

BILATERAL FUNDING AGREEMENT

Between

**WESTERN AUSTRALIA AND
THE AUSTRALIAN GOVERNMENT**

under the

**2005-08 COMMONWEALTH-STATE AGREEMENT FOR
SKILLING AUSTRALIA'S WORKFORCE**

PURPOSE

1. This Bilateral Agreement underpins the collaborative intent of the new national training arrangements. It creates the basis for a partnership between Western Australia and the Australian Government to advance national and State priorities for vocational and technical education, and ensures that the training sector performs at the highest possible level and meets the needs of industry, individuals and communities within Western Australia.
2. In this Bilateral Agreement, Western Australia and the Australian Government are establishing those areas where they will work together, and the manner in which they will engage in a collaborative effort to improve training outcomes for clients of the national training system.
3. This Bilateral Agreement also details the State-specific elements of the Commonwealth-State Agreement for Skilling Australia's Workforce that will apply in Western Australia.
4. This Bilateral Agreement applies in respect of the period 1 January 2006 to 31 December 2008. In recognition of the dynamic nature of industry and the training sector, it will be reviewed annually to take account of changing local priorities.

1) State/Territory Priorities for 2006-08

i) Economic development priorities

The Western Australian economy is forecast to grow by a healthy 4.5% in 2005-06, the fifth consecutive year of above trend growth. Over this five year period, the economy will have expanded by around 30%, to be worth an estimated \$102.3 billion. In 2005-06, business investment is expected to reach a record \$16.5 billion, supported by projects such as the \$1.6 billion Ravensthorpe nickel project, the \$1.5 billion Enfield oil and gas field development and further iron ore capacity expansions. Western Australian goods exports are forecast to increase by 8.25% to more than \$40 billion in 2005-06. Growth will be supported by production from recently completed projects such as the 4th Liquefied Natural Gas processing train and the Telfer Deeps gold mine expansion.

Largely as a result of record levels of business investment and economic growth, Western Australia is experiencing persistent and severe shortages of skilled labour. The existence of skill shortages is usually indicated by a rising demand for skilled labour in a growing labour market. For example, the September 2005 skilled vacancy index shows that the number of general job vacancies in Western Australia has risen by 6.9% over the past financial year, compared to a national decrease of 10.4%. Skilled vacancies have been higher in Western Australia than nationally since mid-2002 and are currently higher than any mainland state.

While the Perth region will remain dominant in terms of its contribution to overall growth, massive growth is anticipated in regional Western Australia with the strongest growth projected for the following three regions over the next three years:

- the Pilbara is forecast to register an 18.1% increase in economic growth and 9.1% employment growth;
- the South West is forecast to register 16.2% increase in economic growth and 9.7% employment growth; and
- the Goldfields/Esperance region is forecast to register 15.3% increase in economic growth and 7.6% employment growth

Within this context, there are three policy imperatives which will have a significant impact over the short to mid-term:

- addressing identified skill shortages;
- reform of the apprenticeship and traineeship system; and
- increasing the school leaving age.

Addressing identified skill shortages

In its plan to address skills shortages throughout the State, Western Australia has recognised a broad range of qualifications that contribute to alleviating skill demands in particular industries and/or occupations.

Skills shortages in traditional trades

Western Australia has defined traditional trades as apprenticeships declared under the Industrial Training Act 1975 for the purpose of formulating the National Target in *Section 4(i)- Additional New Apprenticeship commencements in traditional trades*. Note that trades have been excluded where they do not directly apply to State-based skill shortage areas.

Western Australia has skill shortages in the traditional trades in the following industry areas:

- Automotive;
- Building and Construction;
- Community Services, Health and Education;
- Electrical;
- Food;
- Hospitality and Tourism;
- Light Manufacturing;
- Metals, Manufacturing and Services, including aeroskills; and
- Wholesale, Retail and Personal Services.

Skills shortages in other areas

Western Australia also has skill shortages in other areas. These shortages have been identified based on the following methodology.

A preliminary list was created by including all courses coded against the occupations identified in the Department of Employment and Workplace Relations (DEWR), National and State Skills Shortage list (March 2004). There is a broader range of qualifications in shortage than reflected in the initial list and work has been undertaken to refine it.

For example, the booming minerals and resources sector has seen demand for skilled civil construction labour and operators in the mining and minerals processing sectors sky rocket. With over \$50 billion allocated to projects either committed or under consideration, labour demand and associated wage pressures have seen skills shortages develop in other industries as workers move into mining from sectors such as building and construction (including those at higher levels), mechanical engineering and electrotechnology. Other occupational areas, such as laboratory technicians are also in demand.

Areas such as aged care are well-documented nationally as areas of strategic priority. Skill needs in relation to Indigenous health, particularly in remote areas, are also well-documented at the State level.

An ageing workforce throughout the State has resulted in a number of other occupations, such as meat processing and agricultural workers, emerge as priority areas with emerging skill needs.

Note that the identified shortages in particular occupations have been used to formulate the National Targets in *Section 4(i) and 4(ii)- Additional commencements in traditional trades and in other areas of skill shortage*.

The following targeted initiatives reflect the Western Australian Government commitment to addressing identified skill shortages:

- **Apprenticeships and Traineeships-** The State recently reached the State Government commitment of 30 000 apprentices and trainees in-training by 2009. This represents a significant increase from the 26 300 in-training in June 2004. The Department is committed to continue working with industry to facilitate trainee and apprenticeship growth in key industries facing skill shortages.
- **The School Apprenticeship Link Program-** This program pairs year 11 students with an employer while, at the same time, continuing with their school studies and undertaking trade training at a TAFE. Over 350 students commenced this pilot in 2005 in metropolitan and regional areas. Applications for 2006 include the automotive, building and construction, metals and engineering and food trades industry areas. The State Government has made a commitment to train 2 000 students in this program by 2008/09, or approximately 500 annually.
- **Marketing of Apprenticeships/Traineeships-** The Department of Education and Training is implementing a fully integrated marketing campaign, designed to change the perceptions of young people and their parents regarding apprenticeships and traineeships, and encourage employers to provide opportunities.
- **The Youth Skills Investment Initiative-** This initiative provides the opportunity for young people in casual, part-time and semi skilled employment, without a formal qualification, to be registered as trainees and achieve a nationally recognised qualification. To date, in excess of 1 800 young people have participated in this program, which will be extended over the next four years.
- **The Fast Track Apprenticeship Program-** This program up-skills experienced mature age people to trade skill level, through the delivery of an apprenticeship over a reduced term. As at 31 December 2004, there were 233 commencements in this program. The program will be expanded to deliver 1 000 mature aged Fast Track Apprenticeships over the next 4 years.
- **'Grey Matters' Mentoring Program-** Western Australia's senior trades people hold a vast wealth of knowledge and experience. The Department is tapping into their enthusiasm to help the upcoming generation of skilled workers by establishing and supporting a volunteer mentoring program.

Reform of the Apprenticeship and Traineeship System

The current skill shortage environment has highlighted the need for reform to the apprenticeships and traineeship system. In response, a *Skills Formation Taskforce* has been established as a committee of the State Training Board.

As part of the first phase of the strategy, a number of industry working groups have been established aimed at:

- reducing the term or duration of apprenticeships where parties are in agreement;
- greater flexibility in arrangements, including the development of traineeship qualifications which articulate into apprenticeships; and
- improving the appeal of apprenticeships to young people.

The second phase of the strategy will focus on broader longer term reform of the legislation governing apprenticeships and traineeships, recognising that the *Industrial Training Act 1975* may no longer reflect the realities of the modern workplace. This will involve a public consultation process, and may potentially require substantial amendments to the *Vocational Education and Training Act 1996*.

Increasing the School Leaving Age

Legislation was recently passed by the Western Australian Parliament to raise the school leaving age in Western Australia. The *Acts Amendment (Higher School Leaving Age and Related Provisions) Bill 2005* gives effect to the Government's decision to raise the school leaving age and ensures that there is legislative provision for the broadest possible range of participation options for the young people affected by the raised age.

From 1 January 2006 the compulsory education age for Western Australian students will be raised to 16 years. In 2008, the school leaving age will be raised to 17 years. Students will be able to pursue a range of options including study at school, study at a registered training organisation (including TAFEWA colleges), study at university, home education, enrolment in an apprenticeship or traineeship, structured workplace learning, part-time employment or, in some cases, full-time employment.

Currently, around 8 200 Western Australian 16-17 year olds are either fully or partially disengaged from education, training or employment. There is therefore likely to be a significant impact on the VET sector as this reform is introduced. Dealing with disengaged students who are compelled to be in education or training introduces a new challenge for the VET sector, particularly in rural and remote areas where the options for these students may be limited.

ii) Industry development strategies

The Western Australian Government is committed to providing a prosperous and sustainable future for all Western Australians. Diversifying our industry sectors and export markets enables us to become more competitive globally. By broadening our export base through increased participation of companies, markets and products, primarily from small to medium enterprises, Western Australia can strengthen its trading performance. Western Australia is also well placed to attract investment by promoting our reliable supply source, innovative capabilities and creativity, and location as a great place to live in and invest.

Industry Training Brokerage Team

The Department is appointing an Industry Training Brokerage Team. This team will work with small and medium enterprises (SME) in industries critical to the State's economy to identify their current and emerging skill needs and broker this training with registered training organisations, including TAFE, to ensure appropriate training solutions are provided to alleviate the identified skill gaps/shortages. The Industry Training Brokerage Team will also provide feedback and advice to the Department on SME's short and long terms training needs of SMEs to ensure a strategic and coordinated training system response is developed to respond to the State's skill requirements.

The Industry Training Advisory Body (ITAB) network

Western Australia continues to support its network of 14 Industry Training Advisory Bodies to provide industry advice with a particular focus on gathering information on industry training requirements and feeding these requirements into future planning.

Improving Planning for Skill Needs

In an environment of skill shortages, it is vital that future training requirements are properly anticipated in order to guide an appropriate training response. As part of this process, the Department is focussing on the development of a labour market forecasting model that will allow the State to estimate skill requirements in industries essential to the economy. This is assisted by the ITAB network.

Skills Recognition

The Department is coordinating a focused approach to skills recognition and has a range of skills recognition projects proposed or underway, which will also assist in meeting industry skill demands. This focused Skills Recognition Service approach has been created to increase the take-up of skills recognition in Western Australia which to date has been under utilised. This approach is designed to maximise opportunities for further skills development and fast tracking workers into skills shortage areas. Strategies are also being implemented to enable better recognition of the skills of migrants.

iii) Regional initiatives

The Western Australian Government recognises the vital role regional Western Australia plays in our economic and social development. Western Australia's commitment is reflected in a range of key training initiatives with a regional focus:

- The construction of the new Geraldton Batavia Coast Marine Centre commenced in early 2005 and will be complete by March 2006. The Centre will provide training to assist the growth and development of the fishing and aquaculture industry for the Mid West Gascoyne region and will also have a research and development focus.
- The extension of teaching and learning facilities at the Broome TAFE for completion in mid-2007, including a new tugboat simulator.
- A cross-government focus on the development of an integrated school-VET facility at Wiluna in association with Newmont Mining Corporation and BHP.

- In partnership with the Australian Government, completion of the Australian Centre for Energy and Process Training (ACEPT) at Henderson which will focus on the addressing the skill needs of the Western Australia's energy and chemical production sectors.

New Regional Planning Processes

The Department is strengthening its regional planning process by providing additional resources to the regional TAFEWA colleges to strengthen their planning processes and capacity to advise the Department on regional training requirements. In this regard the Department has already made arrangements to place several Regional Planners with a regional TAFEWA college. Other regional colleges will be provided with additional funding to support the enhancement of the college regional planning function.

At the same time, the Department is currently in the process of appointing a number of Training Mentors around the State with at least one in each region. The Training Mentors will work with education providers, local industry and the community in order to provide a comprehensive mentoring service to young people in the region as part of the State Government's commitment to raising the school leaving age.

The Department will ensure that the agency continues to draw heavily on the advice of regional stakeholders, other government agencies and local industry. In this context, it is intended that regional stakeholders will be involved in the development of the new regional planning processes.

iv) Other State policies/priorities/strategies/initiatives

Career Development Centre

The Department of Education and Training aims to launch its new *Career Development Centre* in late 2005. This will be achieved by enhancing the role of the current *Training Information Centre* and building stronger collaborative arrangements with existing career development services, schools and industry and community partners. The *Career Development Centre* is being developed in light of national and international best practice. As part of this service, the Centre will provide information regarding career opportunities, including within those industries currently experiencing skill shortages.

2) Engagement and cooperation

i) Sharing of governance structures

Please see pp. 11 for a diagram representing the structure of the Department of Education and Training and pp. 12 for an indication of the structural arrangements in Western Australia.

The Vocational Education and Training Act 1996 (VET Act) provides the legislative base for Western Australia's training system including the:

- involvement of industry at peak level;
- establishment of a network of TAFEWA Colleges;
- establishment of specific purpose institutions; and
- establishment of institutional arrangements for the State Training Board, the Training Accreditation Council and College Governing Councils.

ii) State/Territory mechanisms for engaging with industry, clients, providers and qualifications authorities

State Training Board

The State Training Board consists of nine peak level representatives. The primary purpose of the Board is to prepare for the Minister's approval, an annual training profile which determines public funding for training delivery in Western Australia.

Skills Formation Taskforce

The *Skills Formation Taskforce* was established as a committee of the State Training Board in 2005 and its work will continue in 2006. A strategy to address issues associated with apprenticeship and traineeship reform has been developed to provide a focus for the Taskforce.

Industry Training Advisory Body Network

The Department of Education and Training supports a network of 14 Industry Training Advisory Bodies (ITABs). The network provides the State Government with independent strategic advice on the VET needs of industry, promotes the VET system, and actively facilitates the development of 'training networks' within industry. This advice has been used by the Department of Training and the State Training Board to inform the development of VET planning processes. The substantive functions of ITABs are to:

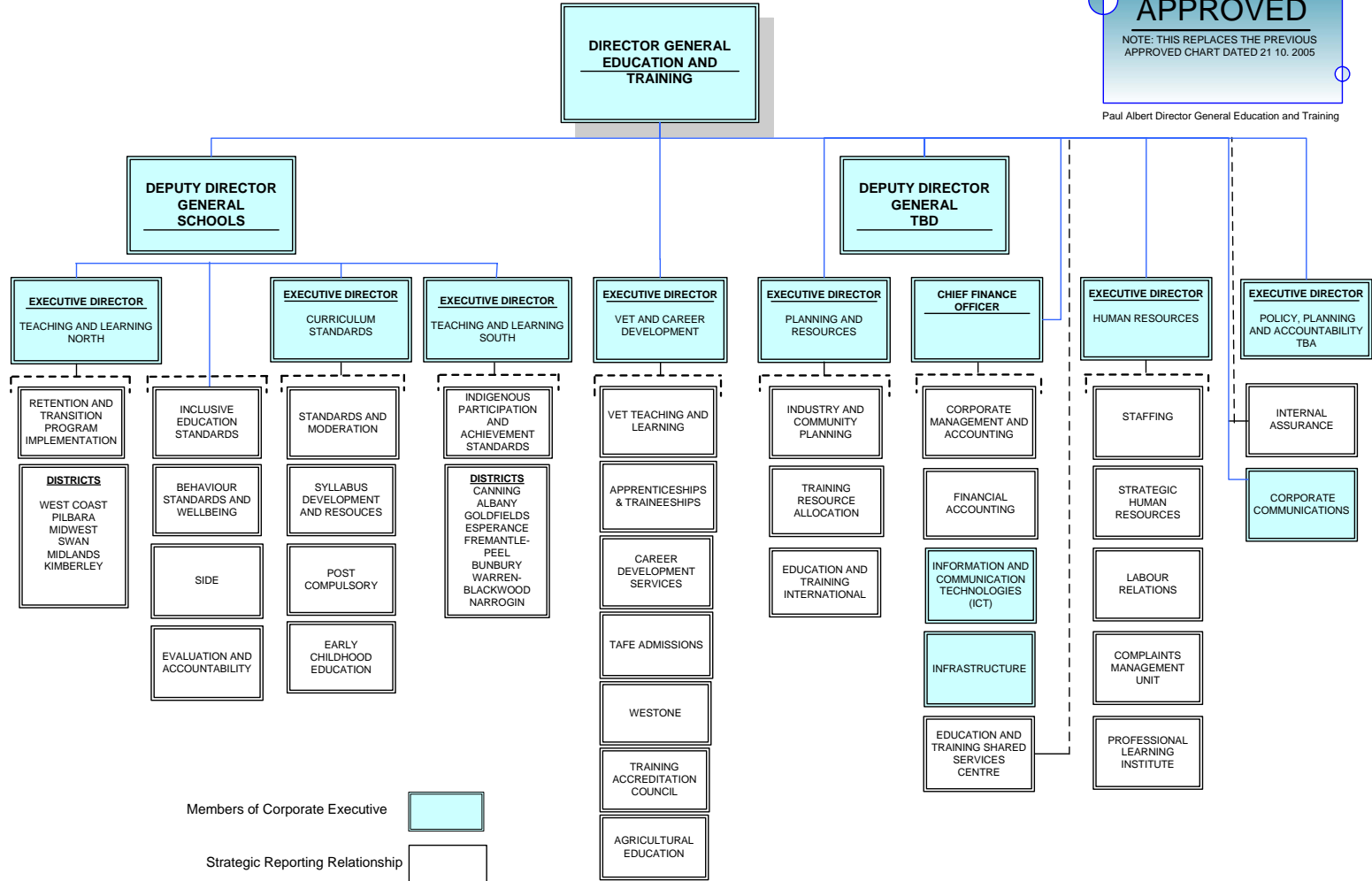
- act as an interface between industry and Government on VET issues through the development, maintenance and extension of industry networks;
- promote the National Training Framework to industry and seek industry's participation in nationally recognised training;
- provide leadership to industry in matters associated with VET;
- identify and promote employment based training opportunities to industry; and

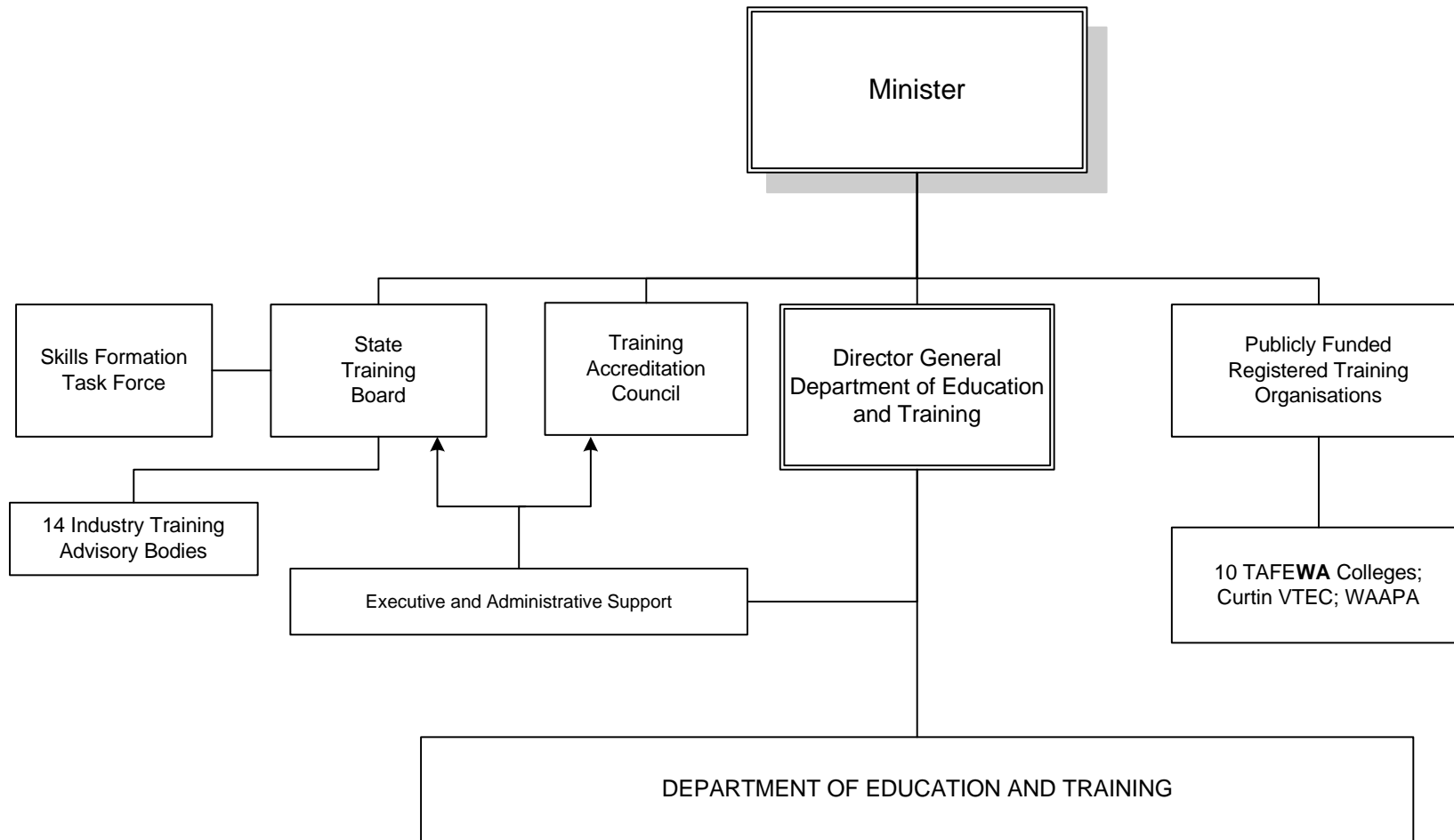
- work collaboratively with the Department of Education and Training and the State Training Board in the identification of current and future industry vocational education and training priorities.

DEPARTMENT OF EDUCATION AND TRAINING

APPROVED
NOTE: THIS REPLACES THE PREVIOUS APPROVED CHART DATED 21.10.2005

Paul Albert Director General Education and Training





TAFEWA Network

Each TAFE College is established as a separate statutory authority with a Governing Council consisting of six-ten members appointed on the basis of their knowledge and expertise in education and training, industry and commerce. The primary purpose of each Governing Council is to help ensure that the College's program profile, within the parameters set by the State wide training plan meet the needs of the local constituency.

Training Accreditation Council

The Training Accreditation Council is Western Australia's State Registering/Course Accrediting Body and is responsible for quality assurance and recognition of VET services in Western Australia. This includes:

- the registration of training providers;
- the accreditation of courses;
- the recognition of skills and qualifications; and
- providing policy advice to the State Training Board on recognition arrangements.

iii) Protocols for the Australian Government's contact with State/Territory stakeholders

The Australian Government will continue to use the Western Australia Department of Education and Training as the key interface with stakeholders within the State.

iv) Collaborative and partnerships arrangements

Clause 1 of the Commonwealth-State Agreement for Skilling Australia's Workforce 2005-2008 indicates that its purpose is to create the basis for a partnership between the Australian, State and Territory governments to work together to support new national training arrangements on a consensus approach. In this context, it is important that such arrangements encourage collaboration.

The Western Australian Government and the Australian Government will work to progress the work of the Council of Australian Governments (COAG).

Key examples that reflect the collaborative approach in 2006 include:

- the Joint Group Training Program to help Group Training Organisations to create additional employment opportunities for apprentices and trainees that otherwise might not have existed; to provide for continuity of employment of apprentices and trainees through to the completion of their Apprenticeship/Traineeship Training Contract; and to improve the quality and range of training available to apprentices and trainees;
- the contract between the Commonwealth Department of Employment and Workplace Relations and the Department of Education and Training for the provision of Aboriginal School Based Traineeships; and

- the Memorandum of Understanding and Deed of Agreement between DEST and the Department of Education and Training for the provision of New Apprenticeship Centre (NAC) services in 2006.

3) Strategic National Initiatives

i) State/Territory participation in the Commonwealth-State Skills Shortage initiative

See Section 1(i) for an overview of Western Australia's key actions to address skill shortages in the State.

Western Australia is also committed to developing strategic responses to address skill shortages in collaboration with the Australian Government. In this context, the Western Australian Government and the Australian Government will work together to consider ways that State and Territory skills shortage initiatives that are consistent with the work of COAG, might be progressed to provide national benefit. Where appropriate such work may be proposed for funding through Strategic Initiative Funding.

ii) State/Territory funding contribution to the Joint Indigenous funding pool

Western Australia is committed to improving outcomes for indigenous clients. In this context, the Department of Education and Training allocates funding for training Indigenous clients through the Competitive Allocation of Training (CAT) program.

The CAT program uses an annual competitive tender process to allocate funds to private and public RTOs through the CAT Industry and CAT Access programs. Each calendar year courses to the value of approximately \$4.5m are contracted to Registered Training Organisations (RTOs) to deliver training to Indigenous clients. Of this approximately \$3.5m is actually expended each calendar year.

The amount expended is less than the amount contracted because:

- some courses do not commence due to difficulties sourcing students, and
- some courses are not fully subscribed.

Training courses funded under the CAT are allocated through a competitive tender process advertised each year in July to select courses to be delivered in the following year. The tender process complies with the policies of the Western Australian State Supply Commission.

To develop the Joint Indigenous Funding Pool (JIFP), the WA Department of Education and Training proposes to conduct a competitive tender to contract training courses for Indigenous clients to the value of \$1.6m early in 2006. This will be in addition to the \$4.5m already contracted under the CAT Access program for 2006. It is proposed to use the same criteria as is currently used in the CAT Access program (see Attachment C), however, the JIFP program will be targeted specifically at non-metropolitan regions.

Western Australia will seek participation of relevant stakeholders, including industry and the Australian Government, in the assessment of submissions to the funding pool.

Contracting courses to the value of \$1.6m should result in expenditure of approximately \$1.1m, comprising \$550,962 of Commonwealth funds and a matching amount of funds from Western Australia from within the Commonwealth-State Funding Agreement (2005-2008).

Western Australia will monitor the actual level of expenditure as it is largely contingent on the extent of take up of the training by Indigenous clients, particularly so for programs in rural and remote regions.

4) National Targets

Western Australia selects 2003 as its base year. Note that Western Australia is waiting on confirmation from DEST concerning the skill shortage lists that have been developed before submitting the populated spreadsheets. Western Australia and the Commonwealth agree that the quantum of these targets are flexible and that they may be jointly reviewed on an annual basis.

i) Additional New Apprenticeship commencements in the traditional trades

Western Australia is aiming to achieve an additional 1500 commencements in the traditional trades over the life of the Agreement including addressing skills shortages in the Automotive, Building and Construction and the Metals, Manufacturing and Services industry areas (as noted on pp. 4).

ii) Additional commencements in other areas of skills shortage

Western Australia is aiming to achieve an additional 500 commencements in other areas of skills shortages over the life of the Agreement including addressing skills shortages in a range of qualifications related to the Mining industry, Automotive, Building and Construction, Metals, Engineering and Health and Community Services (as noted on pp. 4).

iii) Additional places for mature age people and/or youth

Western Australia is aiming to achieve an additional 2600 places for youth aged 15-19 years over the life of the Agreement.

iv) Additional places for people with a disability

Western Australia is aiming to achieve an additional 1000 places for people with a disability over the life of the Agreement.

v) Additional places in regional and remote locations for Indigenous Australians

While the overall level of indigenous participation in VET in Western Australia is very high on a population share basis, there remains a need to improve participation and outcomes particularly at higher qualification levels. Western Australia is aiming to achieve an additional 150 places in regional and remote locations for Indigenous Australians over the life of the Agreement.

vi) Increased participation by Indigenous Australians at higher qualification levels

Western Australia is aiming to achieve an additional 150 places for Indigenous Australians at higher qualification levels over the life of the Agreement.

5) Performance Measures

i) Maintaining and improving employer satisfaction

State Employer Satisfaction 2001

Question	WA	AUS
% Indicated they were very satisfied or satisfied with VET providers	71	80

Source: NCVET, Survey of Employer Views on Vocational Education and Training - At A Glance 2001, pages 4 and 5

Western Australia notes that currently, only 2001 employer satisfaction data is available but that soon the 2005 data will be available to create the new baseline. 2005 will be the base line for the series as there was a break in the series between 2001 and 2005. This means that the 2005 and 2007 survey outcomes will be comparable.

Proposed strategies to maintain and improve employer satisfaction in Western Australia in 2006 include:

- Implementation of a labour market forecasting model that will allow the State to estimate skill requirements in industries essential to the economy.
- Implementation of a scheme involving Industry Training Brokers who will work with small and medium (SMEs) in industries critical to the State's economy to identify their current and emerging skill needs and to broker their training needs with registered training organisations, including TAFE to ensure appropriate training solutions are provided to alleviate the identified skill gaps/shortages.
- That the Small Business Smart Business program will continue to be made available to small businesses across Western Australia.
- Working with industry to increase the number of apprentices and trainees in order to address skill shortages.
- The Training Accreditation Council (TAC) will monitor RTO implementation of Skills Recognition through Australian Quality Training Framework (AQTF) audits.
- Continuing to contribute to the development and review of Training Packages and implement them in accordance with National Quality Council requirements.

ii) Maintaining and improving student satisfaction

State Student Satisfaction 2004, Graduates

Area	WA	AUS
% Satisfied with overall quality of training	86	87

Source NCVER, Australian VET Statistics Student Outcomes 2005

Western Australia will aim to maintain (or increase) student satisfaction levels at 86%, within the range of the confidence intervals for the State

Proposed strategies to maintain and improve student satisfaction in Western Australia in 2006 include:

- Supporting RTOs in the implementation of the AQTF through the provision of high quality, RTO centred resources and professional development opportunities, Western Australia will develop a Cabinet Submission seeking State Cabinet approval for amendments to the Vocational Education and Training Act 1996 to give effect to the model clauses.
- Continuing to support the development and review of Training Packages and implement them in accordance with National Training Quality Council (NTQC) requirements.
- Continuing to demonstrate a strong commitment to improve teaching and learning practice through the Teaching Learning & Assessment Strategy Group (TLASG) programs.
- Reviewing the policy and operation of School Based Traineeships to provide students with a pathway into employment and a VET qualification.
- Expanding the School Apprenticeship Link Program across Western Australia and into other industry areas to achieve 2000 participants in the program.
- Continuing to implement strategies under the successful Building Diversity framework which aims to improve vocational training and employment outcomes for identified groups, in particular, people with disabilities, women, people from culturally and linguistically diverse backgrounds and youth at risk. Projects are funded that produce research, teaching and learning resources and innovative delivery strategies to enhance the capacity of service providers to meet the needs of identified groups.
- Continuing to provide support to students and employers through the Apprenticeship and Traineeship Support Network with twenty support officers throughout the state. These officers assist apprentices and trainees to complete their training by resolving disputes between the parties through mediation, monitoring completion rates in specific industry of program areas, assessing employer completion performance and generally providing support and assistance to employers, apprentices and trainees.

iii) **Strategies to improve completion rates and outcomes for mature age workers**

Proposed strategies to improve completion rates and outcomes for mature age workers in Western Australia in 2006 include:

- Continue to provide support to students and employers through the Apprenticeship and Traineeship Support Network with twenty support officers throughout the state. These officers assist apprentices and trainees to complete their training by resolving disputes between the parties through mediation, monitoring completion rates in specific industry of program areas, assessing employer completion performance and generally providing support and assistance to employers, apprentices and trainees.
- Continue to provide the *Profit from Experience* program, aimed at improving employment opportunities for mature aged people in Western Australia. The program assists people aged 40 plus (or 35 plus for Indigenous clients) who are unemployed or underemployed with career planning, access to training opportunities, skills recognition and overcoming obstacles to obtaining employment.
- The Fast Track Apprenticeship Program which is focussed on up-skilling experienced mature age people to trade skill level, through the delivery of an apprenticeship over a reduced term.

iv) Improving outcomes for people with a disability

Western Australia has agreed to the establishment of a Client and Student Voice Action Group that will make recommendations concerning the development of national priorities, strategies and performance measures to help people with a disability and other client groups. It is understood that the Action Group will produce advice for consideration by the Ministerial Council with the aim to have new client advisory arrangements in place by June 2006.

Proposed strategies to improve opportunities and outcomes for people with a disability in Western Australia in 2006 include:

- Development and maintenance of consultative networks involving relevant stakeholders (including organisations that focus on the welfare of people with a disability) to inform policy and strategy development.
- That funding will be allocated to strategic projects that support the national priorities for VET students with a disability, particularly those that include a whole of life, all of life focus and those that establish partnerships with organisations integral to contributing to the independence of people with a disability. Projects will be required to report on measurable outcomes for VET students with a disability, including pathways into open employment opportunities for participants.

v) Improving outcomes for Indigenous Australians

Western Australia has agreed to the establishment of a Client and Student Voice Action Group that will make recommendations concerning the development of national priorities, strategies and performance measures to help improve outcomes for Indigenous Australians and other client groups. It is understood that the Action Group will produce advice for consideration by the Ministerial Council with the aim is to have new client advisory arrangements in place by June 2006.

Proposed strategies to improve outcomes for Indigenous Australians in Western Australia in 2006 include:

- Progressing best practise models of training delivery and student support to enhance outcomes for Indigenous students training at AQF level III and above (Best practice models identified in the recently completed WA project into Indigenous Students in Higher Level Training 2005).
- Developing and implement an innovative and progressive school-based traineeship program for Indigenous female 'at-risk' students commencing in Year 10.
- Working with the resources sector to establish partnerships that improve opportunities for indigenous people to access training pathways to employment.
- Funding will support programs that increase the number of Indigenous adults undertaking higher level VET courses.
- Development of sustainable strategies to improve career pathways for the Aboriginal School Based Traineeship Initiative.
- Training Indigenous Teaching Assistants through the Aboriginal and Torres Islander Education Officer Existing Worker Traineeship Program.
- Implementation of improved indigenous female participation in all apprenticeships and traineeships through the Ricki Grace Clontarf Girls Foundation.

6) Infrastructure

- i) The amount, if any of infrastructure funding (major capital) to be used for recurrent purposes, and the consequent additional activity to be delivered**

Western Australia does not intend to convert any infrastructure funding for recurrent purposes.

7) Activity

- i) Agreement to adjust the State/Territory activity requirements due to shifts of training activity into higher cost areas, including higher cost locations, clients and qualifications**

Western Australia will continue to negotiate with the Australian Government to adjust State/Territory activity requirements due to shifts of training activity into higher cost areas, including higher cost locations, clients and qualifications.

8) Additional Funding

- i) Additional funding received because another jurisdiction has failed to provide required additional State-sourced funding, with consequent matching and activity requirements**

In principle, Western Australia would be willing to negotiate in the event that additional funding becomes available.

SELECTION CRITERIA

1 MEETING CLIENT NEEDS - (Total of 30 Points)

In their submission RTOs should demonstrate that there is a need for the proposed training for the target group. In assessing this criterion the Department will consider:

- previous success in meeting the unique needs of the selected client group;
- how you identified the training need for the target group including what consultation processes were undertaken.
- details of the ratio of target group staff employed by your organisation.
- strategies that have been used successfully in the past to support students and how these strategies will maximise success in this training program.

2 STRATEGIES TO ACHIEVE LEARNING OUTCOMES

Outline the strategies that will be employed to meet the needs of students by addressing each of the following:

2.1 Participant Recruitment and Selection (5 points)

Demonstrate how your recruitment and selection practices will ensure equitable access and outcomes for people wanting to undertake the training program, including accounting for special needs of students during the selection process.

In assessing this criterion the Department would be looking for statistical data showing the diversity of your student base, details of outcomes achieved etc.

2.2 Delivery Mode (5 points)

- Describe the delivery mode(s) proposed for the training program and explain how the mode(s) will maximise the outcomes for students.
- Describe prior success using the proposed delivery mode(s).

2.3 Assessment Strategies (5 points)

- Describe the assessment strategies proposed for the training program and explain how the use of these assessment strategies will maximise the outcomes for students; and
- Describe prior success using the proposed assessment strategies.

3 STRATEGIES TO ACHIEVE OUTCOMES – (Total of 20 Points)

Describe how the proposed training will maximise positive outcomes for students and demonstrate in your response how the proposed training will:

- provide a pathway into an apprenticeship, traineeship or further studies.
- assist students to find employment, further training or career development.
- provide benefits for the local community.

4 COLLABORATION AND PARTNERING - (Total of 10 Points).

Demonstrate that the proposed training will be based on significant partnering between proponents including public and private RTOs, industry groups, enterprises and/or community based organisation.