited Modules	255	10.8%
Cert I	127	5.3%
Cert II	43	1.8%
Cert III	17	0.7%
Cert IV	0	0.0%
Other	91	3.8%
SACE	1332	56.5%
SACSA	407	17.2%
VET	83	3.5%

Source ICANs progress Report October 2010. SA Government

3.5.6 Student Mentoring and Youth Development

The Student Mentoring and Youth Development (SMYD) program is a school based initiative seeking to support students from years 5 to 12 at risk of disengagement from schooling and/or not making a successful transition from primary to secondary school.

The purpose of the strategy is to increase student engagement, wellbeing and learning achievement through one-to-one student mentoring and targeted youth development programs. The program targeted 87 school sites and 1,795 students in 2010.

There are 3 elements to this program:

1. Community Mentoring - initiated in Primary Schools

A Local Community Mentor Coordinator is appointed to each cluster of schools. Working directly with each identified school they develop and establish a community volunteer mentoring program. This includes the recruitment, screening and training of volunteer community mentors to build authentic community engagement and quality mentoring relationships.

In term 2 2011, there were 350 students being mentored by 268 trained volunteer mentors.

2. Youth Development (years 5-9 - supporting successful transitions)

This program is aimed at:

- providing programs and services to students attending school but at risk of disengaging and/or not making a successful transition to secondary school.
- building school capacity to increase student engagement and connection to school across the middle years (5-9) through coordinated professional learning.

During 2010-11 2,421 students had access to program support to strengthen social and emotional wellbeing.

3. Secondary Student Mentoring (years 8 - 12)

The Secondary Student Mentoring program targets secondary and area schools. Student support is based on individual learning needs, and strategies to improve student wellbeing; learning achievement; and pathways planning. Schools are encouraged to use this resource flexibly to engage trained mentors, youth workers, or Student Support Officers to maximise value of the resource to as many young people as possible. In Term 2 2011 there were 1207 individual students being mentored across 69 schools. 15.1% of these were Aboriginal students.

The program is supported through the Smarter Schools Low SES School Communities National Partnership to build and share community resources to flexibly deliver sustained improvement for identified young people.

Identified schools are resourced to provide targeted one-on-one mentoring support to assist young people reach their full potential. Schools have flexibility to determine the most appropriate mentor to work with the young people: for example, schools may release school-based staff, employ youth workers or suitably trained professionals, or engage a private mentoring provider.

The retention and SACE completion results for senior secondary mentoring students indicated very positive outcomes, with 95% of students being retained in 'learning or earning' and over 80% of the year 12 students in this program completing their SACE.

For further information please visit <http://dlb.sa.edu.au/mentmoodle/>

3.5.7 Aboriginal Student Mentoring

The Aboriginal Student Mentoring Program provides schools with flexible mentoring support to meet the individual needs of Aboriginal students in years 5 to 9, who may not be reaching their full potential or are on the verge of disengaging. Mentoring is planned in conjunction with students' Individual Learning Plans and complements current curriculum, educational pathways, initiatives and strategies already put in place by the school.

The program key elements allow for a flexible delivery that meets the needs of each individual student identified in need of additional support. Mentoring for students is identified through the Individual Learning Plans process undertaken by all schools for Aboriginal students.

Aboriginal Student Mentoring models can include:

- mentor support by existing school staff
- mentoring through the engagement of key community people as mentors
- mentoring and support through partnerships with agencies and preferred providers.