Appendix A: Bilateral Implementation Plan – National Skills Agreement Policy Initiatives

PRELIMINARIES

1. This implementation plan is made between the Commonwealth of Australia (Commonwealth) and Queensland under the 2024–2028 National Skills Agreement (the NSA) and should be read in conjunction with the NSA and the NSA Bilateral Implementation Plan Guidance.

2. Once executed, this implementation plan and any updates agreed with the Commonwealth, will be appended to the NSA and will be published on the Commonwealth's Federal Financial Relations website (https://federalfinancialrelations.gov.au).

3. This implementation plan is expected to expire on 31 December 2028 (in line with the NSA), or on completion of the initiative, including final performance reporting and processing of final payments against milestones.

4. In all public materials relating to the policy initiatives, Queensland will acknowledge the Commonwealth's contribution with the following statement: Improved Completions is a joint initiative between the Australian Government and Queensland Government.

REPORTING AND PAYMENTS

Reporting

1. Performance reporting will be due by 31 March and 30 September each year until the cessation of this Agreement, or the final payment is processed.

2. Queensland will provide to the Commonwealth a traffic light status and activity summary on all policy initiatives.

3. The Commonwealth will provide templates for the purposes of reporting.

Payments

1. The Commonwealth will make payment subject to performance reporting demonstrating the relevant milestone has been met.

2. As part of the performance reporting, Queensland will provide evidence of what has been delivered in the reporting period. Payments will be processed once performance reports have been assessed and accepted.

3. Where a payment is due at a reporting period (31 March and/or 30 September), Queensland will complete the relevant section of the reporting template and provide the evidence required as agreed in the Milestones and Payments associated with this Implementation Plan.

4. Under A92 of the NSA, if a State is unable to expend any Commonwealth funding provided for policy initiative milestone payments, the Commonwealth may reduce a future payment by an amount equivalent to the unspent funds.

IMPROVED COMPLETIONS – ESPECIALLY FOR PRIORITY GROUPS (Clause A141 to A150 of the NSA)

- Outline actions to improve completions and which element of clause A145 will be addressed.

Background/Summary

At 49.4% Queensland's Total vocational education and training (VET) Activity (TVA) completion rate is slightly above the national average of 47.3% for students commencing in 2019. For government funded training for the same period Queensland is at 52%, again above the national completion rate of 48.7%. The apprentice and trainee (A&T) completion rate is slightly higher at 55.3% for Queensland, which is half a percentage point higher than the national rate. However, qualification completions are a complex topic and despite Queensland's strong position there is still more we can do.

According to Jobs Queensland's Anticipating Future Skills Series 2027 -28, employment in Queensland is projected to increase by 5.4%, or 156,240 workers, between 2023–24 and 2027–28. These workers will also need to be skilled, with Jobs and Skills Australia predicting that 90% of new jobs will require post-school qualifications by 2023. Improving VET completion rates can strengthen the skills pipeline to deliver a qualified workforce to support Queensland's economic growth.

To inform actions to improve student outcomes and completions Queensland undertook primary research and consultation to determine where efforts should be focussed. Challenges identified include career pathway confusion, geographical barriers, and lower completion rates for some groups, particularly First Nations students, regional students, and vulnerable cohorts. Limited access to culturally appropriate support and financial constraints further impact student retention.

In addition to continuing the successful existing student support programs, Queensland funds providing opportunities lie in targeted interventions, more support for employers, and data-driven strategies to distinguish between positive and problematic non-completions. Embedding wraparound support into programs ensures sustainable outcomes. Stronger knowledge-sharing, evaluation frameworks, and co-designed initiatives will drive continuous improvement across Queensland's NSA completion strategy, ensuring long-term student success.

By addressing these challenges and leveraging opportunities, Queensland aims to improve VET completion rates, thereby strengthening the skills pipeline to meet future workforce demands and positioning more Queenslanders to access the benefits of a post-school qualification.

Four core principles

Queensland's approach to improving VET completions is based around four core principles (**Appendix B refers**).

1. Focus on at risk cohorts.

Queensland will embed support for regional, rural, and disadvantaged students across all programs, ensuring their needs are systematically addressed. First Nations students will also receive targeted support under the Closing the Gap policy initiative, recognising the cultural context and practices of Aboriginal and Torres Strait Islander communities.

2. Activities to support completions along the entire student journey.

A balanced, scalable approach will support students throughout their VET journey, incorporating new, enhanced, and evidence-based interventions aligned with National VET Completions Taskforce recommendations.

3. Data driven and evidence-based information for student and system decision making.

Queensland will refine data collection and undertake research to distinguish between positive and problematic non-completions, ensuring targeted, real-time interventions that focus resources on the students that would benefit most from support.

4. Embedding best practice for the long term.

Queensland will strengthen evaluation, knowledge-sharing, and co-designed initiatives with TAFE, Skills Assure Suppliers (SAS) and industry partners, ensuring continuous improvement and sustainable completion outcomes.

Three focus areas and their activities

Three focus areas have been identified for activities that enhance student pathways, strengthen support services, and embed evidence-based decision-making:

1. Informed training choices - Queensland will expand career exploration opportunities and improve access to VET information to help prospective VET students make an informed decision about the right training for them.

2. Supporting retention - Queensland will enhance targeted student support services and enhance employer engagement to reduce non-completions.

3. Insights and innovation - To ensure targeted support, Queensland will embed data-driven strategies and best practice frameworks.

- Outline how this proposal addresses clause A146, including links to recommendations of the National VET Completions Taskforce.

Summary

Queensland's approach to supporting completions was built around the recommendations of the National VET Completions Taskforce, in particular ensuring activities consider interventions along the whole student journey and the three themes of the report and 17 recommendations. Activities along the student's journey are mapped out in **Appendix C**.

Under this proposal, students from regional, rural, and remote areas, along with disadvantaged students, will remain a priority focus across all programs. Rather than relying on standalone initiatives that may be temporary, support for these groups will be embedded into the framework of all treatments. This approach ensures their needs are consistently addressed and woven into the fabric of our programs for long-term impact.

The exception to this approach is First Nations students, who are being specifically addressed through the NSA Closing the Gap policy initiative, reflecting the need for dedicated strategies to support unique cultural circumstances and aspirations.

The Queensland Student Outcomes Survey is a new specific activity designed so that the student voice is heard and informs policy development and implementation. In addition to a new annual survey, there will be additional complementary surveys on various activities.

While **Tables 1–3** outline the evaluation mechanisms for each Focus Area and its associated activities, funding from this proposal and other NSA Policy Initiative proposals will also contribute to a broader evaluation of all Bilateral Implementation Plans under the NSA. This overarching evaluation will assess the initiative's Effectiveness, Efficiency, and Appropriateness, ensuring that insights gained inform continuous improvements and best practices across the national VET landscape. By embedding a state system-wide assessment framework, this initiative will contribute to a robust evidence base that supports long-term policy and program refinements at both state and national levels to inform future funding agreements, ensuring continuous improvement and best practice adoption across the national VET system.

Detail

To outline further how this proposal meets the requirements under the NSA and to address the criteria outlined in the Bilateral Implementation Plan guidance drafting guidance, please refer to **Tables 1 – 3** below.

Table 1

Focus area 1	**Informed training choices** *All activities under this focus area are potentially scalable*
Objective	*Improved career awareness and pathways*: enhance student understanding of VET pathways, improve career information access, and increase engagement in VET programs, particularly among at-risk and disadvantaged cohorts
Activity and delivery	Queensland will expand career exploration opportunities and improve access to VET information across all regions. Activities will align with National VET Completions Taskforce Recommendations: o New skills web presence – A single website experience that helps all Queenslanders, including those in rural and remote areas, make good career and training choices. Designed in a user-centred and collaborative way with content partners, the site will deliver relevant and up-to-date information about local jobs in demand, training pathways and available support, including funded options, in a clearer and more user-friendly way for Queenslanders. Aligns with Taskforce Recommendations: 1, 5, 6, 10 • First customer experience (CX) strategy – Making it easier for Queenslanders to access information and help from government at moments that matter across the VET student journey. Using data as well as consumer and stakeholder feedback to develop an omni-channel experience that evolves to meet customer needs and achieve better outcomes for Queenslanders. Priority cohorts, including First Nations peoples, women, diverse and disadvantaged Queenslanders, and those in priority industries, are supported through targeted CX activities such as co-design workshops, tailored communications, and culturally appropriate content

	developed with community and industry partners. These efforts are underpinned by data-driven monitoring via Customer Insights dashboards to track outcomes and enable real-time refinements. o Aligns with Recommendations: 1, 6, 12 • New non-accredited Career Tasters under the Career Ready VET in schools program - o Aligns with Recommendations: 1, 4, 5, 6, 12 • Expansion of the Queensland Minerals and Energy Academy – Strengthening industry-led career pathways in the resources sector with new regional Academy hubs to provide local, on-the-ground trainers. The Queensland Minerals and Energy Academy expansion will be delivered via industry sponsorship and school collaboration. o Aligns with Recommendations: 1, 6, 7, 10
Expected reach and additionality	• Customer initiatives (website, CX strategy and campaigns) designed for all Queenslanders, with targeted approaches for priority industries and areas like apprenticeships, as well as audiences such as First Nations, diverse and disadvantaged Queenslanders. • Eligible students in year 10 to have access to up to two Career Tasters across Queensland. • Queensland Minerals and Energy Academy expanded to 50 additional schools.
Engagement and partnerships	• Prospective Queensland VET students, influencers and employers as part of longitudinal research approach, including quantitative (e.g. surveys, channel data) and qualitative (e.g. focus groups, workshops) methods. • Current and past VET students as part of longitudinal research approach, including quantitative and qualitative methods. • Key stakeholders, including RTOs, unions, industry bodies and government agencies, directly and indirectly within initiatives and via an expanded engagement model. • First Nations organisations to co-design culturally appropriate career pathways. • Public providers, schools and industry organisations to facilitate Career Tasters and industry immersion opportunities. • Builds on partnerships with Commonwealth, state and territory governments through the Careers Community of Practice.
Evidence Base	Existing • NCVER research: 1 in 4 part-completers left training due to unclear career expectations. • Consultation feedback indicates strong demand for better VET information and student support and need to improve community perception of the value of VET careers. • National VET Completions Taskforce recommendations highlight the need for structured career guidance. Future national contribution • Best practice dissemination through a central repository and national sharing arrangements to support continuous improvement. • Information and insights will continue to be shared through the Careers Community Practice led by the Commonwealth Government, with diverse membership across all state and territory

	(including school, VET, policy, service delivery and communication expertise)		
Evaluation	• Attitudes towards skilled careers and training pathways, and awareness levels of training pathways and opportunities like funded training, through ongoing quantitative research (e.g. surveys) • Website traffic and performance metrics. • Customer satisfaction levels through feedback and surveys. • Build capability for longitudinal tracking of Career Taster participants for VET enrolment impact		
KPIs	Increase in student awareness and perception of VET pathways.		
Commonwealth Investment ($)	**State Investment ($)**	**Planned Start Date**	**Planned End Date**
$10.05 million	$24.87 million	January 2025	December 2028

Table 2

Focus Area 2	**Supporting retention** *All activities are potentially scalable under this Focus Area*
Objective	Reduce non-completions by embedding student support services, strengthening employer engagement, and introducing flexible learning pathways to improve retention.
Activity and delivery	Queensland will embed targeted student support services and enhance employer engagement to reduce non-completions. Activities and alignment with the National VET Completions Taskforce Recommendations include: • New **student support services pilot** – Establishment of targeted student support programs for disadvantaged students, studying at Skills Assure Suppliers (SAS) that address a student's academic, personal, practical and emotional well-being needs that may impact a student's ability to complete their training. Queensland Government to contract SAS (RTOs) and/or specialist organisations in local communities to deliver the service as a pilot throughout the agreement period. o Aligns with Recommendations: 12, 13, 15 • Enhanced **Set for Success Grants** for SAS in partnership with industry and community organisations to offer innovative solutions to increase student completions. Administered by the Queensland Government and delivered by SAS. o Aligns with Recommendations: 12, 13, 15 • Enhanced **apprentice support services** – Additional structured engagement and early intervention strategies for at risk apprentices to improve retention. Managed by Queensland Government in collaboration with Apprentice Connect Australia Providers (ACAP) to ensure no overlap of services and RTOs and employers. To identify at risk apprentices a prognostic model for non-completion has been developed. The prognostic modelling utilises the data captured on the department's Direct Entry Level Training Administration (DELTA)

	database to estimate the risk of non-completion for each apprentice. The Apprenticeships Info app which links Queensland apprentices and trainees with important contacts and services will also be extended. o Aligns with Recommendations: 12, 14 • New **flexible delivery models for out-of-trade apprentices** – alternative learning pathways to help disengaged apprentices complete their block training to facilitate re-employment chances. New flexible delivery models will be facilitated through TAFE Queensland to pilot blended learning approaches and industry-driven training. o Aligns with Recommendations: 7, 8 • New **Construction apprentices wage subsidy pilot** – Financial support for small and family businesses to retain apprentices in the construction industry. New employer incentives will be delivered through funding to support block training release and subsidise 50% of apprentice wages for first and second-year apprentices, and 25% of the wages for third and fourth-year apprentices for the first 2,000 construction apprentices to commence with small and family business. o Aligns with Recommendations: 3, 14 • Extended **micro-credentials for supervisors** – Expansion of free training for employers of apprentices to improve supervision and mentorship quality. Extended micro-credentials will be administered via RTOs in partnership with industry partners, peak bodies and employer groups. o Aligns with Recommendations: 3, 9, 17 • New **flexible funding for disadvantaged students** – Assistance for students in resolving fee disputes and overcoming financial barriers to completion. Flexible funding for students will be delivered through government support mechanisms such as the Queensland Training Ombudsman. o Aligns with Recommendations: 10, 1 • **Re-engaging part completers** – establishing an outreach approach for disengaged students to either recommence or connect with an alternative VTE pathways o Aligns with Recommendations: 10, 1
Expected reach and additionality	• A&T across Queensland, particularly in regional, rural, and remote areas - with a focus on the A&T that data analysis identifies as being at highest risk of non-completion that are not already receiving Australian Government services. • Disadvantaged students accessing training through private provider SAS needing pastoral, financial or academic support. Approximately 60,000 eligible Queensland government funded students per annum potentially do not have access to support services. • Small business employers requiring structured support for apprentice retention - up to 2000 construction trade apprentices employed by small and family businesses will be supported. • Approximately 20 RTOs supported to introduce innovative student support practices through Set for Success grants.
Engagement and partnerships	• Collaboration with RTOs. • Collaboration with ACAPs, apprenticeship networks and employers. • Participate with the Australian Government on implementing the findings of the review of A&T incentives.

	• Industry associations and employer groups to co-design incentives and micro-credentials. • First Nations organisations to ensure cultural safety and supports. • Government agencies to oversee funding and evaluation. • Community Groups to ensure practices reflect diversity and inclusion and professional support for students.		
Evidence Base	Existing • NCVER research – Shows early intervention in apprenticeships increases retention. • National VET Completions Taskforce findings – Highlighted the need for employer engagement and structured support systems. • Stakeholder consultations (publicly available) – Identified financial barriers as a key reason for non-completion; Learners need more wrap-around support, including mental health support • Jobs Queensland's Anticipating Future Skills Series 2027 -28, employment in Queensland is projected to increase by 5.4%, or 156,240 workers, between 2023–24 and 2027–28. Future National Contribution • Best practice dissemination through a central repository and national sharing arrangements to support continuous improvement to support continuous improvement. • Survey results may be shared. • Opportunity to include bespoke questions in the National Students Outcomes Survey pertaining to Queensland students.		
Evaluation	• Annual retention rate analysis for at risk of cancelling A&T • Employer feedback surveys on micro-credential and incentive effectiveness. Annual review of the program will consider the opportunity to extend evaluation to qualitative and/or quantitative feedback from targeted employer groups, peak bodies and regional offices on the content of the micro-credentials and whether this lead better understanding of the importance of appropriate supervision and supervisory practices. • Monitoring impact of programs on completion rates or further study. • Student voice: student experience survey to measure effectiveness of the Student Support Network, capturing feedback on interventions, barriers, accessibility, and career confidence. • Outcome evaluation: tracking of students receiving support services to assess their completion rates and employment outcomes post-training.		
KPIs	Increase in completion rates among priority cohorts (apprentices, disadvantaged students, out-of-trade apprentices)		
Commonwealth Investment ($)	**State Investment ($)**	**Planned Start Date**	**Planned End Date**
$30.52 million	$21.08 million	January 2025	December 2028

Table 3

Focus Area 3	**Insights and innovation** *All activities are potentially scalable under this Focus Area*

Objective	Enhance evidence-based decision-making, ensure policy and funding sustainability, and continuously improve student support and completion outcomes through best practice and innovative approaches.
Activity and delivery	To ensure targeted support, Queensland will embed data-driven strategies, review of pricing arrangements and best practice frameworks. Activities and alignment with National VET Completions Taskforce Recommendations: • New annual **Queensland student survey program** – Capturing diverse student voices and experiences to inform policy decisions and program improvements across the student journey from enrolment to completion and post training. Student surveys will be conducted by the Queensland Government and external partners. Provides additionality through the establishment of the first statewide, systematic student survey program through sending surveys to over 150,000 students annually to seek their input to the system — enabling real-time policy responsiveness not previously possible. o Aligns with Recommendations: 12, 15, 16 • **Longitudinal research and analysis projects** – Tracking student progression, completion outcomes, and post-training employment through the establishment of a Departmental student journey database and other data matching projects. This Queensland Government led research will be managed in collaboration with NCVER, Jobs and Skills Australia, universities, and industry partners. Delivers new analytical insight for Queensland, adding depth to national data sets and generating actionable insights specific to state-based learners and programs. o Aligns with Recommendations: 10, 11, 16 • **Review of pricing and subsidy framework** for government funded training, including apprentice travel and accommodation subsidies. The review will be delivered and led by Queensland Training Ombudsman, engaging RTOs, industry, and student representatives. Supports ongoing system stewardship to deliver equitable outcomes aligned with completions. o Aligns with Recommendations: 5, 10 • Structured **evaluation** processes – Embedding systematic assessment frameworks to refine completion initiatives and ensure effectiveness. The evaluation will be embedded into program reporting frameworks by government agencies and may be delivered through specialised evaluators. Introduces a coordinated, consistent evaluation model that enhances accountability and enables faster iteration of support strategies. o Aligns with Recommendations: 9, 10, 11 • **Best practice dissemination** through a central repository and TAFE Networks – Facilitating continuous improvement and knowledge sharing across the sector. The best practice repository will be delivered and maintained through the Queensland Government and shared with VET stakeholders and aligned to national knowledge-sharing efforts. Adds a new system-wide mechanism to share and embed proven practices across providers, driving uplift in training quality and completion outcomes. o Aligns with Recommendations: 4, 7, 17

Expected reach and additionality	• Strengthens student voice in policy decisions; students across Queensland, particularly regional, rural, and remote learners – all Queensland Government funded students to be surveyed during their study and at completion (over 200,000 students annually). • Disadvantaged groups and students at SAS providers needing targeted support • Employers and training providers seeking best practice insights. • Policy makers to improve student support mechanisms through evidence-based insights for funding and policy refinements. • Enables new and more precise targeting of interventions and support models across student cohorts and providers. • Expands data-driven support models to increase completion rates, providing new visibility into where, when and why students disengage — enabling proactive retention strategies.		
Engagement and partnerships	• Collaboration with TAFEs, RTOs, and universities for research. • First Nations organisations to ensure culturally appropriate evaluation. • Industry and employer groups to co-design initiatives. • Jobs and Skills Australia, NCVER and government agencies for longitudinal data analysis. • New partnerships enable deeper integration and coordination of learner experience and evidence into decision-making.		
Evidence base	Existing • NCVER research – Identified need for better tracking of completion and post-training employment outcomes. • National VET Completions Taskforce findings – Highlighted pricing, evaluation, and research as critical for VET sustainability. • Stakeholder consultations – Demonstrated demand for structured best practice sharing • Pricing review (underway) Future national contribution • Best practice dissemination through a central repository and national sharing arrangements to support continuous improvement • Survey results and longitudinal analysis may be shared. • Enhanced insight sharing from Queensland initiatives will contribute to national evidence and potentially inform future federal policy development.		
Evaluation	• Annual student experiences report measuring effectiveness of surveys. • Longitudinal tracking of VET graduates to assess employment outcomes. • Pricing impact analysis to evaluate affordability and accessibility improvements. • Best practice adoption rate across TAFE, SAS and RTOs. • Evaluation efforts will also measure the effectiveness of new initiatives funded through the Policy Initiative, to ensure they are driving measurable and sustained impact.		
KPIs	Improvement in student-reported reasons for non-completion and completion outcomes		
Commonwealth Investment ($)	**State Investment ($)**	**Planned Start Date**	**Planned End Date**
$8.79 million	$3.41 million	January 2025	December 2028

Improved completions - approach to matched funding arrangements (clause A144 refers) – to be reconciled over the life of the NSA.

Details of matched funding	2024-25 $	2025-26 $	2026-27 $	2027-28 $	2028-29 $	Total $
Qld contribution	7,170,000	17,020,000	12,830,000	10,040,000	2,300,000	**49,360,000**
Cwth contribution	0	7,920,000	15,960,000	15,920,000	9,560,000	**49,360,000**
Total	**7,170,000**	**24,940,000**	**28,790,000**	**25,960,000**	**11,860,000**	**98,720,000**

The Queensland Government will provide details of its matched funding contributions at the end of each financial year, commencing 1 July 2025 until 31 December 2028. Final payments under this implementation plan may be reduced where the total contribution by the Queensland Government over the life of the project does not align with the Commonwealth contribution.

The funding source for the $49.36 million matched component from the Queensland state government is:

- $21 million new appropriation allocated as part of Queensland Government 2024-25 Mid-Year Fiscal and Economic Review.
- $26.28 million reprioritised in the VET investment budget to deliver NSA completions policy initiative actions as outlined in Queensland's annual Training Priorities Plan.
- $2.08 million in committed funding for round 1 of the Set for Success Grant program in 2024-25.

Performance Indicators

Focus area 1:
KPI: Increase in student awareness and perception of VET pathways

- Description: Measures awareness and attitudes towards VET training, career pathways, and funded opportunities.
- Source of Data: NCVER National Student Outcomes Survey & Queensland student surveys

Current Benchmark: 36.5% of students indicated they were aware of government-funded training before enrolling (NCVER 2024)

Focus area 2:
KPI: Increase in completion rates among priority cohorts (apprentices, disadvantaged students, out-of-trade apprentices)

- Description: Tracks retention and completion rates for at-risk student groups benefiting from targeted support.
- Source of Data: Queensland program level student outcomes tracking (primary data collection).
- Current Benchmark: Queensland Data (TBC): Baseline to be established from first survey cycle.

Focus area 3
KPI: Improvement in student-reported reasons for non-completion and completion outcomes

- Description: Measures student-reported barriers to completion and post-training outcomes, ensuring student feedback informs system improvements.

- Source of Data:
    - NCVER National Student Outcomes Survey (captures reasons for discontinuation, student satisfaction, and training impact).
    - Queensland Student Outcomes Survey (provides detailed local insights into student experiences and completion outcomes).
- Current Benchmark:
    - NCVER 2023: 29.8% of VET students discontinued due to training-related issues (e.g., course content, quality, or delivery format).
    - Queensland Data (TBC): Baseline to be established from first survey cycle.

Evaluation arrangements

Methodology

While Tables 1–3 outline the evaluation mechanisms for each Focus Area, funding from this proposal and other Strategic Policy Initiative (SPI) proposals will also contribute to a broader evaluation of all Bilateral Implementation Plans under the NSA. This overarching evaluation will engage an evaluator to assess the initiative's Effectiveness, Efficiency, and Appropriateness, ensuring insights inform continuous improvements and best practices across the national VET landscape.

By embedding a state-wide assessment framework, this initiative will contribute to a robust evidence base that supports long-term policy and program refinements, informing future funding agreements and driving sustainable improvements in VET completion rates.

The evaluation will use a mixed-method approach to provide a comprehensive assessment:

- Quantitative analysis:
    - Annual tracking of completion rates, enrolment numbers, and dropout rates.
    - Comparative analysis with historical data to measure trends and improvements.
    - Cost-effectiveness assessment to evaluate resource allocation efficiency.
- Qualitative analysis:
    - Student and employer feedback through structured surveys and focus groups.
    - Case studies highlighting success stories, challenges, and intervention impacts.
    - Stakeholder interviews with training providers, industry representatives, and policymakers to assess practical implementation and scalability.

Timing

- Evaluation Framework (March 2026): The evaluation framework will outline how the effectiveness, efficiency and appropriateness of the projects will be assessed. The framework will be underpinned by a program logic the connects the action and outputs with the intended outcomes. Outcome indicators, both qualitative and quantitative will be defined to assess outcomes, with the long-term outcomes aligned with the NSA outcomes framework where possible.
- Interim Evaluations: Conducted periodically throughout the life of the agreement as outlined in Table 1-3, allowing for data-driven adjustments and continuous program refinement. It is anticipated the broader evaluation will also be informed by interim evaluations.
- Final Evaluation (December 2028): An evaluator will be tasked with designing and setting the specific milestones and timeframes to complete a comprehensive review to assess the overall impact, sustainability, and scalability of the initiatives.

Dissemination of learnings

To maximise the impact of findings and facilitate national best practice adoption, evaluation results will be shared through multiple channels:

- Annual Reports: Data on KPIs, trends, and case studies will be incorporated into annual reports under the NSA.
- Conferences & workshops: Findings may be presented at VET and industry conferences to inform national dialogue and policy adjustments.
- Publications & online platforms: Evaluation results will be disseminated where appropriate via a central repository, government websites, and may be included in academic journals, and industry networks to ensure accessibility and broader engagement.

By leveraging robust evaluation methods, embedding evidence-driven decision-making, and prioritising knowledge-sharing, this initiative aims to drive significant and lasting improvements in VET completion rates and student outcomes across Queensland and nationally.

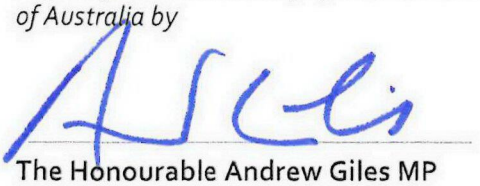
MILESTONES AND PAYMENTS – IMPROVED COMPLETIONS – ESPECIALLY FOR PRIORITY GROUPS

Milestone	Evidence	Payment Value Up To (Commonwealth funded)	Commonwealth reporting period
Milestone 1: Agreement of bilateral Implementation Plan; and Commonwealth acceptance of Project Plan (including Reporting Framework)	The overarching Project Plan will be signed by Queensland senior official with responsibility for skills and agreed with the Commonwealth. This plan will: • outline key activities of the completions initiative within the reporting period • detail anticipated delivery dates for each activity • establish a reporting framework, agreed upon with the Commonwealth that will include agreed performance indicators, to ensure transparent progress updates and timely identification of risk.	$4,930,000	30 September 2025
Milestone 2: Commonwealth acceptance that Queensland has developed an overarching evaluation framework	Report signed by relevant Queensland senior official with responsibility for skills that outlines the overarching evaluation framework of activities of the completion's initiative that demonstrates anticipated delivery dates of evaluation activities.	$2,990,000	31 March 2026
Milestone 3: Commonwealth acceptance of the project progress report for the period January 2025 to September 2026	Progress report against the overarching project plan signed by the relevant Queensland senior official with responsibility for skills that includes at a minimum: • a project plan traffic light report highlighting progress against key activities of the initiatives • key activities of the initiative achieved in the reporting period that demonstrates the status of the initiative, and • financial information on amounts applied to each of the activities.	$11,170,000	30 September 2026
Milestone 4: Commonwealth acceptance of an overarching framework midpoint evaluation report for the period January 2025 to March 2027.	Midpoint evaluation report signed by the relevant Queensland senior official with responsibility for skills that includes how the department is tracking against KPIs and case studies.	$4,790,000	31 March 2027

Milestone	Evidence	Payment Value Up To (Commonwealth funded)	Commonwealth reporting period
Milestone 5: Commonwealth acceptance of the project progress report for the period September 2026 to September 2027.	Progress report against the overarching Project Plan signed by the relevant Queensland senior official with responsibility for skills that includes at a minimum: • a project plan traffic light report highlighting progress against key activities of the initiatives • key activities of the initiative achieved in the reporting period that demonstrates the status of the initiative, and • financial information on amounts applied to each of the activities.	$11,150,000	30 September 2027
Milestone 6: Commonwealth acceptance of the Qualitative Evidence Gathering Approach	Qualitative Evidence Gathering Report signed by the relevant Queensland senior official with responsibility for skills that outlines: • a structured approach and scope for collecting qualitative evidence to inform the final report on the completion's activities. • key consultation methods, stakeholder groups, and data collection strategies to ensure comprehensive insights on the effectiveness and impact of activities in their final year.	$4,770,000	31 March 2028
Milestone 7: Commonwealth acceptance of the final progress report for the period January 2025 to December 2028	A final report against the overarching Project Plan signed by the relevant Queensland senior official with responsibility for skills including: • a summary of how Queensland has delivered against the initiative KPIs • case studies that demonstrate outcomes achieved, and • financial expenditure information to allow final reconciliation of matched funding.	$9,560,000	15 December 2028
	Total	$49,360,000	

The Parties have confirmed their commitment to this implementation plan as follows:

Signed *for and on behalf of the Commonwealth of Australia by*



The Honourable Andrew Giles MP
Minister for Skills and Training
24 / 7 / 2025

Signed *for and on behalf of the State of Queensland by*



The Honourable Ros Bates MP
Minister for Finance, Trade, Employment and Training
19 / 6 / 2025