



Government of **Western Australia**
Department of **Education**

Your ref :
Our ref : D17/0427045
Enquiries :

Dr Sarah Palmer
Principal Research Officer
Education and Health Standing Committee

Email: laehsc@parliament.wa.gov.au

Dear Dr Palmer

I refer to the correspondence dated 3 October 2017 regarding the Education and Health Standing Committee's inquiry into the delivery of Vocational Education and Training (VET) in Schools.

Please find attached the Department of Education's corrections to the transcript and responses to the committee's follow up questions.

I look forward to learning of the outcomes of this inquiry.

Yours sincerely

SHARYN O'NEILL
DIRECTOR GENERAL

13 OCT 2017

Att.

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Education and Health Standing Committee

Follow up questions from VET in Schools inquiry hearing

1. *Given the desire for a better shared understanding of VET (see page 11 of transcript):*
 - a) *Are there any plans for a new statement to replace the existing Joint Ministerial Statement?*

The VET Work Plan includes the development of a Department of Education statement to provide clarity on the purpose, role and targets for VET, the breadth and depth of offerings available, desirable student outcomes for VET and links to the future world of work. This will be done in consultation with other VET in Schools stakeholders.

The development of this statement would not preclude any future statement from the Minister regarding VET. The current Joint Ministerial Statement is a document that provides guidance regarding VET in all schools in Western Australia. The reviews undertaken to date are specific to public schools and so broader consultation and agreement would be required before this could occur.

- b) *Are there any strategies for promoting understanding of VET within the school community – in particular with parents and students?*

Schools are the best conduit for communicating information regarding VET to parents and students. The Department will support schools to share the messages in the VET statement with their communities.

Schools communicate pathway information, including VET, through:

- their course counselling processes;
- course information handbooks; and
- parent information sessions.

The Department has produced career development resources which encourage students to explore, identify and evaluate the learning and work pathways available; recognise opportunities; make connections and manage transitions.

2. *According to Mr Hale, the Department is looking at ways to reinvigorate the relationship with TAFE (see page 4). In relation to this:*
 - a) *Can you expand on what this might mean? (For example, would you be anticipating that TAFE deliver a specified proportion of VETiS?)*

The Department and the Department of Training and Workforce Development (DTWD) are currently exploring ways in which this could occur. One approach being planned is a trial process to establish “compacts” between public schools and TAFEs that utilise the VET funding provided to schools and local TAFE capacity to expand Profile funded places and auspicing partnerships for VET delivery to school students. Planning is an early phase, and delivery through such a trial would commence in 2019.

- b) *What would need to happen for TAFE to have a bigger role in VETiS delivery?*

If the above trial were successful, then it could be expanded across the State, resulting in more Profile funded places for students and more auspicing partnerships being through TAFEs rather than private RTOs.

The expansion of funding to DTWD for TAFE to provide additional profile places would enable more students to study VET qualifications at TAFE.

3. *The Department is exploring whether it would be feasible to be an RTO (see pages 4-5).*
 - a) *When will you be in a position to say whether this is feasible?*

The Department anticipates this will be known before the end of the current financial year.

- b) *Are there any reasons other than the cost of compliance that would weigh against the Department becoming an RTO?*

The Department becoming a RTO would entail significant initial and ongoing costs for compliance, administration, monitoring and support.

Becoming a RTO is a complex process. An organisation must be able to demonstrate that it is able to comply with, and remain compliant with, the *Standards for Registered Training Organisations 2015*.

The outcome of the feasibility review will provide clarity on possible challenges that would be encountered by the Department in becoming a RTO and potential alternative means of achieving the same outcomes for students and schools; for example, expanding delivery of VET through schools that are already RTOs.

4. *In the hearing you mentioned looking at ways to alleviate some of the onus on schools which choose to be RTO schools (see page 5):*
 - a) *How could this be done?*

The Department supports RTO schools with the legal processes to become RTOs, however these could possibly be systemised to reduce the administrative and process burden on schools.

The Department is exploring a range of options to assist RTO schools to develop supporting documentation, refine processes and practices, and maintain their registration.

- b) *Are you seeking to encourage more schools to become RTOs?*

The choice to become a RTO is a school based decision. The Department will provide and/or broker support to schools seeking to become a RTO school.

5. Please provide details of the increase in the number of Aboriginal students who have achieved a Certificate II qualification, as discussed (see page 7).

Year 12 Aboriginal students completing a VET qualification

Year	Total number of Year 12 Aboriginal students	Completed a VET qualification		Completed a Certificate II or higher	
		Number of VET Students	% of VET Students	Number of VET Students	% of VET Students
2011	565	287	50.8%	139	24.6%
2012	522	265	50.8%	153	29.3%
2013	651	383	58.8%	287	44.1%
2014	406	241	59.4%	202	49.8%
2015	645	425	65.9%	364	56.40%
2016	633	574	90.7%	478	75.5%

Data source: Department of Education Online Student Information system

The number of Aboriginal students completing a VET qualification doubled between 2011 and 2016, and the number completing a Certificate II or higher tripled.

6. Please provide summaries of the post-school destination survey results, as discussed (see page 7).

Western Australian Public Schools Post-School Year 12 Student Destinations

Destination	All Students				Aboriginal Students			
	2015		2016		2015		2016	
	Count	%	Count	%	Count	%	Count	%
Returned to school	48	0.4	69	0.6	5	1.4	9	1.5
Studying at University	4,092	36.6	4,091	33.8	43	11.7	163	28.1
Studying at TAFE	1,675	15.0	2,687	22.2	68	18.5	132	22.7
Apprenticeship	739	6.6	242	2.0	32	8.7	13	2.2
Traineeship	373	3.3	270	2.2	38	10.3	46	7.9
Other Study/Training	205	1.8	156	1.3	10	2.7	12	2.1
Bridging course at University	Not collected in 2015		177	1.5	Not collected in 2015		8	1.4
Full-Time Employment	786	7.0	520	4.3	33	9.0	29	5.0%
Part-Time Employment	1,222	10.9	1,413	11.7	48	13.0	67	11.5
Seeking Employment/Employment Assistance	429	3.8	865	7.1	44	12.0	44	7.6
Deferred - University	943	8.4	837	6.9	16	4.3	26	4.5
Deferred - TAFE	203	1.8	118	1.0	9	2.4	7	1.2
Deferred - Traineeship	Not collected in 2015		69	0.6	Not collected in 2015		4	0.7
Deferred - Apprenticeship	Not collected in 2015		105	0.9	Not collected in 2015		5	0.9
Other - Volunteer Work	41	0.4	36	0.3	4	1.1	1	0.2
Other - Travel	43	0.4	33	0.3	2	0.5	0	0.0
Other - Health/Medical Issues	Not collected in 2015		68	0.6	Not collected in 2015		3	0.5
Other - Parenting Responsibilities	Not collected in 2015		26	0.2	Not collected in 2015		2	0.3
Other	148	1.3	110	0.9	14	3.8	4	0.7
University Offer - no other destination data	245	2.2	223	1.8	2	0.5	6	1.0
Totals	11,192	100	12,115	100	368	100	581	100

Note: Identifies pathways taken by students who participated in the destination survey and students from University and TAFE enrolment information.

7. *Are you able to provide further information in relation to the local access funding for District High Schools and low SES funding for VETiS (see pages 12-13)? For example, how much is this funding worth and how is distribution determined?*

Local access funding is allocated to district high schools that enrol Years 11 and 12 students. It is not allocated to low SES schools. The total allocation for 2017 was \$3 050 200. It is allocated on the basis of the number of students in Years 11 and 12 up to a cap of 59 students. It is allocated to allow district high schools to deliver courses and programs (including VET) that lead to achievement of the WACE.

8. *Since the VET TI funding is not designed for students doing a VET course/unit who will graduate on the strength of their ATAR subjects (see page 13), how is the VET that these students undertake funded?*

Vocational Education and Training (VET) funding is distributed as a targeted initiative and allocated in addition to the per student funding for each Year 11 and Year 12 student, and the school and student characteristics funding. Principals can use all sources of funding to provide VET pathways for their students. A significant number of students undertake both a VET qualification and at least one ATAR course. The funding model enables this flexibility. If a school wishes to have more students studying VET than the base number of their targeted initiative this can be achieved in a number of ways. Some modes of delivery will allow principals to create financial efficiencies, lowering the cost per student. Schools may be able to accommodate additional students in school delivered qualifications without a significant change to the cost of delivery. Some schools utilise their one-line budget to supplement additional VET programs where this is determined to be an effective use of their resources.

9. *How are negotiations progressing with the DTWD on the use of profile hours?*
 a) *Have you developed a way to monitor whether students who are accessing profile hours are also accessing the Targeted Initiative funding?*

The VET targeted initiative is allocated to a proportion of the student population, not individual students. This is because Year 9 NAPLAN data is not available for all students and the pinning of the funding to individuals implies a pre-determination of their pathway.

DTWD provides to the Department, the number of students in each public school in receipt of a profile-funded place.

Through the trial referred to in Question 2, VET TI funding would not be provided to schools for the number of students who receive a profile funded place, thereby negating the need for the identification of individuals.

- b) *One of your planned actions was to investigate how VET TI was being used by schools. Has this been done?*

This work is yet to commence.

10. *The Nous report recommended establishing a VET course rating system which takes into account economic relevance and academic skills, which would result in a prioritised list for schools to offer. Is this something you have done or plan to do?*

Schools can refer to the State Priority Occupation List (SPOL) produced by the DTWD, which lists occupations rated according to their priority status for Western Australia. The SPOL is revised each year, which makes consistency of measurement including this

impossible as consecutive years could look very different without any change in practice by schools. The level of the qualification is an indication of academic skill.

The Department is supporting schools to analyse VET data to reflect on current practice and to inform their future VET offerings taking these factors into consideration.

11. *A review of the level of VET-specific support in head and regional offices was due for completion in June. Does Statewide Services have enough resources to support VET now and into the future?*

A review of the support, number and level of current positions available in Statewide Services and in regional offices has occurred. A need for greater clarity of these roles was identified, to minimise overlap and assist schools to identify who best to approach for assistance. The completion of the VET Work Plan will enable Statewide Services to identify and shape future support requirements.

12. *Has any work begun on investigating collaboration opportunities for schools, such as delivery across school sites and the possibility of non-government schools collaborating with government schools?*

Work has commenced on exploring collaborative approaches to VET delivery. The Department has identified examples of collaborative VET delivery in other states that merit further investigation as possible approaches that could be replicated or modified for the Western Australian context. There are also examples of good VET collaborative practice occurring in Western Australia. Work has commenced on documenting these.

13. *The State School Teacher's Union recommends that the Department of Education provide a staffing formula that is funded to provide for dedicated teaching staff to fulfil the role of VET Coordinator. What is your view of this suggestion?*

Schools with eligible Year 11 and year 12 students are provided with targeted funding for VET in Schools. This targeted VET funding is part of the student-centred funding model which supports greater local control and decision making by principals and their school communities in determining how funds are spent. All schools now operate with a one-line budget, which provides greater flexibility to develop educational programs and staffing profiles that best suit the needs of the school communities. This includes decisions related to the type and number of staff they employ e.g. VET Coordinators, and the programs they run.

14. Statistical information:

- a)
- What proportion of VETiS is delivered by RTO Schools auspicing other schools?*

In 2017, no schools auspiced with RTO schools.

- b)
- What proportion of VETiS is fully outsourced to private RTOs (i.e. where school pays a private RTO to deliver the course using the RTO's trainers)?*

At least 2.2% and possibly up to 4.8% of qualifications are delivered this way. 2.2% represents the qualification enrolments that were designated by the school as 'fee for service' arrangements in the recording system, which is the term used for the described delivery arrangement. The additional enrolments of up to 2.6% are those that were classified as 'Not specified' with a private RTO by the school – this would include arrangements that are through fee for service, auspicing, profile or the other options provided below. School staff select 'not specified' when the person entering the data into the system does not have details regarding the delivery arrangement, but they must provide a response to enable the enrolments to be completed.

2017 VET enrolment data: Qualification Delivery Arrangement

Delivery arrangement	Number of qualifications	Percentage of all qualifications
Auspice	28,454	69.8%
Profile (including apprenticeships/traineeships)	4,111	10.1%
Fee for Service - public RTO	240	0.6%
Fee for Service - private RTO	885	2.2%
RTO School	5,478	13.4%
Combination of delivery arrangements - public RTO	62	0.2%
Combination of delivery arrangements - private RTO	10	0.0%
Externally funded (sponsorship or other source)	17	0.0%
Not specified - public RTO	431	1.1%
Not specified - private RTO	1,050	2.6%
TOTAL	40,738	100%

Data source: Department of Education Reporting to Parents system

Note: The data for 3 schools that operate on a different system is not included.

- c)
- How many secondary school teachers (number and proportion) are currently teaching VET units?*

There are 1 274 teachers reporting VET in 2017 and 8 852 teachers teaching secondary school students. This gives a proportion of 14.4%.

- d)
- How many trainers with VET or trade qualifications (i.e. not teachers with secondary teaching qualifications) teach VET courses in WA schools?*

As at 5 October 2017 there are 32 Department of Education employees employed as Vocational Trainers and Assessors who are not employed as teachers. Two of these employees currently are registered with the Teacher Registration Board of Western Australia.

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Contact information for the Kimberley region

Department of Education

- The Kimberley Region employs a Regional VET Coordinator, who is based at the Kimberley Education Regional Office in Broome.
- The current person is Mr Jamie Coltman and his role is to work with the public schools in the Kimberley in relation to VET for secondary school students.
- Mr Coltman provides public schools with advice and support in relation to not only VET, but also workplace learning, career development, student pathways and accessing and working with training providers.
- Mr Coltman's contact information is jamieson.coltman@education.wa.edu.au or phone 9192 0830.
- The work of the Kimberley Education Regional Office is overseen by Mr Greg Robson, Regional Executive Director, who can be contacted on 0439 934 968 or at gregory.robson@education.wa.edu.au.
- In each school, there are members of staff who have responsibility for organising and managing the VET program(s) in that school. This role may be shared across several staff members, depending on the size of the program and the number of qualifications offered. By school, with the name of the Principal, the key people are:

School	VET Coordinator Name	Phone	Email	Principal
Broome Senior High School	Mr Andy Chapman	9193 6488	Andy.Chapman@education.wa.edu.au	Mr Saeed Amin
Derby District High School	Mr Matthew Dowell	9193 3000	Matthew.Dowell@education.wa.edu.au	Mr Mark Williams
Fitzroy Valley District High School	Ms Elizabeth Ritchie	9161 4306	Elizabeth.Ritchie@education.wa.edu.au	Ms Elizabeth Ritchie
Halls Creek District High School	Ms Shannon Holder	9168 6082	Shannon.Holder@education.wa.edu.au	Mr Eliot Money
Kalumburu Remote Community School	Mr Luke Stanley	9161 4306	Luke.Stanley@education.wa.edu.au	Ms Carol Thorsby
Kununurra District High School	Mr Brendan Forbes	9189 8100	Brendan.Forbes@education.wa.edu.au	Ms Kate Wilson
La Grange Remote Community School	Mr Ben Kelly	9192 4830	Ben.Kelly@education.wa.edu.au	Ms Bronwyn Wright
One Arm Point Remote Community School	Ms Vivienne McDermott	9192 4932	Vivienne.McDermott@education.wa.edu.au	Mr Mark Batka
Wyndham District High School	Mr Keith Spencer	0417 594 287	Keith.Spencer@education.wa.edu.au	Ms Danielle Woodhouse

Department of Training and Workforce Development (DTWD)

The Director Training for North Regional TAFE is Mr Markus Beuke, who can be contacted on 9192 9106 or at markus.beuke@nrtafe.wa.edu.au. There is also a Regional Network Coordinator working in the Kimberley, Mr Andrew Bowen, who can be contacted on 9194 9451 or at andrew.bowen@dtwd.wa.gov.au.