

TABLE OF CONTENTS

BACKGROUND	2
INTRODUCTION	3
SECTION 1 NATIONAL GOALS, OBJECTIVES AND PRIORITIES	5
<i>OBJECTIVE 1</i>	5
<i>OBJECTIVE 2</i>	8
<i>OBJECTIVE 3</i>	10
<i>OBJECTIVE 4</i>	10
SECTION 2 STATE BI-LATERAL AGREEMENT	11
STATE PRIORITIES	11
<i>Priority 1: A Skilled Workforce</i>	11
<i>Priority 2: Access to Learning and Jobs</i>	12
<i>Priority 3: Responsive learning systems that meet the needs of employers, industry and individuals</i>	13
ENGAGEMENT AND COOPERATION	14
STRATEGIC NATIONAL INITIATIVES	14
NATIONAL TARGETS	16
PERFORMANCE MEASURES	21
SECTION 3 MEETING STATUTORY REQUIREMENTS	23
SECTION 4 OTHER REQUIREMENTS	30
SECTION 5 STATE STRATEGIC INFRASTRUCTURE PLAN	31
STRATEGIC DIRECTIONS AND PRIORITIES	31
CURRENT CONTEXT	31
SIGNIFICANT MILESTONES FOR INFRASTRUCTURE PLANNING	32
THE PLANNING PROCESS	34
BROAD STRATEGIC DIRECTIONS	36
DRIVERS FOR THE CURRENT PROGRAM	36
DESCRIPTION OF THE CURRENT PROGRAM.....	37
ASSET MANAGEMENT STRATEGIES.....	38
EMERGING TRENDS.....	44
FINANCIAL INFORMATION	45
TRAINING PROJECTS INVOLVING AUSTRALIAN GOVERNMENT FUNDING	46
SECTION 6 VET IN SCHOOLS EXPENDITURE PLAN	47
SECTION 7 ACTIVITY TABLES FOR 2006-2008 VET PLAN	52
ATTACHMENT A BETTER SKILLS BETTER WORK BETTER STATE	62
ATTACHMENT B SOUTH AUSTRALIA’S SKILLS ACTION PLAN – FIRST STEPS	63
ATTACHMENT C COAG AGREEMENT FOR ADDRESSING SKILLS SHORTAGES	64

SOUTH AUSTRALIAN VET PLAN 2006-08

BACKGROUND

The *2005-08 Commonwealth-State Agreement for Skilling Australia's Workforce* sets out the terms and conditions of the Australian Government's funding appropriated under its new vocational education and training legislation, *Skilling Australia's Workforce Act, 2005*. The Agreement recognises that the shared commitment by the Australian, State and Territory governments is essential to maintain an effective national training system that will deliver high quality, nationally consistent training outcomes for industry, communities and individuals. The new Agreement builds on the achievements of the last decade in establishing the foundations of an industry-led national training system.

The Agreement outlines the basis for planning and reporting for the VET sector in 2006-08, which includes a Bilateral Agreement which details the State-specific elements of the *Commonwealth-State Agreement for Skilling Australia's Workforce* and a VET Plan.

The South Australian VET Plan is a three year plan that is to be updated annually. The VET Plan complies with the requirements of Clauses 24-26 of the Agreement, ie it describes South Australia's:

- plans to meet the statutory requirements of the *Skilling Australia's Workforce Act 2005*, including details of client advisory arrangements
- plans to:
 - meet the objectives of the National Strategy;
 - respond to the national priorities;
 - achieve the State's share of national targets; and
 - deliver against national key performance measures
- plans to meet the requirements of the Bilateral Agreement, including State-specific targets and performance measures
- distribution of total planned VET activity by industry, to be achieved annually
- estimated number of New Apprenticeships commencements and New Apprentices in training
- Infrastructure Plan
- plans for expenditure of VET in Schools funding and how it relates to the six priority areas for action agreed by the Ministerial Council

The State's VET Plan is based on the principles for policy and program development which have been established by the South Australian Training and Skills Commission to meet the State's skill and workforce development needs. The VET Plan is recommended to the South Australian Minister for Employment, Training and Further Education by the Training and Skills Commission and will be provided to the Ministerial Council, before approval by the Australian Government

INTRODUCTION

A range of South Australian Government policies and strategies set the context for the planning and delivery of vocational education and training in South Australia, including:

Creating Opportunity: South Australia's Strategic Plan and its targets

Prosperity through People: A Population Policy for South Australia

Better Skills Better Work, Better State: A Strategy for the Development of South Australia's Workforce to 2010

Shaping the Future: a 10 year vision for Science, Technology and Innovation in SA

Industry Participation Policy: *Giving Opportunity to South Australians*

Creating Opportunity - South Australia's Strategic Plan, recognises that successful economies are based on strong and inclusive communities. Its underlying premise is to build on the strengths of the State and, as a result, widen the opportunities for all citizens. The plan incorporates 79 targets of which some 19 have direct applicability to the development of the state's workforce. Specific targets are mapped to the State's plans to respond to the National VET Goals, Objectives and Priorities (Section 1). The plan focuses on the following key strategic objectives:

1. Growing prosperity
2. Improving wellbeing
3. Attaining sustainability
4. Fostering creativity
5. Building communities
6. Expanding opportunity

The South Australian Government recently endorsed ***Better Skills, Better Work, Better State – A Strategy for the Development of South Australia's Workforce to 2010*** (Attachment A) which recognises that workforce development requires a cross government agency approach and is the shared responsibility of government, industry, the education sectors and the community. ***Better Skills, Better Work, Better State*** takes workforce development beyond training and skills to incorporate work organisation, job design, industrial relations, human resource management practices and employment conditions.

The Workforce Development Strategy has three priority areas:

1. the creation of a High Skill Economy
2. access to Quality Employment
3. shaping our future through Better Workforce Planning

South Australian VET Plan 2006 – 2008

To support the achievement of the South Australia's Strategic Plan Objective 1 - Growing Prosperity, a Workforce Development Implementation Plan, involving the Department of Further Education, Employment, Science and Technology (DFEEST), Department of Trade and Economic Development (DTED), Department of Primary Industries and Resources South Australia (PIRSA) and Department of Aboriginal Affairs and Reconciliation (DAARE), and industry has been developed.

The Workforce Development Implementation Plan aims to address both medium and longer term workforce issues, including the workforce needs of major projects in the resource and defence industry sectors; it comprises five objectives and eight frontline strategies:

OBJECTIVE	FRONTLINE STRATEGIES
1. Meeting the workforce and skills needs for major projects and in regions	1.1 Workforce Development for the Mineral Resources Sector 1.2 Workforce Development for the Air Warfare Destroyer Project
2. Increasing participation to expand the South Australian workforce	2.1 Youth Learning and Employment 2.2 Aboriginal Economic Development Strategy 2.3 Removing Barriers to Employment
3. Increasing the skills of the South Australian workforce	3.1 Skilled Tradespersons and para-professionals through Apprenticeships and Traineeships
4. Attracting additional skilled workers to South Australia	4.1 Skilled Migration and Population
5. Increasing the commitment by industry to workforce development	5.1 Engaging Industry with Workforce Development

South Australia's Skills Action Plan, First Steps (Attachment B) documents significant actions in response to the priorities of the Workforce Development Strategy. The *Skills Action Plan* outlines core initiatives which contribute to workforce development across all industries and specific initiatives relevant to an initial ten key industry sectors, including:

- Manufacturing and Automotive
- Defence, ITC and Electronics
- Creative Industries
- Food
- Wine
- Tourism
- Transport and Logistics
- Minerals and Resources
- Construction
- Community and Health Services

SECTION 1 NATIONAL GOALS, OBJECTIVES AND PRIORITIES

South Australia’s planned outcomes for the period of the Agreement to meet the objectives of ‘Shaping our Future: Australia’s National Strategy for vocational education and training 2004 -10 and the national priorities:

Objectives and Priorities	State and Territory Planned Outcomes to achieve the National Objectives and National Priorities
<p>Objective 1 Industry will have a highly skilled workforce to support strong performance in the global economy.</p> <p>National Priority A <i>Improving the system’s responsiveness to rapid changes in demand and addressing skills shortages, especially in traditional trades and emerging industries.</i></p>	<p>South Australia’s Planned Outcomes</p> <p>1 A highly skilled and adaptive labour force, capable of responding to changing economic, demographic and community factors, acknowledging government priorities for disadvantaged and disengaged young people, mature age people, women and Indigenous population within a regional focus by:</p> <ul style="list-style-type: none"> – Facilitating workforce planning at the industry and regional level through Industry Skills Boards, regional Employment and Skills Formation Networks and other Workforce Development agents, including Government Agencies and Industry Associations. – Target learning priorities (VET and TAFE SA purchasing) to respond to Government major projects - Minerals and Resources, Air Warfare Destroyer and Defence, major infrastructure projects and to support increased employment growth in community and health services and the retail and services sectors, metal trades and skills associated with the Maritime Skills Centre. – Integrating employment and skills formation policy, planning, programs and services within a context of workforce development, through <i>South Australia Works</i> and the Workforce Development fund and through planned strategies to make TAFE SA more responsive to regional and industry demand. – Targeting training and employment programs to boost employment outcomes in regions and for particular groups experiencing high unemployment and education and social disadvantage, particularly through <i>South Australia Works</i> – Improving the non-school qualification level and overall education and skills levels of the population through a focus on Recognition of Prior Learning, increasing language, literacy and numeracy, up-skilling of existing workers and contributing to improved school retention and youth engagement.

Objectives and Priorities	State and Territory Planned Outcomes to achieve the National Objectives and National Priorities
<p>Objective 1, National Priority A <i>and relating to skills shortages continued.....</i></p> <p>Links to South Australian Strategic Plan Targets Jobs T1.1 Exports T1.12 Productivity T1.10 Creative Education T4.10 Cooperative Research Centres of Excellence & Major National Research Facilities T4.8 Overseas Migration T1.9 Non school Qualification T6.15 TAFE Participation T6.17</p>	<p>2 A responsive VET system working in partnership with emerging and growth industries to provide leading edge training to address the demand for emerging skills sets through, the repositioned TAFE system and establishment of specific industry skills centres. Specific initiatives in 2006 include the full implementation of TAFE Program Leadership and the continuation of high level reviews of program areas, comprehensive review of the TAFE Infrastructure Program and the establishment of industry-led skills centres, such as the, Maritime Skill Centre, Seafood Centre of Excellence, and Mineral Resources Centre of Excellence</p> <p>3 An effective Apprenticeship and Traineeship system which is responsive to the skill and occupational needs of specific industry sectors. Actions are being taken to review User Choice funding policies, implement the recommended actions of the Traineeship and Apprenticeship Futures Project, the outcomes of the survey of School Based New Apprenticeships, and the review of Group Training arrangements.</p> <p>4 Skill and labour shortages are addressed through the attraction of working aged migrants, the resolution of occupational licensing issues and streamlined Recognition of Overseas Qualifications processes enabling skilled migrants to effectively fill local skills gaps.</p> <p>5 An integrated employment and skills formation research, data and planning system is being implemented to provide a framework for workforce development planning across the State, through the Workforce Information Service, and in partnership with the Workforce Development Research Consortium and the three universities, and the nine industry skills boards.</p>

Objectives and Priorities	State and Territory Planned Outcomes to achieve the National Objectives and National Priorities
<p>National Priority C <i>Improving quality</i></p> <p>Links to South Australian Strategic Plan Targets Creative Education T4.10 Non School Qualifications T6.15 Quality of Life T2.1 TAFE Participation T6.17 Cooperative Research Centres, Centres of Excellence and Major National Research Facilities T4.8</p>	<p>South Australia’s Planned Outcomes</p> <ol style="list-style-type: none"> 1. Continuous improvement in the quality and client responsiveness of the South Australian vocational education and training sector through implementation, as appropriate, of nationally agreed refinements to the Australian Quality Training Framework and National Training Packages. 2. The capability of VET professionals is of the highest standard through workforce planning and structured development that strengthens teaching and learning practices and encourages innovation in meeting client needs. Specific initiatives include: hosting and active participation in Reframing the Future, roll out of the VET Professional Development Program, TAFE Workforce Planning, implementation of the South Australian Flexible Learning Strategy, <i>Forward Directions</i>. 3. Protection for VET consumers is enhanced through the implementation of the National Code of Good Practice for Responding to Complaints about VET Quality, expansion of the roles and functions of the Office of the Training Advocate, targeting resources to areas of need through the South Australian Risk Management Plan, implementation of the new Consumer Protection for VET Students Guidelines. 4. High quality private training providers are attracted and maintained to complement TAFE SA and other existing providers. This complementary approach is balanced by a degree of competition which ensures both niche markets and general provision of training is met.

Objectives and Priorities	State and Territory Planned Outcomes to achieve the National Objectives and National Priorities
<p>Objective 2 <i>Employers and individuals will be at the centre of VET.</i></p> <p>National Priority B <i>Delivering improved outcomes for employers, individuals and communities</i></p> <p>Links to South Australian Strategic Plan Unemployment T1.2 Regional Unemployment T5.9 Income Inequality T6.3 Youth Unemployment T1.3 Non School Qualifications T6.15 TAFE Participation T6.17</p> <p>National Priority D <i>Increasing participation and up skilling mature age workers</i></p> <p>Links to South Australian Strategic Plan Increasing Non School Qualifications T6.15 TAFE Participation T6.17 Quality of Life T2.1. Income Inequality T6.3</p>	<p>South Australia's Planned Outcomes</p> <ol style="list-style-type: none"> 1. Industry and business stakeholders are involved in the design of quality programs relevant to industry pathways through the work of 9 Industry Skills Boards, structured industry engagement processes within DFEEST, initiatives such as the Maritime Skills Centre, National Training Package Review implementation, and High Level Reviews of TAFE SA Educational Programs. 2. Through a range of mechanisms, SA will strengthen its VET sector liaison and promotion with key clients and stakeholders. Specific strategies include: funding support for planned engagement strategies with Peak VET Provider Group Associations, Annual Quality Conference, Training and Skills Commission Annual Workforce Development Conference, TAFE SA Visual Identity and Communication Strategy. 3. DFEEST is a high performance organisation which provides leadership to the VET system in South Australia through implementation of the Draft DFEEST Strategic Plan 2005 – 2008 <i>Skills for a Prosperous Community – Meeting the Challenge</i> and the Progressive FEEST Program 4. Development by Institutes of TAFE of specific roles for newly formed Institute Councils and formal industry and regional engagement arrangements that have employers, individuals and communities at the centre of planning and decision making. 5. Annual TAFE Forum to engage industry, individuals and communities at a state level by seeking feedback and tracking responses. <p>South Australia's Planned Outcomes</p> <ol style="list-style-type: none"> 1. Education and training options are available to all workers, including older workers, to help individuals retain skills and remain in the workforce, implemented through the <i>South Australia Works</i> Mature Aged People Program, Parents Returning to Work Program, Employee Assistance Program, New Action to Strike a Better Work - Life Balance Project, targeting specific workforce development fund projects. 2. Improving capability and capacity of RTOs and TAFE SA to the meet the specific needs of mature age learners, through implementation of the Valuing Older Workers Project with RTOs.

Objectives and Priorities	State and Territory Planned Outcomes to achieve the National Objectives and National Priorities
<p>National Priority E <i>Encouraging greater re-engagement by Australians who not fully participating in the labour market</i></p> <p>Links to South Australian Strategic Plan Unemployment T1.2 Income Inequality T6.3 Youth Unemployment T1.3 Jobs T1.1 Non School Qualifications T6.15 TAFE Participation T6.17</p>	<p>South Australia's Planned Outcomes</p> <ol style="list-style-type: none"> 1. People who may have experienced disadvantage or barriers in learning or participation in the workforce are able to participate in affordable learning programs through the actions outlined in the Community Learning Strategy, adult community education programs targeted to employability skills and employment pathways and maintenance of concessional TAFE fees and fee capping. 2. Participation in learning and work for marginalised groups is improved and the local labour pool expands to meet industry needs through <i>South Australia Works</i>, active development of career development and management services and programs through Creating a Career Development Culture in VET National Project, Digital Divide Strategy, planned targeting of resources based on profiling of target groups. 3. South Australian employers recognise the value of a diverse workplace. Industry Skills Boards will promote the benefits of workplace diversity to employers through the Promoting Workplace Diversity project. 4. Young people have skills and opportunities and move successfully from school, further education and training or unemployment into stable rewarding work. This will be achieved through strategies to increased access to vocational education and training for young people who are socially and economically disadvantaged including South Australia Works for Young People Program, Industry Career Action Groups, VET in Schools Program, Youth Engagement Strategy, SACE Review, Youth Employment Commitment and facilitating collaboration in the development of three Australian Technical Colleges. 5. VET in schools programs are planned to comply with the revised VET in Schools Framework to improve the quality of VET in schools and its relevance to industry and employment outcomes particularly in areas of skills shortages. Specific actions will be identified in the South Australian School Sectors' VET in Schools Plans and further system reforms will arise from the SACE Review, once released.

Objectives and Priorities	State and Territory Planned Outcomes to achieve the National Objectives and National Priorities
<p>Objective 3 <i>Communities and regions will be strengthened economically and socially through learning and employment.</i></p> <p>Links to the South Australian Strategic Plan Regional Population Levels T5.8 Regional Unemployment T5.9 Regional Infrastructure T5.11</p>	<p>South Australia's Planned Outcomes</p> <ol style="list-style-type: none"> 1. Regional Employment and Skills Formation networks, employment agencies TAFE campuses and VET providers will work together to identify, plan and respond to local needs through regional employment and skills formation plans. 2. Community learning will be positioned as a central force in building and sustaining the capacity of individuals and communities through the actions identified in the Community Learning Statement. 4. Innovative and responsive methods increase pathways to learning, training, employment and personal growth in communities through the Water Innovation Network project, the STI¹⁰ Shaping the Future Strategy and specific actions to build local access to broadband, internet and e-learning. 5. The feasibility of South Australia Learns will be progressed to enable on-line access to career management and learning services through libraries, community centres, schools/campuses and workplaces. 6. Individuals and communities will be provided with services to improve choices in relation to careers, with the support of high quality employment and workforce development services in conjunction with Community Learning Partnerships and regional and industry career services.
<p>Objective 4 <i>Indigenous Australians will have skills for viable jobs and their learning culture will be shared.</i></p> <p>Links to the South Australian Strategic Plan Aboriginal Well-Being T6.1 Income Inequality T6.3 Non School Qualifications T6.15 TAFE Participation T6.17</p>	<p>South Australia's Planned Outcomes</p> <ol style="list-style-type: none"> 1. The implementation of the South Australian Partners in a Learning Culture Action Plan aims to increase participation by Indigenous Australians in VET and particularly in higher-level VET qualifications, particularly through TAFESA and Tauondi College and improved education services in the APY lands and other remote areas. 2. Indigenous people participate in job training, work placements, recruitment leadership training, career enhancement and traineeships and apprenticeships through targeted South Australia Works programs, ie Aboriginal Apprenticeships and directing VET funds. 3. Improved employment outcomes for Indigenous people through implementation of <i>Walking Together Towards Prosperity</i> DFEEST Aboriginal Employment Strategy 2005 – 2010.

SECTION 2 STATE BI-LATERAL AGREEMENT

States and territories will describe their own plans and strategies to meet the requirements of their bilateral agreements, including targets and performance measures, including those described as Key Performance Measures and reported in the Annual National Report:

<p>State Priorities This section provides the opportunity for States/Territories to indicate priorities for vocational and technical education</p>	
<p>Priority 1: A Skilled Workforce</p>	<p>A high skilled economy will enable South Australia to respond effectively to changing economic, demographic and community factors and to take advantage of opportunities that arise in the global economy.</p> <p>Mechanisms for achieving this priority include:</p> <ul style="list-style-type: none"> • Implementation of the South Australian Workforce Development Strategy - South Australia’s Skills Action Plan outlines core initiatives which contribute to workforce development across all industries and specific initiatives relevant to an initial 10 key industry sectors. See Attachment B • DFEEST working with the nine Industry Skills Boards (ISBs) and other industry groups and forums in the development of industry specific workforce development action plans. • Provision of responsive learning systems that meet the needs of employers, industry and individuals. The South Australian Government is committed to ensuring that the people who graduate from VET organisations, regulated by the State, receive well respected qualifications and have skills that are highly valued by South Australia’s employers and VET graduates.

<p>Priority 2: Access to Learning and Jobs</p>	<ul style="list-style-type: none">• Ensuring that the services of TAFE SA are provided across the state in a way which meets the following principles:<ul style="list-style-type: none">- TAFE SA is forward looking, responsive and innovative;- Services are appropriately distributed across the state; all clients have access, including those in rural and remote areas;<ul style="list-style-type: none">- TAFE SA presents a coherent, cohesive, united face to clients, particularly industry and commerce;- Standards of teaching and learning are high and consistent;- Efficiency is maximised and duplication is minimised;- Programs provide a prominent and visible contact point for industry clients;- Programs provide a mechanism for achieving strategic outcomes devised by the state government. <p>The South Australian Government is committed to ensuring that all individuals have opportunities to participate in learning, training and employment throughout their lives; particularly those who are most disadvantaged, including young people, older job seekers, Aboriginal South Australians and people with a disability.</p> <p>Mechanisms for achieving this priority include the:</p> <ul style="list-style-type: none">• South Australian Youth Engagement Strategy (SAYES)• South Australian Youth Employment Commitment• South Australia Works Programs<ul style="list-style-type: none">▪ Community Learning Strategy▪ Pre vocational and pre apprenticeship programs▪ Apprenticeships and Traineeships▪ Learn 2 Earn Program▪ VET in Schools pathways
---	--

<p>State Priorities continued...</p> <p>Priority 3: Responsive learning systems that meet the needs of employers, industry and individuals</p>	<p>Provision of improved and accessible workforce information and planning tools which will be supported by structured approaches leading to responsible and targeted actions by the VET sector to meet industry, regional and individual needs.</p> <p>Mechanisms for achieving this priority include:</p> <ul style="list-style-type: none">▪ The Workforce Information Service (WIS)▪ DFEEST working with industry through the nine Industry Skills Boards in the development of industry specific workforce plans▪ Workforce Development Research Consortium researching and developing appropriate workforce planning tools▪ Regional workforce planning in conjunction with regional development boards▪ Workforce planning for Major Projects
--	--

<p>Engagement and Cooperation</p> <p>This section provides the opportunity for the State/Territory and the Australian Government to set out how they will work together.</p>	<p>The creation of a highly skilled workforce in South Australia is regarded as a shared responsibility between the State Government, the Australian Government and the local government sector, industry and the community working together to identify skill requirements, provide formal and informal learning opportunities and forge cooperative arrangements to share knowledge, skills and expertise.</p> <p>Legislative Base</p> <p>Within South Australia, this approach is articulated within the State Government's <i>Training and Skills Development Act 2003</i>, the object of which is <i>to further the commitment by the States, the Territories and the Commonwealth, in partnership with industry, to work together to increase the participation of Australians in an integrated national vocational education and training system that allows for local diversity.</i></p> <p>State and Commonwealth Government Linkages</p> <p>The South Australian Government has, over a number of years, developed strong and cooperative working relationships with the Australian government through the South Australian offices of the Department of Education, Science and Training and the Department of Employment and Workplace Relations. The South Australian Government would anticipate these relationships to be further strengthened through continuing collaboration, particularly in program areas where it is possible to leverage additional funding from outside of the agreement and which would potentially have significant local impact.</p> <p>In accordance with historical arrangements, communication arrangements between the Australian government and the South Australian Government will continue through the Minister for Employment, Training and Further Education and Youth, through the Senior Officials Group or at the relevant officer level as appropriate.</p> <p>Potential collaborative projects include:</p> <ul style="list-style-type: none"> • Upper Spencer Gulf Mining and Resources • Australian Technical Colleges • Youth Participation
<p>Strategic National Initiatives</p> <p>The State/Territory's participation in the Commonwealth-State Skills Shortage Initiative, including project details, industries/occupations that will be targeted and funding amounts</p>	<p>The South Australian Government and the Australian Government will work together in 2006 to further develop the joint Skills Shortage Initiative and to consider ways that State skills shortage initiatives, that are consistent with the work of COAG, might be progressed. Where appropriate such work may be proposed for funding through Strategic Initiative Funding.</p>

<p>The State/Territory's funding contribution to the Joint Indigenous funding pool to improve outcomes for Indigenous Australians and its participation in the management of the fund</p>	<p>The South Australia Government through the Minister for Employment, Training and Further Education has entered into a four year forward funding commitment with Tauondi Aboriginal College (2005-08). The four year funding agreement has an estimated value of \$8 million (GST inclusive).</p> <p>Tauondi is the only Indigenous provider in South Australia which meets the criteria set out in the Joint Indigenous Funding Pool implementation issues paper provided by the Department of Education, Science and Training. The South Australian Government, in accordance with its State Supply Board's competitive tendering processes and procedures has approved Tauondi to deliver vocational programs to South Australian Aboriginal people under a preferred provider agreement arrangement. The South Australian Government funds Tauondi at a much higher rate than that on offer from the Australian Government under the Joint Indigenous Funding Pool arrangement and will match the funding offered by the Australian Government.</p> <p>In addition to the commitment and funding to Tauondi, the South Australian Department of Further Education, Employment, Science and Technology also provides \$3.4million annually to a range of VET Programs for Indigenous South Australians including the following:</p> <ol style="list-style-type: none"> 1. South Australia Works for Indigenous people - aims to increase the participation of indigenous people in employment and training with a focus on generating pathways into the mainstream labour market, primarily through two programs: <ul style="list-style-type: none"> • Aboriginal Apprenticeship Program • Aboriginal Employment Program 2. Regions At Work will support a minimum of 350 Indigenous participants however, based on past projections this could reach as high as 500 participants. An estimated 160 will gain employment. Projects will focus on skills development, career information, mentoring, pre-employment and new business assistance. 3. The Government Youth Traineeship Program and Public Sector Cadetship Program will support the employment of around 90 Indigenous people in traineeships and cadetships in the State public sector. 4. The Joint Group Training Policy Fund will support the employment of 86 Indigenous people, in traineeships and apprenticeship in the private sector through a Group Training Company, in addition to the 94 already participating in the program. 5. Two Alternative Learning Options programs will provide 70 young Indigenous people, in Murray Bridge and Ceduna, with opportunities to develop basic skills and gain practical experience whilst undertaking project and enterprise based activities. <p>These programs are additional to the TAFE SA Indigenous Education and Training Program commitments.</p>
---	---

<p>National Targets</p> <p>Each State/Territory will meet its share of the national targets set out in the <i>2005-08 Commonwealth-State Agreement for Skilling Australia's Workforce</i>. In meeting its share, South Australia has chosen 2003 as the base year from which all its targets will be achieved.</p>	<p><i>Additional New Apprenticeships commencements in skills shortages in traditional trades.</i></p> <p>Bilateral Agreement Target - 752 additional New Apprentice commencements in skills shortages in traditional trades in the following occupations:</p> <ul style="list-style-type: none"> • Electrical and Electronics Tradespersons • Structural Construction Tradespersons • Plumbers • Fabrication Engineering Tradespersons • Mechanical Engineering Tradespersons • Food Tradespersons <p>Strategies for achieving target:</p> <p>1 Upper Spencer Gulf and Outback region</p> <p>Implement new or expanded youth learning and work programs, including pre-vocational and employability skills, in conjunction with the planned Australian Technical Colleges and skills centres, targeting:</p> <ol style="list-style-type: none"> a) young people who are unemployed, or at risk of leaving school early b) Aboriginal young people <p>Implemented by:</p> <ol style="list-style-type: none"> i) Providing at least 40 additional apprentices for the Mineral Resources Sector per annum commencing 2006. ii) Removing barriers to youth engagement, such as income supplementation, transport. <p>2 Additional pre-apprenticeship programs in skills shortages areas</p> <p>3 Provide user choice funding for existing workers in trades, in skills shortages areas</p> <p>4 Implementing recognition of skills/ competencies in the existing workforce to fast track mature apprenticeships/ trade qualifications.</p> <p>5 Increasing up-take in Aboriginal Apprenticeships Program and Indigenous cadetships in key occupations</p>
---	---

National Targets continued....	<p>Implement targeted actions to address barriers to take-up of apprenticeships and traineeships by:</p> <ol style="list-style-type: none">1. Clarifying with enterprises the barriers to increasing apprentice numbers and implementing targeted actions to address perceived barriers to take – up of apprenticeships in the Upper Spencer Gulf as identified by employers and young people.2. Developing a marketing campaign promoting apprenticeships and traineeships with a focus on minerals, engineering, construction and defence. The campaign will include the use of seminars, the Workforce Development officers' networks, the internet, career advisors, school leavers/ youth in information kits. <p>Improve the responsiveness of the apprenticeship and traineeship system to employer and industry requirements by:</p> <ol style="list-style-type: none">1. 1 implementing competency based traineeships and apprenticeships and facilitating additional school based apprenticeships, noting that this may require changes to relevant legislation and industrial awards2. 2 streamlining occupational licensing arrangements consistent with national requirements3. 3 promoting recognition of prior learning and current competencies to gain qualifications
--------------------------------	---

<p>National Targets continued...</p>	<p><i>Additional places in other areas of skills shortages</i></p> <p>Bilateral Agreement Target - 752 additional places in the following areas of skills shortage (occupations & qualifications):</p> <table border="0" data-bbox="763 316 1877 419"> <thead> <tr> <th data-bbox="763 316 1294 347">Occupations</th> <th data-bbox="1294 316 1877 347">Qualifications</th> </tr> </thead> <tbody> <tr> <td data-bbox="763 347 1294 379">Enrolled Nursing</td> <td data-bbox="1294 347 1877 379">Diploma of Nursing</td> </tr> <tr> <td data-bbox="763 379 1294 419">Children’s care workers</td> <td data-bbox="1294 379 1877 419">Diploma of Children’s Services</td> </tr> </tbody> </table> <p>Strategies for achieving target:</p> <ol style="list-style-type: none"> 1. In partnership with Department of Children’s Services (DECS) and Department of Employment and Workplace Relations (DEWR) DFEEST will support the implementation of the SA Child Care Workforce strategy which includes: <ul style="list-style-type: none"> • developing a traineeship pathway • funding the delivery of the Diploma of Community Services (Childcare) for trainees and to up skill existing workers • funding additional places in the Diploma of Children’s Services • responding to the need for industry training in Child Care in Regional SA through South Australia Works in the Regions program • targeting people aged 40 plus years in industries such as aged care, home based care, child care and community development. This initiative will also target people wishing to re-enter the workforce. 2. Funding additional training hours in the Diploma of Enrolled Nursing. 	Occupations	Qualifications	Enrolled Nursing	Diploma of Nursing	Children’s care workers	Diploma of Children’s Services
Occupations	Qualifications						
Enrolled Nursing	Diploma of Nursing						
Children’s care workers	Diploma of Children’s Services						

<p>National Targets continued...</p>	<p><i>Additional places for mature aged people and/or youth</i></p> <p>Bilateral Agreement Target - 1,956 additional places for mature age people and youth: 20% of the target for mature age people.</p> <p>Strategies for achieving the target:</p> <p>The Government through <i>South Australia Works</i> Programs targets youth and mature age people eg South Australia Works in the Region program, South Australia Works for Mature Age People and South Australia Works for Young People.</p> <p>Increasing Youth Employment, Education and Training by:</p> <ul style="list-style-type: none"> (a) Reconfiguring the Government Youth Traineeship Program (GYTP) and directing funds into apprenticeships and traineeships for disadvantaged young people in the community (b) Trialling youth employment commitment programs in 3 regions (Upper Spencer Gulf, The Parks and the City of Adelaide). (c) Ensuring all young people can achieve the SACE, a Certificate III or an equivalent qualification by age 20 <p>Promoting life long learning for work transitions, particularly for people aged over 45 by:</p> <ul style="list-style-type: none"> (a) Utilising the TAFE network and its strong community linkages to develop tailored activities to meet the specific needs of older workers; (b) Developing partnerships with local enterprises VET providers to leverage the most beneficial opportunities for work and learning outcomes for mature aged.
	<p><i>Additional places for people with a disability</i></p> <p>Bilateral Agreement Target - 752 additional places for people with a disability</p> <p>Strategies for achieving the target:</p> <p>Implementation of the <i>South Australia Works</i> in the Regions program including for example:</p> <ul style="list-style-type: none"> • <i>Disability Out There</i> – promotes the benefits of employing people with a disability to employers and assists them to recruit suitable employees. Working in conjunction with key agencies to deliver skills development for participants. • <i>The Disability Placement Project</i> - provides a coordinated approach to employment and training services for people with a disability and focuses on linking in with industry led programs; offers employment and training opportunities for people with a disability currently unable to access training and employment programs.

<p>National Targets continued</p>	<p><i>Additional places in regional and remote locations for Indigenous Australians (if applicable to the State/Territory)</i></p> <p>Bilateral Agreement Target - 45 additional places for Indigenous Australians.</p> <p>Strategies for achieving the target:</p> <ul style="list-style-type: none"> • Develop and promote a tailored training scheme to assist young Aboriginals gain employment in new regional resource based projects
	<p><i>Increased participation by Indigenous Australians at higher qualification levels</i></p> <p>Bilateral Agreement Target - 2% increase in enrolments by Indigenous Australians at Certificate III and above qualification levels</p> <p>Strategies for achieving the target:</p> <ul style="list-style-type: none"> • Increase up take of Aboriginal Apprenticeship Program and Indigenous cadetships in key occupations

<p>Performance Measures</p> <p>The State/Territory will demonstrate continuous improvement in employer and student satisfaction over the life of this Agreement</p>	<p>South Australia will:</p> <p>(i) Maintain or improve over the life of the Agreement the agreed benchmark for employer satisfaction of 75% for the State (within 2 Standard Errors) through the following Workforce Development strategies:</p> <ul style="list-style-type: none"> • promoting and recognising quality and excellence in learning and training • ensuring workers have skills to meet industry needs • encouraging integrated business and workforce planning • developing closer links between industry and educational institutions • promoting and implementing flexible delivery of training in workplaces and the community • strengthening industry and cross-government relationships <p>This benchmark will be reviewed when the results of the 2005 employer survey are available.</p> <p>(ii) Maintain or improve over the life of the Agreement the agreed benchmark for student satisfaction of 86% for the State, (within 2 Standard Errors) through the following Workforce Development strategies:</p> <ul style="list-style-type: none"> • ensuring workers have skills to meet industry needs • promoting and implementing flexible delivery of training in workplaces and the community • facilitating effective pathways and recognition arrangements across qualifications and institutions • removing barriers for marginalised and disengaged people to participate in learning and work <p>(iii) The South Australian Government is committed to ensuring that all individuals have opportunities to participate in learning, training and employment throughout their lives particularly those young and mature aged. This will be achieved through the following Workforce Development strategies:</p> <ul style="list-style-type: none"> • providing education and training for young people to gain first time employment • promoting and implementing flexible delivery of training in workplaces and the community • ensuring workers have skills to meet industry needs • facilitating effective pathways and recognition arrangements across qualifications and institutions • promoting and fostering learning communities • removing barriers for marginalised and disengaged people to participate in learning and work • helping individuals make informed decisions about work and study through their lives • helping individuals balance work and life • supporting workers to manage career change • supporting workers at risk of retrenchment
--	--

	<p>(iv) Workforce Development strategies to improve outcomes for people with a disability are as follows:</p> <ul style="list-style-type: none">• promoting and recognising quality and excellence in learning and training• promoting and fostering learning communities• promoting and implementing flexible delivery of training in workplaces and the community• removing barriers for marginalised and disengaged people to participate in learning and work• helping individuals make informed decisions about work and study through their lives• helping individuals balance work and life• demonstrating to employers the value of workforce diversity <p>(v) Workforce Development strategies to improve outcomes for Indigenous Australians are as follows:</p> <ul style="list-style-type: none">• promoting and recognising quality and excellence in learning and training• promoting and fostering learning communities• promoting and implementing flexible delivery of training in workplaces and the community• ensuring high levels of literacy and numeracy throughout the community• removing barriers for marginalised and disengaged people to participate in learning and work• helping individuals make informed decisions about work and study through their lives• helping individuals balance work and life• demonstrating to employers the value of workforce diversity <p>South Australia is convening and participating in the considerations of the Client and Student Voice Action Group that will establish a suite of strategies and performance measures that States and Territories will select from to address the priorities in the revised Blueprints.</p>
--	---

SECTION 3 MEETING STATUTORY REQUIREMENTS

States and Territories will describe their plans to meet the statutory requirements set out in the Commonwealth vocational education and training legislation, Skilling Australia's Workforce Act 2005, which includes:

Requirement	State/Territory Planning
<p>Maximising choice for employers and new apprentices by complying with user choice policy, including</p> <p>a) Arrangements to introduce genuine competition in the VET sector</p> <p>b) Arrangements to ensure employers and new apprentices have greater choice and flexibility in relation to VET providers and method and location of training</p> <p>c) Participation in the establishment of a national unit price band for each apprenticeship or traineeship in the New Apprenticeships scheme</p> <p>d) Consultation with the State Training Authority and employer groups to decide which apprenticeships and traineeships, and which employers and new apprentices are eligible to receive user choice funding under the New Apprenticeships Scheme</p> <p>(Part 2, Division 2, Section 11, Clause 1-2)</p>	<p>DFEEST will continue to maintain a policy which does not discriminate between providers who meet the necessary quality criteria for registration in providing access to User Choice funding. Currently, Registered Training Organisations (including TAFE Institutes and other providers) are listed on the DFEEST website and employers, trainees and apprentices are able to choose any provider. There are no restrictions on the choice of provider.</p> <p>DFEEST will continue to maintain a policy which does not discriminate between providers who meet the necessary quality criteria for registration in providing access to User Choice funding. In addition, new policy arrangements in areas such as travel and accommodation allowances for rural students will facilitate greater choice of provider by apprentices and employers.</p> <p>Employers are able to negotiate with the RTO about the type of delivery eg off the job or fully on the job training. User Choice subsidies are only available for AQF levels 1-2 (for fully on job training) and AQF levels 1-3 (for off the job training) with some exceptions for level 4 which are based on entry level industry requirements.</p> <p>DFEEST will continue to participate in the work.</p> <p>DFEEST will develop a consultation process which will ensure that the Training and Skills Commission, employer groups, SA Unions, Industry Skills Boards and other relevant organisations are consulted about User Choice policy settings.</p> <p>Stakeholders were initially consulted about their views in regard to User Choice policy settings during the Traineeship and Apprenticeship Futures project in 2005. The Training and Skills Commission has appointed a steering committee to consider the report and develop a proposal for User Choice policy settings for consultation by end June 2006.</p>

Requirement	State/Territory Planning
<p>e) Increasing 5 percent each year, the proportion of apprenticeships and traineeships that are eligible for user choice funding under the New Apprenticeships scheme</p> <p>f) Developing a template in consultation with other States and the Commonwealth for a national contract that will apply to VET providers eligible to receive user choice funding under the New Apprenticeships scheme</p>	<p>South Australia will meet this requirement consistent with the State's workforce development priorities.</p> <p>DFEEST will participate in discussions with Commonwealth and other States and Territories to develop a template.</p>
<p>Workplace Reforms</p> <p>(a) Giving TAFE institutions greater flexibility and capacity to respond to local industry and community needs within the context of the national requirements of the Skilling Australia's Workforce Agreement</p>	<p>The South Australian TAFE system has undergone significant change throughout 2004 and 2005. From 1 January 2005, 3 Institutes have been operating. These Institutes are significantly larger than those previously in place. Each Institute is managed by an Executive Director who has responsibility for leading their Institute to:</p> <ul style="list-style-type: none"> - advance the Government's social and economic agenda through vocational education and training - develop a high performing South Australian workforce - contribute to the capacity of the local community through education, training and its linkages with employment opportunities and development <p>A strong focus on the "re-positioning" of TAFE SA has been to strengthen the linkages with industry and this is a key focus for each of the Institutes. A program leadership and review model was implemented in 2005. This provides a framework for industry led input into the program's delivery offered by TAFE SA.</p> <p>The Executive Directors of each Institute participate in strategic planning to determine resource allocations. Executive Directors are able to re-allocate resources in accordance with local priorities.</p>

Requirement	State/Territory Planning
<p>Workplace Reforms continued....</p> <p>(b) Ensuring TAFE institutions introduce more flexible employment arrangements by offering Australian workplace agreements to staff where possible, or other individual agreements where this is not possible</p> <p>(c) Supporting stronger leadership and authority for directors of TAFE Institutions, including in relation to recruitment and remuneration of employees</p> <p>(d) Implementing fair and transparent performance management scheme in TAFE institutions that rewards high performance (including through performance pay) and manages underperformance</p>	<p>The recently approved South Australian Education Staff (Government Preschool, Schools and TAFE) Certified Agreement explicitly allows for AWAs to be offered within the period of the certified agreement. DFEEST will have in place by 1 July 2006, workplace policies and arrangements that will allow AWAs to be offered to staff whether employed on a permanent, temporary or casual basis, especially to address skill shortage and regional attraction and retention.</p> <p>Executive Directors have responsibility for Human Resource Management issues within the Institute. This is within the framework of a Certified Agreement that operates across all 3 Institutes. Executive Directors have responsibility and authority for staff selection, appraisal and professional development activities within their Institute. Organisational structures and the positions within those structures will be determined by Institute Executive Directors. The classification of the position determines the remuneration level.</p> <p>South Australia has an existing and well established performance management system which includes setting of key priorities, performance indicators and assessment measures. Performance management discussions are expected to be held by managers and their staff twice yearly.</p> <p>An outcome of the Certified Agreement for teaching staff includes a review to be undertaken of the current lecturer's classification structure. Preliminary work to date done by DFEEST is underpinned by the principle that progression would be on the basis of acquired qualifications and achieving competency and performance outcomes.</p> <p>Currently, the Advanced Skills Lecturers classification levels for teaching staff are achieved by personal reclassification having reached a required level of professional and technical competency.</p> <p>South Australia has an established process for managing underperformance.</p>

Requirement	State/Territory Planning
<p>(e) Providing capacity for TAFE institutions to retain revenue and generate increased revenue through partnerships with industry and sponsorship arrangements</p> <p>(f) Providing capacity for TAFE institutions to develop entrepreneurial and commercially oriented business plans</p> <p>(g) Ensuring TAFE institutions' workplace agreements, policies and practices are consistent with the freedom of association principles contained in the <i>Workplace Relations Act 1996</i>. In particular TAFE institutes must neither encourage nor discourage trade union membership.</p> <p>(Part 2, Division 2 Section 12, Clause 1-4)</p>	<p>Institutes of TAFESA generate a substantial portion of total revenue through commercial business on a competitive of contestable basis. This encompasses a range of specific business activities that require close relationships with Industry. Revenue from these activities is retained by Institutes in accordance with agreed budget arrangements across the TAFE system, and in accordance with State budget targets. The development of commercial business and growth in revenue from this source is a key business objective for TAFESA over the term of this Agreement.</p> <p>Consistent with the response to (e) there is a major focus across TAFESA on the development of commercial business within a business policy and pricing framework that encourages the growth of business activities that are won on a commercial and competitive basis. This is expected to be a source of growth for TAFE that will be the subject of strategic and business planning to identify business opportunities in the vocational education market at the State, National and International level. This will contribute to achieving high level government targets to increase participation in vocational education, to increase the level of skill in the South Australian workforce and increase the number of international students coming to, and the level of education exported from South Australia.</p> <p>South Australia currently complies with this requirement and intends to continue to comply.</p>
<p>Implement training that is based on competence rather than length of training</p> <p>a. Acting to remove any barriers included in State awards</p> <p>b. Contributing to the achievement of a consistent national system of occupational licensing requirements</p> <p>(Part 2, Division 2 Section 13)</p>	<p>South Australia will take actions consistent with the COAG Skills Working group recommendations, as detailed in Attachment C.</p>

Requirement	State/Territory Planning
<p>Increase utilisation of publicly funded training infrastructure</p> <p>a. Ensure that publicly funded VET premises are available, on a commercial basis, for purposes that do not conflict with the providers' VET purposes</p> <p>(Part 2, Division 2 Section 14)</p>	<p>DFEEST currently enables TAFE premises to be made available to third parties. The policy is currently being reviewed for consistency across Institutes and to ensure that it is being done in a commercial manner. The policy will be finalised by 30 June 2006.</p> <p>Commonwealth funded skills centres will continue to be required to comply with this policy through the funding agreements with the Minister for Employment, Training and Further Education.</p>
<p>Payments for capital expenditure</p> <p>a. Ensure that financial assistance paid to the State under the <i>Skilling Australia's Workforce Act 2005</i> for the purposes of capital expenditure on vocational education and training is spent for those purposes</p> <p>(Part 2, Division 2 Section 15)</p>	<p>DFEEST will continue to ensure that Commonwealth capital funding is spent for vocational education and training purposes.</p>

Requirement	State/Territory Planning
<p>Role of State Training Authorities Ensure the maintenance of a State Training Authority that:</p> <ul style="list-style-type: none"> a. Participates in the preparation of the VET Plan; and b. Provides advice to the State Minister with responsibility for VET, including decisions about eligibility for user choice funding <p>(Part 2, Division 2 Section 16)</p>	<p>The <i>Training and Skills Development Act 2003</i> established the Training and Skills Commission to assist and advise the government on workforce development issues.</p> <p>Membership of The Commission is broadly representative of the state's industry groupings, including employers, employees and key industry sectors. A higher education expert from one of the State's three universities is also a commission member. The Training and Skills Commission collaborates with the Economic Development Board, the Social Inclusion Board and other key government agencies within the national training system to achieve its required outcomes.</p> <p>In addition to its industry advisory role, the Commission provides quality assurance for training delivery by regulating training organisations, courses and the relationship between employers and apprentices and trainees.</p> <p>There is a legislative requirement for the Commission to monitor vocational education and training and adult community education in the State and advise the Minister of the extent of compliance with, and any departures from, the VET Plan.</p> <p>In South Australia the Commission participates in the preparation of the State VET Plan and endorses the plan for forwarding to the Commonwealth Minister through the South Australian Minister for Employment, Training and Further Education</p>
<p>Advice about vocational education and training</p> <p>Ensure that client advisory arrangements ensure the views of all students, including disadvantaged and isolated students are considered in making decisions relating to VET delivery</p> <p>(Part 2, Division 2 Section 17)</p>	<p>South Australia has long standing client advisory arrangements which will continue. These arrangements operate at State, institute of TAFE, campus and RTO levels. In recognition of the important role of student voice, the recently formed Institute of TAFE Councils include student members.</p> <p>In addition, industry skills boards will provide advice to the Training and Skills Commission on the views of industry, employees and students relating to VET delivery.</p>

Requirement	State/Territory Planning
<p>Overseas students</p> <p>a. Ensure that payments received are not used for providing VET to overseas students</p> <p>(Part 2, Division 2 Section 18)</p>	<p>South Australia does not use Commonwealth funding to provide VET to overseas students</p>
<p>Recreational pursuits</p> <p>a. Ensure that payments received are not used for providing education or training for private recreational pursuits or hobbies</p> <p>(Part 2, Division 2 Section 19)</p>	<p>South Australia does not use Commonwealth funding to provide education or training for private recreational pursuits or hobbies</p>

SECTION 4 OTHER REQUIREMENTS

States and Territories may have other negotiated arrangements that need to be included in their VET Plans. These may include

Requirement	State/Territory Planning
Infrastructure	There is no agreement in place
Activity	For 2006 changes in enrolments, South Australia will continue to use the ANTA industry cost relativities.
Additional funding	There is none available.
Other	No agreements yet negotiated.
Use of AVETMISS	South Australia complies fully with AVETMISS.

SECTION 5 STATE STRATEGIC INFRASTRUCTURE PLAN

STRATEGIC DIRECTIONS AND PRIORITIES

This document outlines the Infrastructure Plan (IP) 2006-2008 for TAFE facilities in South Australia (SA). It has been developed through consultation with Institutes of Technical and Further Education (TAFE), and agencies providing asset information and other key stakeholders such as the Departments of Administrative and Information Services (DAIS) Transport, Energy and Infrastructure (DTEI) and Treasury and Finance (DTF). It is in line with the Australian National Training Authority (ANTA) 2004 – 2006 Accountability Framework.

The major strategic objective for this IP is to provide an asset base that will support innovation, flexibility and responsiveness to industry and workforce skills requirements within the Government's policy environment. The plan proposes strategies encompassing physical redevelopment, information technology, maintenance, acquisition and disposal of assets, leasing, equipment, collaborative partnerships and innovation across all VET providers.

Fundamental to the preparation of the IP is the concept that infrastructure provision is driven by the needs of existing and new training program delivery. Implicit in this concept is the need to align infrastructure provision to meet the priorities outlined in the VET Plan for 2006.

CURRENT CONTEXT

The IP has been formulated within a context of considerable change arising from the creation of a new Department of Further Education, Employment, Science and Technology (DFEEST).

After the formation of DFEEST the following six major initiatives were undertaken:

- Review of TAFE Governance (the Kirby Review) and the Positioning of TAFE Project
- Review of the TAFE Capital Program
- Ministerial Inquiry into Skills for the Future
- Review of Employment Programs
- Reports of the Economic Development Board
- Release of the State Strategic Plan and Population Policy

These initiatives provide the foundation for the planning of the new department and developing associated asset management and capital planning arrangements.

SIGNIFICANT MILESTONES FOR INFRASTRUCTURE PLANNING

The creation of DFEEST has provided the opportunity to establish structures and processes for infrastructure management and planning and to strengthen the alignment between infrastructure and operational planning.

Table 6.1 – Initiatives and Infrastructure Implications

Initiative	Infrastructure Implications
Establishment of the DFEEST Asset Management and Capital Planning Group	Provides a forum for monitoring the performance and the planning of the whole of TAFE Infrastructure Program. It reports+ to the DFEEST Executive Forum
The consolidation of TAFE Institutes from 8 to 3	Greatly simplifies cross-institute infrastructure planning and management. Provides a critical mass to justify enhanced staffing and system development for infrastructure
The Positioning TAFE Project has determined the organisational arrangements required for the TAFE SA and its interface with the Department	The Infrastructure Plan is being developed as part of this project. It focuses on the infrastructure program post the year 2006 The staffing and resource requirements for infrastructure management and planning have been determined as part of this project Considers projects in an integrated approach, to enable infrastructure planning to be closely aligned with operational planning
The establishment of the Central Asset Management Unit	A small central focus providing departmental wide leadership, directions, monitoring and reporting on asset management and capital planning
The implementation and operationalisation of the SAMIS strategic asset information system.	A powerful web based asset information system that accommodates both built and non-built assets and measures compliance and apportions risk
The implementation of an Asset Management Framework, which has been used to guide the establishment of planning and management structures.	Provides a conceptual basis for asset management within TAFE using national standards The infrastructure-planning framework has the following components: <ul style="list-style-type: none"> • a common format for the Asset Management Plans, which enables easy aggregation from campus to Institute to DFEEST Infrastructure Plans. • the definition of “drivers” for the infrastructure • strategies to address infrastructure provision • Management Plans for the lifecycle of the infrastructure, and common approaches to reporting and performance measurement.
The Model Business Case	Provides a structured approach for the planning of major projects to be considered for priority in the Capital Program. Closely relates to SA Government project development guidelines and the States Strategic

	<p>Infrastructure Plan (SIP) Major considerations are:</p> <ul style="list-style-type: none"> ○ scope ○ options ○ cost (capital and recurrent) ○ program ○ management arrangements, and ○ Risk Management Plan
<p>Longer-Term Capital Planning</p>	<p>Will consider infrastructure requirements arising from the Positioning of TAFE Project. Be undertaken as part of the agreed DFEEST planning arrangements Institutes will incorporate this activity as part of their ongoing planning and link it to funding requirements Provide input into the State Government State Strategic Infrastructure Plan.</p>

THE PLANNING PROCESS

The DFEEEST capital program is formulated within the Asset Management Framework, that use consistent approaches and common descriptors and tools. This results in the preparation of a rolling three-year TAFE Capital Program for consideration in the State Government’s budget process.

The principles underpinning infrastructure planning are the:

- Need for infrastructure plans to be determined from service delivery requirements
- Integration of the infrastructure planning and priority setting processes into the normal DFEEEST planning processes
- Adoption of a comprehensive approach to infrastructure planning. (Considering maintenance, leasing, disposal aspects in addition to capital acquisitions), and
- Adoption of a lifecycle costing approach.

Table 6.2 – Steps in the Planning Process

	Steps	Comments
1	Guidelines and priority statements issued to Institutes	This is done as part of the normal budget cycle
2	Institutes formulate Asset Management Plans for each campus (Includes major projects)	Common formats are used, as per the Asset Management Framework
3	Institutes as part of their operational planning process consider Campus Plans, set priorities and aggregate Campus AMPs into a whole of Institute Plan	The adoption of the common formats that are part of the Asset Management Framework simplifies the aggregation of campus plans. The Institute’s AMP incorporates the service delivery strategy, details of existing assets, asset planning for service delivery (benchmarks, asset drivers, gap analysis asset procurement options), and proposed infrastructure plans (acquisition/disposal, maintenance, leasing, equipment, partnership strategies). Institute proposed projects need to be supported by a sound business case.
4	Institutes’ AMPs considered as part of TAFE normal planning processes and priority determined and whole of TAFE Infrastructure Plan developed by aggregating the Institutes Plans	The Central Asset Management Group and the DFEEEST Executive Forum are key forums for this process. The Central Asset Management Unit will provide the secretariat for this part of the process. Proposals generated from non Institute parts of TAFE will be considered concurrently with TAFE proposals.
5	Following Ministerial endorsement, the Whole of TAFE Asset Management Plan is incorporated for consideration as part of the normal budget process.	Negotiations with Treasury are an important part of this approach

6	Approval of the TAFE Capital Plan as part of the normal budget cycle	Negotiations with DTEI and DTF may lead to changes to the plans
7	Following the approval of the budget, confirmation of the TAFE Capital Plan, with or without modifications	Embed in the normal planning and operational cycles of Institutes.
8	Capital and Asset Management Plans implemented.	Major projects and system wide project managed through the Central Asset Management Unit. All other activities undertaken by Institutes.

This approach is consistent with the SA Government’s Project Implementation Process (PIP) for the planning and acquisition of major capital projects. The PIP is part of the State Government’s Strategic Asset Management Framework (SAMF) and covers the phases of the infrastructure cycle from initial strategic planning for new works to the disposal of surplus assets. The SAMF has been developed to assist agencies to achieve better value from the State’s investments and reduce asset running costs. The SAMF:

- Provides a structure for strategic planning and management of infrastructure
- Ensures minimisation of costs over the life of the asset
- Ensures that asset investment levels are commensurate with service delivery requirements
- Ensures that capital works programs, priorities and risk management practices are consistent with government policies, and
- Sets the standards for the application of sound business and decision making principles to asset acquisition and management.

The PIP emphasises the need for quality corporate planning and robust evaluation prior to any firm decision being made to acquire or replace assets. It also promotes careful planning in the initial stage of a project. This helps to achieve a more objective analysis of needs. It requires the collection of documented evidence to support the case for the provision of additional services if this provision involves the acquisition or disposal of assets. Application of the PIP entails the consideration of alternative options such as:

- Market solutions developed in conjunction with the private sector
- Using technology to achieve required outcomes
- No-build strategies to meet service delivery needs, and
- Alternate-use planning so there are alternative uses for the new or used asset.

The process ensures that agencies adequately justify funding requirements for infrastructure from the capital budget.

BROAD STRATEGIC DIRECTIONS

There are three major aspects impacting on the board strategic directions. They are:

- A. The Skills for the Future Report, which will shape VET program delivery for the next ten years.
- B. The need to adjust infrastructure in response to shifts in TAFE programs as a result of the development of a wider training market.
- C. The need to use infrastructure more efficiently and effectively.

The Skills for the Future Inquiry was comprehensive and proposed a number of initiatives including the need for:

- Skill formation to be pulled back from an inward-looking education and training focus into a context of both work and community life
- Skills formation policy to be pulled out into a wider context that includes, but goes beyond, education and training policy to questions of state development, industry policy, innovation policy, employment policy and social policy, and
- Pursuing equity and economic objectives in tandem with those relating to skill formation.

The strategic infrastructure ramifications are for a duality of flexible, multipurpose space across the whole system to accommodate basic and community programs and more specialised facilities at selected campuses to accommodate specialized programs and simplify linkages with Industry and commerce. The consolidation of specialist programs and the associated infrastructure is a major focus for the TAFE Long-Term Infrastructure Plans.

DRIVERS FOR THE CURRENT PROGRAM

The TAFE Capital Review identified an urgent need to address backlog maintenance on critical assets, which was addressed in the current program. The criteria used for priority setting in the capital program were endorsed by the Minister and formed the basis for setting the capital program that has been approved by the SA Cabinet. The criteria used are outlined below and give preference to projects that:

- Lower risk of failure of critical assets
- Lower operational costs
- Increase educational/training outputs
- Facilitate the consolidation of specialist programs.
- Support the establishment of essential IT infrastructure
- Are essential to support new TAFE initiatives in response to specific SA Government priorities/directions
- Are essential to respond to Government directions, such as energy and asbestos removal management etc.

The development of the TAFE Long-Term Infrastructure Plans (IPs) will provide the instrument for setting priorities in post 2006 IPs. The emphasis will be on supporting additional initiatives that:

- Increase program outcomes through improved efficiency and effectiveness
- Enable a review of the infrastructure intensive training programs to determine the feasibility of alternative options
- Support the implementation of the outcomes from Program Delivery Reviews
- Support the implementation of the Skills for the Future Report
- Improve asset performance.

DESCRIPTION OF THE CURRENT PROGRAM

Following the TAFE Capital Program Review (2004) the balance of expenditure was modified to address the increasing backlog of maintenance on critical assets. As a result, the 2006 program for capital expenditure contains the following components:

Table 6.3 – Description of the Current Capital Program

Item	Description
Annual Provisions	Includes provision to sustain existing assets through expenditure on Minor Works, Programmed Maintenance, General Equipment and updating of PCs through a replacement program. Provision is also made for the advance planning of future projects
Backlog Maintenance	Major expenditures on critical assets to avoid risk of failure. Air-conditioning upgrading and replacement and upgrading fire services, repairs to lifts are typical examples of such projects. It is intended that future programs will continue to address backlog maintenance
Major projects	Major projects either commenced or in advanced stages of planning include: Veterinary and Applied Science programs at the Gilles Plains Campus, commenced in October 2005. Stage 1 of the redevelopment of the Marleston Campus. Campus development at Nuriootpa.
IT Infrastructure	Includes: General upgrading of IT systems and infrastructure. Student Management System

Future capital programs will be developed within the planning arrangements that are being put in place, as described earlier.

ASSET MANAGEMENT STRATEGIES

The long-term aim of the infrastructure program is to provide an infrastructure base that is flexible, effective and efficient in accommodating VET programs. It also needs to be sustainable over the long term.

Strategic Directions 2006-2008

The emphasis is on promoting initiatives that:

- Progressively address the backlog maintenance of critical assets
- Review the most effective utilisation of infrastructure across Institutes
- Strengthen the asset management capabilities of Institutes.
- Strengthen asset information, IT system support and performance reporting, especially for non-built assets

Implement the Asset Management framework at Institutes

- Strengthen relationship with key partners such as DAIS for Risk and Project Management and Government Facility Management Contractors for the support of services.
- Facilitate the consolidation of delivery programs that use expensive infrastructure. (Mainly trade and IT based programs)
- Support new training initiatives such as Community Health and Applied Sciences
- Support the needs arising out of the Skills for the Future Report
- Increase program outcomes through improved efficiency and effectiveness
- Improve asset performance.

General Longer Term Strategies – 2007 onwards

The long-term objectives are to have an infrastructure base which is of high quality, sustainable and well utilised. This requires the infrastructure to be efficient (low cost operation of infrastructure), effective (sharply aligned to delivery needs of programs) and to have a large degree of flexibility.

The strategy is to use the formulation of the Institutes' long-term Infrastructure Plans to provide the foundation for the definition of the future Infrastructure Plan.

Specific Strategies for the 2005-2007 Infrastructure Plan

Physical Infrastructure Strategy

The physical infrastructure strategy for Institutes incorporates the following objectives:

- Consider infrastructure on a lifecycle basis
- Create infrastructure that is cost effective, flexible and adaptable for changes in VET delivery
- Focus on refurbishment and fit-out of infrastructure to maximise use of existing assets
- Replace inefficient, high maintenance, high energy consuming infrastructure with efficient, low maintenance, low energy consuming infrastructure
- Have a mix of infrastructure that includes IT and on-line delivery
- Support and enhance program delivery by providing infrastructure that reduce recurrent expenditures and/or responds to policy strategies for VET
- Identify workstations and space utilisation rates to assist in identifying facilities for 3rd part access.

ICT Infrastructure Strategy

TAFE SA requires specific support in its delivery and administration of students and support to the infrastructure within a TAFE Institute.

Current priorities for development include:

- Delivering improved bandwidth to campuses
- Further development of a communication network for staff and students for primarily e-mail; file transfer and records management;
- Development of policies and procedures for student management of Web resources
- Developing a user specification for student management systems and Customer Relationship Management (CRM) applications;
- Improvements to the WAN and IT support to agencies within the Department, and
- Continue developing infrastructure requirements to TAFE Institutes under the proposals of the Kirby Report (reduced numbers of TAFE Institutes within a TAFE SA environment)

Maintenance Strategy

TAFE Institutes are responsible, within a system wide common framework, for the planning and management of Institute infrastructure. This includes managing annual building surveys, condition appraisals, maintenance plans, budget proposals and prioritisation and planning of the delivery of services.

The services required by Institutes include:

- Preventative maintenance - an annual scheduled plan detailing the proposed routine maintenance activities for each location, which aims to retain asset items in their original condition
- Breakdown maintenance - activities associated with repair or servicing of assets which have become inoperable or unusable due to the failure of component parts
- Programmed maintenance - maintenance deemed necessary following analysis of life-cycle information and continued use of the asset.
- Minor works - any minor works required to be carried out to facilitate the changing business needs of Institutes, which do not exceed \$50,000 in value
- Property services - services required at the site including cleaning, grounds maintenance and security.

Within metropolitan Institutes, maintenance is carried out through a Facilities Management Contract (FMC). The FMC documents system, processes and reporting mechanisms to ensure that statutory maintenance obligations in relation to sites are undertaken. Separate contracts exist between each FM Contractor and the Minister for Administrative and Information Services on behalf of the Government. The current contract ceases on 30 June 2006 and is for a maximum of seven years with two intermediate review points after the third and fifth year of operation. The tender process for the next contract is reaching finalisation.

FMCs provide the following benefits:

- Reduced cost of maintaining and operating assets
- Better forward planning and information capture
- Planned maintenance in preference to emergency response
- Cost savings through continuous improvements
- Comparative benchmarking of contractor performance.

Contractor performance is measured via Key Performance Indicators covering a number of areas including:

- Compliance with priority call out times
- Dispute frequency and resolution
- Customer satisfaction (assessed by a survey)
- Quality
- Work site safety.

Site performance reports are also provided and include:

- Analysis of maintenance and property services budgets
- Occupational Health, Safety and Welfare
- Customer survey results
- Other reports, as required.

The introduction of the FMC has evidenced a range of benefits to Institutes, which include:

- Reduced liabilities for in-house staff
- Reduced management needs
- Significant savings
- Improved asset information available from the FAMIS system allows for informed management decisions
- the ability to validate job charging prior to invoicing,
- Electronic work requests and jobs tracking through the FAMIS system
- SAMIS has been designed to interface with FAMIS to link priority projects and their completion, and
- SAMIS is being replaced by e-FM web based software in 2006-07.

Country Institutes use the services of Building Maintenance Services (BMS) from within DAIS to engage contractors to provide similar services.

A schedule of backlog maintenance exists within Institutes and the Infrastructure Plan for 2006-2008 includes a significant project aimed at reducing this backlog.

Acquisition and Disposal Strategy

The Institute Infrastructure Plan incorporates asset planning, including details of existing assets and service delivery and will be undertaken by all Institutes and updated annually. The consideration of these plans will establish the priority for acquisition and disposal of assets. The acquisition and disposal of property will be in accordance with the State Government's established procedures regarding this activity.

Leasing Strategy

Institutes currently have the capacity to undertake their own leasing arrangements with third parties. This occurs in situations where Institutes may need to lease additional facilities from third parties and the leasing is in accordance with the Institute's asset strategy. Leasing of specific Institute facilities to third parties may also occur in situations where the arrangement presents good economic outcomes for the Institute, the community and the Government and is considered appropriate within the context of the level of utilisation presented in the Institute IP. A draft third party leasing policy is being reviewed by the Executive to ensure whole of agency uniformity.

Equipment Strategy

The equipment strategy is aimed at achieving maximum value for the Governments' investment dollar by replacing and purchasing at the optimum time.

Contractual arrangements with suppliers of new equipment are managed in accordance with the Department's procurement policies.

Infrastructure funds are allocated annually towards equipment needs and are managed by Institutes. New major capital projects allocate approximately 10% of the total project cost to new equipment purchases.

SAMIS will provide management reporting and data for the lifecycle of equipment and other assets. It will provide information at a strategic level thus enabling DFEEST to more strategically identify high priority projects and better manage risk.

Collaborative Partnerships and Innovation

The Skills for the Future Inquiry identified that government and industry-training effort was fragmented at both policy and program levels and considered that synergies could be gained through a more integrated, collaborative and coherent approach. These measures will emerge as the recommendations of the inquiry are implemented

Skill Centre Program – Wider VET Infrastructure

Growth in the number of non-government, not for profit skill centres and skill centres for schools has increased markedly due to DEST funding programs. This complements the delivery of training in the wider VET sector.

During 2004/2005, the following skill centres were approved by DEST for funding by the Commonwealth Government.

Industry Sector

- Australian Institute of Management South Australia
- Cemon's Hair and Beauty
- Minda Incorporated
- GullCorp TTG Inc

School Sector

- Cowell Area School
- Rostrevor College
- Limestone Coast Bordertown Area School

Indigenous Sector

- Youth Education Centre
- Far West Enterprises and Learning Alliance
- Kalka Community
- Playford Partners

During 2005 the following organisations had submissions lodged with DEST for funding:

- Cemons Hair and Beauty
- Youth Education Centre
- Playford Partners
- Australian Nursing Federation
- LeFevre High School
- Tyndale Christian School
- The Heights School

DEST seeks submissions each year for Skills Centres for three categories: Industry, Schools and Indigenous.

It is anticipated that:

- 2 to 3 school proposals will be lodged with DEST in 2006
- 5 industry proposals will be lodged with DEST in 2006, with another 5 being developed
- 2 to 3 Indigenous proposals will be lodged with DEST in 2006

The number and range of registered training organisations in South Australia has expanded choice of provision and access to training especially in regional areas of the State.

During 2005/2006, skill centre planning will focus on the provision of skill centre services to particular client groups who have, historically, had limited access to these facilities, eg regional and rural clients, Aboriginal people and people with a disability.

The Skill Centre for Schools program, consistent with government initiatives, has focused on expanding provision in areas where future employment opportunities and likely skill shortages have been identified.

Priority regions for skill centres in schools are identified on the basis of:

- Unemployment data
- The views of school sector representatives about areas of the State where VET in schools may be being hindered by lack of suitable training facilities, and
- The distribution of skill centres funded through previous rounds of the program.

Schools are invited to develop submissions that are assessed against the following criteria:

- Priority regions
- The extent to which proposed centres are required to deliver the proposed training/competencies
- Consistency with State and local training needs, and the
- Potential involvement of other schools in the proposals

With the strategic location of Skill Centres and the implementation of these alternative delivery strategies, there is a broad base for enhanced opportunities for employers to access new apprenticeships.

EMERGING TRENDS

The emerging infrastructure trends are:

Table 6.4 – Emerging Trends

Aspects	Comment
The need to provide flexible infrastructure across the system to accommodate local and basic training programs	<ul style="list-style-type: none"> • Part of the duality recommendation of the Skills for Future report is to support local and basic programs to provide equity in accessibility. • While recent campuses have generally been planned for flexibility, many older campuses require redevelopment.
The need to better utilise specialist facilities and staff by the consolidation of specialist program delivery	<ul style="list-style-type: none"> • Part of the duality recommendation of the Skills for Future report is strengthening the linkages between training and industry. • The shift from old to new technology has implications for equipment and buildings
The embracing of a lifecycle approach to the planning and management of infrastructure	<ul style="list-style-type: none"> • Moving to a steady state-sustainable asset base is fundamental to the long-term support of training programs. • Increasing utilisation and upgrading assets is an important part of this
The permanent shift in the training market with non-TAFE providers and on the job training having a significant long term role to play in training delivery	<ul style="list-style-type: none"> • Provides opportunities for TAFE to develop advanced program delivery and to form partnerships with industry for off-campus training
The realisation that ICT investment is a major part of the infrastructure program	<ul style="list-style-type: none"> • The benefits of utilising ICT for program support and administration are large. • The relative short life of much of ICT infrastructure is resulting in a significant forward commitment against future programs.

FINANCIAL INFORMATION

PROGRAM COMPONENT	\$000's	
	YEAR 2005	YEAR 2006
Annual provisions	4,500	4,050
Backlog Maintenance	4,500	3,000
Major projects	10,900	12,000
Information Technology	3,000	4,000
TOTAL	22,900	23,050

TRAINING PROJECTS INVOLVING AUSTRALIAN GOVERNMENT FUNDING

This subsection should detail all planned and commenced projects involving Australian Government funding for the period of the SIP. This includes major and minor capital projects.

Project Name	Project Description & Purpose	Estimated or Actual Start Date	Estimated or Actual Complet'n Date	Federal Electorate	Funding Details				Contact Details of S/T Program Manager & Proponents
					Total (\$ 000)	A/G's Cont. (\$ 000)	S/T Cont. (\$ 000)	Other Cont. (\$ 000) specify source	
Commenced Projects- for current year									
Veterinary & Applied Science Centre (VASC)	Expand facilities to accommodate emerging industry area of bio-technology	Oct 2005	Jan 2007	Sturt	15 000	10 000	5 000		A. Kravinskis (08)8226 3363 (see Attachment D for contact details) DFEEST (See Attachment D for contact details)
Nuriootpa Stage 2	New staff and teaching facilities and some refurbishment to meet the increasing demand for training. This includes an upgrade of the wine studies training areas	Jan 2006	Sept 2006	Barker	1 720	1 140	580		As above
Planned Projects- do not include scoping or feasibility studies									
Marleston Master Plan & Stage 1	Increase accommodation capacity to cater for expanding industry demand.	Jan 2007	Jan 2008	Hindmarsh	22 000	14 660	7 340		As above

SECTION 6 VET in SCHOOLS EXPENDITURE PLAN

States and Territories will describe their plans for the expenditure of VET in schools funding and how it relates to the six Principles agreed by the Ministerial Council.

The context of VET in Schools in South Australia

VET in Schools programs in South Australia are an integral part of a broader set of strategies designed to achieve clear social and economic objectives set out in **South Australia's Strategic Plan – Creating Opportunity, March 2004**.

In particular VET in Schools, along with other reforms of the State's secondary education system, is a critical component of the **South Australian Youth Engagement Strategy**, which aims to build the skills and raise the qualification levels of all 15-19 year olds in the State.

The *Youth Engagement Strategy*, in turn, forms part of the **South Australian Workforce Development Strategy**, which is described more fully in Attachment A.

Relationship to the Principles for Improving Outcomes for Vocational Education and Training (VET) in Schools

Recognising Training

All VET undertaken by school students as part of their senior school studies is delivered either by training organisations that are registered under the Australian Quality Training Framework (AQTF), or schools operating under the auspices of registered training organisations in accordance with the requirements of the AQTF.

Meeting Industry and/or Enterprise Standards

All VET undertaken by school students as part of their senior school studies delivers competencies as specified in industry or enterprise training packages or qualifications accredited under the Australian Quality Training Framework and the Australian Qualifications Framework.

Pathways through Senior Secondary Certificates

Ensuring dual outcomes

All VET undertaken by school students as part of their senior school studies contributes to qualifications under the Australian Qualifications Framework and the South Australian Certificate of Education (SACE). Competencies achieved by students are fully creditable toward relevant VET qualifications that may be undertaken post-school. Furthermore, students who achieve VET competencies while at school are advantaged when applying to most courses offered through the State's public VET provider (TAFE SA), post-school.

Determining priorities for delivery of VET in Schools

This Principle is applied in South Australia. See table in **Priorities for VET in Schools in SA in 2006** section for detailed strategies and actions.

Using Training Packages

This Principle is applied in South Australia in the following ways:

- Schools may embed training package competencies in school curriculum.
- Schools may deliver competencies through “stand-alone” VET programs, that is, without embedding them in school subjects. Under this option, students are credited with one unit of the SACE for every 50 nominal hours of VET completed successfully.
- Schools may offer ‘VET subjects” that have been developed by the Senior Secondary Assessment Board of South Australia. These subjects incorporate sets of training package competencies that have been negotiated with industry stakeholders and, depending on the assessment regime chosen by a student, can contribute to a student’s Tertiary Education Rank (TER) for the purposes of university selection.

In all cases, competencies are delivered and assessed in accordance with the relevant training package and AQTF requirements.

Priorities for VET in Schools in South Australia in 2006

The three South Australian schooling sector authorities have identified specific actions and strategies that will be taken in 2006 to address the core purpose, outcomes and priorities identified in the *Principles and Guidelines for Improving Outcomes for Vocational Education and Training in Schools 2005-2008*. The proposed strategies summarised in the following table:

Priority area	Proposed Actions/Strategies
Establish VET in schools by schools not previously involved in the delivery of VET in schools	The large majority of schools with senior secondary enrolments currently offer VET programs. Action to address this priority will therefore focus on a small number of schools that are expanding their profiles to include senior secondary.
Expand the range and spread of VET in schools courses offered across industry sectors by schools already involved in the delivery of VET in schools	<p>The schooling sectors will address this priority by:</p> <ul style="list-style-type: none"> • Developing regional structures and processes that will improve student access to VET programs in and beyond their host schools. • Strengthening alliances with TAFE, private RTOs, and industry bodies including Industry Skill Boards, to evaluate and update current delivery models for VET in Schools. • Examining the potential for VETIS students to undertake training leading to Certificate III level qualifications in particular industry areas. • Supporting schools to review their current VET offerings and adjust their programs in the light of industry skill needs and local employment opportunities • Assisting schools to integrate Employability Skills into their non-industry specific prevocational programs • Assisting teachers to gain the competencies required to ensure the quality, cost effectiveness and sustainability of VET in Schools programs.

Priority area	Proposed Actions/Strategies
<p>Establish VET in schools courses in new industry areas and in industry areas currently not well subscribed in VET in schools</p>	<p>The schooling sectors will address this priority by supporting schools to expand their VET programs in a range of areas including:</p> <ul style="list-style-type: none"> - Advanced manufacturing/electronics - Aquaculture - Radio, printing, multi media - Environment, Conservation and Land Management. - Television and multi media - Electro-technology, Engineering - Marketing and small business - Health Industries - Transport and Warehousing - Automotive - Financial Services <p>Providing PD opportunities to teachers in industry areas with new or updated Training Packages including the Training and Assessment Training Package.</p>
<p>Increase participation in VET in schools by particular student groups for example students in rural and remote areas and for educationally disadvantaged students including indigenous students and students with a disability</p>	<p>The Schooling sectors will address this priority by:</p> <ul style="list-style-type: none"> - Continuing the <i>Workplace Learning Program for Students with Special Needs</i>. <i>The Program</i> is part of the transition from school strategy for students with a disability. It combines a series of work observation visits with a work placement program, and links with Disability Employment and Transition Plans for all students undertaking the <i>Program</i> - Implementing the MCEETYA Transition from School/ANTA Taskforce “<i>Career Guidance and Advice for Indigenous Students</i>” project recommendations - Ensuring that schools have access to resources from relevant national projects including <i>Working Together for Indigenous Youth, Dare to Lead, and What Works</i> - For 2006 the government school sector has established specific targets for the involvement of Indigenous students in VET in Schools programs and SBNA’s. An emphasis will be placed on case management of students into existing VET programs as well as creating specialist programs. - Allocating funds to support the transition requirements of rural and isolated students and to support students with a disability to access VET courses (Government)

Priority area	Proposed Actions/Strategies
<p>Develop strategies to maintain quality standards in VET in schools including professional development</p>	<p>The schooling sectors will address this priority by:</p> <ul style="list-style-type: none"> - Providing professional development to enable VET teachers to meet the delivery and assessment competencies contained in the new Certificate IV in Training and Assessment - Providing access to up-to-date and relevant resources for the delivery and assessment of Training Package competencies. - Developing a Yearly Work Plan for all VET Coordinators to ensure quality delivery and assessment of VETIS programs which satisfy both AQTF and SACE requirements.(Catholic & Independent) - Following release of the SACE Review Report, provide opportunities for VET Coordinators and VET teachers to re-align their VETIS programs to any new curriculum and assessment requirements/options - Supporting schools participating in AQTF compliance audits - Liaising with key stakeholders to sustain quality models (eg employer groups, unions, industry skills councils, registered training organisations group training companies, SSABSA, NACs etc) - Ensuring that regional cluster action plans feature strategies that result in Structured Workplace Learning being a component of VET programs and increase industry awareness of the quality of VET in Schools programs. (Government)
<p>Address areas of skill shortage</p>	<p>The schooling sectors will address this priority in the context of skills identified in the Workforce Development Plans by:</p> <ul style="list-style-type: none"> - Establishing links with the State’s Employment and Skills Formation Networks and Industry Skill Boards to identify appropriate programs that meet the needs of local industry and meet skill shortages. - Promote the <i>Adopt a School program</i> particularly in areas of identified skill shortage and related VETIS activities - Supporting schools to implement <i>Parents as Careers Partners workshops</i> as an effective model for engaging and informing parents about VET programs linked to career opportunities in areas of skill shortage. <p>Support the Commonwealth’s ANICA strategy by:</p> <ul style="list-style-type: none"> - Working with Local Community Partnerships, Regional Industry Careers Advisers etc - Participating in school-industry initiatives which have been funded to promote careers in areas of skill shortage, including the Northern Advanced Manufacturing Industry Group (NAMIG) Project. - Providing relevant current labour market information including future State and regional skill needs to Schools, counsellors/advisers and teachers. - Maintaining business and industry presence on advisory groups for VET in Schools programs

Priority area	Proposed Actions/Strategies
<p>Increase participation in School-Based New Apprenticeships or other trades related vocational courses which respond to skill shortages.,</p>	<p>The schooling sectors will address this priority by:</p> <ul style="list-style-type: none"> • Promoting the advantages of school-based New Apprenticeships to schools and school communities through a newly established School Sector Round Table involving Group Training Australia (SA) and through <i>Parents as Career Partners workshops</i>. • Supporting schools to evaluate current models of support offered by schools to SBNAs with a view to providing more flexible support arrangements. • Identifying and if necessary working with employer and employee groups, the State Training Authority and the State Workplace Services agency to amend industrial arrangements that inhibit the uptake of school-based new apprenticeships. • Developing policy and programmatic responses to the State-wide ABS survey of school-based new apprentices conducted in 2005.
<p>Integration of VET in schools programs into the resourcing, operations and culture of school systems to support sustainability of programs</p>	<p>The schooling sectors will address this priority by:</p> <p>7. Implementing individual Learning Plans that enable students to express their preferred vocational pathways and enable schools to plan, resource and provide appropriate VET curriculum (Government sector)</p> <ul style="list-style-type: none"> - Promoting shared delivery models and access to shared resources/facilities that encourage RTOs to deliver VET efficiently - Continuing development of Centres of Excellence to ensure the integration of VET programs into the operations and culture of schools. and encouraging schools in regions to access the specialist courses offered through the Centres of Excellence (Government sector) - Implementing a communication strategy for school leaders on: <ul style="list-style-type: none"> o changes to school structures and organisation that lead to innovative and sustainable programs o good practice models for integrating VET into school culture budgets and operations o providing evidence of the educational and employment benefits students receive from participating in meaningful VET programs, that justify incorporation of VET in school policy and planning o promotion of good practice re collaborative approaches to VET delivery between cluster schools and schooling sectors o best practice in VET delivery - Promoting increased recognition of VET within SACE by employers and further education institutions

SECTION 7 ACTIVITY TABLES FOR 2006-2008 VET PLAN

Information Requirements

Cover Sheet

The spreadsheets in this workbook contain templates associated with the required information as part of the Annual VET Plans for 2006 - 2008. States and Territories should fill out these templates and return them to DEST as part of the their VET Plan.

"Traditional trades" are as listed in the DEWR National and State Skill Shortage Lists Australia - 2004

"Student" – is a course enrolment; the minimum for a student (that is a training place, previously termed an "enrolment" on the State VET Plan) is an enrolment in a module or competency in a relevant qualification.

Information should be entered into cells that are not shaded. The totals will update automatically. Cells that are shaded have been protected and you will not be able to change these cells.

Your State or Territory share of Additional National Targets is shown on the worksheet called Targets. Simply find the appropriate target for your State or Territory and place it in the cells marked with an asterisk. Copy and Paste functions may be used.

Include your name and contact details on this sheet in the space provided. Then return the workbook together with your Annual VET Plan via email to Bernard Page [bernard.page@dest.gov.au].

Please complete this section first so that your selections will appear in the appropriate places in the tables.

Name:	Richard Osborne
Position:	Manager, Analysis and Resourcing
State/Territory:	South Australia
Contact Phone number:	08 8226 1166
Email address:	osborne.richard@saugov.sa.gov.au
Base Year: 2003 or 2004	2003
Mature Age - 40-64 or 45-64	40-64
Date Prepared:	21 February 2006

Please contact Bernard Page {bernard.page@dest.gov.au} if you have any problems.

National Targets for Additional Places: Target Area by States and Territories

			NSW	VIC	QLD	SA	WA	TAS	NT	ACT	TOTAL
Based on Population Share 15-64 years as at June 2004:			33.26%	24.77%	19.37%	7.52%	10.00%	2.34%	1.04%	1.71%	100.00%
Ref*	Target Areas	Additional Target Places	No	No	No	No	No	No	No	No	No
41 (i)	New Apprentice commencements in skill shortage areas in traditional trade areas (AQF III and IV) <i>See Table 3</i>	10,000	3,326	2,477	1,937	752	1,000	234	104	171	10,000
41 (ii)	Training Places in other skill shortage areas <i>See Table 4</i>	10,000	3,326	2,477	1,937	752	1,000	234	104	171	10,000
41 (iii)	Training Places for mature age people and/or youth <i>See Table 4</i>	26,000	8,647	6,440	5,035	1,956	2,600	608	270	443	26,000
41 (1v)	People with a Disability <i>See Table 4</i>	10,000	3,326	2,477	1,937	752	1,000	234	104	171	10,000

Note: * Ref refers to the relevant clause in the Agreement 2005-2008

Table1: Annual Hours Curriculum (AHC) by Industry Areas

South Australia	Base Year	2005		2006			2007			2008		
	2004 a)	Planned	Actual	Planned	Revised	Actual	Planned	Revised	Actual	Planned	Revised	Actual
	Hrs ('000,000s)	Hrs ('000,000s)		Hrs ('000,000s)			Hrs ('000,000s)			Hrs ('000,000s)		
Category A												
Arts, Entertainment, Sports & Rec	1.396	1.390		1.369			1.369			1.369		
Automotive	0.535	0.533		0.525			0.525			0.525		
Building and Construction	0.655	0.653		0.800			0.800			0.800		
Communications	0.259	0.258		0.254			0.254			0.254		
Community Services, Health & Ed	2.331	2.322		2.350			2.350			2.350		
Engineering and Mining	0.939	0.935		0.960			0.977			0.979		
Finance, Banking & Insurance	0.361	0.360		0.350			0.350			0.350		
Food Processing	0.995	0.991		0.500			0.500			0.500		
Primary Industry	0.962	0.958		0.943			0.943			0.943		
Process Manufacturing	0.026	0.025		0.030			0.030			0.030		
Sales and Personal Service	1.062	1.057		1.201			1.243			1.245		
TCF and Furnishings	0.475	0.473		0.300			0.300			0.299		
Tourism and Hospitality	1.366	1.360		1.350			1.350			1.350		
Transport and Storage	0.057	0.056		0.200			0.207			0.207		
Utilities	0.470	0.468		0.550			0.555			0.555		
Category B												
Business and Clerical	2.500	2.490		2.665			2.672			2.672		
Computing	1.426	1.420		1.387			1.387			1.387		
Science, Technical and other	0.453	0.451		0.625			0.631			0.631		
Category C												
General Education and Training	2.000	1.992		2.000			2.000			2.000		
Unallocated												
Total	18.264	18.194		18.359			18.443			18.446		
Adjusted 2004 Base b)	17.917											
Indicative Annual Targets c)		18.194		18.359			18.443			18.446		
										18.446	to	2008
										Planned	Revised	Actual
Total Over Life of Agreement (for 2005, Actual total used in Revised 2005-2008 total).										73.442		

Actual over the Life of the Agreement to be no less than the Target Target AHC: **73.442** Difference: **0.000** -73.442 -73.442

- a) From the 2004 VET Plan (2005 for NSW, SA)
- b) Adjusted for end-date, RPL, and Nominal Hours
- c) Figures linked to Derivation of Activity Target calculator

Comments:

Table 2: Students by Industry Areas

South Australia	Base Year	2006			2007			2008		
	2004	Planned	Revised	Actual	Planned	Revised	Actual	Planned	Revised	Actual
	No	No	No	No	No	No	No	No	No	No
Category A										
Arts, Entertainment, Sports & Rec	4,800	3,500			3,500			3,500		
Automotive	3,300	3,000			3,000			3,000		
Building and Construction	3,000	4,500			4,600			4,600		
Communications	2,500	500			500			500		
Community Services, Health & Ed	9,800	10,200			10,200			10,200		
Engineering and Mining	5,900	6,800			7,000			7,100		
Finance, Banking & Insurance	2,000	1,300			1,300			1,300		
Food Processing	13,000	3,000			3,000			3,000		
Primary Industry	6,000	5,300			5,300			5,300		
Process Manufacturing	350	300			300			300		
Sales and Personal Service	6,100	7,000			7,200			7,400		
TCF and Furnishings	3,500	2,000			1,800			1,700		
Tourism and Hospitality	6,700	9,000			9,100			9,100		
Transport and Storage	300	1,400			1,600			1,600		
Utilities	2,700	3,500			3,500			3,500		
Category B										
Business and Clerical	19,000	23,000			23,200			23,200		
Computing	14,000	12,000			11,000			10,000		
Science, Technical and other	6,000	7,700			8,000			8,000		
Category C										
General Education and Training	16,000	17,000			17,200			17,200		
Unallocated										
Total	124,950	121,000			121,300			120,500		
								2006	to	2008
								Planned	Revised	Actual
								362,800		

Total Over Life of Agreement

Comments:

Source: State and territory VET Plans 2005. Distribution reassessed to more closely align with recent actuals. Food Processing number in Base Year was historical legacy of large number of enrolments following introduction of Food Safety legislation.

Table 3 Base Year Data for Information

	Base Year 2003	Base Year 2004
South Australia		
New Apprentices - In Training (March)	No	No
New Apprentices In Training from the NCVET data from Base Year	31,300	32,000
New Apprentices - Commencements		
User Choice Places		
School Based New Apprentices	1,180	1,560
New Apprentices In Group Training	2,030	2,250
Total New Apprentices	20,807	21,437
User Choice places as proportion Percentage Change over Base Year	0.00%	0.00%
Number of Qualifications available under User Choice		
Available Under User Choice	699	
Available as New Apprenticeships		
Available Under User Choice as proportion Percentage Change over Base Year	#DIV/0!	#DIV/0!

Table 3: New Apprentices - In Training and Commencements

South Australia	Base Year	2005		2006		2007		2008		2005 -2008	
	2003	Plan	Actual	Plan	Actual	Plan	Actual	Plan	Actual	Plan	Actual
New Apprentices - In Training (March)	No	No	No	No	No	No	No	No	No	No	No
New Apprentices In Training from the NCVET data from Base Year	31,300	33,700		33,700		33,700		33,700			
New Apprentices - Commencements											
User Choice Places (a)											
School Based New Apprentices	1,180	1,600		1,600		1,600		1,600			
New Apprentices In Group Training	2,030	3,000		3,000		3,000		3,000			
Total New Apprentices	20,807										
User Choice places as proportion		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Percentage Change over Base Year		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Number of Qualifications available under User Choice											
Available Under User Choice (b)	699	1,000		1,000		1,000		1,000			
Available as New Apprenticeships (c)		1,200		1,200		1,200		1,200			
Available Under User Choice as proportion	#DIV/0!	1	#DIV/0!	1	#DIV/0!	1	#DIV/0!	1	#DIV/0!	#DIV/0!	#DIV/0!
Percentage Change over Base Year		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Skill Shortage Areas of Traditional Trades at AQF Cert III, Cert IV and above - Commencements											
Course Code	Agreed Qualification										
UTE31199	Certificate III in Electrotechnology Systems Electrician	388	398	398		398		398		1,592	
BCG30798	Certificate III in General Construction (Carpentry - Framework/Formwork/Finishing)	324	334	334		334		334		1,336	
40280SA / BCP30103	Certificate III in Plumbing		180	125		125		125		555	
MEM30398	Certificate III in Engineering - Fabrication Trade	256	266	266		266		266		1,064	
MEM30298	Certificate III in Engineering - Mechanical Trade	245	255	255		255		255		1,020	
THH31502	Certificate III in Hospitality (Commercial Cookery)	289	299	299		299		299		1,196	
Please insert lines above this one if necessary											
Total in Skills Shortage Areas		1,502	1,732	1,677		1,677		1,677		6,763	
Increase over Base Year		230	-1,502	175	-1,502	175	-1,502	175	-1,502	755	-6,008
Planned over the Life of the Agreement should be no less than the Target											
Additional Traditional Trades SSA Tar							*	752	Difference:	3	-6,760

Comments:

- (a) Data not collected
- (b) Source: User Choice Price List
- (c) Data not collected in 2003

Table 4 Base Year Data for Information

South Australia	Base Year	Base Year
	2003	2004
	No	No
VET in Schools students	23,400	24,400
Indigenous Australians #		
In regional and remote locations	2,236	
In higher level qualifications (AQFIII and above)	1,424	989
Age Target Groups #		
Young people (15-19yrs)	21,213	
Young people (20-24 yrs)	18,852	
Mature Age	40,494	
Total in above age groups	80,559	0
Planned over the Life of the Agreement to be no less than the Target		
People with a Disability #	5,895	6,638
Total in above target group	5,895	6,638
Planned over the Life of the Agreement to be no less than the Target		

Comments:

Source: VET in School Students (MCEETYA) Source: People with a Disability State and Territory (NCVER) 2004 ANR page 169 Table B8
 Source: Indigenous Australians, NCVER, 2005
 Source: Unpublished data, VET Students, NCVER, 2003

Data from Annual National Report for Base Year.

Table 5: VET Funding

South Australia	Base Year	2005		2006		2007		2008	
	2004	Planned	Actual	Planned	Actual	Planned	Actual	Planned	Actual
	\$m	\$m	\$m	\$m	\$m	\$m	\$m	\$m	\$m
Total Expenditure									
VET Recurrent (a)									
Australian Government sourced recurrent	70.733	74.573		76.970		79.489		80.713	
State-sourced Recurrent expenditure	188.990	191.153		198.516		205.098		211.880	
Total VET Recurrent	259.723	265.726	0.000	275.485	0.000	284.587	0.000	292.592	0.000
Contestable Funds (b)									
Competitive Tendering	13.200	13.000		13.000		13.000		13.000	
User Choice	35.025	35.900		37.700		39.600		41.600	
Total Contestable Funds	48.225	48.900	0.000	50.700	0.000	52.600	0.000	54.600	0.000
Total New Apprenticeship allocation (c)	35.025	35.100		36.000		36.900		37.800	
User Choice allocation (d)	35.025	35.100		36.000		36.900		37.800	
User Choice \$s - percentage of total	100.0%	100.0%	#DIV/0!	100.0%	#DIV/0!	100.0%	#DIV/0!	100.0%	#DIV/0!
User Choice \$s - percentage change on base year		0.2%	-100.0%	2.8%	-100.0%	5.4%	-100.0%	7.9%	-100.0%
User Choice proportion - percentage change on base year		0.0%	#DIV/0!	0.0%	#DIV/0!	0.0%	#DIV/0!	0.0%	#DIV/0!

Comments:

(a) Source Column 1: DARA, 2005

(b) Source: Productivity Commission Report on Government Services 2004

(c) South Australian Government funds apprentice and trainee training through User Choice only, hence User Choice Allocation and New Apprenticeship allocation are the same

(d) Planned User Choice allocation is subject to Cabinet process. Above planned allocations for 2006 onwards includes notional 2.5% indexation on the base.

ATTACHMENT A
– **BETTER SKILLS BETTER WORK BETTER STATE**
A STRATEGY FOR THE DEVELOPMENT OF SOUTH AUSTRALIA'S WORKFORCE TO 2010

<http://www.dfeest.sa.gov.au/dfeest/files/links/WDS2005.pdf>

ATTACHMENT B SOUTH AUSTRALIA'S SKILLS ACTION PLAN – FIRST STEPS

<http://www.dfeest.sa.gov.au/dfeest/files/links/SAP2005.pdf>

ATTACHMENT C COAG AGREEMENT FOR ADDRESSING SKILLS SHORTAGES

South Australia will work to achieve the following outcomes of the 17th meeting of the Council of Australian Governments (COAG), 10 February 2006, Canberra.

ADDRESSING SKILLS SHORTAGES THROUGH A NATIONAL APPROACH TO APPRENTICESHIPS, TRAINING AND SKILLS RECOGNITION

ACTION PLAN

Issue	Agreed Outcome	Timeline		
		2006	2007	2008
The commitment to quality training				
Accelerated implementation of an outcomes-based auditing model for registered training organisations within Australia	<ul style="list-style-type: none"> ▪ Australian Quality Training Framework (AQTF) standards reviewed and amended to place a stronger focus on quality skills outcomes; ▪ An outcomes-based auditing model for registered training organisations developed to support the new standards <ul style="list-style-type: none"> – As part of the actions above, ensure national consistency of the application of the revised AQTF standards by States and Territories ▪ Ministerial Council for Vocational and Technical Education report back to COAG on the implementation of these recommendations 	By October 2006 Developed by October 2006	Introduced 1 July 2007 By December 2007	
A more mobile workforce to help meet skills needs				
The effective implementation of full mutual recognition of skills qualifications across Australia	<ul style="list-style-type: none"> ▪ Individuals in licensed trades have full mutual recognition of their licences in all jurisdictions and do not face duplicate assessment requirements for obtaining qualifications and licences: <ul style="list-style-type: none"> ○ in six priority trades - electricians, plumbers, motor mechanics, refrigeration and air-conditioning mechanics, carpenters and joiners and bricklayers ○ in all licensed trades 		By 30 June 2007	By 31 December 2008

Issue	Agreed Outcome	Timeline		
		2006	2007	2008
An appropriate system for recognition of overseas qualifications	<ul style="list-style-type: none"> ▪ A single, pre-migration off-shore assessment process to meet skilled migration and licensing purposes and be accepted for licensed employment throughout Australia for intending migrants from: <ul style="list-style-type: none"> ○ India; ○ the United Kingdom; ○ South Africa; ○ Sri Lanka; and ○ South Korea In: <ul style="list-style-type: none"> ○ six priority skills shortage occupations; ○ all trade occupations in these five countries, as mutual recognition is achieved. ▪ A single, pre-migration, off-shore assessment process to meet skilled migration and licensing purposes and be accepted for licensed employment throughout Australia for intending migrants from any country where there are >100 applications per year per assessing body ▪ The assessment process outlined above will be available on-shore for those seeking skills recognition in the 6 priority occupations ▪ Migrants anywhere in Australia will be able to work under short term provisional licensing in the six priority occupations pending final assessment processes 		<p>By 1 July 2007</p> <p>By 1 July 2007</p> <p>By 1 July 2007</p>	<p>By 31 December 2008</p> <p>By 31 December 2008</p>
Portability and recognition of skills and training	<ul style="list-style-type: none"> ▪ A new look nationally portable Statement of Attainment to set out consistently and clearly for employers the competencies and skills a person has achieved 	<p>By 31 December 2006</p>		

Issue	Agreed Outcome	Timeline		
		2006	2007	2008
A more flexible and responsive training system				
Shortening the duration of apprenticeships where competencies are demonstrated	<ul style="list-style-type: none"> ▪ Apprentices to be certified as competent by a State or Territory Training Authority without the need to make a special application when they have demonstrated competence to industry standards: <ul style="list-style-type: none"> ○ through the amendment of training legislation and administrative procedures where necessary; and ○ by removing references to fixed duration from awards and legislation in all jurisdictions where such awards prevent early sign off based on competency. 	By 31 December 2006		
Enabling School-based New Apprenticeships	<ul style="list-style-type: none"> ▪ Legislative, regulatory and education barriers to school-based apprenticeships are removed in all jurisdictions ▪ Industrial barriers are removed, in collaboration with Industry, for school-based apprenticeships in: <ul style="list-style-type: none"> ○ metals and engineering; ○ automotive; ○ building and construction; ○ electrotechnology; and ○ commercial cookery 	By 31 December 2006 By 31 December 2006		
Allowing intermediate or specialised qualifications as well as full apprenticeships	<ul style="list-style-type: none"> ▪ Additional nationally portable qualifications are to be examined for the residential building and construction industry to enable apprentices to have skills recognised at and below the full trade qualification ▪ Where there is industry demand, national training qualifications will include identified skills clusters 	By 30 June 2006		By 31 December 2008
Achieving maximum flexibility in training for employers and individuals	<ul style="list-style-type: none"> ▪ All workers entering publicly funded training will be able to have their existing skills recognised quickly and simply so that wherever possible their training time is reduced 		By 1 January 2007	

Issue	Agreed Outcome	Timeline		
		2006	2007	2008
	<ul style="list-style-type: none"> A joint three year Commonwealth/State and Territory programme, to be agreed on a bilateral basis, will be established to support delivery and good practice of recognition of prior learning 	By 1 July 2006		
Effective competition between training providers	<ul style="list-style-type: none"> Ministerial Council for Vocational and Technical Education is to report to COAG on the progress of competition between training providers under the new vocational education and training (VET) legislation and arrangements 	By 31 December 2006		
A targeted response to skills shortages in regions				
In relation to the impacts of skills shortages on particular industries and regions	<ul style="list-style-type: none"> Funding will be made available for a regional programme to improve the supply of skilled labour in industries and regions of strategic economic importance 	By 1 July 2006		
Understanding skills shortages better				
In relation to the impacts of skills shortages on particular industries and regions	<ul style="list-style-type: none"> Governments will establish new labour market data sharing arrangements to identify skills shortages and enable them to make appropriate responses 	1 July 2006 (starts)	By 30 June 2007 (first report due)	
Next stages of reform				
Further reform of vocational education and training	<ul style="list-style-type: none"> Report to be provided to COAG on further reform of the VET system. 	By 31 October 2006		