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SETTING THE PACE FACT SHEET 4.

Major Victorian senior secondary education policy reforms since 2000

- Developing local community networks, principally to facilitate the transition from school (the *Local Learning and Employment Networks*—LLENs). Thirty-one LLENs now operate across Victoria and broker arrangements that support the other educational initiatives.
- The introduction of more intensive career planning and case management for the transition (*Managed Individual Pathways*—MIPs). By 2004 nearly all students in Government schools had an individual Pathway Plan that is to be updated annually.
- The endorsement of processes already underway to broaden the curriculum, particularly *VET in Schools* and *School-Based New Apprenticeships*. Enrolments in both VET in Schools programs and in School Based New Apprenticeships have increased substantially over the last five years.
- The introduction of the *Victorian Certificate of Applied Learning* (VCAL). By June 2004, enrolments in the VCAL were equivalent to about 7% of total Year 11 and 12 school enrolments.
- The removal of administrative barriers to *the provision of Year 12 in TAFE and ACE*. VCE enrolments of 15-to-19 year-olds in TAFE in 2003 had increased from negligible numbers in 1999 to the equivalent of nearly 3.5% of school enrolments in Years 11 and 12. About 15% of VCAL enrolments are in TAFE or ACE.
- More intensive monitoring of the transition from school through the *On Track* telephone survey of school leavers. The survey has been conducted for students who left Government schools in 2002, 2003 and 2004 with a gradual increase in scope and better integration with MIPs and LLENs through *On Track Connect*, which identifies school leavers potentially in need of training or labour market assistance.
- The creation of three new authorities to oversee the reforms—the Victorian Qualifications Authority (the VQA), the Victorian Learning and Employment Skills Commission (the VLESC), and the Victorian Curriculum and Assessment Authority (the VCAA).