

Parents' Voice in Government School Education

July 5, 2020

Secretariat
Skills for Victoria's Growing Economy
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Parents Victoria (PV) has been representing, supporting, advocating and navigating the parent voice of students enrolled in Victorian Government Schools since 1925. For further detailed information about our organisation you can go to <https://www.parentsvictoria.asn.au/about-us>

PV welcomes the opportunity to contribute our views to this independent review into Victoria's post-secondary education and training system (known as the Macklin Review).

Please note PV has for your information, included our submissions to the 2020 Review into Vocational and Applied Learning (VCAL) Pathways in Senior Secondary Schooling (known as the Firth Review) (see pages 6-11 of this submission) and our contribution to the 2017 Victorian Parliament's Economic, Education, Jobs & Skills Committee's Inquiry into career advice activities in Victorian schools (see pages 12-15 of this submission).

PV would also like to advise we promoted the opportunity for members of the Victorian community to contribute to this review, at the beginning, and again when the deadline was further extended due to COVID19 impact (see promotion examples pages 16 & 17 of this submission).

The timing of lodging our submission has been impacted by the COVID19 disruption, plus demands on us as a not for profit community organisation prioritising families during this unprecedented crisis, which is impacting on school communities.

Introduction

For the purpose of this Review, as suggested on the Engage Victoria website, we share stories from families and our community. As a solution focused organisation we have added some ideas and hope this will influence the outcomes of the review so post-secondary education and training can be better and more accessible for all Victorians.

There have been numerous past Federal and State reviews, reports, recommendations and commentary, in regards to post-secondary education and training. PV would like to say upfront that many parents and carers do not know or understand who is responsible for funding and delivery of future training and education in our state or nation. They would assume that these decisions are taken in the national interest and would expect all states and territories are funded

accordingly to deliver high quality training and opportunities for all our young people to access for the future.

From a state parent organisation perspective, Governments today have loads of data and market trend information publicly accessible (see below). In our view it's not promoted to the community so they can make informed decisions when they are deliberating on future education, skill training and/or employment pathways or giving guidance to their children or young people.

<https://www.education.vic.gov.au/training/providers/market/Pages/reports.aspx>

<https://www.education.vic.gov.au/training/providers/market/Pages/jobs-training-needs.aspx>

<https://www.education.vic.gov.au/training/providers/market/Pages/employersurvey.aspx>

Stories & Solutions from the Parents Victoria Executive and Members:

The following contributions are not in any order of priority but they are real stories from Victorian households with recent experiences on how this all impacts on them and their sons and daughters.

- The first financial challenge we discovered was the Family Tax Benefit was cut as soon as VCE was completed - no warning or information on what options were available during this transition. Parents discover quickly that their children are their responsibility until age 22, yet funding them at home is not available.
- Students discover that they cannot claim Youth Allowance unless they are studying. Plus, they cannot claim until 8 weeks prior to the course start date.
- Whilst there are a lot of seminars, open days and information for Year 10-12 students, regarding higher education (University) the transition is not clear.

Solution: Provide post school transition information for parents, carers and students in seeking funding support or seeking assistance for future education and training pathways

- Confidence wanes as the students leave school and they no longer have a "Go To" person. Even though the careers in action VCAL /VET Co-ordinators say they are available, realistically they are not for everyone - due to time demands on them at school. Once you have left you have left. Students who have completed Year 12 report they do not feel "comfortable or welcome" to go back to the school. Teachers are too busy looking after the current senior students vs past students.

Solution: Fully fund specific Course Co-ordinators (VET, VCAL, University & Careers Teacher/s); Post-Secondary Transition Officers and/or Family Engagement Officers to support families and schools.

- Course criteria – we experienced a challenge where our daughter was going into Nursing (age requirement of 18 prior to starting their course), which left my daughter in limbo until Semester 2. As well as being a non-financial dependant on the family. With a promise from the TAFE that they will follow up closer to the start date (this was prior Covid-19)

Solution: Clearly explained FAQs for students explaining where these problems can be answered and other options which can be provided in the interim

- Most education reforms are focused on students' end result, the ATAR - we need to look at how to improve ways for our students in all types of educational settings to get to the place they want to go and not be restricted or constrained by a "score or social circumstance".
- We need a level playing field, affordable and accessible for ALL students especially when we or they, don't know what jobs maybe in the future
- Need to make sure students have the right education to lead them to the professions they would be suited to. Just because you can achieve a high ATAR doesn't mean you will be the best doctor or lawyer. More hands-on experience; acknowledge students' abilities and guide them along pathways to assist them to the profession of choice
- Train teachers to have the skill set to enable them to support and guide students
- Community engagement on recent employment, education and training trends
- Inform students and community on how best to retrain or adapt when subjected to retrenchment or in a time of crisis (ie COVID19)
- Enable partnerships and training opportunities with local business and industry for career insights and training for students to assist with further training and employment choices
- Educators need to have industry and training provision in-services so they have understanding on future employer skill requirements

Solution: Govt assistance packages for students who have disengaged but have returned to education and training regardless of socio-economic status

- University entrance scores need to reflect the course but need to be accessible for all to make sure future professions reflect the diversity of Australian culture
- Ensure students are aware of a number of pathway options available (so if students don't meet their required course entry score they don't give up on that desired career)

- Flexible training and learning options for students to access online when the industry or training provider is not accessible to where the student lives or can easily access

Solutions:

- * Invite staff from industry and professions to go into schools to talk / mentor students
- * Create School Hubs for VET subjects
- Need for more community-based health industry job and training opportunities
 - * Need to go back to in-hospital training with the right educators in these areas of speciality
 - * Extend Industry and University Partnerships with schools especially in Regional and Rural Communities
- I do believe my daughter's school really only provided information about VCAL/VET to students who were identified as low. In saying that, there has been a change of principal this year and he seems to be making some significant changes for the better which is great. He is very good at sharing information with families.
- I heard on the news this morning that fees for Arts degrees are going up (maybe doubling?) to subsidise maths, science (maybe teaching?) degrees; where future jobs will apparently be. Wouldn't it have been nice to instead wake up to hear university was going to be free again!

Final Comments

PV is very fortunate to have not only parents, but former students who contact our organisation to share their thoughts and ideas about education and pathway experiences. Recently a student who finished his university degree at the end of 2019 suggested on reflection that it would be terrific if the universities/TAFEs could offer students "course tasters" for a set period of time. Students need to be clear from the outset what the 1st year involves and former students could provide their feedback for future students to assist them about having realistic course expectations and to maintain their engagement. With the use of technology virtual insights to courses and opportunities would assist students to get a "picture" of a future profession or industry, but everyone will need to collaborate to develop those promotional and support resources.

PV wishes to acknowledge COVID19 has identified and amplified that some of the lowest paid industry jobs are the most essential in a world health crisis and also the need for resilience and the ability to be adaptive. PV also concurs with Shergold's views about enabling students to incorporate any of their employment or training experiences before leaving the school sector. We look forward to hearing the outcome of the review and the future reforms to enable young people to fulfil their hopes and dreams.

Other reference reading:

<https://www.vu.edu.au/mitchell-institute/tertiary-education/australian-investment-in-education-vet>

<https://www.vu.edu.au/mitchell-institute/tertiary-education/impact-of-covid-19-on-apprentices-trainees>

https://www.pmc.gov.au/sites/default/files/publications/strengthening-skills-independent-review-australia-vets_1.pdf

<http://www.educationcouncil.edu.au/site/DefaultSite/filesystem/documents/Communiqués%20and%20Media%20Releases/2019%20media%20releases/Education%20Council%20Media%20Release%20-%20Senior%20Secondary%20Pathways%20Review.pdf>

<https://www.afr.com/policy/health-and-education/top-educator-has-radical-vision-for-students-20191008-p52you>

<https://www.afr.com/policy/health-and-education/school-reforms-should-include-a-new-focus-on-literacy-and-numeracy-20190920-p52tbk>

<https://www.timeshighereducation.com/opinion/australian-universities-need-learn-what-school-leavers-know>

Gail McHardy, Executive Officer
On behalf of the PV2019/20 Executive Committee

5 July 2020

April 2020

Parents Victoria submission to Review into Vocational and Applied Learning (VCAL) Pathways in Senior Secondary Schooling

Parents Victoria (PV) is the peak body for parents of students attending government schools in Victoria. Our organisation was founded in 1925, and has assisted families and advocated for parent voice in public education since inception.

In keeping with diversity and choice, PV policy has always advocated for co-operative arrangements between schools, T.A.F.E. and higher education providers with the purpose of creating easy access and coordinated school and post-school education and training programs.

PV believes that education systems have an obligation to provide a variety of options, including to compensate for the effects of negative school experience and enable early school leavers to develop competence in basic skills which will equip them to participate in the choice of satisfying employment and life style.

PV believes the Federal and State Government should ensure that all unemployed young people are guaranteed an income, including those who enter formal and informal training schemes for the development of vocational and other skills.

PV believes the Department of Education and Training (DET) should do more to encourage and assist schools to restructure educational programs to minimise the consequences of youth unemployment and to maximise the opportunities for the worthwhile participation of young people in society.

As part of this Review, PV had an initial conversation with the Reviewer, in late November 2019, and promoted the Review on our communication platforms to encourage parents and carers to contribute their views and experiences via the Review Online Survey.

Our submission to the Reviewer is to reaffirm those views and share with you our insights from many years of observations and experience in the public education sector.

We have endeavoured to make sure our input covers the areas of focus as outlined in the Terms of Reference.

Purpose and Objective

PV understands the purpose of these qualifications, aims to provide the skills, knowledge and attributes to enable students to make informed choices about employment and educational pathways.

From the ground, this is what parents tell us:

"Students, parents, employers and other members of the community are unclear of the purpose of vocational and applied learning in schools and how it prepares students for life after school. As a result, perceptions towards

VCAL are often negative and in some instances, this extends to VETiS and SBATs. These perceptions can affect students' decision making about their school and post-school pathways as well as resource decisions made by schools."

"While some schools deliver well-operating and highly regarded vocational pathway programs, other school's programs are less successful."

Design

VCAL is designed to prepare students for further education, training or employment by providing them with work-related experience, literacy and numeracy skills and an opportunity to develop personal skills. There are three ability levels to study VCAL: foundation, intermediate or senior, students are matched to their level of ability.

VETiS programs delivered to secondary school students are designed to expand opportunities and pathways for students and improve educational outcomes in line with the Victorian Government's **objective** to increase the number of young people completing Year 12 or equivalent. It allows secondary students to gain practical skills in a specific industry while undertaking the VCE or VCAL.

School based apprenticeships and traineeships (SBAT) are available to secondary school students who are over 15 years old are enrolled in VCE or VCAL. A SBAT offers students the option of combining part-time employment, school and training. The program runs under a contract with an employer and has a training plan registered with the Victorian Registration and Qualifications Authority (VRQA). The training must lead to a nationally recognised qualification.

Head Start is a new model for school-based apprenticeships and traineeships. Students can choose to take an extra year to complete their VCE or VCAL.

PV has always advocated for vocational training and employment pathways in our public education system. In accordance with our policy we have always recommended these programs are developed, delivered and reviewed in cooperation with school education and training providers, industry and community. From all the previous research, reviews and studies on future career pathways we must make sure the skill sets required of employers today and tomorrow are accessible and achievable by potential employees.

Any future redesign or restructuring to meet this objective must include:

- improved staffing and teaching programs to ensure every child leaves school with the required level of competency
- improved learning and teaching resources with realistic and engaging information
- added support for regional and rural communities
- development of information on new technology and non-traditional occupations or work areas
- information concerning welfare systems and support available to young people to enable them to remain at school and/or participate in further training programs

For example, a parent advised they discovered their Family Tax Benefit was cut as soon as VCE was completed. No warning. No options to what was available as an alternative when your child/ren are enrolling in further study or training programs post-secondary school.

Parents discovered quickly that their children are their responsibility until age 22, yet funding for them at home is not available. Students discover that they cannot claim Youth Allowance unless they are studying. They cannot claim until 8 weeks prior to the course start date.

- to enable teachers to obtain further professional learning and qualifications to support students to obtain these qualifications and work closer with industry and employers to share skills and knowledge
- the need to make staff and parents in schools generally and specifically aware of the importance of the school-work transition and their acceptance of the need to give their support to the concept of careers education in an active way, to engage families more effectively
- changes in school organisation to encourage and enable greater student agency in the decision making in this area
- accessible and affordable programs for all students
- Government to set up and support financially, broadly representative regional or learning network committees for this purpose so the local context and objectives are met
- the need to raise the profile and reduce the stigma of vocational and career pathway options other than VCE

Delivery & Outcomes

According to DET's Annual Report the 2018–19 enrolments in VCAL and VET were both actually higher than the 2018–19 targets. Unfortunately, SBAT actual figure was lower than the target and the reason was provided in the explanatory notes on p 41. <https://www.education.vic.gov.au/Documents/about/department/2018-19-annual-report.pdf> Without having access to data in regards to how the Career Education Reforms and Head Start program has impacted, it is difficult for PV to comment whether this has addressed the concerns identified in past VAGO Audit Reports.

PV can confirm that funded full time school career teachersⁱ, more effective communication and parental engagement, are essential to have the most impactⁱⁱ. Sharing the information in a timely manner, keeping any complex information in plain language and providing the information in various mediums so it's easily accessible and clear to understand.

It's important to reference here that the Victorian Government's landmark Free TAFE initiative reduced the financial barriers for students wanting to train in **courses** that lead to jobs in demand from **Victorian** employers.

Reputation

Parents and carers shared their feedback with us and the comments are telling. It reinforces the need for improving public confidence and how the community needs to value and understand the benefits of these options:

"VCAL is offered to kids not academically inclined! Would prefer wording like - those students motivated to take a different style of learning (I find their wording degrading)"

"Programs need to engage students to stay in the program (as past history shows they move to other vocations)"

"Schools that offer VCAL / VET, are offered to students, to try and keep them engaged in school."

"Students need better information to support their decision-making and flexibility to achieve their career aspirations."

"Please take away the stigma of Uni vs TAFE"

"Accessible to all (cost and location)"

"Even though schools say they have Careers , VCAL & VET coordinators available, realistically they're not. Their roles should be fully funded and dedicated positions to support the students. Not an added role of responsibility on top of existing teaching load."

"My daughter's school really only provided information about VCAL/VET to students who were identified as low. In saying that, there has been a change of principal this year and he seems to be making some significant changes for the better which is great. He is very good at sharing information with families."

It is important to demonstrate the difference in how schools communicate vocational and applied learning options. We will leave it to the Review team to draw their own conclusions from just a few we randomly selected below. It is not necessarily a matter of listing the offerings, it is critical to share with viewers, the WHY, WHAT and WHO and in particular, next steps to motivate enthusiasm.

School Website Examples:

http://www.uysc.vic.edu.au/?page_id=809

<http://www.echucacollege.vic.edu.au/learning/vetis/>

<http://www.derrinallump12.vic.edu.au/senior-pathways.html>

<https://mortlakep12.vic.edu.au/vocational-education.html>

<https://www.ringwoodsc.vic.edu.au/vcal>

<http://pakenhamsc.vic.edu.au/vetis-vocational-education-training-schools/>

<https://www.traralsc.vic.edu.au/wp-content/uploads/2019/07/2020-Senior-Course-Handbook.pdf>

<https://www.emeraldsc.vic.edu.au/curriculum/vcal/>

<http://www.merindapark.com.au/vcal-victorian-certificate-of-applied-learning/>

<http://www.brightp12.vic.edu.au/index.php/pursuit-of-excellence/academic-enrichment/vce-vcal/vcal-program>

Look how other agencies do their public facing in clear plain language and with step by step information see here <https://www.youthcentral.vic.gov.au/study-and-training/high-school/vcal-the-victorian-certificate-of-applied-learning>

<https://www.chisholm.edu.au/students/student-stories/vcal>

Explaining it all – FMPLLEN videos from 2012 “Any Questions” & “Anymore Questions”

<https://www.youtube.com/watch?v=PCQ9OHI1do0>

<https://www.youtube.com/watch?v=iwNu6yYUzeQ>

Another example of an informative LLEN public facing webpage

<https://www.highlandslen.org/education/vocational-education-training/>

In conclusion

PV continually endeavours to amplify parent voice on school related and public education matters that have a direct impact on our Victorian Government School families. PV hopes your timeline has provided the necessary time to do the due diligence on past and present learnings from the education community. More importantly, that consideration has been given to all the past research and inquiries on this topic.

Considering the growing numbers of the 14 to 19 year old age group engaging in vocational education, it's imperative the Victorian Government makes sure all secondary students will have access to high-quality vocational and applied learning options for the future.

With the COVID19 pandemic it has certainly highlighted there will need to be priority given and further investment to, this area of education. The pandemic has amplified the professions which are taken for granted and not valued enough, the gaps where skill sets need to be strengthened and a level of adaptation in employment and the economy, in a world crisis.

Sincerely,

Gail McHardy, Executive Officer

17 April 2020

Reference links:

<https://www.education.vic.gov.au/Documents/school/principals/curriculum/sbatguide.pdf>

https://www.parliament.vic.gov.au/file_uploads/EEJSC_58-04_Text_WEB_RwD0HN5C.pdf

<https://www.premier.vic.gov.au/vcal-review-to-improve-learning-and-pathway-options/>

https://www.parliament.vic.gov.au/file_uploads/VAGO_20121128-Students_v37sXgR7.pdf

www.aphref.aph.gov.au_house_committee_edt_schoolandwork_report_chapter6.pdf

<https://www.audit.vic.gov.au/report/student-completion-rates?section=30800>

<https://www.education.vic.gov.au/Documents/about/department/2018-19-annual-report.pdf>

<https://www.vcaa.vic.edu.au/administration/research-and-statistics/performance-senior-secondary/Pages/2017-stats-info.aspx>

<https://www.vcaa.vic.edu.au/curriculum/vcal/Pages/index.aspx?Redirect=1>

<https://www.education.vic.gov.au/about/programs/Pages/headstart.aspx>

<http://www.grllen.com.au/projects/vcal-research-project>

<http://www.swllen.net.au/file/file/Why%20Year%2012%20-%20Web%20Res%20-%20spreads.pdf>

Useful past media insights:

From 2003 <https://www.theage.com.au/education/creating-multiple-paths-to-success-20030521-gdvasw.html>

From 2014 <https://theconversation.com/top-schools-top-because-someone-has-to-be-bottom-34196>

From 2017 <https://www.standard.net.au/story/4471520/vcal-views-need-to-change/>

From 2018

<https://theconversation.com/the-vocational-education-sector-needs-a-plan-and-action-not-more-talk-102770>

¹ Excerpts from Parents Victoria's submission to the 2017 **Victorian Parliament's Economic, Education, Jobs & Skills Committee's Inquiry into career advice activities in Victorian schools** "Career Teachers, Advisers and Mentors must be seen as a priority partner and reliable resource in our school system and should be funded to deliver support services in our schools." And ...

¹ "Family engagement throughout the learning journey is essential, it must be authentic so parents feel they are respected partners in education."

December 29, 2017

Parliament of Victoria
Economic, Education, Jobs and Skills Committee

Parents Victoria (PV) submission to the Victorian Parliament's Economic, Education, Jobs & Skills Committee's Inquiry into career advice activities in Victorian schools

On 4 September 2017 PV Executive Officer, Gail McHardy participated in a teleconference interview with a Dandolo Partners Consultant, one of the agencies engaged by the Department of Education (DET) to complete a review of career education programs and resources in Victorian government schools.

Your questions are similar to that review so we've supplied below some answers and suggestions as we did in their consultation and we hope you find the input constructive.

Issues the Committee is investigating include:

1) the relationship between school career advice and youth employment outcomes

Preparedness, building capacity, capability and confidence in students. Recognising areas of student interest and schools willing to work with external support training, employment and industry agencies is essential to achieve this objective. Career Teachers, Advisers and Mentors must be seen as a priority partner and reliable resource in our school system and should be funded to deliver support services in our schools.

Family engagement throughout the learning journey is essential, it must be authentic so parents feel they are respected partners in education. Career advice needs to be embedded in the curriculum in various forms to enable students to have the confidence and interpersonal skills to communicate effectively. They need to build a skill set as they graduate from one year level to the next in readiness for future learning and work capacity. Future work trends indicate our children need to have a very adaptive culture and are equipped with a wider array of skills to secure future employment.

2) how well current career advice programs meet the needs of school leavers

Feedback to us from parents and students claims it is inadequate and schools have difficulty in responding to student individual needs or aspirations.

The general trend across the state school system is that Year 10 students are supported by an onsite Careers teacher/advisor (usually a teacher fulfilling this remit part time with other class teaching responsibilities). This position should be a full time dedicated role and possibly rotated or offered to those with a keen interest in this area. Some schools engage external providers to come in and speak to students in Year 10 & 11 and then they have a 1:1 session with the Careers Advisor. Sometimes parents are allowed to participate or play a role in this process, but mostly not.

Parents are often the receivers of some career advice information but predominantly it is usually consent forms to sign and requests for payment for external providers brought in for areas of specialisation, incursions or excursions relating to tertiary or other training opportunities.

Some schools have run excellent local Expos inviting local industry, small business and community members known for their professional skill. However, these are random acts and rely heavily on schools to coordinate and the good will of parents and teachers to deliver such an event.

As early as Year 9 students are asked to select year 10 subjects and electives and many complain this is extremely difficult without knowing their future direction or the prerequisites for tertiary or further training. There are more recent examples where some schools are adopting vertical learning and students are encouraged to sign up to a larger variety of curriculum options aligned with their areas of interest (refer to the Entrepreneurial Learning in Schools report by Mitchell Institute that was done in collaboration with the NSW and Vic Secondary Schools – noted under other useful reading references).

PV supported the VCAA *Where to Now* resource right from its beginning and is pleased to see over the years it has become a more detailed resource for those considering any of the pathways. However, we always urged VCAA/Government to make this resource accessible earlier rather than later. http://www.vcaa.vic.edu.au/Documents/wtn/WhereToNow_2018_Web.pdf

It is imperative that DET Career Information and Youth Transition public facing information is kept up to date. There is nothing more frustrating than finding the information and then links are no longer accessible with static messages “Page not found”. It is important all education stakeholders are updated with relevant information to share with the relevant audiences too.

<http://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/careers.aspx>

3) the challenges faced by school career advisers

Experience, relevance and current understanding of global, interstate and local employment and training market needs and trends. Those employed in these roles need to be qualified and know what employers are seeking and recent research reports like those produced by FYA under the New Work order series provide those future insights.

Some parents have shared examples where some School Career Advisors (onsite and external) have suggested or encouraged students in certain direction. They’ve made a judgement or assumption the student will have an interest in a certain pathway without exploring with them first what their aspirations may even be. A recent story shared by the mother of a Year 10 student wanting to enrol in a subject not offered by the school had to pitch to the Principal why they should be supported in this endeavour. Fortunately for this student, she had had great support from a teacher at the school who identified the student’s potential and provided some useful information noting this teacher was not a year level teacher for this student. This teacher was also not the careers advisor but recognised the student’s ability and skill to pursue a career of choice, where others had discouraged the student and suggested areas of employment the student had not desire or interest.

Career advisers are not provided adequate time to meet with parents and students to discuss and plan their individual learning plans or career pathways.

Unclear what professional learning opportunities are provided to Career Advisers to work with Employers; Training Providers and Industry to keep them abreast of the latest expectations.

Govt/DET and Schools rely heavily on the Career Advisers to source their own reliable resources and contacts to meet the school community and Government expectations to meet the needs of students.

Victorian Government Schools should utilise the LLENs more if they don’t already. They forge links with local industry, training providers and employers and know their local community needs and challenges. Some of the LLENs over the years have developed useful family friendly resources to

explain pathways and senior secondary school programs like the VCE, VET and VCAL far better than some schools do. Refer to these videos produced by Frankston Mornington Peninsula LLEN:

<https://www.youtube.com/watch?v=PCQ9OHI1do0>

<https://www.youtube.com/watch?v=iwNu6yYUzeQ>

<https://www.youtube.com/watch?v=jYGkkFYwaXA>

4) specific career advice needs of young people in regional Victoria and how to address them

A conversation with the current Rural Ambassadors, Country Education Project (CEP) is a must for this Review if they haven't been listed to do so. Refer to their Rural Inspire website link at <https://cep.org.au/learning-initiatives/rural-inspire/>

Also the VicSRC (student led organisation) have students from non metropolitan schools that would keen to have a voice in this space too, refer to their webpage at <http://www.vicsrc.org.au/aboutus/who-we-are>

Rural and regional families have the same aspirations and needs of those living in the city or urban areas. The difference and challenge for these school communities is attracting and retaining teachers and leaders to their schools. Rural students have expressed at a number of events PV has attended or heard their voices on topics like this - they feel isolated and at times discriminated by where their families choose to live. If these young people don't even have the capacity to move to the city for other educational options or opportunities they are torn re to stay or to go. If they go, they know the decrease in student population has a direct impact on funding for the students who stay, which is unfair in the so-called lucky country. If they stay, there are limited subject selection and career opportunities, they often have to travel a distance to access a secondary college, Birchip P-12 have students travelling 2 hours or more to and from school in the district. Regarding the recent Victorian Government announcement re a 4 x secondary school merger in the Shepparton region, Government claims this decision was necessary to address the needs of local students but what are the overall impacts not realised yet by this decision? Rural students have expressed frustrations on internet and connectivity challenges in remote areas and as learning today relies heavily on technology, often these communities are not prioritised for the additional resources needed, compared to their city peers.

5) interstate and overseas best practice models that could be implemented in Victoria

PV does not endorse or recommend any particular interstate or international model but it appears other international report findings are saying very similar things!

https://www.careersandenterprise.co.uk/sites/default/files/uploaded/state_of_the_nation_report_digital_updated01.pdf

https://www.det.nsw.edu.au/vetinschools/documents/reports/CareerReport_Aug15.pdf

It is important that Federal and State Governments work together on future objectives and provide states with the required school funding to achieve their objectives if schools are to prepare students for future training pathways ie apprenticeships. There has to be a national commitment to do this effectively. <https://www.education.gov.au/news/release-careers-and-skills-pathways-report>

Other useful reading references for the Committee:

<http://www.mitchellinstitute.org.au/announcements/professor-bill-lucas-visit-to-australia-march-2017/> here is a link to the tweets that resulted from that session with FYA & Mitchell Institute:
https://storify.com/Mitch_Inst/transforming-education-for-the-future-of-work

FYAs research reports 2015 to 2017 re the new work order - <https://www.fya.org.au/our-research/>

<http://www.mitchellinstitute.org.au/reports/the-paradigm-shifters-entrepreneurial-learning-in-schools/>

<http://www.mitchellinstitute.org.au/reports/finding-the-truth-in-the-apprenticeships-debate/>

LLENs <http://www.education.vic.gov.au/about/programs/pathways/Pages/llens.aspx?Redirect=1>



Skills for Victoria's Growing Economy

The Victorian Government has commissioned an independent review into Victoria's post-secondary education and training system.

Every Victorian has a stake in the future of post-secondary education and training, and the Government wants every Victorian - including parents - to have the opportunity to have a say in designing that system.

There are two ways for you to have your say:

- Complete an online survey
- Upload a submission.

The Review will deliver its final report and recommendations to the Minister for Training and Skills and the Minister for Higher Education by October 2020.

[Read more on Engage Victoria website](#)



Skills review extended

The Victorian Government review into Victoria's post-secondary education and training system has been extended until 5 July.

This is your chance to have a say in redesigning the system. You can complete an online survey or upload a submission.



Have your say on Engage Victoria

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