

ANNUAL REPORT 2013-2014

# STATE TRAINING BOARD

Report on the operations of the State Training Board for the financial year ending 30 June 2014.



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## STATEMENT OF COMPLIANCE

Dr Kim Hames MLA  
Minister for Training and Workforce Development  
13<sup>th</sup> Floor, Dumas House  
2 Havelock Street  
WEST PERTH WA 6005

Dear Minister,

In accordance with section 24 of the *Vocational Education and Training Act 1996* I hereby submit, for your information and presentation to Parliament, a report on the operations of the State Training Board for the financial year ended 30 June 2014.



Keith Spence  
CHAIR  
STATE TRAINING BOARD  
29 August 2014



## CHAIRMAN'S MESSAGE



I am pleased to present the State Training Board's Annual Report for the year ending 30 June 2014.

After nine years as Chair of the State Training Board this will be my final Chairman's message as my term ends in 2014. It has been an honour and a privilege to be the Chair of the State Training Board.

This reporting period has seen Western Australia's training system undergo structural and funding changes through the introduction of *Future Skills WA* on 1 January 2014. It is still too early to understand the full impact that these changes are having on students, industry and providers and the longer term implications this may have to our training system. The Board is concerned that some students and some industry sectors may be irreversibly deterred from the training system and this is a matter that needs to be addressed. The Board does, however, acknowledge that the cautious, measured approach adopted by the Department of Training and Workforce Development is the preferred pathway over reactionary measures that may cause additional uncertainty or harm.

The State Training Board continues to focus on the long-term skills and workforce challenges facing Western Australia. During the reporting period the State Training Board, in partnership with the Department of Training and Workforce Development, finalised the examination of policy implications of Western Australia's long term workforce challenges, building on its modelling of four plausible workforce scenarios for Western Australia for the period 2012-2030.

Five key policy areas for improvement are emerging: opportunities for young people, VET and university pathways, harnessing technology, workforce portability and evolving skill needs, and the ageing population. The early policy implications of this work are:

- The education system must fully equip students in foundational skills to help them be successful in further study or work.
- Tertiary pathways and transition points should be re-designed to be student-centred (rather than system-centred) to enable students to make informed choices.
- Closer engagement between industry and the education system (at each level) should be pursued to ensure young people have the skills and mindset to prosper in the workforce.
- The existing tertiary sector (VET and Higher Education) needs to be simplified and more transparent to enable students, particularly young people, to navigate autonomously and successfully.
- Policy settings need to be reshaped to facilitate the expansion of VET and higher education pathways in order to meet the higher skill needs of the workforce.
- There is a need to create an agile workforce and training system that supports workers and employers in times of rapid or sudden change.
- The wider introduction of skills sets (defining skills sets and in some case

funding them); and, supported development of initiatives that enable cross-industry portability, especially in industries subject to structural adjustment; and

- Graduates (both VET and Higher Education) would benefit from partnerships between tertiary providers and industry that provide employment places on graduation.

During the reporting period the State Training Board released *Youth Matters: a study of youth education, training, employment and unemployment in Western Australia* based on research and consultations undertaken by the State Training Board's Youth Unemployment Steering Committee.

*Youth Matters* explores the challenges of disadvantaged and unemployed youth. It is intended as an opportunity to further strengthen and develop sustainable whole-of-community responses to effectively tackle youth unemployment. It must be clear from the outset that we don't believe our current system is failing our young people. Our research shows that our system works well for the majority of young people with around 75 per cent making the transition from school to further education, training or work with little difficulty and go on to establish a permanent place in the labour market. The advice received from agencies and service providers working with unemployed young people suggests that actions required to support the most disadvantaged young people into sustainable employment will be intensive, long-term, targeted and likely to be expensive.

The priorities for the State's training system must be a system that responds to the legitimate skills and employment aspirations of all Western Australians. It must also be flexible and responsive to the evolving needs of industry and employers.

During the reporting period there were a number of changes in membership of the State Training Board. I take the opportunity to welcome Lindsay O'Sullivan, Chief Officer Business Solutions at the Chamber of Commerce and Industry of WA who was appointed to the Board on 29 July 2013, Mr Dan Hill, Secretary, Health Services Union of WA who was appointed on 29 July 2013 and Mr Jim Walker appointed on 1 January 2014. I also wish to acknowledge Jane Coole who stood down from the State Training Board on 31 December 2013. Jane provided expertise in rural and regional education, having been involved with regional and remote communities developing community capacity building projects which target education and employment outcomes to address regional skills shortages.

I would like to take this opportunity to thank my current and former Board colleagues for their hard work, leadership and support during my term as Chair. Without your support and commitment much of the work of the State Training Board would not have been possible.

I would also like to acknowledge the support, insights and contribution of our stakeholders across the areas of industry, education, unions, employers, government and community sectors. I acknowledge the contributions made the Chamber of Commerce and Industry of WA and UnionsWA representatives who have provided balance to the Board's deliberations. I acknowledge the training providers, industry stakeholders and employers who have hosted the State Training

Board during this year and in previous years and thank you for your interest and insights into the work undertaken by the State Training Board.

I particularly thank the contribution provided by the industry training council network and their ongoing commitment to industry training in Western Australia. Many of the State Training Board strategic projects would not be possible without the direct involvement of the ten industry training councils. The input from industry training councils through these strategic projects is invaluable.

Finally, I wish to personally thank the Board's secretariat staff in the Office of the State Training Board, for their contribution and support over the past nine years. I thank the Director General and staff from the Department of Training and Workforce Development who directly contributed and supported the work of the State Training Board. I particularly thank Simon Walker for his friendship, advice and support over the years

A handwritten signature in black ink, appearing to be 'Keith Spence', written in a cursive style.

Keith Spence  
CHAIR  
STATE TRAINING BOARD

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Crystal Potter, Training Coordinator at Dardanup Butchering Company shows Keith Spence and Dan Hill the abattoir and training facilities at Dardanup, 24 October 2013



## PART 1: OVERVIEW OF THE STATE TRAINING BOARD

### Establishment and Function

The State Training Board is an independent statutory body established by Part 3 of the *Vocational Education and Training Act 1996* (the VET Act). The State Training Board reports directly to the Minister for Training and Workforce Development (the Minister).

The functions of the State Training Board are to:

- give the Minister a draft State Training Plan as and when required by the Minister;
- recognise various industry training advisory bodies as bodies from which the Board takes advice for the purposes of drafting a State Training Plan or making recommendations to the Minister under Part 7 of the VET Act;
- make recommendations that are required or permitted to be made by it to the Minister under Part 7 of the VET Act;
- prepare, for consideration by the Minister, policy which aims to improve the links between specific industry developments and vocational education and training so as to gain optimum employment opportunities for people, and ensure the availability of appropriately skilled labour, in the State; and
- perform the functions it has under Part 7A Division 2 of the VET Act.

In addition, the State Training Board provides advice to the Minister on matters relating to:

- the existing and anticipated supply and demand for skills in various industries, particularly expanding industries and industries which are experiencing or are expected to experience a shortage of skilled labour, and on proposed strategies to support such industries;
- strategic directions, policies and priorities for the State training system;
- emerging international, national and State training issues;
- the extent to which training services meet the current and future requirements of industry and the community, including the requirement for equal opportunity of access to those services; and
- any other matters, as directed by the Minister.

### Membership

State Training Board members are appointed by the Minister under section 19 of the VET Act for their experience and expertise in education and training, industry or community affairs and their ability to contribute to the strategic direction of the State training system. Members represent the diversity of the Western Australian community as well as the training sector. Seven members are appointed by the Minister under section 19(1), of which one is selected to undertake the duties of chairperson; one is appointed for their experience in 'workers' interests'; and one is appointed for their experience in 'employers' interests'.

Under section 19(2) of the VET Act, the Minister may appoint two other persons from a panel of names submitted by the Board members appointed under section 19(1).

Members are appointed for a term not exceeding three years and the chairperson is appointed for a term not exceeding five years. All members are eligible for reappointment at the discretion of the Minister. Members are eligible to receive remuneration for their services which is paid in the form of sitting fees<sup>1</sup>.

#### Membership changes during the reporting period

During the reporting period there were a number of changes to the Board's membership. On 29 July 2013 Mr Lindsay O'Sullivan was appointed under section 19(4B) of the VET Act as a person experienced in employers' interests. Mr O'Sullivan is the Chief Officer, Business Solutions at Chamber of Commerce and Industry of WA. Mr Dan Hill was appointed on 29 July 2014 as a person experienced in workers' interests under section 19(4C) of the VET Act being nominated by UnionsWA. Mr Hill is the WA Secretary of the Health Services Union and Secretary of Health Services Union of WA.

On 31 December 2013 Ms Jane Coole stood down from the Board. Ms Coole was a long-serving member of the Board, having first been appointed on 1 December 2008. Ms Coole brought experience of rural and regional education to the State Training Board as well as providing expertise on Higher Education as the Director External Relations at Curtin University.

On 1 January 2014 Mr Jim Walker was appointed to the Board to fill the vacancy arising from Ms Coole's resignation. Mr Walker is the only member of the Board with a trade background having completed an apprenticeship as a Fitter (Diesel and Heavy Earthmoving Equipment). Mr Walker has more than 30 years' industry experience culminating as Managing Director of WesTrac Pty Ltd for Western Australia.

#### State Training Board Members as at 30 June 2014

 Keith Spence (Chair)	 Vanessa Davies (Member)	 Mike Deeks, CSC (Member)
 Joanne Farrell (Member)	 Chris Hall (Member)	 Dan Hill (Member)
 Audrey Jackson, AM (Member)	 Lindsay O'Sullivan (Member)	 Jim Walker (Member)

Biographies of the State Training Board members are in Appendix 1.

<sup>1</sup> Members who are on the public payroll, including all current State, Commonwealth and Local Government employees, current and retired judicial officers and current employees of public academic institutions are not eligible to receive sitting fees. (Premier's Circular 2010-02)

## Reporting Relationships

### Department of Training and Workforce Development

The VET system is administered by the Department in its role as State Training Authority. The Department, in addition to its vital training role, has the broader responsibility of workforce development. Workforce development aims to build, attract and retain a skilled workforce to meet the economic needs of Western Australia, to minimise skill shortages and maximise the State's ability to respond to new opportunities.

The Department manages the investment of public resources in the State VET system, including planning, funding and monitoring services. It funds training which is delivered by a state-wide network of State Training Providers and private providers. The Department is also responsible for administering and monitoring the State's apprenticeship system.

In December 2010 the Department prepared *Skilling WA – A workforce development plan for Western Australia* (Skilling WA) in response to the increasing demand for skills and labour being driven by major resources and infrastructure projects. Skilling WA contains a range of priority actions under five strategic goals that focus on increasing participation in the workforce, skilled migration, attraction and retention, skills development and planning and coordination. The Department is undertaking a major review of Skilling WA which is expected to be released in 2014. For more information on the Department's activities including the review of Skilling WA, visit the Department's website at [www.dtwd.wa.gov.au](http://www.dtwd.wa.gov.au).

The State Training Board has a close working relationship with the Department of Training and Workforce Development (the Department). The Chair met with the Director General, Dr Ruth Shean, and other Senior Executives to align State Training Board priorities with Department priorities. Mr Simon Walker, Executive Director, Policy Planning and Innovation (PPI) is an ex-officio member of the State Training Board. Mr Walker regularly attends Board meetings and provides updates on Department's activities, programs and policies that may impact on the Board's business. In addition, the Chair and Director, Office of the State Training Board meets with Mr Walker to progress State Training Board matters outside the formal meeting schedule.

### Secretariat support

The Department of Training and Workforce Development provides secretariat support for the State Training Board through the Office of the State Training Board (OSTB). The OSTB sits within the Policy, Planning and Innovation directorate of the Department and reports directly to the Executive Director. The OSTB provides executive support to members and committees of the State Training Board.

During the reporting period the following permanent changes occurred in the OSTB:

- *Executive Assistant (00029304)*: The Executive Assistant role was abolished under the State Government's Enhanced Voluntary Severance Scheme effective 31 October 2013.
- *Senior Project Officer (00029337)*: The position became unencumbered on 21 October 2013. The position was advertised and permanently filled by Ms Rani

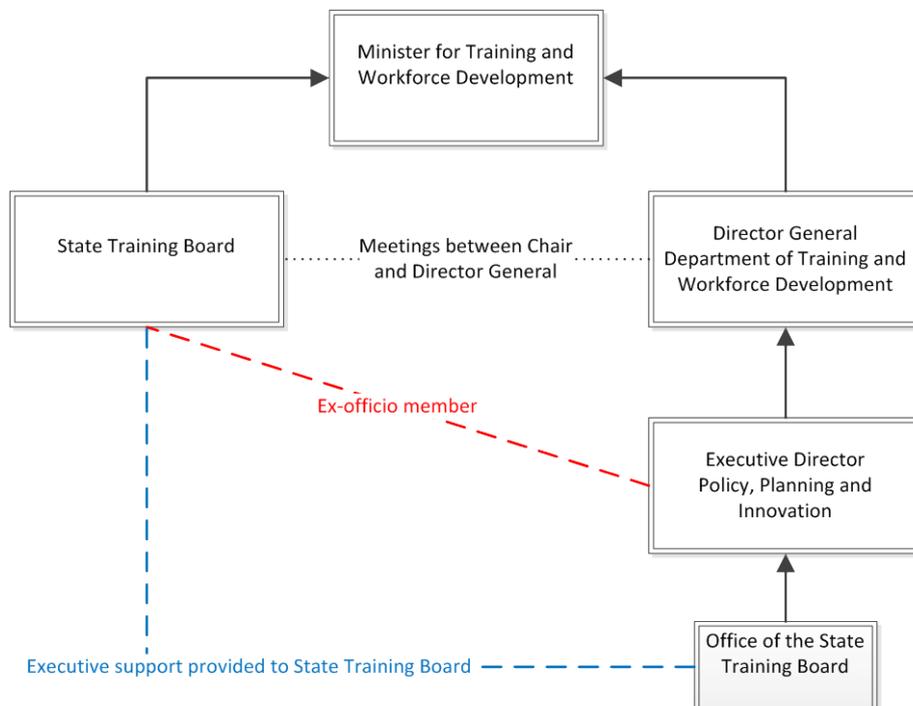
Thulasy on 6 February 2014.

- *Management and Project Support Officer (00034537)*: A new position was created in March 2014. The role provides administrative, project and research support roles to the OSTB as well as the State Workforce Planning branch within the PPI directorate.

Temporary vacancies and assignments:

- Director, Office of the State Training Board (00029303) (substantively held by Ms Kathy Hoare since 22 December 2012):
  - Ms Jo Reid – 30 August to 30 September 2013 (leave coverage)
  - Ms Rani Thulasy – 20 March to 28 March 2014 (leave coverage)
  - Ms Rani Thulasy – 23 June to 1 July 2014 (leave coverage)
- Senior Project Officer (00029337): (substantively held by Mr Paul Giltrow (up until 20 October 2013 and then Ms Rani Thulasy from 6 February 2014):
  - Ms Jo Reid – 1 July 2013 to 31 January 2014 (acting).
- Management and Project Support Officer (00034537) (substantively held by Ms Sharon Boyden since 7 April 2014):
  - Ms Anita Radich (3 June 2014 to 31 October 2014) (leave coverage).

### Reporting relationship between State Training Board and Department



### Relationship with Industry, Government and Training Sector

The State Training Board, as the peak industry advisory body to the Minister, has developed strong working relationships with various stakeholders.

#### Industry Training Councils

One of the key functions of the State Training Board is to recognise various industry training advisory bodies from which the Board takes advice for the purposes of drafting the State Training Plan or making recommendations to the Minister under Part 7 of the VET Act. For the purposes of the VET Act, the industry training advisory bodies are recognised as 'industry training councils'. The industry training councils provide:

- a leadership role in promoting training to industry, including partnerships between industry and the training sector;
- high level, strategic information and advice that informs the State Training Board on the training needs and priorities of industry in Western Australia;
- advice and recommendations to the State Training Board on the establishment and variation of employment based training arrangements in Western Australia in line with the *State Training Board's Guidelines for the Establishment and Variation of Apprenticeships*; and
- market intelligence on skills supply and demand, in particular, current or emerging skills shortages and recommendations for training strategies to support industry's skills development needs.

The Board recognised ten industry training councils throughout the reporting period:

Community Services, Health and Education

Construction

Electrical, Utilities and Public Administration

Engineering and Automotive

Financial, Administrative and Professional Services

Food, Fibre and Timber Industries

FutureNow: Creative and Leisure Industries

Logistics

Resources

Retail and Personal Services

### Training Accreditation Council

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

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

The Training Accreditation Council is committed to being the national leader in the strategic management of the recognition and quality assurance of training, including associated policies, services and standards in the VET sector and to providing practical, efficient and responsive support for government, the Board, industry training providers, and the community.

## Other Stakeholders

Throughout the 2013-14 reporting period, the Board has worked closely with a number of stakeholders, including state training providers, private training providers, UnionsWA, the Chamber of Commerce and Industry (WA) and the Chamber of Minerals and Energy, Regional Development Commissions, Australian Workforce Productivity Agency and other industry advisory groups both locally and nationally.

## Compliance

### Compliance with the Public Sector

The *State Training Board Code of Conduct* was developed in line with Public Sector Commission's Conduct Guide of Boards and Committees. All members are provided with a copy of the Code of Conduct as part of the induction training to the State Training Board as it provides guidance about ethical conduct, public duties and legal responsibilities.

There were no issues in relation to the Code of Conduct or Code of Ethics during the reporting period.

### Section 175ZE of the *Electoral Act 1907*

Section 175ZE of the *Electoral Act 1907* requires public agencies to report details of expenditure to organisations providing services in relation to advertising, market research, polling, direct mail and media advertising. The State Training Board has not incurred expenditure of this nature during the reporting period.

## Financial Statements

The State Training Board is an entity of the Department of Training and Workforce Development whose financial costs are fully reported within the Department's annual report. In accordance with the *Financial Management Act 2006*, the Department is the accounting authority for the State Training Board.

## Annual Reporting

In accordance with section 24(1) of the Vocational Education and Training Act 1996, the State Training Board is required to prepare and present to the Minister, an annual report on its operations (functions).

## PART 2: STRATEGIC CONTEXT

The Western Australian vocational education and training (VET) system, through training and skills development, plays a vital role in enhancing the State's workforce capacity. Through this role, the VET system provides an important contribution to the economy and social development of the State.

The Western Australian VET system is established under the *Vocational Education and Training Act 1996*. The Department of Training and Workforce Development (the Department) assists the Minister in the administration of the VET Act in its role as the State Training Authority. The VET Act sets out the functions and powers of the Minister and provides for:

- a VET system for the State of Western Australia;
- the establishment and functions of the State Training Board and the Training Accreditation Council;
- the establishment of colleges and other VET institutions; and
- the training of people, such as apprentices, under training contracts with employers.

The Western Australian VET system sits within a national VET system consisting of a network of eight State and Territory Governments, the Australian Government, industry skills councils, peak employer and employee groups, public and private training providers.

In 2008, the Council of Australian Governments (COAG) endorsed a new Intergovernmental Agreement on Federal Financial Relations which included a National Agreement for Skills and Workforce Development (NAWSD). The objectives of the NAWSD are:

- all working aged Australians have the opportunity to develop the skills and qualifications needed, including through a responsive training system, to enable them to be effective participants in and contributors to the modern labour market;
- individuals are assisted to overcome barriers to education, training and employment and are motivated to acquire and utilise new skills;
- Australian industry and businesses develop, harness and utilise the skills and abilities of the workforce.

On 13 April 2012, COAG agreed to a revised National Partnership on Skills Reform. The Agreement seeks to deliver a vocational education and training (VET) system with improved quality and greater transparency for students, employers and governments; greater access to training opportunities and improved outcomes for disadvantaged students; and greater efficiency.

While the new Agreement is focused on skills developed in the VET sector and workforce development, the Governments acknowledge that the identified long term objectives will not be achieved by skills and workforce development alone. Schooling and higher education will have a significant impact on the skills development objectives, and economic and labour market conditions will impact on skills

utilisation.

As a signatory to the National Partnership on Skills Reform, Western Australia is committed to the following reform directions, which include:

- improve training accessibility, affordability and depth of skills, including through the introduction of a national training entitlement and increased availability of income contingent loans (ICLs);
- improve training participation and qualification completions, including at higher levels and by those who may be experiencing disengagement or disadvantage;
- encourage responsiveness in training arrangements by facilitating the operation of a more open and competitive training market;
- enable public providers to operate effectively in an environment of greater competition, recognising their important function in servicing the training needs of industry, regions and local communities, and their role that spans high level training and workforce development for industries and improved skill and job outcomes for disadvantaged learners and communities;
- strengthen the capacity of public and private providers and businesses to deliver training and support people in training;
- strengthen, streamline and harmonise the Australian Apprenticeships system;
- assure the quality of training delivery and outcomes, with an emphasis on measures that give industry more confidence in the standards of training delivery and assessment;
- provide greater transparency through better information to ensure consumers (students and employers) can make informed choices, governments can exercise accountability and policy-makers and regulators can understand and respond to emerging issues;
- increase industry's engagement with the VET sector to ensure training outcomes are high quality and relevant to the needs of employers to improve skills utilisation and workforce development; and
- facilitate more interconnected tertiary and training sectors that cross boundaries between schools, adult, vocational and higher education, with better links between employment services and training provision in order to improve labour market.



Keith Spence, Chair State Training Board addresses Bunbury Community Forum, 24 October 2013

## Future Skills WA

A condition of the NASWD is for each State/Territory to introduce a student-centred entitlement model for funding of training. On 1 January 2014 the Department of Training and Workforce Development introduced Future Skills WA. Future Skills WA adopts a new approach to student subsidies and fees for training in Western Australia. Training programs have been classified into four distinct categories: Diplomas and above; Apprenticeships and traineeships/Priority industry training (Certificate II to Certificate IV); General Industry Training (Certificate I to IV); and Foundation skills

The categories will determine the level of government subsidy and the tuition fee to be charged. Under Future Skills WA, apprenticeships, traineeships, priority industry training qualifications and foundation skills will receive the highest rate of subsidy, so fees for state priority courses will be kept as low as possible for students. Under Future Skills WA students will decide the course they want to study and they will be guaranteed their training will be subsidised if:

- the course has been identified as a State priority course;
- a State Training Provider or a preferred private training provider has a place available; and
- the students meet the normal entrance requirements.

The WA model is demand driven and the scope of the model targets occupations in demand and has an employer focus. The scope of qualifications under the entitlement model includes apprenticeships and traineeships, priority institutional qualifications and limited foundation skills courses (CAVSS, USIQ). Unlike other jurisdictions, Future Skills WA has no restrictions based on previous levels of awarded qualification or number of qualification entitlements.

For many years the private contribution of students was around 8% of the total actual course costs. Future Skills WA sees the private contribution of students increase to between 12.5% and 30% of the total course fee structure. This is still below the average course contribution for university students which is around 40%. Early data suggests, however, that the higher fee category increases has resulted in a reduction in course enrolments.

## Independent Review of the VET Sector

In October 2013, the Minister for Training and Workforce Development initiated the Independent Review of the Vocational Education and Training (VET) Sector in Western Australia.

Emeritus Professor Margaret Seares was appointed Review Chair and conducted the review with advice provided by a reference group of representatives from across Government and the VET sector.

The State Training Board provided a written submission to the review and met with Emeritus Professor Seares on 28 January 2014.

## State Training Plan 2014-2017

The 2014-2017 State Training Plan was endorsed by the Minister for Training and

Workforce Development, Dr Kim Hames MLA on 20 December 2013. This was the first State Training Plan to be released after the introduction of *Future Skills WA*.

The State Training Plan contributes to the policy and purchasing priorities and directions for the State's training system. The State Training Plan is developed each year within the context of current State and national VET policies, commitments and agreements. In addition, a range of inputs feed the plan, including:

- analysis of economic, labour market and demographic data;
- industry consultations and advice;
- regional advice including regional workforce development plans;
- other relevant research and reports.

In recent years the State Training Plan is informed by the State Priority Occupation List (SPOL) and the Western Australian Shares Model developed by the Department of Training and Workforce Development. The SPOL is a list of occupations that are in high demand or considered industry-critical in Western Australia. The Shares Model is an economic model that provides an indication of how future training resources should be distributed in order to meet the future demand for skilled workers in Western Australia.

As with previous years, the State Training Plan encourages growth in apprenticeships, traineeships and training for priority occupational groupings. The following table indicates the progress that has been made against these deliverables over recent years.

**Table 1: Progress against deliverables set out in State Training Plans**

<b>Deliverables</b>	<b>2008</b>	<b>2012</b>
More Western Australians in training	104,193	118,284
Increased participation of Aboriginal people in employment based training	7,156	9,624
More Western Australians are in training priority areas such as apprenticeships/traineeships	35,801	44,847
Continued growth has occurred in the delivery of higher level training	31,376	42,058

## PART 3: ACTIVITIES OF THE STATE TRAINING BOARD

### Meetings

The State Training Board meets on a bi-monthly basis (six per year) in February, April, June, August, October and December. The meetings are typically held on a Thursday evening between 3.00 p.m. and 7.00 p.m. at a pre-selected venue.

The State Training Board aims to meet at various industry and training locations in Western Australia. Hosts are encouraged to provide a presentation and/or tour to members of their facilities, research, training or any other developments they believe the Board would be interested in noting.

In the reporting period the State Training Board held the following meetings:

22 August 2013:	National Disability Services (WA Branch), Osborne Park
24 October 2013:	Bunbury
5 December 2013:	Department of Training and Workforce Development
27 February 2014:	Department of Training and Workforce Development
10 April 2014:	LabTech Training, Osborne Park
19 June 2014:	Geraldton

**Table 2: State Training Board meeting attendance record**

MEMBER	GENERAL MEETINGS						HLSG MEETING 30 October 2013	EXTRAORDINARY MEETING 28 January 2014
	22 AUG	24 OCT	5 DEC	27 FEB	10 APR	19 JUN		
Keith Spence	✓	✓	✓	✓	✓	✓	✓	✓
Jane Coole	✓	x	✓				✓	
Vanessa Davies	✓	✓	x	✓	x	✓	x	x
Mike Deeks, CSC	✓	✓	✓	✓	x	✓	✓	✓
Joanne Farrell	✓	x	✓	x	✓	✓	✓	✓
Chris Hall	✓	✓	x	✓	✓	✓	x	✓
Dan Hill	✓	✓	✓	✓	x	✓	✓	✓
Audrey Jackson, AM	✓	✓	✓	x	✓	✓	✓	x
Lindsay O'Sullivan	✓	✓	✓	✓	✓	x	✓	x
Jim Walker				✓	✓	x		✓

### Extraordinary Meetings

During the reporting period the State Training Board held one extraordinary meeting on 28 January 2014. The purpose of the meeting was to meet with Emeritus Professor Margaret Seares to discuss the independent review of the VET Sector.



LabTech Training demonstrates how paperless training can be achieved, 10 April 2014

### High Level Strategic Group Meeting

The High Level Strategic Group was established following recommendations of a review into the industry advisory arrangements commissioned by the State Training Board in 2008. The meeting is hosted by the State Training Board and includes representatives from the State Training Board, the Director General and senior officers of the Department of Training and Workforce Development; Chairs and Executive Officers of the ten industry training councils.

On 30 October 2013 the State Training Board hosted a High Level Strategic Group meeting. The Minister for Training and Workforce Development at the time, Hon Terry Redman MLA addressed the meeting and responded to questions submitted by the industry training councils.

Following the Minister's address, a plenary session included robust discussion on the following issues:

**Sustainability of training:** the tight fiscal environment can lead to decisions being made about training that may be irreversible, particularly in areas of thin markets. There was a call for a more cautious approach when discussing the sustainability of training.

**Regional training:** regional providers experience greater hardship and can be disadvantaged in a tight fiscal environment and may benefit from more flexible training delivery options including partnerships with metropolitan-based training providers.

**Pre-apprenticeships:** The rate of transition from pre-apprenticeship to apprenticeship is currently at 50% and there is scope to improve this rate. A review of pre-apprenticeship would provide an opportunity to examine the issue and consider alternative models for pre-apprenticeship delivery.

**Anticipating and Training for the next wave:** The engagement of apprenticeships in anticipation of the next wave of skills need is crucial for the future of Western Australia. To ensure that we don't have a gap or critical skill shortages in the future we need to train apprentices in occupations that will be utilised by the next phase of economic expansion, particularly those relating to the operations phase of the resources and related sectors.

**Government apprentices:** In the past government agencies employed apprentices on great scales which provided a large pool of qualified tradespeople at regular intervals. The challenge for government is whether to prescribe public sector agencies to take on apprentices or direct this funding to increase subsidises for training, both of which raise funding considerations for Government.

**VET in Schools (VETiS):** There are many different approaches to VET in Schools across all schools in Western Australia which can present challenges from a policy and planning perspective. Industry Training Councils are not adequately resourced to engage on a regular basis with the school sector. Many students exit the school system with poor 'job readiness' or insufficient information about the various career options available to them. Collie Senior High School was acknowledged as having an extremely successful VETiS program.

**Raising Awareness (Employers, Career Advice and Engaging Parents):** The challenge of raising awareness of VET career pathways for school students was raised and suggestions ranged from embedding Certificate IIs in the school curriculum through to promotional strategies such as travelling road shows. Engaging parents in the student's VET decision making was also considered valuable. There is also a need to balance the career aspirations of an individual student with the capability of the school to deliver the relevant training. The availability of apprenticeship places for school students requires more engagement with employers and industry groups.

## Regional Visits

Regional and metropolitan visits provide opportunities for the Board members to talk face-to-face with stakeholders such as employers and employees; industry, local government and community representatives; training market intermediaries; training providers, public and private; and students, apprentices and trainees.

Each year the State Training Board agrees to meet at least once outside the Perth metropolitan area. This year the State Training Board was fortunate to include two regional visits in its meeting schedule – Bunbury in October 2013 and Geraldton in June 2014.

### Bunbury

On 24 October 2013 the State Training Board travelled to Bunbury. The purpose of the meeting was to gain knowledge of vocational education and training (VET) successes, challenges and needs in the South West region. The State Training Board was joined by representatives from most of the industry training councils.

As part of the regional visit the State Training Board hosted a workshop with South West regional stakeholders including employers and employees; industry; local government and community representatives; training market intermediaries; training providers (public and private); students and apprentices. The workshop was held at the refurbished Lighthouse Beach Resort in Carey Street Bunbury. More than 65 people attended the stakeholder forum.

Workshop attendees were also provided with a short questionnaire to identify the key issues impacting their businesses and industry both now and into the future.

Attendees were also invited to propose solutions to these issues and to identify those solutions which do not or would not work for their business/industry.

No matter the size of the business many stakeholders reported the ability to attract and retain quality staff as a critical issue impacting their business. The uncertainty in the economy or access to funding also appeared as critical issue of the South West. The ageing demographic was also of concern for industry over the next 3-5 years which many stakeholders expecting it would lead to an increase in skill shortages as baby boomers retire.

**Table 3: Key Themes Discussed During Stakeholder Forum South West Region**

<b>Training Quality</b>	<ul style="list-style-type: none"> <li>• Improved regulation will lead to improved quality</li> <li>• Attracting and retaining quality lecturing staff</li> <li>• Quality training in schools</li> <li>• Quality will be improved through better literacy support for trainees</li> </ul>
<b>Training support and industry 'buy in'</b>	<ul style="list-style-type: none"> <li>• Employing apprentices: interest in employing apprentices is waning</li> <li>• Using industry facilities for training purposes</li> <li>• Industry would like to see training solutions designed by industry for industry</li> </ul>
<b>VET in Schools</b>	<ul style="list-style-type: none"> <li>• Provide opportunities for school students to explore their options.</li> <li>• 'One size fits all' approach is not working – more flexibility needed.</li> <li>• New Zealand's model of VET delivery in schools would be worth exploring.</li> </ul>
<b>Attraction and Retention</b>	<ul style="list-style-type: none"> <li>• South West demonstrated difficulty in attracting and retaining qualified and skilled workers.</li> <li>• Some evidence of 'crowding out' from resource sector.</li> <li>• South West Development Commission committed to developing local solutions including localised training and employment strategies.</li> </ul>

Of concern for the State Training Board was the report from many industry stakeholders of the poor attitudes of apprentices and trainees. Many stakeholders reported that young people did not see the value in undertaking an apprenticeship or traineeship or didn't appreciate the opportunity provided to them. Many employers reported that they would not employ an apprentice/trainee in the future.

In addition to the regional stakeholder forum the State Training Board had the opportunity to visit different industry and training locations.

### **Dardanup Butchering Company**

Mr Keith Spence and Mr Dan Hill undertook a site visit to Dardanup Butchering Company (DBC) to see firsthand the facility infrastructure and hear about its training program.

Ms Crystal Potter, Training Coordinator of DBC, advised there are some 250 employers including approximately 17 apprentices. In 2011 the DBC won the 'Australian Apprenticeships – Employer' category for its commitment to training large number of apprentices. Ms Potter advised that DBC will be commencing an afternoon shift for their facility which will increase their demand for butchers and the opportunity to take on more butchering apprentices.

Payroll tax exemptions for wages of apprentices/trainees are seen as an important

factor in DBC's decision for taking on apprentices.

### Manea Senior College

Mrs Jackson, Ms Davies and Mrs Hoare undertook a tour of Manea Senior College. Opening in 2009, Manea Senior College is the only specialist senior school in the South West region of Western Australia. The College is highly flexible and focuses on the individual needs of our students who are able to design their own combination of courses and qualifications. Students are treated as adults at the College which assists them to transition more smoothly into the workplace.



State Training Board visit to Manea Senior College, 24 October 2013

Principal Paul Matthews advised the Manea College had developed strong relationships with South West Institute of Technology (SWIT) and Edith Cowan University to benefit their students. Students were treated as young adults and were provided opportunities to explore their career options in an adult environment. The school had a good pastoral care with its students including the use of a youth worker to address any barriers to a student's achievement. Mr Matthews also demonstrated a commitment to funding for VET in the school with \$1,000 per VET student being transferred to SWIT to accommodate the student's studies.

### Wespine Industries

Mr Deeks and Mr O'Sullivan undertook a tour of Wespine Industries, a softwood sawmiller specialising in the production of *Pinus radiata*, a premium quality plantation timber. Operating since 1985, Wespine Industries is jointly owned by Wesfarmers Limited and Fletcher Building Limited and employs approximately 180 people in a variety of roles.

In 1991-92 Wespine signed an agreement with the Government of Western Australia to purchase sawlogs produced by state owned and private pine plantations over a 40 year period. Under the agreement Wespine committed to construct and operate a sawmill that would make full use of the economies of scale provided by the deal, producing timber for sale throughout Australia and the countries of the Pacific Rim. The sawmill capacity is approximately 200,000m<sup>3</sup> output per year.

### Geraldton

On 19 June 2014 the State Training Board travelled to Geraldton. The purpose of the meeting was to gain knowledge of VET successes, challenges and needs in the Mid West region. The State Training Board was joined by representatives from most of the industry training councils.

The State Training Board hosted a workshop with Mid West regional stakeholders including employers, industry representatives, local government and community representatives, training providers (public and private); and members of the Mid West Development Alliance. The workshop was held at the Zeewijk Training

Restaurant at Durack Institute of Technology with all catering and waiting/barista work being undertaken by apprentices and trainees.

#### Apprentices and Trainees at Zeewijk Training Restaurant



In the open discussion session, the Chair, State Training Board provided an opportunity for attendees to respond to four questions:

*What are the top three issues/concerns impacting your company/industry today?*

*What do you think Government can do to address industry concerns/issues?*

*What do you think industry can do to address industry concerns/issues?*

*What do you think an individual can do to address industry concerns/issues?*

The common themes arising from the Industry and Community Forum included a focus on young people. Many stakeholders reported that traditional pathways used by previous generations are unlikely to appeal to today's young people. Young people today are more technologically savvy and require up-to-date, easily available information. Young people today are more likely to listen to their peers or social media trends than traditional career advice material meaning that industry, employer and training providers need to consider alternative ways of engaging with this group.

Many stakeholders also reported reluctance by employers to take on young people in the workplace. Incentives, such as those provided to employers of apprentices/trainees may help this situation. It was also suggested that industry advocates working with young people, particularly in schools, may reduce the barriers to youth participation in the workplace.

Industry stakeholders supported improving literacy and numeracy skills in graduates, particularly those with low Australian Tertiary Admission Rank (ATAR) scores in preference to dumbing down of VET or University courses. Industry did not understand, nor support, the dumbing down of VET and University pathways and believed this practice would only leave to negative consequences for industry. Industry stakeholders requested bedding down of curriculum for a number of years to allow students, their parents, as well as employers and industry to understand what is required of them.

**Table 4: Key Themes Discussed During Stakeholder Forum Geraldton**

<b>Young People</b>	<ul style="list-style-type: none"> <li>• Stimulating Youth – traditional pathways don't seem to interest young people today</li> <li>• Youth unemployment is high in Geraldton and Murchison areas.</li> <li>• Better information/career advice needed for young people (and parents/guardians)</li> <li>• Cultural perceptions of young people – a need to change employers' mindsets when considering employing young people.</li> </ul>
<b>Improving Literacy and Numeracy</b>	<ul style="list-style-type: none"> <li>• Industry does not support the dumbing down of VET and University courses to suit students with low ATAR scores.</li> <li>• There is an increase need for training providers, including Durack, to provide bridging programs to compensate core literacy, numeracy and language skills.</li> </ul>
<b>The role and image of VET</b>	<ul style="list-style-type: none"> <li>• Constant changes and reforms in VET make it difficult for employers, students and training providers to manage.</li> <li>• Commonwealth and State Governments seem to be working against each other and this is impacting ability of sector to respond to skill needs.</li> <li>• Industry, schools and VET practitioners need to provide students and their parents with clear information and messages about pathways, qualifications, skill needs and training requirements.</li> </ul>
<b>Regional Pressures</b>	<ul style="list-style-type: none"> <li>• Cost and availability of training in regional Western Australia is very high with many families unable to afford to send their children to regional centres or Perth for training.</li> <li>• Lack of local training opportunities because the tertiary provider doesn't have the numbers to sustain a full classroom meaning that many courses cannot happen in the region.</li> <li>• Lack of government support for regional families.</li> <li>• Regional economies are different from Perth; and hence the State Occupational Priorities do not mirror regional occupational priorities; there are significant skills shortages across all occupations and industries operating the Mid West; reliance on fly in- fly-out workers.</li> </ul>
<b>Ageing Workforce</b>	<ul style="list-style-type: none"> <li>• Workers in physical jobs (such as trades) are unable to sustain a career into their 60s and 70s because of health and physical limitations which means there needs to be a systemic redeployment program for these workers.</li> <li>• Many older workers will require additional or further training to maintain their place in the workforce with many requiring additional support for literacy, numeracy and technology.</li> </ul>

Geraldton is a regional centre; however there are many remote and rural communities in the Mid West who are disadvantaged by the tyranny of distance and have limited access to education and training. There is a significant cost burden incurred by regional students relocating to metropolitan areas to benefit from education/training opportunities and for many regional families this cost is too much. The increase in training fees coupled with the loss of the Tools for Trade Allowance many apprentices and their families were struggling to meet the costs of their training. There are very limited government support mechanisms to support these rural families.

The Geraldton University Centre also reported difficulty in delivering courses in regional Western Australia as many students prefer to enrol in Perth-based universities meaning that it becomes financially unviable to offer a wide range of courses in regional Western Australia.



**Bert Beevers, Managing Director provides tour Durack's Geraldton Campus**

The regional visit to Geraldton allowed the State Training Board members to meet with local stakeholders. This included a meeting with the Mid West Development Commission and the Aboriginal Workforce Development Centre.

### **Meeting with Mid West Development Commission**

The State Training Board met with the Chair, Hon Murray Criddle and Chief Executive Officer, Mr Gavin Treasure of the Mid West Development Commission to discuss the Board's work plan and identify synergies to programs and priorities identified by the Mid West Development Commission.

The Commission provided an overview of the regional growth and development strategy, the Mid West Regional Blueprint, due to be released in July/August 2014. The purpose of the Regional Blueprint is to help transform the region from its current status and position it to attain sustainable growth and development goals. The Commission provided an overview of the five pillars of the Regional Blueprint<sup>2</sup>:

- **Physical Infrastructure:** Create an integrated network of infrastructure to generate new industry opportunities for annual economic growth rate of 5% by 2025.
- **Digital and Communications:** The Mid West will be a connected, digitally empowered and innovative region with competitive mobile and network infrastructure creating opportunities for growth and development.
- **Economic Development:** Generation of 10,000 new jobs in the Mid West by 2025 and an additional 30,000 by 2050.
- **Desirable Communities:** Build communities with strong social capital and infrastructure that creates a regional population of 80,000+ by 2025 and 100,000 by 2050.
- **Knowledge and Learning:** create highly educated and skilled communities that meet the region's future workforce requirements.

<sup>2</sup> Mid West Development Commission, *Awakening the sleeping GIANT Mid West Region*, presentation by Murray Criddle, MWDC Chairman, retrieved on 29 July 2014 from <http://www.partnershipsandpossibilities.com.au/Assets/Documents/2014/Presentations/Hon-Murray-Criddle.pdf>.

The Regional Blueprint five pillars are supported by 22 aspirations/targets. The Commission and Board saw potential for synergies between the aspirations in the Regional Blueprint and the long-term strategic projects being undertaken by the State Training Board and the Department of Training and Workforce Development. For example, the Commission suggested that a regional pilot for the State Training Board's Youth Unemployment Project

The Commission would look to Royalties for Region funding to unlock private investment for the region. It also saw the potential for public-private partnerships to provide opportunities in the region. The Commission supported investing in regional tourism such as the Abrolhos Islands; development of a Skywalk at Kalbarri, Coastal Nodes and Murchison Geopark (with the oldest rocks in the world) would bring people to the region and would create investment opportunities. It also supported providing investment opportunities for local SMEs and providing support to ensure long term viability in the region.

The Commission supported local involvement with local flavour in workforce development planning in the regions. It could demonstrate that local issues, such as the Gascoyne Vermin Fence, had the potential to create many local jobs allowing people to stay in the region. It also supported linking regional workforce development planning with broader State-wide directions was important for the long-term viability of the regions.

The Commission reported the workforce development barriers in the region included:

- needing to increase literacy and numeracy levels within the general population;
- strategies such to address the disengagement of teenagers and young adults from education/training programs;
- skills deepening and higher level qualifications would be difficult with only 36% of adults in the region having completed year 12;
- there was a need to increase the take up of STEM skills in the population, particularly for young women;
- transport and other infrastructure barriers;
- stranded capital investment was delaying or stopping major infrastructure projects (such as Oakajee) which was limiting growth in the region;
- wireless and fast data and telecommunications with much of the region plagued by black spots; and
- responses to the ageing workforce and infrastructure and human capital needed to respond to ageing in the bush.

### **Mid West Aboriginal Workforce Development Centre**

The State Training Board met with the acting Regional Coordinator, Mr Daniel Crowe of the Mid West Aboriginal Workforce Development Centre (AWDC). Mr Crowe outlined the projects being undertaken by the AWDC including the Job Ready Suite involving the following three programs:

- **Job Ready Program:** A program designed to get people job ready. The course runs with 6 participants over a four week period with two 2-hour workshops each week. A mentor is assigned to the group and continues with them as they progress to the job taster program and long-term employment. The program includes the delivery of basic job readiness skills to job seekers including Career

Builder, OHS, Employer Expectations, Work Preparation, Budgeting, Self-identification of barriers and action plan for barrier elimination.

- Employer Ready Program: A partner program to the Job Ready Program and Job Taster program which utilises the resource, '*How Well Do You Understand the Aboriginal People You Employ?*' that was developed by the Perth AWDC. Employers undertake workshops, cultural competency courses and accreditation for engaging in the program.
- Job Tasters and Part-Time Work Pool: A program which involves three 1 week work experience placements (unpaid) with employers within the participant's chosen field (identified by the Career Builder). The job seekers are supported by their mentor.

Mr Crowe also outlined the Gambarra project that was developed by the Mid West AWDC. Gambarra is a six week pilot program that is hoped to evolve to an ongoing, self-sustainable project which connects recently and soon to be released prisoners with suitable training leading to genuine employment opportunities. The project includes work ready components while providing skills that can be adapted to the needs of the project partners and sustainable components. The project involves the production of '2<sup>nd</sup> Grade Green Waste' (Mulch) to be purchased by the City of Greater Geraldton, the shires of Chapman Valley, Northampton, Kalbarri, Yalgoo, Mt Magnet, Cue, Meekatharra and Dongara along with setting up sale to the general public. The project is expected to be a success as currently Mulch is sourced from outside the Mid West region at considerable cost.

The Mid West AWDC is providing strong conduit between service providers, employers and job seekers. The AWDC staff provided support to local jobseekers as well as apprentices and trainees and newly appointed staff who required support through difficulties with their employers or colleagues. Mr Crowe advised that a large percentage of their clientele were self-referrals due to word of mouth.

The Board was particularly impressed with Mr Crowe's personal level of commitment, enthusiasm and passion for Aboriginal people in the Mid West region.

### **Batavia Coast Maritime Institute**

The Batavia Coast Maritime Institute (BCMI) campus provides state-of-the-art training, research and development facility at Separation Point in Geraldton. The BCMI opened in 2006 after ten years of planning. Dr Suresh Job, Director of BCMI, provided a comprehensive tour of the facility for Board members.



Batavia Coast Maritime Institute provides training in aquaculture, aquaponics, conservation and land management, Coxswain, Master Class V, environmental sciences, sustainability, marine VHF radio, recreation skipper's ticket and more.

The Board members learned about BCMI's industry partnerships, including providing laboratory work and analysis for various environmental projects, the study of noxious invasive fish species in the Gascoyne and Mid West regions and the rehabilitation of the Abrolhos Islands.

The BCMI currently operates a multi-species marine aquaculture hatchery facility, and works on a range of marine foodfish species including Cobia, Yellowtail Kingfish, Mulloway and Pink Snapper, as well as, a wide range of marine ornamental fish and shrimp species. The hatchery includes live feed and microalgae production facilities.

#### Tour of Batavia Coast Maritime Institute, Separation Point Geraldton





## PART 4: STATE TRAINING BOARD WORK PROGRAM: LEGISLATED ACTIVITIES

### Establishment and Variation of Apprenticeships

Section 23 of the VET Act 1996 enables the State Training Board to appoint committees to assist it to perform its functions under the Act. A committee may include people who are not members of the Board but must include at least one member of the Board.

The Board established the Establishment and Variation of Apprenticeships Committee (EVAC) to perform the Board's role in providing advice to the Minister for Training and Workforce Development regarding the classification of prescribed vocational education and training qualifications as required under section 60C of the VET Act 1996.

The members of EVAC during the reporting period were:

- Keith Spence (Chair)
- Lindsay O'Sullivan, Board member;
- Dan Hill, Board member
- Anna Wildy, Ex-officio member (DTWD representative) (up to 31 March 2014)
- Lisa Barron, Ex-officio member (DTWD representative) (from 31 March 2014)

Section 60C is intended to provide a means of regulating the classification of certain qualifications. The establishment of apprenticeships<sup>3</sup> is based on the classification of qualifications by the Minister as either 'Class A' or 'Class B'. The intent of having a classification of qualification is to ensure that some qualifications are protected and can only be achieved through an apprenticeship arrangement.

**Table 5: Classification of Prescribed VET Qualifications used under Section 60C of the VET Act**

Class A	Class B	Class C
Being a qualification that must only be undertaken through an apprenticeship arrangement (i.e. fulfilling the obligations of an apprentice under a training contract with an employer registered by the Department of Training and Workforce Development).	Being qualifications that may be achieved through an apprenticeship arrangement  OR  through an institutional pathway with a registered training provider without the requirements of an apprenticeship.	Being qualifications that can only be undertaken through an institutional pathway without the requirements of an apprenticeship (these institutional delivery only qualifications will not require classification and will be Class C by default).

An 'establishment' will require the Board to provide advice to the Minister on certain conditions relating to the apprenticeship, as detailed in regulation 37 in the Vocational Education and Training (General) Regulations 2009:

<sup>3</sup> Apprenticeship means any employment based training scheme whether termed an apprenticeship, traineeship, cadetship or internship.

- 37(4)(a): whether an apprentice under a training contract for the qualification should be called an apprentice, a trainee, an intern, a cadet or some other term;
- 37(4)(b): the nominal period of a training contract for the qualification;
- 37(4)(c): whether an apprentice under a training contract for the qualification should be able to work part-time under the contract;
- 37(4)(d): whether a person at school should be able to enter into a training contract for the qualification; and
- 37(4)(e): any condition that should apply to the classification of the qualification.

The regulations prescribe that the State Training Board must consult with industry advisory bodies (known as Industry Training Councils) as well as employee and employer groups in any industry that might be affected by the decision of the Minister.

During the reporting period the State Training Board released updated *Guidelines for the Establishment and Variation of Apprenticeships (Version 2.2)* which includes a streamlined approach to variations. The new guidelines were effective for all new applications from 1 January 2014.

#### Activity during the reporting period

The following proposals were considered by the EVAC or completed during the reporting period. More information can be found on the State Training Board website.

**Table 6: Minister Approved EVAC Proposals 2013-2014**

Establishment	
Class A	Approved
UEE33011 Certificate III in Electrical Fitting	29 January 2014
Class B	Approved
SIT40212 Certificate IV in Travel and Tourism	2 July 2013
SIR30412 Certificate III in Business to Business Sales	20 August 2013
HLT52012 Diploma of Practice Management	20 August 2013
HLT43212 Certificate IV in Health Administration	20 August 2013
HLT32912 Certificate III in Health Administration	20 August 2013
CPC20211 Certificate II in Construction Pathways	6 November 2013
UET20312 Certificate II in ESI – Powerline Vegetation Control	6 January 2014
SIT40812 Certificate IV in Holiday Parks and Resorts	15 February 2014
SIT50412 Diploma of Holiday Parks and Resorts	15 February 2014
PSP50512 Diploma of Government (Financial Services)	17 February 2014
PSP50812 Diploma of Government (Human Resources)	17 February 2014
PSP51712 Diploma of Government (Investigations)	17 February 2014
MSS53012 Diploma of Competitive Systems and Practices	18 February 2014

Variations	
Change in Classification	Approved
AUR30612 Certificate III in Light Vehicle Mechanical Technology <i>Variation from Class A to Class B to allow for international students</i>	30 August 2013
Change in Nominal Duration	Approved
LMT21507 Certificate II in Dry Cleaning Operations <i>Reduce nominal duration from 24 months to 18 months</i>	13 November 2013
LMT31210 Certificate III in Dry Cleaning Operations <i>Reduce nominal duration from 36 months to 24 months</i>	13 November 2013
Change in Traineeship Pathway	Approved
CPC20112 Certificate II in Construction <i>Removal of Building Maintenance Traineeship Pathway</i>	6 November 2013
Addition of Part-time Arrangements	Approved
CPC30111 Certificate III in Bricklaying/Blocklaying	12 November 2013
52209 Certificate III in Bricklaying (Housing)	12 November 2013
CPC30211 Certificate III in Carpentry	12 November 2013
52207 Certificate III in Carpentry (Housing)	12 November 2013
CPC32011 Certificate III in Carpentry and Joinery	12 November 2013
CPC31912 Certificate III in Joinery	12 November 2013
CPC30611 Certificate III in Painting and Decorating	12 November 2013
52210 Certificate III in Painting (Housing)	12 November 2013
CPC31011 Certificate III in Solid Plastering	12 November 2013
52211 Certificate III in Plastering (Housing)	12 November 2013
CPC30811 Certificate III in Roof Tiling	12 November 2013
CPC32111 Certificate III in Signage	12 November 2013
52212 Certificate III in Steel Framing (Housing)	12 November 2013
CPC32311 Certificate III in Stonemasonry (Monumental/Installation)	12 November 2013
CPC31311 Certificate III in Wall and Floor Tiling	12 November 2013
CPC31211 Certificate III in Wall and Ceiling Lining	12 November 2013
52208 Certificate III in Wall and Ceiling Fixing (Housing)	12 November 2013
Training Package Updates (Qualification deemed not equivalent)	
CHC30113 Certificate III in Early Childhood Education and Care	17 June 2014
CHC50113 Diploma of Early Childhood Education and Care	17 June 2014
CHC40113 Certificate IV in School Age Education and Care; and	17 June 2014
CHC50213 Diploma of School Age Education and Care	17 June 2014

#### EVAC proposals lapsed, withdrawn or not supported during 2013-2014:

- A proposal to vary the existing SIT31013 Certificate III in Catering Operations (Class B traineeship) by adding a school-based pathway was not approved by the Minister (11 June 2014) due to limited industry support;
- A proposal to vary MSS30312 Certificate II in Competitive Systems and Practices by changing the nominal duration from 12 to 18 months was withdrawn;
- A proposal to establish UET30612 Certificate III in ESI Remote Community Utilities Worker lapsed before the submission was received from the training council.

## Review of Prescribed VET Qualifications

During the year, the State Training Board commenced a review of all prescribed qualifications with a view to publishing a new gazette list in the 2014/15 reporting period. The process, which is currently underway, will:

- update all gazetted qualifications to the latest endorsed qualifications;
- link the qualifications to the relevant apprenticeship titles and the six-digit ANZSCO occupation outcomes in the new gazette list;
- review all apprenticeships with low enrolment and completion data since 2009 and get advice from training councils on those to be retained in the new list, including advice on thin markets;
- address any policy and/or industrial relations matters (i.e. conditions) that must be included in the new gazette list (i.e. nominal durations relating to Modern Awards, credit arrangements for pre-apprenticeships/traineeships etc.); and
- delete all expired/replaced qualifications; and fix any other errors previously gazetted.

## Proposals not yet completed as at 30 June 2014

- CHC42912 Certificate IV in Mental Health Peer Work: Establish Class B Traineeship
- SIS20213 Certificate II in Outdoor Recreation: Establish Class B Traineeship
- UEE6211 Advanced Diploma of Engineering Technology – Electrical: Establish Class B Traineeship
- TLI33413 Certificate III in Waste Driving Operations: Establish Class B Traineeship
- SIT40413 Certificate IV in Commercial Cookery: Establish Class B Traineeship
- TLI33313 Certificate III in Furniture Removal: Establish Class B Traineeship
- NWP20107 Certificate II in Water Operations: Establish Class B Traineeship

## Appeals against decisions of the Training Accreditation Council

Under section 58G of the VET Act 1996, a person who is dissatisfied with a decision of the Training Accreditation Council made under sections 58B, 58C or 58E of the Act may appeal against that decision to the State Training Board. An appeal can only be on the ground that, in making the decision appealed against, the Council erred in its application of, or failed to apply criteria or procedures in, guidelines it was required to apply under section 13 or by the regulations. The State Training Board cannot undertake a merits-based review of the Training Accreditation Council's decision.

During the reporting period the State Training Board received two appeals. The State Training Board sought legal advice on both appeals and both were deemed to be outside the Board's remit under the legislation.

## PART 5: STATE TRAINING BOARD STRATEGIC PROGRAM

### Youth Unemployment

In 2012 the State Training Board established a Steering Committee to examine youth unemployment in Western Australia. The aim of the project is to develop a youth workforce development strategy.

#### Phase 1 report: Youth Matters

The report from phase 1 of the project was published on the State Training Board's website in October 2013. *Youth Matters: a study of youth education, training, employment and unemployment in Western Australia*<sup>4</sup> is based on research and consultations undertaken by Business Group Australia and the State Training Board's Youth Unemployment Steering Committee.

*Youth Matters* explores the challenges of disadvantaged and unemployed youth. The advice received from agencies and service providers working with unemployed young people supports the positions and directions proposed in *Youth Matters*. The actions required to move the most disadvantaged young people into sustainable employment are intensive, long-term, targeted and expensive.

The report demonstrates that our system works well for the majority of young people with around 75 percent making the transition from school to further education, training or work with little difficulty and go on to establish a permanent place in the labour market.

Young people are often the first casualties of a receding economy. The research shows that early school leavers are especially vulnerable in an uncertain labour market due largely to their age, poor literacy and numeracy, lack of skills, experience and/or knowledge and lack of understanding of their rights in an employment market. Without adequate preparation, advice or support young people are more likely to face periods of unemployment or underemployment.

#### Phase 2: Development of Strategic Youth Workforce Development Plan

Building on from the release of *Youth Matters* the State Training Board agreed to continue the project and endorsed the terms of reference for phase 2 of the project. Phase two will include the following focal points:

1. Consulting with youth from a variety of backgrounds on their:
  - a. experiences and challenges associated with school, vocational training,

Despite Western Australia's current economic environment and the strong condition of the general labour market, youth are experiencing higher rates of unemployment than people aged 25 to 64 years.

On 2011 Census Night there were 54,320 persons recorded in Western Australia as being unemployed and looking for work of which 19,887 (36.6%) were aged between 15 and 24 years.

***Youth Matters Page 5***

<sup>4</sup> *Youth Matters* can be downloaded from <http://www.stb.wa.gov.au/Pages/YouthUnemploymentProject.aspx>

- education or other structured workplace learning programs;
  - b. knowledge of, understanding and access to employment opportunities;
  - c. knowledge of, understanding, access and experience with support services/programs that aim to reduce barriers or difficulties in participating in employment, training or education programs;
  - d. barriers, such as transport, that are currently preventing participation in education, training or employment.
2. Survey employers of youth (including small, medium and large employers as well as regional and metropolitan) on:
    - a. experiences, including any issues, with employing youth (15 to 24 years);
    - b. support programs/services provided by the employer in the workplace for youth;
    - c. identify any external programs/services used by the employer to support young people in the workplace.
  3. Determine the impact Future Skills WA will have on:
    - a. ability for disadvantaged/marginalised and unemployed youth to access foundation or general education courses (i.e. Certificate I or II) including literacy and numeracy support to facilitate their participation in community programs, workplace or further education and training;
    - b. access to support programs and vocational training opportunities for young people aged 15-24 years;
    - c. youth participation in priority training programs, including apprenticeships and traineeships; and
    - d. any barriers associated with training or support programs (such as fees).
  4. Develop, test and evaluate a fully collaborative community based program that will:
    - a. improve service provision at the community level to ensure that disadvantaged young people are engaged in 'earning or learning';
    - b. provide flexible, holistic and individualised support services for young people with various entry and exit points depending on level of need;
    - c. consider alternative education or training programs, pre-employment programs and new approaches to learning for disadvantaged youth;
    - d. make formal connections between programs offered by all levels of government in the support of disengaged and marginalised youth;
    - e. make formal connections with private, not-for-profit and/or community based programs that support disengaged or marginalised youth;
    - f. provide sustainable as well as flexible employment opportunities in the local community for disadvantaged or marginalised youth through brokering with local employers and local councils.
  5. Examine the feasibility of establishing a support network in high youth unemployment regions to ensure disadvantaged youth have access to a range of holistic services that address the barriers they face. The network arrangement should be used to strengthen connections and working relations between education and training institutions, local enterprise, youth services and local councils.

### Employer Breakfast

On 13 May 2014 the State Training Board sponsored a breakfast with the Malaga

and Districts Business Association as part of its project on Youth Unemployment. This was an opportunity to hear from employers about the challenges of employing youth in today's workforce.

Employers were open about what they saw as major barriers to employing young people and suggested that there was a lot of confusion within industries and employers about the training system. Employers suggested that there were a number of areas that could be improved to make the system more simple and easier to navigate for both young people and employers:

- Modernising training packages had caused a lot of confusion, particularly with the nomenclature of training packages and qualifications is confusing - traditional terms such as 'boilermaker' have been replaced with 'Engineer'.
- Young people and their parents/carers needed to better understand the job roles that they were seeking as often young people had unrealistic expectations about the day-to-day activities in most jobs.
- Some training programs gave unrealistic activities and deadlines that meant that young people didn't have a clear understanding of meeting workplace deadlines or maintaining the pace needed by most businesses. Time management was seen as a real problem as young people can't get an extension in the 'real world'.
- Many employers expressed frustration at the current apprenticeship system and believed that it was too easy for apprentices to walk away from their apprenticeships. Employers were frustrated by what they saw as a churn of apprentices and for that reason they didn't see the value in taking on new apprentices.
- Many young people are distracted by their smartphones and social media.
- Some employers believed that young people are not accountable for their actions (i.e. they don't appreciate the opportunities being presented to them, have bad or rude attitude, don't call in sick, and don't have a free holiday on your birthday).
- Young people need to be taught 'workplace manners' personal life intruding on work time, appropriate etiquette for dealing with clients, how to dress appropriately.

Many employers at the breakfast saw a benefit in young people being able to start an apprenticeship or traineeship earlier (i.e. 15 years of age) as they were less likely to be distracted at this age. Many young people are forced to stay at school until they are 17 or 18 years of age and by then they have often lost interest in their careers. Young people need to recognise that they have a life-time of learning ahead of them. Even at the completion of an apprenticeship they still have much to learn about the job.



Audrey Jackson, AM addresses Malaga & Districts Business Association on youth unemployment project

Employers were asked what young people needed to be 'job ready' and they provided the following responses:

- Turning up for work (on time/when you are rostered/even if you are too tired!)
- Respect (the opportunity, the workplace, colleagues)
- Commitment

- Willingness to learn
- Learning takes time
- 'Can do' attitude
- Communication skills – oral and written

Employers suggested that a pre-induction into the workplace would help young people settle in the workplace more readily. The induction should also be supported through buddy system or mentoring in the workplace.

All those present agreed that young people today have far too many choices provided to them at school. Young people are bombarded with choice these days and this isn't helping. Schools should concentrate on foundation programs or taster programs to provide students with choices in their careers. Young people should be given work experience in a variety of industries before they make a choice. Many employers suggested that school based work programs should include discussion and exercises on work ethics, workplace expectations and general skills such as work etiquette, occupational health and safety and customer service.

### Kings College – Aspirational Careers Program

The Youth Unemployment Steering Committee was joined by Mr Odwyn Jones to align his proposed project with work being undertaken by the State Training Board. Mr Jones represents the Office of the Order of Australia (WA Branch) who proposes to undertake a project with Kings College, an independent school, to develop targeted and meaningful career advice strategies for young people. The difference with Mr Jones' project is that the target audience will be students in years 7 to 9. The idea is that by getting young people engaged in the world of work at a younger age they are likely to see benefits in the choices they make, the importance of good grades, and possibly linkages for school programs towards their career aspirations. By engaging them before year 10, when they are required to make a decision about their senior secondary education choice it is hoped that they will be better informed and make informed choices about their courses at school.

The program got underway in Term 2 2014 with Earth Sciences WA providing a comprehensive program to link the science, technology, engineering and mathematics (STEM) programs offered in schools with the world of work.

Further programs in Terms 3 and 4 2014 have been developed with the industry training council network to provide the students with information about the different types of training and the various pathways that lead to the world of work. Students will be asked to reflect on the experience and provide a class journal for their parents and fellow classmates. The class journal will be used as a tool to improve literacy and engage reluctant readers in the program. Students will also be asked to consider whether the different occupations will suit their temperament, skills, knowledge and interests. It is hoped that this experience will make these students better informed when they choose subjects for upper secondary school.

### WA Future Workforce Projections: Scenarios to 2030

The Scenarios Project, a joint initiative of the State Training Board and the Department of Training and Workforce Development, has seen the development of four plausible future workforce scenarios: Long Boom, Smart Recovery, Terms of Trade and Ring of Fire for Western Australia (including accompanying modelling and

analysis).

The scenarios were based on similar work undertaken by the Australian Workforce Productivity Agency. The scenarios are not predictions about the future but a way to understand future skill needs under alternate economic scenarios, along with the dimensions of these needs, to inform planning of the State's training delivery. The first phase of the project, undertaken by Deloitte Access Economics, provides a comprehensive examination of the scenarios including the key economic parameters of each scenario, the key demographic parameters, the employment projections, industry growth, regional growth and qualification demand and supply. The summary assumptions for the scenarios are provided in the table below.

**Table 7: Summary Assumptions by Scenario**

Variable (average unless stated)	2012-2030	History (2001-12)	Long Boom	Smart Recovery	Terms of Trade Shock	Ring of Fire
Terms of trade (level in 2030 for forecasts)		74.9	81.4	80.0	67.5	75.4
Net migration (2030)		177,000	230,000	195,000	183,000	117,000
Population growth (%)		1.43%	1.56%	1.36%	1.28%	0.99%
<b>Western Australia</b>						
Net migration		28,720	42,180	35,920	27,680	15,630
• <i>International</i>		26,140	37,800	33,000	26,250	15,400
• <i>Interstate</i>		2,580	4,380	2,920	1,430	230
Population growth (%)		2.20%	2.44%	2.01%	1.81%	1.36%
Labour force participation rate (level in 2030 for forecasts)		67.5%	68.0%	66.6%	66.0%	64.9%
Unemployment rate		4.6%	3.2%	4.4%	4.0%	6.3%
Employment growth		2.89%	2.37%	1.84%	1.65%	1.04%
Productivity growth		1.77%	2.30%	1.80%	1.73%	0.55%
Output growth		4.72%	4.73%	3.67%	3.41%	1.60%
Output per capita growth		2.52%	2.20%	1.59%	1.54%	0.18%

Source: ABS, Deloitte Access Economics

Following the completion of phase 1, the State Training Board and the Department of Training and Workforce Development engaged the Nous Group to ascertain the implications of each of the four scenarios and develop potential workforce strategies, policies and training delivery approaches. This will assist the State Government and other stakeholders work together to both plan for and address any future workforce challenges that could be faced by the State out to 2030.

As part of this process, a series of stakeholder consultation sessions were organised to further test the common themes identified across the four scenarios with key stakeholders and gather their input on potential policy responses.

On 6 March 2014, the Committee for Economic Development of Australia (CEDA) hosted a stakeholder forum entitled, "Shaping WA: Skills Scenarios for 2030" for more than 30 industry leaders. The Minister for Training and Workforce Development, Hon Dr Kim Hames MLA delivered an opening address at the forum

which was followed by a stakeholder consultation session facilitated by Mr Keith Spence.

On 20 March 2014, the Chair, State Training Board hosted a similar stakeholder consultation session for Industry Training Councils' Boards of Management Chairs, Deputy Chairs and Executive Officers. In addition, four targeted focus groups sessions were organised in April 2014 for industry representatives from the Technology; Professional Groups; Health and Ageing; and University and VET sectors.

The State Training Board is in the process of preparing its final report to the Minister on the project. The final report will centre on five key themes that have arisen from the project:

- Opportunities for young people;
- VET and University Pathways;
- Technology and the Changing Nature of Work;
- Workforce portability and emerging skills; and
- Our ageing population.

### **Crowding Out: Competition for Skilled Labour**

The purpose of the project is to provide strategic advice to the Minister for Training and Workforce Development to mitigate the competitive pressures for skilled labour across all industries so that Western Australia can meet the labour and skill requirements for existing and future projects critical to the Western Australian economy.

Phase 1 of the project resulted in a comprehensive desktop study report which identified levels of 'crowding out' of skilled labour in 25 critical occupations in the resources and heavy infrastructure/construction industries. The report can be viewed from the State Training Board's website: [www.stb.wa.gov.au](http://www.stb.wa.gov.au).

The Crowding Out – Phase 1 Report suggested well thought out strategies must be implemented to overcome the anticipated negative impacts on non-resource industries. Within a competitive labour market these include resource companies crowding out other industries through their ability to raise the market rate for wages and providing employees with additional incentives and benefits. Anecdotal evidence suggests that some sectors, particularly small businesses, are continually disadvantaged in a competitive labour market and struggle to attract and retain staff, including apprentices and trainees, as they cannot match the higher wages or compete with the incentives and benefits offered to workers by the resource industry.

In August 2013 the State Training Board agreed to undertake further work on the project and released terms of reference for phase 2 work. The purpose of Crowding Out - Phase 2 is to consult with major stakeholders from the resource and non-resource industry sectors. These consultations will be used to identify, analyse and investigate the impact of projections outlined in the Crowding Out – Phase 1 Report and provide recommendations and strategies to alleviate the impact of crowding out for Western Australia. ACIL Allen Consulting has been commissioned to complete Phase 2 of the project.

### Industry Survey

A survey for industry was developed by the Office of the State Training Board and ACIL Allen Consulting. To get a better understanding of the 25 critical occupations identified in Phase 1 the occupations were analysed to the 6 digit ANZSCO level (a total of 63 sub-occupations).

The survey asked respondents to identify their industry, a description of the products and/or services they offered, the region or locality and the number of workers employed on 30 June 2013 and percentage of workforce that were permanent or ongoing.

The second part of the survey asked respondents to identify issues by occupation, specifically:

- the extent of any skills shortages and crowding out, in particularly the difficulty in hiring and retaining employees; and
- the demographic profile:
  - whether ageing was a significant issue;
  - whether imminent retirement was a serious issue; and
  - employment of workers on 457 visas.

The final section of the survey was for employers from the resources and heavy infrastructure/construction industry to provide advice about transferrable skills from the non-resources sector.

A total of 266 respondents completed the survey with a good spread from metro and regional areas, large and small employers industries and critical occupations. Despite the good numbers, there were limited responses from the resources and construction industries making it difficult to gauge any real and definitive patterns.

### Changing Economic Conditions

On 31 January 2014 the Steering Committee met and agreed that the slowing in economic conditions was hampering the project. The consultant reported that there were still signs of 'crowding out' in some sectors but it was not as prevalent as it had been during phase 1 of the project.

Due to the changes in economic conditions the State Training Board agreed to close the project early and possibly re-examine the issue at a later date. The consultant was asked to provide a report of the project to date and at the time of the end of the reporting period this report had not been received.



## APPENDIX 1: STATE TRAINING BOARD MEMBER BIOGRAPHIES

### Current Members (as at 30 June 2014)

#### Keith Spence (Chair)



Keith Spence was appointed Chair of the State Training Board on 6 May 2005. At the time of his appointment he was the Chief Operating Officer at Woodside Petroleum. Mr Spence was reappointed as Chair on 1 December 2008 and again on 1 December 2013. Mr Spence will stand down at the end of his current term.

Mr Spence has more than 30 years' experience in the oil and gas industry and continues to work in this field. Along with his role as Chair of the State Training Board, at 30 June 2014 Keith Spence was also the Non-Executive Chairman at Oil Search Limited, Chairman/Non-Executive Director at Clough Limited, Chairman/Non-Executive Director at Geodynamics, Non-Executive Director Verve Energy, Chairman at National Offshore Petroleum Safety and Environmental Management Authority, Board Member of Australian Workforce Productivity Agency, Chairman of Australian Institute of Management (WA), Council member for Curtin University, Board member at WA Academy of Performing Arts and Chairman of the Industry Advisory Committee at Australian Centre for Energy and Process Training (ACEPT).

#### Vanessa Davies



Ms Vanessa Davies was appointed to the State Training Board on 1 December 2011 and is currently in her first term.

Ms Davies is an Aboriginal woman who has traditional links to Wongai and Noongar people in Western Australia. Ms Davies is currently the General Manager Diversity & Indigenous Engagement at Compass Group (Australia) Pty Ltd. Ms Davies' previous roles includes Assistant Director with Serco Asia Pacific working on the Acacia Prison contract with the WA State Government and Chief Executive Officer of the largest Aboriginal Medical Service in Australia, Derbarl Yerrigan Health Service Inc. In her current and previous roles Ms Davies has worked at executive management level in government relations, justice, employment and education, health, community and Indigenous relations with various companies, organisations, governments and community groups in WA and throughout Australia.

In addition to her membership on the State Training Board Ms Davies is a Commissioner for the Conservation Commission of Western Australia, Board member of the Aboriginal Cultural Materials Committee, Board member Swan River Trust and Chairperson of Marr Mooditj Training.

**Mike Deeks, CSC**

Mr Mike Deeks, MMgmt, BA, FAICD was appointed to the State Training Board on 1 January 2008. Mr Deeks was reappointed on 1 January 2011 and 1 January 2014. Mr Deeks will stand down from the State Training Board on 31 August 2014.

Mr Deeks had a long and successful naval career retiring from the Defence Forces in January 2005. Mr Deeks then became Chairman of a West Australian based resources and defence technology company. In addition, he has undertaken consultancy work for the WA Government in the area of marine and defence industry development. Mr Deeks is currently employed as Western Australia's Site Executive for Raytheon Australia.

In addition to his role as State Training Board member Mr Deeks is a Director Dampier Port Authority, Deputy Chair Challenger Institute of Technology and Chairman Stepping Stones Child Development Centre.

**Joanne Farrell**

Ms Joanne Farrell was appointed to the State Training Board on 18 June 2012 to fill a vacancy arising from the resignation of Mr Adam Harry.

Ms Farrell has worked in the Mining Industry since 1981. She has a Bachelor degree in Science, majoring in Psychology and Economics from the University of Western Australia and a Graduate Diploma in Management from Curtin University.

Ms Farrell is currently Global head of Health, Safety, Environment & Communities (HSEC) for the Rio Tinto group. Ms Farrell is a Director on both the State Training Board and the Perth Institute of Contemporary Arts (PICA), a member of the Sustainability Committee of the Minerals Council of Australia, a Board Member of Energy Resources Australia and an Advisory Council member for Central Institute of Technology. In addition she is a member of Chief Executive Women.

Ms Farrell's career in the Mining Industry has included Human Resources, Health, Safety, Environment and Communities roles in Western Australia, Victoria, New South Wales and Queensland as well as the United Kingdom and the USA. Prior to joining the Mining Industry she worked as an Economist in the Western Australian Public Service.

As recognition of her commitment in encouraging and facilitating the progress of women in the mining industry, Ms Farrell was awarded the 2012 Women in Resources Champion by the Chamber of Minerals & Energy WA.

## Chris Hall



Mr Chris Hall was appointed to the State Training Board on 1 January 2013 and is currently in his first term.

Mr Hall is the Chief Executive Officer of MercyCare, a leading Catholic provider of hospital, health, aged care, and family and community services.

He has worked in service-based environments for over 35 years and has held senior management positions for in excess of 25 years in the Australian non-government community services sector and local government industry at national, state and local levels. He is a Churchill Fellow, Fellow of the Australian Institute of Management and Graduate of the Australian Institute of Company Directors and has tertiary qualifications in business management, social work and the arts.

Mr Hall has served on numerous advisory and consultative bodies and committees to federal, state and local governments and on the boards on various non-government organisations. In addition to his membership of the State Training Board, Mr Hall is Co-Chair of Community Employers WA, member of the WA Partnership Forum and member of the Centre of Social Impact Advisory Council.

## Dan Hill



Mr Dan Hill was appointed to the State Training Board on 29 July 2013 to fill the vacancy arising from the resignation of Ms Simone McGurk. Mr Hill has been reappointed for a term commencing 1 July 2014 to 30 June 2017.

Mr Hill is appointed to the State Training Board as a person experienced in workers' interests (s.19(4C) of the VET Act). Mr Hill is the Secretary Health Services Union of Western Australia and WA Secretary Health Services Union. Mr Hill is also a National Trustee of the Health Services Union and an Executive Member of UnionsWA (Peak Labour Council).

In a career spanning some 30 years in industrial relations within the community services and health industries in Western Australia, Mr Hill has been a long-time advocate of skills recognition and workforce development. He has had a continuous association with industry training advisory bodies at both a state and national level over the past two decades. Mr Hill has been a Director of the National Community Services & Health Industry Skills Council since 2002 and served as Board Chair from 2006 to 2010.

In September 2008 at the invitation of the Australian Government, Mr Hill represented Australia and the Community Services and Health Industries at the Confederation of Indian Industries Global Summit on Skills Development in New Delhi, India.

Mr Hill is a graduate Member of Australian Institute of Company Directors and a Member of the Industrial Relations Society of Australia.

### Audrey Jackson, AM



Ms Audrey Jackson was appointed to the State Training Board on 30 December 2008. She was reappointed on 31 December 2011 and was recently reappointed for a term commencing 1 July 2014 to 31 December 2014.

Mrs Jackson has had a long career in secondary education including 14 years in the position of Principal of Saint Mary's Anglican School in Karrinyup. Most recently she was Executive Director of the Association of Independent Schools of Western Australia, a position that she held for 11 years.

Mrs Jackson has served on a number of Boards and governing bodies including the Council of Curtin University as both a member and Pro-Chancellor, the Council of West Coast College of TAFE and the Board of SCITECH of which she was Chair for four years. Mrs Jackson has also served as Chairperson of the Country High School Association and member of the Governing Council for the Great Southern Institute of Technology.

Mrs Jackson was awarded Medal of the Order of Australia on 11 June 2012 for service to education, vocational learning and training.

In addition to her membership of the State Training Board, Mrs Jackson became the inaugural Chairperson of the Teacher Registration Board of Western Australia.

### Lindsay O'Sullivan



Mr Lindsay O'Sullivan was appointed to the State Training Board on 29 July 2013 to fill the vacancy arising from the resignation of Ms Kelley Yeats. Mr O'Sullivan has been reappointed for a term commencing 1 July 2014 to 30 June 2017.

Mr O'Sullivan is appointed to the State Training Board as a person experienced in employers' interests (s.19(4B) of the Vocational Education and Training Act 1996). Lindsay O'Sullivan is currently Chief Officer, Business Solutions at the Chamber of Commerce and Industry of WA.

Prior to CCI Mr O'Sullivan held a number of leadership roles with Bankwest including State Manager, Retail; worked with national law firm Freehills with clients in energy and resources, utilities and finance; and worked with National Australia Bank in Australia and the United Kingdom. Mr O'Sullivan is a member of the boards of Veev Group and Artrage. In 2005 he was a finalist in the Australia Business Arts Foundation KPMG adviceBank Award.

Mr O'Sullivan is a member of the Australian Institute of Company Directors and a graduate of the Leadership WA signature leadership program and in 2012 was a winner in the WA Business News under 40 awards.

## Jim Walker



Mr Jim Walker is appointed to the State Training Board from 1 January 2014 replacing Ms Jane Coole.

Jim Walker has worked with Equipment Dealers supplying Construction, Agriculture, Mining, Government and Marine industries for 44 years. Mr Walker's career started as an Apprentice - Diesel/Heavy Equipment Fitter with Hastings Deering the Caterpillar dealer for Queensland, Northern Territory, Papua New Guinea and Solomon Islands.

In 2000 Mr Walker was appointed Managing Director for WesTrac the Caterpillar dealer for Western Australia and working through to Chief Executive Officer for WesTrac's territories Western Australia, New South Wales, Australian Capital Territory and North East China. Mr Walker retired from WesTrac in late 2013.

Mr Walker is a member of the Australian Institute of Company Directors (AICD) and Australian Institute of Management (AIM WA), holding the position of President WA (2008 - 2010) and National President - Australia (2010 - 2013). Today, Mr Walker is a Non-Executive Director of Macmahon Holdings, Skilled Group, RAC Holdings (WA), Trustee of WA Motor Museum and a member of Wesley College Council.

## Former Members

### Jane Coole



Ms Jane Coole was appointed to the State Training Board on 1 December 2008. She was reappointed on 1 December 2011 for a three year term but resigned effective 31 December 2013.

At the time of her appointment Ms Coole was the Director, External Relations at Curtin University providing strategic, innovative leadership and management in the development of relationships between the university and the government, community and industry sectors.

During her time on the State Training Board Ms Coole was a long serving member of the Establishment and Variation of Apprenticeships Committee. Ms Coole's strong focus on regional education, especially in regional and remote communities, was a valuable resource to the State Training Board.