



Community Services, Health  
and Education Training Council



**EDUCATION INDUSTRY WORKFORCE DEVELOPMENT PLAN**

**2015 UPDATE**

## FOREWORD

This **2015 Update** of the Education and Training Industry Workforce Development Plan for the Western Australian Education and Training industry has been prepared by the Community Services, Health and Education Training Council.

The update is essentially a snapshot of the workforce development issues confronting the industry in 2015. It builds on, but does not repeat, the material in the education and training IWDPs that were produced by the Community Services, Health and Education Training Council (CSH&E TC) in both 2013 and 2014. (both these far larger documents can be viewed on the TC's website [www.csheitc.org.au](http://www.csheitc.org.au))

This 2015 Update summarises:

- aspects of the education and training industry context that have changed since 2014;
- changes to education and training policies and structures at both WA and national levels during the last year;
- minor amendments to the IWDP's recommended priority actions (RPAs), and
- some new or changed education and training industry data.

This 2015 Update has been produced with the assistance of the education and training representatives on the CSH&E TC's Board of Management in addition to Industry Advisory Groups (IAGs) for specific sectors and Regional Industry Advisory Groups (RIAGs).

The Update aims to identify ways in which the workforce planning and workforce development requirements of what is a large, complex and changing industry in both its state and national frameworks can be address. In particular workforce planning and workforce development can provide opportunities to address labour and skills shortages issues impacting on various sectors of the industry.

Meeting such challenges is absolutely vital if the industry is to ensure that its trainers and educators can make their contribution to preparing the state's young people and the future workforces of all industries.

The education and training workforce makes a significant contribution to the development of healthy and inclusive communities. The total cost of the State Government's provision for education in 2015 is \$4.8 billion.

I would like to acknowledge the contributions of members of the CSH&E TC's Board of Management and staff, and education industry stakeholders in updating this important document that will hopefully continue to serve as a useful tool to agencies across the WA private and public education sectors.

Geoff Jones

Chair  
Community Services, Education and Education Training Council  
August 2015

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## Introduction

The importance of the wide range of services provided by the education and training industry to the people of this state cannot be overstated. How the two large workforces will continue to strive to meet the state's education and training expectations depends, in some large part, on effective workforce planning and workforce development within every education and training agency and across sectors. The WA Government is committed to encouraging all industries to use workforce development processes to support their workforces in the anticipated period of expansion. The main purpose of this 2015 Update (IWDP) is to help education and training agencies to attract, recruit, retain and develop skilled workers required to maintain levels of essential services.

## Sectors of the education and training industry

The WA Education and Training industry is officially designated as 'Division P' of the Australian and New Zealand Standard Industry Classification (ANZSIC).

Division P includes three 'sub-divisions' (i.e. ANZSIC's sub-divisions are denoted by two digits – e.g. 80). The three sub-divisions in Division P Education and Training are:

- Preschool and School Education - Subdivision 80;
- Tertiary Education - Subdivision 81; and
- Adult, Community and Other Education Subdivision 82.

Each of these 'sub divisions' contains a number of 'Groups' denoted by three digits (e.g. 802 – School Education) and 'Classes' denoted by four digits (e.g. 8021 – Primary Education).

## Summary of important Education and Training industry statistics at August 2015

The combined education and training industry employs 142,000 or 15.6% of the total Australian workforce<sup>1</sup>. Training<sup>2</sup>. The figures for WA are approximately 14,200.

Expected employment growth in WA for the Education and Training industry for the period 2011/12 to 2016/17 is anticipated to be 8.2%.<sup>3</sup>

Approximately 85 % of workers have completed a non-school qualification compared with approximately 39 % for all industries. Around six in ten workers (62 %) had obtained a Bachelor Degree or above (as at May 2009).

## WA School Statistics

In WA's 799 Schools there are:

- **35,219** full-time equivalent staff (average) including teachers, administrators, public servants and other support staff, making the Education Department the largest public sector employer in Western Australia. School-based staff represented 96.6% of total FTE<sup>4</sup>.
- **283,739** students enrolled in public schools in 2014, representing 66.2% of all students in Western Australian schools, up from 65.9% in 2013.
- **264** schools are Independent Public Schools

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<sup>1</sup> Community Services & Health Industry Skills Council 2015 Environmental Scan

<sup>2</sup> Commonwealth Department of Employment, Employment Outlook to November 2019

<sup>3</sup> Australian Industry Group – Australian States Outlook, February 2013

<sup>4</sup> WA Department of Education 2013-2014 Annual Report

- **\$569.5 million** spent on new schools, additional school facilities and maintaining existing schools.
- **\$4.39 billion** public education budget.
- **16 Child and Parent Centres** providing services and support for families and young children in the most vulnerable areas across the State.

**School education workforce** - in 2013/2014, the public sector schools occupation groups were

- 55.8% primary,
- 33.0% secondary and
- 11.2% education support and other.

Of these:

- 59.2% were teachers,
- 29.0% were support staff,
- 6.8% were cleaners and gardeners, and
- 5.1% were administrative and clerical staff.

Independent Schools in Western Australia employ approximately:

- 7,000 (plus) teachers, and
- 2,000 (plus) ancillary staff.
- student to teacher ratios in state schools in 2013 were 15.8 in primary and 12 in secondary,
- there was a total of 18,490 school based teaching staff in 2013 including: 770 principals, 1,168 deputy principals, 809 heads of department, 15,941 teachers, and 252 guidance/counsellors

### **WA VET Statistics**

There were 1.9 million students enrolled in the public VET system in 2013, a decrease of 3.4% from 2012. Total subject enrolments also decreased by 3.9% over that time frame from 16.8 million to 16.2 million.<sup>5</sup>

Total subject enrolments increased by 5.3 %, from 16 million to 16.8 million; and total hours of delivery increased by 9 %, from 512.5 million to 558.4 million. For WA student numbers declined to -0.3% and subject enrolment went down by -1%.<sup>6</sup>

From a total of \$622,310,000, with the majority going to the State Training Providers i.e. \$478,436,000, and for Private RTOs \$1,626,000

DTWD raised \$746,020,000 in appropriations and revenue of which \$189,612,000 came from the Commonwealth government and \$31,276,000 came from Royalties for Regions.<sup>7</sup>

The Department's own workforce totalled 446 ftes

### **Issues impacting on the education and training industry in 2015**

<sup>5</sup> Training and Education Environment Scan 2015, IBSA, Page 26

<sup>6</sup> Training and Education Environment Scan 2014, IBSA, Page 7.

<sup>7</sup> Annual Report 2013 – 2014, Department of Training & Workforce Development

The issues that impacted on the industry in 2015 and which have implications for training and workforce development include:

- The downturn in the economy, WA state budget issues and the rising cost of providing education and training,
- Changes to VET and Education policies and significant changes to regulatory and quality requirements,
- Major changes to funding arrangements for the Schools, VET and HE sectors most of which have implications for the workforces,
- The higher cost of delivering education and training in WA's regions and remote areas,
- Operation of the new school student centred funding model with 'one line budgets' provides schools with greater decision making in respect to their own budgets and especially their workforce. One implication in 2014/15 is the impact on the education support workforce of the reduction in FTEs for education support staff.
- Sixteen Child and Parent Centres now provide services to support families and children in the most vulnerable areas across the state,
- The increasing use of technology within education and training and the increasing speed of technological change,
- The Independent Public Schools initiative heralded as one of the most radical changes in the development and delivery of education in Western Australia for the past 50 years,
- The move of Year 7 students to secondary schools in 2015 was assessed by the Western Australian Auditor General to be on track and forecast to be under budget,
- More than 350 teachers commenced training under the Switch program designed to ensure an adequate supply of secondary teachers ready for the move of Year 7 to secondary schools in 2015
- Seven new schools opened at the beginning of the 2014 school year in areas with expanding populations,
- The ageing workforce indicating skill shortages over the next five years,
- Access and equity issues - responding to increases in the numbers of people with:
  - Disabilities and mental health issues
  - low levels of literacy and numeracy
  - English as a second language
  - disrupted or incomplete education, and
  - rural and remote training access difficulties

Government policies impacting on the workforces of the Education and Training industry

All sectors of the industry are currently in the midst of major reforms. Features of the reform processes include the introduction of:

- policy settings that create a more demand-driven education and training industry
- higher quality standards and greater levels of accountability and national consistency in return for funding from the Australian Government, and
- shifts in governance and institutional arrangements dividing Vocational Education and Training (VET) and Higher Education (HE),
- revision of the WACE requirements including the incorporation of Certificates II as options for year 11 & 12 students
- Schools themselves are providing funds to enable more secondary school teachers to acquire the Certificate IV in Training and Assessment to enable them to deliver VET in Schools qualifications.

Since the election of the Coalition Commonwealth Government in 2013 a number of major changes to the Education and Training infrastructure that have major implications for the workforces have included:

- the Standing Council on Tertiary Education, Skills and Employment (SCOTESE) was closed down,

- the National Skill Standards Council (NSSC) was closed down,
- the Australian Workforce & Productivity Authority (AWPA) was closed down,
- the National Workforce Development Fund (NWDF) has been removed,
- Training was transferred to the Department of Industry and then in Dec 2014 transferred again to the Commonwealth Department of Education and Training (DoE&T),
- the Australian Industry Skills Council (AISC) was established in 2015, it includes Ministerial appointments and state representatives,
- funding for Industry Skills Councils (ISCs) that was due to end in June 2015 was extended for six months to enable the ISCs to complete training package streamlining, and
- the DoE&T invited organisations to submit expressions of interest for contracts to operate as a Service Skills Organisation (SSOs). As at August 2015 the SSO contracts have not yet been decided'

### **VET delivery statistics**

- More than 146,000 course enrolments and 115,00 students enrolled in publicly funded courses and these accounted for 37.8 million student contact hours (SCH)
- Apprenticeships – more than 1,400 apprentices and 22,759 traineeship commencements were recorded. . Of these 42,790 were still 'in training' at 30 June 2014

### **Training Packages**

The occupations in the education and training industry are covered by qualifications in the following two national training packages:

- The Training and Education Training Package (TAE12), and
- The Community Services Training Package (CHC & CHC12)

Both Training Packages have been subject to extensive national reviews and streamlined to comply with the new Standards. It is anticipated that both reviews will be completed before December 2015.

### **WORKFORCE ISSUES**

WA Schools are encouraged to develop approaches to improve teacher quality using the Australian Professional Standards for Teachers. Also peer review is being increased as a tool for improving teacher performance.

#### **Increase in workforce due to population growth**

The predicted growth in WA's population (42% between 2011 and 2026) will have major implications for the state's public and private education systems. These include increased costs of providing education services, the need for additional school infrastructure and the need to maintain the teaching workforce. These implications will add to the existing challenge of removing regional inequities at a time when the supply of the school workforce is already volatile.<sup>8</sup> In addition to general teacher shortages, particular shortages of certain teacher specialities will also increase (notably, Physical Science, Mathematics, Design and Technology, English as a Second Language, and Special Needs Education).

#### **Participation rates of disadvantaged groups**

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<sup>8</sup> WA Government Submission to the Productivity Commission's Study of the Schools Workforce 20 Sept 2011

The National VET Equity Advisory Council (NVEAC) has responded to calls from the Commonwealth Government to increase workforce participation rates of particular groups of people within the Australian population.<sup>9</sup> The *VET Equity Investment Framework* identifies the level of funding needed to support improved outcomes for participation/equity groups in training. Intervention approaches have been examined and costed to identify existing good practices and seek the introduction of additional support where required for the following groups of people:

- Aboriginal Australians
- people with a disability
- women
- people from culturally and linguistically diverse (CaLD) backgrounds
- people from rural, regional or remote locations or communities with high levels of disadvantage
- people with low socioeconomic status, and
- people with less than Year 12 or equivalent levels of educational attainment.

This commitment is matched by the WA government's Skilling WA policy which includes improved services to members of the above access groups as one of its five Strategic Goals.

### **Competition for skilled labour and ageing workforce**

Growth in the industry over the next five years is expected to be led by the school education sector and the Adult and Community Education (ACE) and other education sectors. It is predicted that the ACE workforce will increase in the coming years. Significant employment growth in the tertiary sector is also expected in the longer term. Recent policy papers suggest a much higher volume of training and education will be expected of both the VET and HE sectors in coming years, creating greater demand for staff.<sup>10</sup>

### **Technology**

Technology is continuing to develop rapidly. The aim of the Digital Education Revolution (DER) is to contribute 'to the sustainable and meaningful change to teaching and learning in Australian schools that will prepare students for further education, training and to live and work in a digital world. Ensuring teachers and trainers have the skills and tools to design and deliver programs that meet students' needs and make good use of the resources of the digital revolution is an increasingly important aspect of education and training delivery. Teaching Information and Communications Technology (ICT) skills and delivering training using opportunities offered through technology such as cloud computing has assumed greater importance with the rapid advancement of technology. Innovation and Business Skills Australia (IBSA) has developed and incorporated the Vocational Graduate Certificate in Digital Education in TAE10 to assist development of the skills needed by VET practitioners and teachers of ICT, or for those supporting the use of ICT, in secondary schools.

The advent of general access to high speed broadband through the National Broadband Network (NBN) is expected to further increase demand for online courses, particularly from groups that traditionally find it hard to participate in face-to-face learning, such as small business and rural and remote students. Beyond the NBN, new technologies generally will

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<sup>9</sup> NCVER, 2008 Student Outcomes, NCVER, Adelaide

<sup>10</sup> IBSA Environment Scan (Escan) 2012



continue to impact on all teaching and learning due to the transformative effect of digital technology on traditional classroom-based, standardised learning approaches.<sup>11</sup>

### **VET in Schools (VETiS) update 2015**

Major developments with arrangements for VET in Schools (VETiS) have been underway in 2015 including:

- A commitment from the Department of Education to fund further training to enable secondary teachers to respond to the VET requirements of the revised WACE,
- Professional development arrangements in which Training Councils provide advice to the Schools concerning VETiS programs, and
- The DTWD has published a VETiS Register (July 2015) in which industry advice is provided on the suitability of qualifications for delivery in VETiS programs the publication of the VETiS Register which provides Schools with industry advice in relation to VETiS qualifications;

To meet the growing recruitment requirements of the industry there is an urgent need to increase VET in Schools programs to encourage education career choices by students.

Recently, initiatives have been developed to improve employment opportunities for Aboriginal people in the education industry in response to state and national workforce priorities. These include:

- the use of VETiS as a pathway into further VET and tertiary qualification streams,
- a cadetship program that provides employment opportunities for students nearing the completion of undergraduate study, and

### **Apprenticeships and Traineeships**

Efforts to better promote traineeships to the education industry are required, to encourage schools students to seek traineeships in the CS, H&E industries,

These efforts will include collation and analysis of the relevant statistics, identification of new enrolment targets, development and circulation of appropriate promotional materials, liaison with the DTWD's Apprenticeship Office, Australian Apprenticeship Support Network (AASNs)<sup>12</sup> and Group Training Organisations (GTOs), Workforce Development Centre and the Aboriginal Workforce Development Centres.

### **The Strategic Plan 2014-2018 of the DTWD**

This was DTWD's second strategic plan which, following extensive consultation with stakeholders, articulated its strategic direction over the next five years to pursue its vision *'that all Western Australians develop the skills to contribute to the State's economy and community'*.<sup>13</sup> The DTWD seeks to respond to the State's future training and workforce development needs, focusses on quality in service delivery and client outcomes, effective planning, coordination and governance, and strong alliances with industry and the community.

Stakeholders who were consulted included:

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<sup>11</sup> IBSA Environmental Scan 2012 - Training & Education Industry (IBSA)

<sup>12</sup> Four AASNs commenced operation in WA from 1<sup>st</sup> July 2015. These are AMA Services (WA) Pty Ltd, Chambers Apprenticeship Support Australia Pty Limited CCI, MEGT Australia, & The BUSY Group Ltd.

<sup>13</sup> DTWD Annual Report 2013 – 2014 op.cit

- students;
- State Training Providers and private training providers;
- peak industry organisations;
- industry training councils;
- Regional Development Commissions;
- State Training Board;
- key Commonwealth and State Government agencies;
- group training organisations;
- Workforce Development Centres; and
- Aboriginal Workforce Development Centre advisory groups.

### **State Priority Occupations List (SPOL)**

The *State priority occupation list* (SPOL) is produced annually by DTWD to identify occupations considered essential to the State; have demonstrated significant unmet demand; and/or have experienced significant non-market factors (for example regulation changes) which affect their training or migration requirements.

Most of the significant service delivery occupations in the Education and Training industry require Higher Education (HE) qualifications. The CSH&E TC provides advice to the WA DTWD on these occupations in respect to their inclusion in the State Priority Occupations List (SPOL).

### **Regional workforce development plans**

Regional industry workforce development plans (RIWDP) have been released for each of Western Australia's nine regions. They outline key local challenges to workforce development, identified by local stakeholders, and identify strategies, aligned to Skilling WA, at local and State levels to address them.

Regional workforce development alliances, with membership comprising government, industry and community representatives, have been established in each region to oversee both the development and implementation of RIWDPs. Key agencies have agreed to take the lead on implementing the RIWDPs recommended priority actions (RPAs).

Examples of RPAs include:

- 40 priority actions in the Pilbara RIWDP that target Aboriginal workforce development, supporting small business, affordable housing and child care places.
- 43 priority actions in the Kimberley RIWDP, including initiatives that support workforce development programs for Aboriginal people, business opportunities, apprenticeships and traineeships, and locally delivered training.
- RPAs in the Mid West region to examine the impact of local mining and construction projects and a tight labour market.

Significant progress has been made to implement RPAs that were released last year i.e. Goldfields-Esperance, Wheatbelt, Great Southern and South West regions.

The released plans are available to view at ([www.dtwd.wa.gov.au](http://www.dtwd.wa.gov.au))

### **State training plan**

The State Training Plan (STP) is an annual publication of DTWD that identifies and guides the Government's investment priorities for WA's training system. Its aim is to ensure industry has access to skilled workers and also providing all Western Australians with the opportunity to develop the skills and qualifications needed to fully participate in the State's workforce.

The STP for 2014-2017 focuses on training for occupations that have higher level skill needs, as outlined under Future Skills WA. The plan also continues to focus on those groups that are under-represented in the training system. These include young people (15 to 24 years of age),

Aboriginal people, people with a disability and those living in the State's regional and remote areas.

### **State training asset management plan**

The *State training asset management plan* is prepared as a Department of Treasury requirement to enable funding consideration for training infrastructure projects at State Training Provider campuses. The Department works closely with all State Training Providers to identify the training sector's priority infrastructure requirements and critical remedial works to support quality training delivery and workforce development needs.

Projects commenced or completed in 2013-14 include:

- The \$16 million South West Automotive Centre, catering for up to 600 students, was opened at South West Institute of Technology;
- South West Institute of Technology's Busselton campus \$2.5 million nursing training facility where additions and general upgrades were completed;
- Polytechnic West's new \$3.4 million Plumbing Skills Centre was opened in Balga;
- a new \$2.8 million automotive workshop and general campus upgrade at Kimberley Training Institute's Halls Creek campus was completed.
- Challenger Institute of Technology's new Building Technology Centre at Rockingham was opened (\$28.6 million);
- new \$6.9 million workshop facilities were completed at the Kimberley Training Institute Derby campus;
- a new campus at Fitzroy Crossing for Kimberley Training Institute at a cost of \$3 million;
- a new \$15.4 million trade training centre and upgrades to existing workshops at Kimberley Training Institute campus in Broome were commenced;
- construction of a \$16 million Greenskills training facility commenced at Central Institute of Technology's East Perth campus;
- construction started on Challenger Institute of Technology's new \$6 million Health and Community Training Centre in Mandurah;
- a \$7 million building upgrade project started at the West Coast Institute of Training's McLarty Avenue campus;
- construction started on the new \$5.8 million community services and health science block at Great Southern Institute of Technology's Albany campus;
- planning started for two specialist training facilities for Pilbara Institute, with a total value of \$18.2 million – the Health and Allied Services Training Centre at Pundulmurra campus in South Hedland and an Electrical/Instrumentation Centre of Specialisation in Karratha; and
- planning commenced for the \$42 million expansion of Challenger Institute of Technology's Murdoch campus site. The new building will allow the relocation of Business and Information Technology, Community Services, Health, Sports and Lifestyle, and Access and Participation programs from the ageing Beaconsfield campus.

## **Summary of Education and Training industry workforce development issues**

The following important education and training industry issues have workforce development implications and require further attention.

### **Workforce development issues**

In the Education and Training industry skill shortages vary annually according to workforce attrition, reduced recruitment and changing school & VET student populations. In the WA state schools in 2015 there was no shortage of teachers and reductions were made the numbers of Education Assistants. The reduction in 'ftes' for Education Assistants was due to changing funding arrangements to schools rather than changes to students needs or numbers).

### **Increasing proportion of Aboriginal people in the three workforces**

The numbers Aboriginal people in the education and training workforce are proportionately much lower than the numbers of Aboriginal students in schools and the VET system.

It is critical that increased efforts are made to attract greater numbers of Aboriginal people into the three workforces.

### **The decreasing number of volunteers in the community services, health and education industries**

Increased competition for volunteers due to relatively low unemployment and decreased rates of voluntarism (the average age of volunteers in the three industries is 53 years, compared to the average age of all volunteers in all industries of 44 years).

### **The need for culturally sensitive services**

People from CaLD backgrounds are underrepresented in the workforces of the three industries. This impacts on the cultural sensitivity of the services provided by the three industries. The need to increase cultural awareness and sensitivity of the community services workforce in respect to both fellow workers and clients

### **Regional and rural—skills development and training**

There is an urgent need to address the workforce related challenges of education and training services to the 33% of the WA population who live in the WA regions.

### **Concerns about quality of training delivery**

The quality of VET training delivery remains a major critical concern for all industries and has even more urgency for the Education and Training industry given its central role in delivery and its coverage of the qualifications for teachers, lecturers and trainers.

The WA Department of Education now offers school business managers with opportunities to undertake the Graduate Certificate in Business Management.

WA Teachers have access to the Graduate Teacher induction program.

### **Learning support**

There is an urgent need to increase the numbers of teachers and learning support personnel available in classrooms to better provide and support education for the state's children.

There is a need for a new para-professional role (yet to be named) to be developed to support teachers in the delivery and teaching in the classroom.

**Regulatory requirements**

Work with industry sectors to ensure the education and training workforce remain up to date concerning regulatory requirements covering the education and training industry.

## **STRATEGIES & RECOMMENDED PRIORITY ACTIONS TO ADDRESS WORKFORCE DEVELOPMENT ISSUES**

### **How recommended priority actions (RPAs) will be addressed via this 2015 Update Education IWDP**

In the 2014 Education & Training IWDP a number of strategies and recommendations (RPAs) were included that were designed to address workforce issues impacting on the industry. In the year since the WA education and training industry has experienced a range of major funding, structural, policy and program changes that have important implications for its workforce. In this 2015 Update of the Education IWDP, these changes have been analysed and where appropriate changes made to the RPAs and/or the 'steps' required to address the RPAs. The industry is in a fairly constant state of change, which impacts on its workforce development requirements. The CSH&E TC will continue to monitor further changes in 2015 and 2016 and adjust our efforts to seek ways of addressing workforce development needs, should this be required.

The RPAs in this 2015 Update have had implications for a range of stakeholders, including the WA Education Department and other relevant State Government departments. The steps towards addressing or implementing the RPAs will involve the CSH&E TC liaising with other agencies and key stakeholders in both the private and public education sectors to facilitate joint action.

In seeking to continue to address the Education IWDP RPAs the CSH&E TC's role will be:

- Maintaining and increasing as appropriate the membership base of its education sector specific IAGs,
- aligning work plans of the education sector specific IAGs and CSH&E TC to the DTWD workforce planning framework and timelines,
- increasing the flow of workforce development information to the education industry by improving links with the agencies and networks represented by members of the Board of Management, and encouraging promotion of workforce issues through their newsletters and internal consultation processes,
- increasing communications with education sectors and the regions through email, web, meetings, and phone conferences,
- enhancing links with the national Community Services & Health Industry Skills Council and relaying information to the WA education sectors on its national projects and issues, and
- promoting greater utilisation and recognition of VET qualifications in non-degree related occupations to support education service delivery.

The CSH&E TC will promote this 2015 Update of the Education and Training IWDP and encourage stakeholders at all levels to help develop workforce development strategies for their own agencies.

Further to this, the CSH&E TC will continue to liaise with the DTWD to seek ways of implementing Education IWDP RPAs and to seek public funding for those requiring training delivery. The CSH&E TC will also act as a conduit between the DTWD and the industry's peaks, networks and agencies to encourage the implementation of the Education IWDP and report on progress and updates.

## Explanation of the tables below

The framework used in the following tables is as follows:

- Skilling WA Strategic Goals
- Issue - Shared of Education specific Issue – shared across the three industries or specific to the industry
- Strategy to address the issue
- Recommended Priority Action (RPA) to seek to address the strategy
- Steps to achieve the RPA

Each table is headed by one of the five Strategic goals of Skilling WA. In the row below is a summary of the issues that needs to be addressed. (n.b. there are six shared issues and two specific issues for each of the three industries covered by the CSH&E TC. In the next row is the strategy designed to address the shared or industry specific issue. In the next row is the RPA designed to address the strategy. In the final row are number of Steps that the TC or industry will endeavor to follow in order to address the issue.

<b>Skilling WA: Strategic goal 1</b> <b>Increase participation in the workforce particularly among the under-employed and disengaged, mature-aged workers, Aboriginal and Torres Strait Islanders and other under-represented groups</b>
<b>Shared Issue 1.</b> In the community services, health and education industries labour and skill shortages continue to impact negatively on the quality of the delivery of essential services. Although these shortages share common causes there are different dimensions that are specific to each industry. For all three industries these labour and skill shortage pressures are likely to rise over the next ten years. This will be primarily due to predicted increases to the WA population, increasing numbers and proportions of older people, and increased demand for the services provided by the three industries.
<b>Strategy 1</b> Support sectors in all three industries to address skill and labour shortages by evaluating, improving and promoting current and new policies and programs to further increase employment and training opportunities for people in the various access groups (i.e. people with a disability; young people 16-24; women returning to workforce; people from CaLD backgrounds; mature men; and people with a mental illness; disability; and young people. (please see below for specific recommendations in relation to Aboriginal people)
<b>Priority Actions - Shared RPA 1</b> The CSH&E TC will liaise with government departments and non-government peaks in the community services, health and education industries to identify workforce planning and development responses, policies and projects designed support their capacity to deliver their essential services and reduce labour and skill shortages.
<b>Steps</b> - The CSH&E TC will work with the Education and Training industry to:  <b>Step 1.1</b> Encourage increases in workforce participation rates of people from the access groups. (i.e. people with a disability; young people 16-24; women returning to workforce; people from CaLD backgrounds; mature men; and people with a mental illness; disability; and young

people.)

**Step 1.2**

Encourage consideration of EEO policies in relation to people from the above access groups in all aspects of workforce planning and development in the three industries.

**Step 1.3**

Liaise with government departments and peaks that focus on each of the disengaged groups to share information on programs designed to encourage workforce engagement in occupations in the three industries.

**Step 1.4**

Provide practical support to RTOs and employers seeking to develop workforce development policies appropriate to increasing employment rates for people from disengaged groups.

**Step 1.5**

Liaise with the Department for Local Government & Communities and youth organisations to further assist with the development of Youth Mentoring programs in WA.

**Step 1.6**

Work with the schools sector and the three industries to better promote their occupations to school students and increase VETiS and School-Based Traineeship (SBT) programs linked to the three industries.

**Step 1.7**

Endeavour to monitor participation rates of people from disengaged groups across all industries to provide cross-industry comparisons.

**Shared Issue 2.**

The numbers and proportions of Aboriginal people in the workforces of all three industries are far below state averages and are especially problematic given the higher levels of need of Aboriginal people for health, community and education services.

It is critical that increased efforts are made to attract greater numbers of Aboriginal people into the three workforces.

**Strategy 2**

Support sectors in the three industries to increase their employment of Aboriginal people especially in those regions where there are higher proportions of Aboriginal people in the population than indicated by the state averages.

**Priority Actions - Shared RPA 2**

The CSH&E TC will liaise with the peaks and agencies in the three industries to promote initiatives to increase recruitment of Aboriginal people in the three workforces.

**Steps** - The CSH&E TC will work with the Education industry to:

**Step 2.1**



Liaise with Aboriginal organisations, peaks and agencies to encourage increases in training and employment opportunities for Aboriginal workers across the three industries.

**Step 2.2**

Undertake further work to collate successful recruitment strategies. This will include work to:

- identify best practice materials and gaps,
- develop appropriate resources (brochures, flyers) to address known gaps,
- promote these materials across the three industries, and
- continue monitoring the participation rates of the Aboriginal people in the workforces of the three industries.

**Shared Issue 3.**

Increased competition for volunteers due to relatively low unemployment and decreased rates of voluntarism (the average age of volunteers in the three industries is 53 years, compared to the average age of all volunteers in all industries of 44 years).

**Strategy 3**

Investigate and promote good practice examples of recruitment and retention strategies for volunteers in the three industries.

**Priority Actions - Shared RPA 3**

The CSH&E TC will liaise with stakeholders to identify recruitment and support models for volunteers in the three industries

**Steps** - The CSH&E TC will work with the Education industry to:

**Step 3.1**

Identify typical volunteer recruitment pathways.

**Step 3.2**

Collate sources of data on volunteers in the Education industry.

**Step 3.3**

Identify strategies that have been successful in attracting and retaining volunteers in the three industries.

**Skilling WA: Strategic goal 2**

Supplement the Western Australian workforce with skilled migrants to fill employment vacancies unable to be filled by the local workforce and address those factors which support a growing population

**Shared Issue 4.**

Increasing numbers of people from CaLD backgrounds are employed in the workforces of the three industries. There is a need to increase training in cultural awareness and cultural competence to create culturally harmonious workforces and to bolster the provision of culturally sensitive services to the clients of the three industries.

**Strategy 4**

Increase migrant and CaLD links across the three industries to monitor and respond to issues related to cultural awareness and sensitivity.

**Priority Actions - Shared RPA 4**

The CSH&E TC will liaise with the Migrant & CaLD sectors to seek the development of strategies for increasing recruitment of CaLD people into the workforces of the three industries.

**Steps** - The CSH&E TC will work with the Education industry to:

**Step 4.1**

Liaise with stakeholders across the Education sectors to identify strategies to address the workforce planning and development issues related to the Office of Multicultural Interests' (OMI) report findings on the need for improved cultural sensitivity and awareness.

**Step 4.2**

Promote through the CSH&E TC's IAGs increased uptake of Professional Development (PD) in developing cultural competence.

**Step 4.3**

Work with the Overseas Qualification Unit (OQU) to support the expansion and improvement to recognition services provided by the OQU.

**Skilling WA: Strategic goal 3**

Attract workers with the right skills to the Western Australian workforce and retain them by offering access to rewarding employment and a diverse and vibrant community and environment to live in.

**Shared Issue 5.**

There is an urgent need to address the workforce related challenges of providing community services, health and education services to the 33% of the WA population who live in the WA regions.

**Strategy 5**

Support sectors in the three industries to meet the workforce challenges related to providing services in the three industries to the WA regional population.

**Priority Actions - Shared RPA 5**

The CSH&E TC will liaise with the DTWD Regional IWDP processes and with its own regional IAGs to seek ways of encouraging the recruitment of people to work in the three industries in regional areas.

**Steps** - The CSH&E TC will work with the Education industry to:

**Step 5.1**

Analyse each of the regional WDPs to extract, collate and synchronise recommendations that relate to services in the respective regions.

**Step 5.2**

Amalgamate the recommendations of the CSH&E IWDPs with those of the regional WDPs.

**Step 5.3**

Monitor developments and programs in the regions designed to address the combined regional recommendations for the services provided by the three industries in the respective regions.

**Step 5.4**

Identify ways of improving workforce planning and development for the three industries in the respective regions.

**Step 5.5**

Seek ways of improving and expanding the delivery of flexible training opportunities to match the realities of workers and potential workers in the three industries in the WA regions.

**Skilling WA: Strategic Goal 4:**

Provide flexible, responsive and innovative education and training, which enables people to develop and utilise the skills necessary for them to realise their potential and contribute to Western Australia's prosperity.

**Shared Issue 6.**

The quality of VET training delivery remains a major critical concern for all three industries.

**Strategy 6**

Work with state and national government agencies, the Industry Skills Councils (ISCs), industry and the VET sector to seek improvements to the quality of training delivery available to the three industries.

**Priority Actions - Shared RPA 6**

The CSH&E TC will continue to liaise with the state and national bodies responsible for maintaining and improving the quality of VET training delivery for the three industries.

**Steps** - The CSH&E TC will work with the Education industry to:

**Step 6.1**

Identify ways of increasing the availability and use of Information and Communications Technology (ICT) to improve the delivery of VET training for the three industries.

**Step 6.2**

Identify ways of increasing the use of state and national WELL and Language Literacy and Numeracy (LL&N) programs to support workers in the health, community services and education industries in their training activities.

**Step 6.3**

Promote the use of the VET Workforce Capability Framework (i.e. developed by IBSA 2013) to all RTOs servicing the three industries.

**Step 6.4**

Promote increased use of the TAE10 LL&N unit to all RTOs servicing the three industries.

**Step 6.5**

Promote and support implementation of the Foundation Skills Training Package in WA to all RTOs servicing the three industries.

**Step 6.6**

Encourage through its IAGs the uptake of PD for all RTO personnel servicing the three industries, especially in ICT.

**Step 6.7**

Provide opportunities for RTO personnel (e.g. trainers, assessors, and lecturers, etc.) servicing the Education industry to be more aware of vital quality delivery issues including: validation, moderation, AQTF compliance, risk units, sources of funding and Training Package developments.

**Step 6.8**

Investigate and publish relevant PD through the CSH&E TC's website, newsletter and IAG meetings.

**Education and Training Specific Issue 7**

There is an urgent need to increase the numbers of teachers and learning support personnel available in classrooms to better provide and support education for the state's children.

There is a need for a new para-professional role (yet to be named) to be developed to support teachers in the delivery and teaching in the classroom.

**Strategy 7**

Work with industry sectors to ensure the education and training workforce remain up to date concerning regulatory requirements covering the education and training industry.

**Priority Actions - Education & Training Specific RPA 7**

The CSH&E TC will liaise with Education & Training stakeholders, DTWD and IBSA to monitor changes to the TAE training package (in particular the Certificate IV in Training & Assessment) and assist in the transition to the changed units and new delivery requirements.

(Major national changes are underway in relation to the ISCs and training packages)

**Step 7.1**

Maintain regular industry advisory group meetings.

**Step 7.2**

Assist WA RTOs to implement the revised and streamlined CHC qualifications.

**Step 7.3**

Liaise with TAE stakeholders, DTWD and TAC to encourage an efficient transition to the TAE once nationally endorsed.

**Education and Training Specific Issue 8**

There is an urgent need for the WA VET sector to respond to the increasing range of important regulatory changes that have implications for the VET workforce.

**Strategy 8**

Work with industry sectors to ensure the education and training workforce remain up to date concerning regulatory requirements covering the education and training industry.

**Priority Actions - Education and Training Specific RPA 8**

The CSH&E TC will liaise with education and training stakeholders to assist the sector to adjust to the numerous regulatory and infrastructural changes in 2015 at both state and national levels.

**Step 8.1**

Maintain information collection services.

**Step 8.2**

Monitor new infrastructural arrangements and changing regulations and programs for their impact on the education and VET sector workforces.

**Step 8.3**

Circulate information regularly in CSH&E TC newsletter.

**Step 8.4**

Where this can assist with the transition encourage the creation of professional development opportunities for the sectors.

**Step 8.5**

Promote such PD opportunities in CSH&E TC's newsletters and website.

## **Appendix A**

### **STATE PRIORITY OCCUPATION LIST (SPOL 2015)**

The State Priority Occupation List (SPOL) is used to help guide publicly-funded training in Western Australia through the State Training Plan and Future Skills WA. It is also used for migration purposes, such as informing the development of the *Western Australian Skilled Migration Occupation List* (WASMOL), used to guide State Sponsored migration where jobs cannot be easily filled.

The list and background evidence will also form the basis for any labour market submissions the DTWD is asked to make to other agencies (both at a Commonwealth and State level) over the course of 2015-16, if and when required.

In the overall total of 318 priority and other identified occupations in the 2015 SPOL across all industries, 114 are covered by this Training Council representing 36% of the total. Included in this are 7 Priority 2A occupations from the education and training sector.

In addition, SPOL is used to inform workforce development planning in the State and is used as a key source of labour market evidence in a number of policy areas.

An occupation listed on the SPOL may be assigned to one of five separate categories:

- **State Priority 1**
- **State Priority 2A**
- **State Priority 2B**
- **State Priority 3**
- **Other Identified Occupations**

The following criteria are applied to determine whether an occupation should be considered for priority status.

#### ***Valid data***

There must be an adequate level of quality information in order to assess and validate the needs of occupations. In practice, this means that the occupation must have a valid Australian and New Zealand Standard Classification of Occupation (ANZSCO) code from the Bureau of Statistics (ABS) at the six-digit level.

#### ***High levels of skill***

The occupation must have specialised skills that require extended learning and preparation time. Occupations that do not require post-school qualifications prior to entry, such as construction labourers, process workers, and kitchen hands, are excluded from the list of occupations.

#### ***Clear and open pathways***

The occupation should have clear education and/or training pathways or qualifications that can be obtained within Australia, and where the skills learnt can be matched to the requirements of the occupation. Where an occupation does not have any higher educational or VET qualifications associated with it, it is excluded from the eligibility list. Examples of these include judges and members of parliament.

The occupation must also operate in the normal labour market, that is, there is a regular recruitment process to fill vacancies and there are multiple employers available. Occupations that are highly regulated, or with tightly controlled recruitment practices with specialist training usually obtained through the employers are not eligible for inclusion. Examples of these include defence force personnel, police officers and air traffic controllers.

#### ***Occupational impact***

An occupation will be considered if any disruption in its supply would result in significant impacts more broadly across the industry or the State economy. These impacts may manifest themselves in higher unemployment and/or slower growth due to supply bottlenecks.

More detailed commentary on the structure and scope of SPOL can be found in the Scope and Methodology Paper

<http://www.dtwd.wa.gov.au/workforceplanninganddevelopment/westernaustraliasprofile/labourandeconomicsnapshot/Documents/Scope%20and%20Methodology%20Paper%20State%20Priority%20Occupation%20List%202015%20%28STP%20and%20Website%20Final%29.pdf>

### **Economic outlook**

Over the past two years, the Western Australian labour market has entered a period of moderation as a result of the end of the record levels of capital investment within the resources sector, coupled with falling commodity prices and uncertainty on global markets. With an economy reliant on exports, Western Australia has a higher level of exposure to potential international shocks compared to other Australian states.

Locally, this has contributed to weak business and consumer confidence levels, and reduced spending and investment on the part of businesses and households and has resulted in a reduced demand for workers.

This reduction is reflected in official ABS labour force statistics, as well as other key labour market research undertaken by various government and private sector organisations. The number of unemployed and the unemployment rate has trended higher since June 2012, while employment growth has remained subdued, especially for full time employment.

### **Education & Training occupations in the SPOL 2015**

Of an overall total of 242 occupations there are **only 9, or 3%**, that are education and training occupations. These are:

1. Early Childhood (Pre-primary School) Teacher
2. Primary School Teacher
3. Middle School Teacher
4. Secondary School Teacher
5. Special Needs Teacher
6. Teacher of the Hearing Impaired
7. Teacher of the Sight Impaired
8. Vocational Education Teacher
9. Aboriginal & Torres Strait Islander Education Worker

Of the above the first seven are included in the Priority 2A category and the 8th & 9<sup>th</sup> are included in the Priority 3 category.

As in all previous years in the 2015 SPOL Health industry occupations dominate the list with 91 entries which constitutes **36.7%** of the total of 242 occupations. There are 15 community services occupations i.e. 6% of the overall total.

For the combined community services, health and education industries there is a total of **114** occupations which equates to **47.1%** of the overall total of 242, by far the greatest number and percentage of the ten training councils.

The figure for Priority 1 occupations is even greater with CSH&E occupations amounting to 87% of all Priority 1 (20 of 23). As shown in Table C below the corresponding CSH&E figures for Priority 2A are 49% (76 of 155), Priority 2B, 29% (2 of 7) and Priority 3 14% (9 of 76).



Given the importance of SPOL to a number of crucial DTWD policies and programs is confirmation of the vital role played by the three industries to the health, education and community welfare of the state as a whole. *(please see details in the tables A, B & C below)*

**Table A: Number of Occupations by SPOL Priority (2013 – 2015)**

Priority Status	2013	2014	2015
State Priority 1	93	47	23
State Priority 2A	61	116	155
State Priority 2B	43	18	7
Priority 3	103	84	57
<b>Total SPOL Occupations</b>	<b>300</b>	<b>265</b>	<b>242</b>
Other Identified Occupation	-	-	76
Not a priority	441	479	426
<b>Total ANZSCO (6 Digit)</b>	<b>741</b>	<b>744</b>	<b>744</b>

**Table B: SPOL Priority (2015) by Industry**

SPOL 2015					
Industry totals	Priority 1	Priority 2A	Priority 2B	Priority 3	Other
Health - <b>91</b>	19	61	2	3	6
Community Services - <b>15</b>	1	8	-	4	2
Education & Training - <b>8</b>	-	7	-	2	-
<b>Totals</b>	<b>20</b>	<b>76</b>	<b>2</b>	<b>9</b>	<b>8</b>

**Table C: 2015 SPOL Priority occupations by Training Council share**

SPOL 2015			
Priority	State	CS, H & E numbers	CS, H & E %
1	23	20	<b>87%</b>
2A	155	76	<b>49%</b>
2B	7	2	<b>29%</b>
3	57	9	<b>14%</b>
Totals of 1, 2A, 2B & 3	<b>242</b>	<b>107</b>	<b>44.2%</b>
Other	76	8	<b>10%</b>
<b>Totals</b>	<b>318</b>	<b>114</b>	<b>36%</b>

The State Priority Occupation List – Summary and Results, July 2015 is available through the following link ([SPOL July 2015](#)).

### Explanation of the Priority categories

#### **State Priority 1**

Generally the highest skill level (critical occupations), statistically ranked very highly and experiencing **unmet demand**.

#### **State Priority 2A**

Second highest level of priority, with highest skill level and statistically ranked very highly meaning that it is desirable to maintain supply in these occupations, despite **little evidence of unmet demand**.

#### **State Priority 2B**

Second highest level of priority, but not necessarily occupations highest skill levels, but they are statistically ranked **very highly** and they **are experiencing unmet demand**.

### **Priority 3**

Third tier that represent industry or regional-level priority occupations. They tend to be either occupations experiencing **unmet demand** or **highly-skilled occupations**. Statistically, they will be ranked at a lower level than the other State priorities.

### **Other Identified Occupation**

This category is included in the 2015 SPOL for the first time and refers to occupations where issues have been identified through consultations undertaken across various industries or regions; however at the current time there is not enough evidence to support the existence of widespread unmet demand or other, non-market factors, which would see their elevation to a priority status.

These occupations are being closely monitored by DTWD for any evidence which may see them elevated to a priority status in the future.

### **Not identified as a priority**

These occupations **do not currently have any issues identified relating to the labour market**, higher education, VET or migration in Western Australia.

### **Details of SPOL 2015**

Overall, the occupations analysed for SPOL 2015 cover around half of the number of employed persons in Western Australia, with around 38% employed in State priority or priority occupations.

**Table 1: Number of Occupations by SPOL Priority (2013 – 2015)**

<b>Priority Status</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
State Priority 1	93	47	23
State Priority 2A	61	116	155
State Priority 2B	43	18	7
Priority 3	103	84	57
<b>Total SPOL Occupations</b>	<b>300</b>	<b>265</b>	<b>242</b>
Other Identified Occupation	-	-	76
Not a priority	441	479	426
<b>Total ANZSCO (6 Digit)</b>	<b>741</b>	<b>744</b>	<b>744</b>

The full State Priority Occupations List is available on the Department of Training and Workforce Development website

<http://www.dtwd.wa.gov.au/workforceplanninganddevelopment/occupationlists/spol/Pages/spol.aspx>

### **Coverage of the WA workforce by SPOL 2015**

Overall, the occupations analysed for SPOL 2015 cover around half of the number of employed persons in Western Australia, with around 38% employed in State priority or priority occupations.