

Response to Findings and Recommendations

The table below outlines the response of the State Government to each of the report's findings and recommendations.

FINDING	RECOMMENDATION	RESPONSE	COMMENT
<p>1. The term VETiS (or VET in Schools) is misleading in implying a difference between mainstream VET and VET delivered in schools.</p>	<p>1. The Department of Education cease using the term VETiS or VET in Schools and refer to vocational education and training delivered in secondary schools simply as VET.</p>	<p>Supported.</p>	<p>The Government acknowledges the confusion around the term 'VET In Schools' and will action the recommendation.</p> <p>The Department of Education (DOE) has ensured that from the commencement of 2018, that the term 'VET delivered to secondary students', instead of 'VETiS' or 'VET in Schools', is used in all new documentation concerning the delivery of VET to public secondary school students. This aligns with the approach taken by the School Curriculum and Standards Authority (SCSA) and the Department of Training and Workforce Development (DTWD).</p> <p>This change will be communicated to public schools and other agencies through the normal channels.</p> <p>DTWD also funds VET delivery for non-school students and needs to distinguish between funding and policies that relate to general VET delivery and those that relate to school students. It has adopted the terminology 'VET delivered to secondary students' in line with the Education Council's report <i>Preparing Secondary Students for Work: A framework for vocational learning and VET delivered to secondary students</i>, to allow for this delineation.</p> <p>DTWD has started using 'VET delivered to secondary students' to replace the term 'VET in Schools' on its website and in its documentation. It will continue to update its documentation and work with its stakeholders to move away from using the term 'VET in Schools'.</p>
<p>2. The concentration of a large amount of VET in Schools delivery in the hands of a few private registered training organisations puts too many students at risk of course non-completion or disruption in the event that the organisations collapse or are deregistered.</p>	<p>2. The Department of Education must ensure that it maintains up-to-date guidelines and support materials to help schools navigate and manage the complexities of auspiced delivery arrangements with registered training organisations.</p>	<p>Supported.</p>	<p>Public schools determine which Registered Training Organisations (RTOs) they contract and engage with based on the availability and accessibility of the RTO, which qualifications are offered by particular RTOs, cost, and the level of service offered under the contract. These decisions allow public schools to meet their local needs, including those of their students, and allow public schools to manage their resources for VET.</p> <p>Where an RTO has collapsed or been deregistered, DOE and DTWD have worked with the non-government school sectors, SCSA, relevant VET regulator and TAFE colleges to put in place alternative arrangements for affected schools and students. Each agency has specific roles and supports in place to minimise the disadvantage to students.</p> <p>DOE will:</p> <ul style="list-style-type: none"> • collect and analyse data on delivery methods (including auspicing) of qualifications; • identify the real and potential risks for DOE when public schools are partnering with RTOs; • develop support resources, including criteria when schools are working with RTOs for auspicing, fee-for-service; and/or online delivery; • develop models of standardised paperwork and contracts to support public schools when contracting RTOs for VET delivery; and • implement the <i>External RTOs Procedures</i> (as part of the <i>Duty of Care Policy</i>) and develop support documents during 2018-19. <p>DTWD and DOE will work together to:</p> <ul style="list-style-type: none"> • Finalise an <i>RTO auspicing research tool</i>, a joint DTWD, DOE and Training Accreditation Council (TAC) Secretariat resource, which will help schools assess the suitability of an RTO for auspicing arrangements. The tool encourages schools to assess how the RTO will meet VET regulatory requirements in the auspicing arrangement. • Establish a Preferred Provider Panel (PPP) for public schools to contract the services of RTOs for auspicing, including: <ul style="list-style-type: none"> – identify appropriate qualifications (level and industry area) to be covered by the PPP; – consideration to be given to rural and remote public schools and their specific needs in VET delivery; and – develop 'Buying Rules' for public schools accessing the PPP.

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<p>3. Training provider failure still poses a risk to schools, students and parents, given the long auditing intervals and the fact that only a third of registered training providers delivering courses to school students are under the more watchful eye of the state-based regulator.</p> <p>4. The range of VET courses students can study at school is limited by the lack of access to specialist facilities.</p>	<p>3. The Department of Education must ensure its investigation of collaborative models results in practical ways for schools to expand their VET offerings and increases equity of access.</p>	<p>Supported.</p>	<p>It should be noted that TAC-registered RTOs can only deliver to domestic students in Western Australia. Many RTOs auspicing with Western Australian schools also deliver in other States or to international students and must be registered with the Australian Skills Quality Authority (ASQA). Both ASQA and TAC take a risk-based approach to the regulation of RTOs and use a number of sources of information, including issues raised by state training authorities, to determine an RTO's level of risk. DOE and DTWD will continue to work with ASQA and TAC in relation to issues with RTOs that are working with schools.</p> <p>The development of support materials and guidance to public schools relating to contracting and working with RTOs will be an important focus that will assist in mitigating the risks to students in circumstances where RTOs fail. Many public schools have responded to the need for increased delivery of VET in their schools when meeting student needs by building purpose-built facilities, often using their own resources to fund these. In addition, a number of public schools have access to Trade Training Centres, with specialist equipment available for students to utilise. This Commonwealth building program is now completed.</p> <p>DTWD also recognises that some schools may have limited access to specialist facilities. It has introduced policy settings for its funded delivery to secondary students to maximise student access to funded places and focus on TAFEs offering more specialised qualifications that are best delivered by industry-qualified lecturers with appropriate supporting infrastructure.</p> <p>DOE will:</p> <ul style="list-style-type: none"> • investigate models of schools working together in procuring RTOs for VET delivery; • investigate collaborative delivery across school sites and how access, funding and duty of care issues are managed; • discuss with the Association of Independent Schools of Western Australia (AISWA) and Catholic Education Western Australia (CEWA) the possibilities of collaboration between public schools and non-government schools (using the Trade Training Centre model as a guide); and • develop practical strategies that support collaborative models and share this information across schools through a range of means.
<p>5. One of the reasons many schools choose to be auspiced by private registered training organisations rather than TAFE is because they are cheaper.</p>	<p>4. The Department of Training and Workforce Development should consider amending the fee model used by TAFE for auspicing schools to ensure that TAFE can compete with private registered training organisations offering a similar service.</p>	<p>Noted</p>	<p>Auspicing is the delivery method most preferred and utilised by public schools, as the other models require students to be off site to access their VET qualifications. Not being at school for extended periods of a school week can have an impact on other important aspects of a student's program and may jeopardise their ability to meet all the WACE requirements. In addition, public schools select RTOs based on a range of factors. While cost of the contract is an important consideration, the availability and accessibility of the RTO, which qualifications it offers and the level of service offered under the contract are just as important.</p> <p>Many factors contribute to differences in the costs of auspicing services between providers. In particular, it is understood that some private RTOs specialise in auspicing services across a relatively narrow range of qualifications, which can support low-cost service delivery models.</p> <p>DTWD and DOE are working with stakeholders to help schools mitigate the risks associated with auspicing arrangements. This has included updating the <i>RTO auspicing research tool</i> in collaboration with the TAC secretariat (see response to Recommendation 2).</p> <p>DTWD is also working with the industry training councils to provide more advice in the <i>VET qualifications register for secondary students</i> on which qualifications are high risk for auspicing. Given the issues identified above in relation to comparative cost structures between TAFE colleges and private RTOs, DOE and DTWD are collaborating on an alternative strategy to address this issue.</p> <p>The collaborative work being undertaken between DOE and DTWD (see response to Recommendation 5) aims to increase the access for public school students to TAFE profile courses, thus potentially reducing the reliance on private RTOs for auspicing arrangements.</p>

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6. Many students miss out on obtaining fully funded places in industry-supported qualifications at TAFE, and are unable to afford the high course fees.	5. The Department of Training and Workforce Development should investigate ways to create more capacity for secondary students to study a wider range of fee-free industry-supported qualifications through the state training providers or other suitable registered training providers.	Supported	<p>DTWD has a finite budget for VET institutional delivery to secondary students and has introduced policy settings to maximise student access to its fully funded places. The range of DTWD-funded qualifications is based on industry advice provided in the <i>VET qualifications register for secondary students</i>.</p> <p>Approximately 130 DTWD-funded qualifications were being delivered by TAFE and private RTOs in 2017. At an individual TAFE campus level, the range can be a lot smaller to ensure viable class sizes. It should also be noted that DTWD provides uncapped funding for the delivery of school-based apprenticeships and traineeships by TAFE colleges and private RTOs.</p> <p>DTWD and DOE are working together to implement a pilot project for public schools in 2019 to more effectively allocate DTWD capped funded places and reallocate DOE VET funding to enable schools to purchase more places at TAFE so more students can access industry-supported qualifications. This may also potentially reduce the reliance on private RTOs for auspicing arrangements.</p>
	6. The Teacher Registration Board of Western Australia consider amending its accreditation standards for initial teacher education programs to include a vocational teaching component for secondary teachers, either as an elective or a core unit. The Minister for Education and Training could consider this as part of the current statutory review of the <i>Teacher Registration Act 2012 (WA)</i> .	Not supported	<p>A comment in the paper regarding eligibility for 'Limited Registration' requires correction. At the top of page 42, there is a suggestion that a school is required to demonstrate that it has sought to employ a fully registered teacher to fill a position prior to being able to lodge an application for Limited Registration in respect of that position. This was a requirement under the <i>Western Australian College of Teaching Act 2004</i>, but is no longer a requirement under the <i>Teacher Registration Act 2012</i>.</p> <p>The current <i>Western Australian Standards for the Accreditation of Initial Teacher Education (ITE) Programs (2016)</i> (Standards) essentially mirror nationally agreed accreditation standards. The Standards currently allow for an ITE provider, should it so wish, the option of offering a VET specialism within a secondary teaching degree. The TRBWA considers that although it is appropriate that the Standards should allow a VET specialism to be offered, any move to prescribe the inclusion of a VET specialism within an ITE program may be ill advised.</p> <p>Although the provision of discipline studies in a secondary program of at least one major (six units) is required under the Standards, there is no further prescription in terms of which learning area(s) may be offered by a provider. The precise nature of the learning areas offered within a program is a matter for the provider. No other learning area is prescribed under the accreditation scheme. Given this, it is not considered appropriate that a VET major is prescribed.</p> <p>The overwhelming position of WA Universities is that any move to prescribe the inclusion of a VET industry specialism is not supported.</p>
7. The extra qualification and vocational currency requirements for VET teachers are exacting a toll on teachers and challenging school resources.	7. The Training Accreditation Council considers amending its <i>Users Guide: Standards for Registered Training Organisations 2015</i> to direct registered training organisations to take into account the particular concerns of secondary school VET teachers in regard to maintenance of industry currency requirements.	Not supported	<p>The VET sector has long required its practitioners to be dual professionals, specifically as trainers and assessors, as well as industry specialists. VET is about skilling people for the workplace and industry. TAC notes the concerns regarding the difficulties faced by teachers in meeting the requirements for trainers and assessors delivering VET. However, teachers delivering VET must meet the same requirements as all trainers and assessors delivering VET. The <i>Standards for Registered Training Organisations (RTOs) 2015 (Standards for RTOs)</i> state the specific requirements, including that VET training and assessment is delivered by practitioners who are vocationally competent. Training and assessment in a VET context brings with it a different skill set to that required for education-based curriculum programs.</p> <p>Industry-developed Training Packages or accredited courses set out the qualifications, skill sets and units of competency that are delivered. When an RTO issues a certificate, it should reassure industry that the training and assessment provided is relevant and meets its expectations. In addition to the <i>Users' Guide</i>, TAC offers a range of professional development opportunities as part of its Education Program, including a series of webinars and workshops. These opportunities provide RTOs with practical information to support and improve VET practitioners' understanding of, and compliance with, the <i>Standards for RTOs</i>. Further, TAC has published a suite of Fact Sheets, including two dedicated to industry currency requirements – <i>Vocational Competence and Industry Currency</i> and <i>Industry Engagement</i>.</p> <p>TAC continues to provide specific information to support teachers and schools, including delivering presentations to education stakeholder groups. During 2017–2018, TAC is undertaking a further analysis of the issues linked to arrangements and compliance against the <i>Standards for RTOs</i> for VET delivered to secondary students. TAC will also consider offering an education workshop quarantined to teacher/school audiences only during 2018 to further assist the education sector's understanding of vocational competence and industry currency requirements in a VET context. The key to addressing the issue raised in this finding is not to have different standards for teachers, but for DOE, DTWD and TAC to work together and provide better ways and/or support for teachers to meet the standards.</p>
8. Linking VET in Schools qualifications to local needs can provide a useful transition to work in local communities.	8. The Minister report to the Parliament on any progress being made in regard to the suggestion to establish businesses at regional schools which could provide employment opportunities for VET students.	Not supported.	<p>As part of the process in identifying the qualifications to be selected for students, DOE advises public schools to consider local industry needs and post-school options, in addition to student interest. Schools are best placed to identify opportunities and make these local decisions. The legislative, legal and insurance issues in terms of schools establishing and operating businesses on school sites would need to be investigated.</p> <p>An alternative approach might be to link with local business and industry organisations e.g. Business Enterprise Centres; local Chambers of Commerce and Industry. Schools can also establish simulated workplace environments, which can allow students to develop the required skills. This must be undertaken in conjunction with the RTO.</p>

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<p>9. Educational outcomes are impacted by the incapacity of many students in regional areas to obtain a driver's licence.</p>		<p>Partially supported.</p>	<p>Finding 9 is not a VET issue per se. Rather it is a community issue. School Drug Education and Road Aware (SDERA) currently provides support to all schools for driver licence training for students across the State.</p> <p>The Department of Transport (DoT) provides access to licensing services in Western Australia through a combination of DoT offices, authorised agents and through mobile services travelling to remote communities. This includes provision of theory testing, issue of learner's permits and logbooks, and processing payments. The level of service in most locations is comparable to that found in the metropolitan area. Practical Driving Assessments are provided through a mixture of DoT staff and contract assessors to ensure accessibility in regional towns and remote communities.</p> <p>DoT officers and authorised organisations work with secondary schools to provide education about licensing requirements and deliver learner's permit theory testing where the <i>Keys for Life</i> program is not available. <i>Keys for Life</i> is a comprehensive, national award-winning, evidence-based pre-driver program that assists parents, schools and agencies to educate young people about safer road use, and provides licencing and graduation benefits. The Road Safety Commission funds the program, School Drug Education and Road Aware (SDERA) administers it, and registered <i>Keys for Life</i> facilitators deliver it.</p>
<p>10. The difficulty in attracting and/or retaining qualified teachers threatens the delivery of VET qualifications in regional and remote schools.</p>	<p>9. The Minister for Education and Training report back on initiatives to attract and retain VET qualified teachers in regional and remote schools.</p>	<p>Not supported. Initiatives already in place.</p>	<p>VET-qualified teachers must attain a Certificate IV in Training and Assessment (Cert IV) and maintain industry currency, even if they are qualified teachers. Achievement of the Cert IV is a requirement of the <i>Standards for RTOs</i>. There are several modes of delivery for teachers to attain the Cert IV qualification. The majority of teachers will gain the Cert IV through evidence-based recognition of prior learning, mixed with attending RTO workshops. Face-to-face delivery is organised through the teacher's school, with course tuition paid for through VET targeted initiatives. Pre-service teachers interested in becoming VET qualified could attain the qualification concurrently while completing an ITE course. The Cert IV is not offered through universities in Western Australia as part of the ITE course and requires the participant to pay.</p> <p>Schools do not have to employ qualified teachers to teach a VET course. Some schools, such as agricultural colleges and rural/remote schools, employ locally qualified trainers with current industry experience.</p> <p>To attract and retain teachers, including VET-qualified teachers, in rural and remote areas of Western Australia, DOE offers substantial employee benefits on top of the standard teacher salary. <i>The School Education Act Employees' (Teachers and Administrators) General Agreement 2014</i> outlines the majority of the entitlements related to housing, permanency, regional allowances, transfers and utility bill subsidies.</p> <p>Metropolitan Teaching Program (MTP)/Country Teaching Program (CTP): Financial incentives are paid to staff at either a MTP or CTP school, ranging from \$2 000 to \$3 000 for MTP schools and \$500 to \$13 730 for CTP schools. Employees are awarded permanency after two years' service through the MTP/CTP and will receive bonus transfer points for each continuous year of service subject to an initial two years' service.</p> <p>Leave: Employees may access up to five additional days' sick leave for each completed year of continuous service in the CTP. Employees are eligible for subsidised leave travel for themselves and their family, generally to Perth once per year. Remote Teacher Service staff receive additional leave and leave travel entitlements.</p> <p>Remote Teacher Service (RTS): Financial incentives are paid to RTS staff, ranging from \$15 370 to \$20 870, with employees awarded permanency after two years' continuous service. Upon completion of three years' continuous service in the RTS, employees are guaranteed a transfer to a metropolitan or country region of choice, subject to availability.</p> <p>Government Regional Officers' Housing (GROH): Government-subsidised housing is offered to eligible employees who are appointed to schools in rural and remote locations, except in areas close to Perth, Mandurah and Bunbury. Transitional housing is provided to new appointees in Busselton, Dunsborough and Margaret River for up to 12 months. Basic furniture is available through GROH, depending on location.</p> <p>Salary Packaged Rent: Employees may be eligible to salary package their GROH rent, depending on their location.</p> <p>Removal Support: DOE provides removals for employees to move to or from their appointments to regional and remote locations. This includes packing, uplift, delivery, storage, transport of vehicles and transit insurance.</p> <p>Country Incentives Allowance: Employees appointed, promoted or transferred to schools in certain districts will be paid an allowance, ranging from \$432 to \$4 798, for each continuous year of service beyond the minimum compulsory service period applicable to the appointment. This allowance is paid as a percentage of the applicable locality allowance.</p> <p>Locality Allowance: Employees will be paid the locality allowance, ranging from \$166 in District 1 to \$4 635 in District 6. If an employee has a dependant, they will be paid double the rate.</p> <p>Property Allowance: Employees who, as a result of a rural or remote appointment, are required to sell their residence in order to buy another to live in their new location, are entitled to the reimbursement of prescribed costs. These include legal fees, commissions, stamp duty and mortgage discharge or establishment fees.</p> <p>Depreciation allowance: A teacher on transfer may claim an allowance of \$525 (taxable) for accelerated wear and tear on necessary furniture, appliances and effects, provided that the current value of the necessary furniture and effects exceeds \$3 143.</p> <p>Disturbance Allowance: Where a teacher is appointed, promoted or transferred and, because of that relocation incurs expenses, these expenses will be reimbursed. The Disturbance Allowance includes costs such as disconnection/reconnection of telephone, water, gas or electricity.</p>

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			<p>Air-Conditioning Subsidy: Government employees located in towns situated north and south of the 26° south latitude and north of the 50-day Residential Strain Index (RSI) line are eligible to an air-conditioning subsidy. The subsidy can apply to private or government-owned accommodation that is occupied by the employee.</p> <p>Gas Subsidy: Employees occupying GROH accommodation north of the 26° south latitude and in designated remote areas south of this latitude, equipped with gas bottle hot water systems, are eligible for a reimbursement up to a maximum of \$33.00 per month.</p> <p>Other Programs to Attract Teachers to Regional and Remote Schools</p> <p>Rural and Remote Training Schools (RRTS): The RRTS initiative promotes rural and remote teaching to university students by providing positive and effective practicum experiences in rural and remote areas. The RRTS initiative has seen a significant increase in pre-service teachers undertaking final long-term practicums in rural/remote schools in the Kimberley, Pilbara, Midwest and Goldfields. Since 2010, over 500 pre-service teachers have been supported to undertake practicums in rural and remote schools. The Department subsequently employed 80% of program participants and over 90% of these commenced in rural and remote schools.</p> <p>Teach for Australia: Teach for Australia (TFA) is an employment-based pathway into teaching. Prior to commencing in schools, Associates complete one quarter of a Master of Teaching course and spend time teaching in the classroom. Associates receive significant and ongoing support from expert mentor teachers, as well as specially trained representatives from TFA and its university partner. TFA Associates have been employed at Eastern Goldfields College since 2016. In 2018, Associates were scheduled to commence at:</p> <ul style="list-style-type: none"> • Albany Senior High School and Esperance Senior High School in the South West. • Hedland Senior High School and Karratha Senior High School in the Pilbara. • Eastern Goldfields College and Kalgoorlie-Boulder Community High School in the Goldfields. <p>Public schools currently have the capacity to employ trainers for the delivery of VET, and DOE is encouraging public schools to explore local solutions within their communities.</p>
	<p>10. The Department of Education considers mandating that public secondary schools offer at least a few Certificate II courses that are common to all schools, so that students can move between schools and still be able to meet WACE requirements for completing a Certificate II.</p>	<p>To be taken under consideration</p>	<p>DOE will consider this recommendation. However, mandating set qualifications does not reflect the current policies relating to public schools making local decisions to meet local and student needs, while at the same time considering the industry advice. If set qualifications are mandated, a consequence of this may be that there will be more concentrated number of qualifications being completed in specific industry areas, which may be at odds with current industry advice and capacity. In addition, schools in the non-government system/sector would not be affected by this strategy and this could be seen as an equity issue, with different 'rules' concerning VET offerings being applied to the students in different school system/sectors. DOE would prefer to look at encouraging public schools to offer at least one qualification that can be completed in one year. This would enable students who transfer during or at the end of the Year 11 to still complete a qualification to meet WACE requirements.</p> <p>There is already significant commonality of qualifications being offered by schools across the State. Work is also being done at regional levels to increase commonality of certificate offerings, to decrease the numbers of students experiencing difficulty in completing qualifications, due to transferring between schools.</p>
	<p>11. The Department of Education and the School Curriculum and Standards Authority should monitor whether the requirement to complete a Certificate II in order to graduate is delivering the best post-school outcomes for students.</p>	<p>Partially supported</p>	<p>The significant growth in the number of students undertaking VET qualifications while at school commenced well in advance of the introduction of the requirement to undertake a Certificate II or higher as an option to achieve the WACE. This growth reflects the changing community perception regarding the value to young people of a VET qualification and the development of broad, transferable skills that improve student preparation for entry into the workforce.</p> <p>The intention of the Certificate II or higher requirement in the WACE was to ensure that in Western Australia, where 50% of students are not enrolled in ATAR courses, they leave school being well prepared for work, training or further study. The board of SCSA (which is responsible for defining the parameters of Western Australia's senior secondary certification) introduced this requirement in response to recommendations made by the senior school curriculum and certification committee, with membership of the senior executives of AISWA, CEWA and DOE. This committee consulted with industry associations, training and tertiary sectors, parent bodies and secondary principals. The removal of this as a requirement is not likely to change significantly the number of students undertaking these studies. In terms of data analysis regarding post-school outcomes, the impact of solely this requirement would not be able to be easily separated from the full suite of changes that were introduced concurrently, nor the prevailing market forces that affect employment figures and enrolments in further training.</p> <p>DOE will:</p> <ul style="list-style-type: none"> • analyse current performance monitoring for VET using the full range of data available, including public school student enrolment and completion rates; • support public schools in planning their VET offerings to encompass consideration of local industry needs and post-school options; and • provide a consistent approach through all relevant divisions to support public schools to make available information regarding post-school pathways and options for students using their chosen VET qualification.

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<p>11. By focussing only on current industry-supported qualifications, the Department of Training and Workforce Development risks producing secondary school students that are ill equipped for future industries.</p> <p>12. The aspects of vocational learning and industry-specific training are not well integrated in secondary schools.</p>	<p>12. Consideration should be given to greater integration of the Department of Education and the Department of Training and Workforce Development to:</p> <p>a) Ensure philosophies on the education of secondary school students are aligned</p> <p>b) Focus resources on providing a range of course and workplace opportunities that will cater to the educational and training needs of secondary school students.</p>	<p>Supported.</p>	<p>Training packages and VET qualifications are developed by industry to meet their current and, where possible, future skills development needs. These are updated as needed to ensure their currency. The <i>Standards for RTOs</i> also require RTOs to work with industry to ensure VET delivery is customised to meet local and emerging needs. DTWD recognises the importance of students undertaking VET programs that integrate workplace learning. It provides uncapped funding for school-based apprenticeships and traineeships and capped funding for the delivery of pre-apprenticeships in schools, which include a mandatory workplace learning component. Both DOE and DTWD recognise the multiple purposes of VET delivered to secondary students. As DTWD is responsible for workforce development, its funded delivery for secondary students is focused on industry-supported vocational training, while schools service the needs of all students.</p> <p>DOE and DTWD will continue to work closely together on VET program delivery for public schools and students. This will include updating the former <i>Joint Ministerial Statement on VET in Schools</i>, in line with the Education Council's <i>Preparing Secondary Students for Work</i>. DOE will also develop a policy statement for public schools, so that they and their communities are provided with clarity on the purpose, role, and targets for VET, the breadth and depth of offerings available, desirable student outcomes for VET and links to the future world of work. This statement would also reflect the updated Ministerial Statement on VET delivered to secondary students and the <i>Preparing Secondary Students for Work</i>.</p> <p>DTWD and DOE will:</p> <ul style="list-style-type: none"> • Continue to collaboratively develop resources for schools and teachers that support the delivery of VET for secondary students and for ensuring students get the maximum possible benefit from participating in their VET and workplace learning placements. • Establish monthly meetings relating to emerging policy, procedural and operational issues in VET relating to public schools. <p>DOE will also:</p> <ul style="list-style-type: none"> • Assess engagement in workplace learning, both in terms of the Authority Developed Workplace Learning (WPL) Endorsed Program and the Department's new Workplace Learning Procedures, during 2018. • Develop support documents for public schools and WPL coordinators implementing the new WPL Procedures. • Monitor the numbers of public school students undertaking workplace learning as it is seen by industry/employers as being an important vehicle for students to develop work readiness skills for being part of the 21st century workforce.