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

PRELIMINARIES

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

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, South Australia will acknowledge the Commonwealth's contribution with the following statement: Improved Completions – Especially for Priority Groups is a joint initiative between the Commonwealth and South Australia Government.

REPORTING AND PAYMENTS

Reporting

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

2. South Australia 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, South Australia 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), South Australia 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)

SOUTH AUSTRALIA PREAMBLE

This implementation plan outlines seven actions to improve completions in South Australia:

1. Evaluate and scale completions initiatives
2. Improve apprentice peer support
3. Scale up student support
4. Future industries completions
5. Place-focused approaches
6. VET Student Advisory Network
7. TAFE SA - Completions Strategy

The expenditure for each action reflects the following:

1. The South Australian Government will contribute $18.5 million in new funding to deliver the actions outlined in this implementation plan, including research, design, implementation and evaluation.
2. The Australian Government will provide an equal contribution of $18.5 million, jointly funding these activities with the South Australian Government.

These actions will be delivered with the following relative contributions

Policy initiative actions	Commonwealth contribution	South Australian contribution	Total value
Evaluate and scale completions initiatives	$2,475,000.00	$2,475,000.00	$4,950,000.00
Improve apprentice peer support	$1,484,384.75	$1,484,384.75	$2,968,769.50
Scale up student support	$2,612,795.00	$2,612,795.00	$5,225,590.00
Future industries completions	$4,500,000.00	$4,500,000.00	$9,000,000.00
Place-focused approaches	$4,403,089.49	$4,403,089.49	$8,806,178.98
VET student advisory network	$524,730.76	$524,730.76	$1,049,461.52
TAFE SA - Completions strategy	$2,500,000.00	$2,500,000.00	$5,000,000.00
TOTAL	**$18,500,000.00**	**$18,500,000.00**	**$37,000,000.00**

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

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

Evaluate and scale completions initiatives – *Addresses clause A145(b)*

Objective:

- To evaluate existing programs aligned to improving completions, to provide an evidence base to take to scale effective completions initiatives.
- To implement evaluation recommendations to improve and scale effective programs.

Description:

Timely and ongoing policy evaluation is essential to continuous improvement, helping ensure initiatives achieve intended outcomes and deliver public value. This action will undertake evaluations of South Australia's key completions-related programs:

- *Group Training Organisation (GTO) initiatives*
  SA Group Training Program (SAGTP) aims to maintain or increase completion rates of apprentices and trainees in the group training sector by supporting the provision of pastoral care arrangements for apprentices and trainees employed by GTOs, and the placement of apprentices and trainees with host employers.

  GTO Boost provides additional support for GTOs apprentices and host employers with a focus on retention, engagement and new opportunities for adult apprentices (aged 21 years or above upon commencement).

- *Skills SA Student Support Standards*

  These standards provide a set of expected student supports that RTOs must self-assess their organisation against each year. The six South Australian standards cover all parts of a supportive learning environment for VET students.

  The evaluation will use a mixed-methods approach, combining qualitative input from RTOs with Skills SA data analysis to understand the impact of the revised standards and provide advice on improvements and strategies to improve compliance.

- *Upfront Assessment of Need*

  All learners seeking access to subsidised training in South Australia are required to participate in the Upfront Assessment of Need (UAN) process with their training provider. This includes an assessment of reading, writing and numeracy capabilities based on the requirements of the course of choice, mapped to the Australian Core Skills Framework.

  The UAN facilitates assessment from 'light touch' to more in-depth assessment to determine specific support needs. In addition, the UAN connects learners into additional services that support non-vocational needs (e.g., mental health and well-being), but impact on students' foundational skills development and success in vocational education and training (VET) course content.

  Skills SA is currently trialling improvements to the UAN based on an audit in 2021. An evaluation will assess the impact of the current 'streamlining trial' and provide recommendations on

further improvements and strategies to increase compliance and enhance professional development and support of RTOs to effectively implement the UAN.

- *Travel and Accommodation Allowance*

  The Travel and Accommodation Allowance (TAA) helps offset the costs incurred when apprentices or trainees are required to travel long distances to undertake their studies. This promotes equity and accessibility for apprentices regardless of location, fostering increased inclusivity and participation.

  Evaluation of this initiative will review the efficacy of current funding parameters and consider whether the program remains fit-for-purpose to support the commencement, retention and completion of apprentices and trainees.

Evaluations will focus on effectiveness, equity, and priority cohort outcomes, as well as inform targeted implementation to strengthen retention and completions across the VET system. Modifications to programs will be selective to prioritise greatest impact to improve student outcomes, as well as increase student retention especially for priority groups and in priority areas.

Evaluations will be undertaken progressively during the first year following the signing of this implementation plan and will include a mix of internal and external evaluation. The GTO evaluation has been completed externally, with recommendations currently under consideration for implementation. Findings from this and other evaluations will inform the refinement and scaling of effective practices across the system. This action will establish a foundation for ongoing continuous improvement and evidence-based policy development during and beyond the life of the agreement.

Improve apprentice peer support – *Addresses Clause A145(a)*

Objective:

- To pilot structured group peer support for VET learners, enabling learners with shared training experiences to connect safely, exchange strategies, and build a sense of belonging – ultimately improving, retention, engagement, and completion outcomes. To be achieved with the direction and guidance from an experienced peer group facilitator.

Description:

This action will establish a facilitated group peer support model for VET learners, designed to provide accessible, low-cost and scalable support compared to one-to-one mentoring. An external provider with demonstrated expertise in delivering safe, structured peer support will be engaged to design, facilitate and oversee group sessions. This provider will bring specialist skills in group facilitation, trauma-informed practice, and learner engagement strategies, ensuring participants feel safe, respected and empowered to contribute. Key features of the model include:

- *Structured recruitment and group formation*
  The provider will recruit and form peer groups, with an emphasis on priority cohorts and sectors as defined under the National Skills Agreement.

- *Professional facilitation*

Each session will be professionally facilitated to maintain safety, confidentiality, and constructive discussion. Facilitators will encourage participation, manage group dynamics, and ensure that discussions remain learner-led but solution-focused.

- *Safe and supportive environments*
  The group will meet regularly (with online options), and sessions will use clear participation agreements around respect, confidentiality and inclusivity. Providers will apply best practice in cultural safety, accessibility, and trauma-informed approaches.

- *Practical focus*
  Discussions will encourage participants to share practical strategies for managing study, work and life challenges, while building networks that extend beyond the sessions.

- *Systemic insight*
  The groups will also provide an opportunity to capture learners' collective perspectives on barriers to completions and other systemic issues, feeding into Skills SA's continuous improvement agenda.

Recognising past challenges in learner participation, this model will draw on proven engagement strategies from peer support programs in other sectors. Approaches may include flexible delivery modes (in-person, online, hybrid), aligning sessions with training schedules, offering incentives for participation, and ensuring content is highly relevant to learners' lived experience. The provider's track record in successfully engaging reluctant participants will be a critical selection criterion.

Upon signing of the implementation plan, procurement will commence to engage a suitable facilitator, with group formation expected to begin in the second half of 2026 and continue through to 2028. It is expected the pilot will run for approximately 2 years. It is anticipated the facilitator will establish several peer groups, each comprising up to 15 participants, with reach determined by learner demand and the provider's capacity. The pilot period will allow sufficient time for implementation, refinement and evaluation of the model's effectiveness.

Evaluation will be coordinated by Skills SA's research and evaluation team. Data collection and evaluation requirements will be embedded in the facilitator's contract. This will include ongoing progress tracking, participant outcome surveys, and qualitative reporting on engagement and retention impacts. Findings will inform recommendations on the potential for broader rollout or integration into existing student support frameworks beyond the pilot phase.

Scale up student support - *Addresses Clause A145(c)*

Objective:

- Significantly scale up Success and Wellbeing Services (SWS) to expand the availability and accessibility of learner supports to reach more students who require support to complete their training.
- Strengthen SWS responses for priority cohorts accessing the service and increase the awareness and uptake of individualised supports on offer to VET students.

Description:

Student support is a critical enabler of completions and successful learner outcomes, particularly for students with complex or additional needs. The existing SWS model in South Australia has

demonstrated effectiveness but operates at a limited scale, currently assisting around 1,000 students annually across 5 lead RTOs, servicing approximately 60 training providers.

This action will scale up the SWS model to reach a broader student population and build system-wide capacity. The model provides individualised, case-managed, wraparound support tailored to the needs of each learner, complementing the support already delivered by RTOs. Students are assisted with any issue that affects their ability to train, with case managers providing direct support or linking students to relevant community and specialist services. Supports are flexible, mobile, and student-led, with case managers able to meet learners at training sites, workplaces, or other community venues, as well as through online and digital channels.

Scaling up support services will involve:

- Developing a clear service identity and promotional campaign to improve visibility and encourage student self-referrals
- Expanding case manager numbers and increasing service availability, particularly in regional areas
- Establishing additional access points for self-referrals and ensuring service navigation is simple and responsive
- Building capacity within Aboriginal community-controlled RTOs and supporting providers to deliver culturally safe, targeted support in line with Closing the Gap commitments
- Strengthening professional development for providers
- Conducting ongoing evaluation of outcomes and student feedback to refine the model and inform further service improvements

By embedding these enhancements, SWS will be positioned as a system-wide support mechanism that complements RTO services, improves student engagement, and reduces attrition. The expanded service model is expected to result in stronger retention and completion outcomes.

The current reach of SWS is around 1,000 students per year. The intent is to at least triple that and be available to students in every RTO delivering subsidised training in South Australia.

Future industries completions - *Addresses Clause A145(a)*

Objective:

- Shared development, with industry and training subject matter experts, of high impact, scalable and sustainable initiatives that improve student outcomes and completions in pathways aligned to:
    - Construction (housing focus)
    - Net zero (electrical and automotive), and
    - Advanced manufacturing (engineering pathways)
- To increase the supply of skilled labour to meet critical workforce demand in these sectors.

Description:

This initiative will support projects that trial and scale innovative solutions to workforce challenges in the construction, net zero and advanced manufacturing sectors, with a particular focus on priority cohorts and areas of acute skills need. By fostering closer collaboration between training providers and employers, initiatives will strengthen alignment between training delivery and industry requirements to improve learner outcomes and completions.

A shared decision-making model (the 'Investment Panel') will be established to provide advice on suitable projects, consisting of subject matter experts (SMEs) across construction, net zero and manufacturing RTOs, GTOs and industry. Skills SA will engage a probity advisor to ensure procurement processes are fair, transparent and defensible. This will include the management of any actual, perceived, or potential conflicts of interest, ensuring these are identified, documented and appropriately managed at all stages of the process. All panel members will be required to complete a conflict-of-interest declaration prior to participating in procurement activities.

Applications will be invited to provide novel, scalable and system-wide solutions to improve completions in these key industries, and will be assessed on their alignment with national and state skills priorities, capacity to support priority groups, anticipated impact, scalability and value for money. Funded initiatives are expected to:

- Strengthen retention and completions in VET pathways relevant to construction, net zero, and advanced manufacturing
- Support learners from priority groups into sustainable careers
- Build the skilled workforce required to deliver on South Australia's construction, net zero and advanced manufacturing objectives.

By focusing on these sectors, this action targets three areas of critical national importance, while ensuring investment delivers both economic and social returns.

Place-focused approaches - *Addresses Clause A145(a)*

Objective:

- Develop and implement tailored solutions for challenges faced in targeted regional areas.
- Leverage existing initiatives, local partnership, and co-design with learners, industry and community groups to improve completions and outcomes.
- Ensure culturally safe approaches are embedded to improve outcomes for Aboriginal learners and support commitments of the National Agreement on Closing the Gap.

Description:

This action will trial and implement place-focused approaches in a limited number of priority regional locations, informed by research, data and consultation with local stakeholders. Concentrating effort will enable government to deliver deeper, more tailored responses and generate stronger evidence on what works.

Regions will be identified through analysis of unmet skills needs, local workforce demand, training participation and completion trends, and community factors such as demographic profile and economic opportunities. The decision-making process will ensure transparency and fairness, while maximising the likelihood of measurable impact.

Approaches will be co-designed with local providers, Aboriginal community-controlled organisations, industry and other regional stakeholders to ensure solutions reflect local priorities and address structural barriers to training.

By piloting targeted place-focused approaches, South Australia will generate insights and scalable models that can be adapted to other regions over time. This approach ensures greater equity between metropolitan and regional learners, while positioning government to respond to broader regional needs as resources allow.

This action aligns with Skills SA's commitment outlined in '*Skilled. Thriving. Connected.*' which highlights the importance of:

- Recognising local stakeholders are best placed to co-design training approaches, programs and services that affect them
- Including industry and/or community-based partnerships that respond to local skill needs and improve outcomes.

VET Student Advisory Network - *Addresses Clause A145(a)*

Objective:

- To amplify the voice of learners through a piloting a VET Student Advisory Network, ensuring that VET student voice informs policy design, implementation and evaluation under the NSA.
- The network will ensure the advice and expertise of VET students directly informs the implementation of the NSA, with a particular focus on addressing barriers to access, retention and completion.

Description:

The VET Student Advisory Network will:

- Be modelled on other existing lived experience advice models and networks, whereby people with lived-experience of particular systems are supported, trained and remunerated to provide advice on, and share their expertise in, system reform and change.
- Provide a mechanism for the South Australian Government to seek structured input from members of the VET Student Advisory Network to inform policy design and implementation across the VET system.
- Create safe participation environments, with agreed ground rules around confidentiality, respect, clear agency of members and trauma-informed engagement.
- Ensure two-way accountability, with Skills SA responsible for demonstrating how learner advice has been considered and acted upon, and learners supported to shape agendas and feedback processes.
- Use supported facilitation and governance structures to ensure that students' voices are not only heard but meaningfully influence decision-making. This includes professional facilitation, culturally safe practice, and transparent reporting.

By drawing on lessons from other lived-experience advisory models in other policy sectors throughout Australia, and best practice across the South Australian Government, the network will provide a genuine mechanism for policy co-design.

The pilot will draw on successful lived-experience advisory models such as:

- The Lived Experience Advisory Network recommended by the South Australian Royal Commission into Domestic, Family and Sexual Violence (see, With Courage: South Australia's vision beyond violence report)
- the South Australian Disability Minister's Advisory Council that works alongside the South Australian Department of Human Services' (DHS) Disability Engagement Group
- the Department of Human Services Lived Experience Network in child and family services.

These models demonstrate that structured, supported engagement of people with lived experience strengthens policy responsiveness, legitimacy and accountability.

In practice, the VET Student Advisory Network will be embedded at key touchpoints in Skills SA's policy cycle. This will include informing the design of new initiatives, as well as the evaluation and continuous improvement of actions (especially under the NSA) by contributing to the interpretation of evaluation findings and advising on adjustments based on learner experience.

Subsequently, it is expected this group will inform:

- Learner-centred insights that identify real barriers to access, retention and completions, resulting in improved policy responsiveness
- Enhanced trust and legitimacy among learners as their lived experiences are genuinely heard and acted upon
- Policy and Program improvements that better reflect students' everyday realities leading to better engagement and completion outcomes.

TAFE SA - Completions Strategy - *Addresses Clause A145(a)*

Objective:

- To drive systemic improvements in retention and completion rates across TAFE SA through evidence-based, targeted interventions coordinated by a dedicated Student Retention and Completions Working Group.

Description:

Building on national recommendations and the work of the National VET Completions Taskforce, this strategy consolidates, and scales targeted interventions aimed at raising completions in programs of high volume and strategic importance, particularly apprenticeships and traineeships.

A Student Retention and Completions Working Group, established by TAFE SA in 2024, monitors TAFE SA's completion data, identifies priority areas, and collaborates with the National TAFE Network to apply successful strategies from other jurisdictions. With additional resources, the initiative will implement tailored support, assessment redesign, and retention measures that have demonstrated early success, contributing to higher completions both within TAFE SA and across South Australia's VET sector.

The proposed interventions are evidence-based and modelled on targeted interventions that have been successfully implemented in other jurisdictions. This action will support TAFE SA to implement the following:

- *Completions analysis and interventions*
  The Working Group has purchased detailed completions data from NCVER and built internal dashboards to monitor load pass rates and completion data in real time. Dedicated roles are required to capitalise on this to provide detailed analysis, monitoring and support with interventions, such as targeted student communications, enhanced student tracking for early intervention, improved case management for critical student support, and strategic retention interventions for at-risk cohorts and courses.

- *Access and inclusion support uplift*
  Internal TAFE SA data confirms the need for bespoke support to TAFE SA students with disability. Additional Access and Inclusion Advisors and a Disabled Australian Apprentice Wage Scheme Coordinator will support students with disability to complete their studies.

- *Increasing apprentice progression and completion*

TAFE SA will expand the Apprentice Liaison Officer (ALO) model to strengthen apprentice retention and completion. ALOs provide specialist targeted case management, working directly with apprentices and employers to review training progress, customise training plans, and address barriers to completion.

This model complements, rather than duplicates, the services delivered through SWS, as ALOs focus specifically on training progression and employer engagement within apprenticeship pathways.

A pilot of three ALOs in the Electrical Apprenticeship program has already demonstrated measurable benefits, including improved retention and employer satisfaction, stronger communication between apprentices, employers and GTOs, and more responsive support for learners with complex needs.

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

South Australia's outlined actions are designed to improve completions for learners, particularly those from priority groups. The initiatives focus on building a strong evidence base, strengthening student supports, and embedding culturally appropriate and responsive practices.

The following Actions will have a central focus on priority groups and student voice:

- Evaluate existing programs
- Improve apprentice peer support (group peer model)
- Scale up student support
- Future industries completions
- Place-focused approaches
- VET Student Advisory Network

The following Actions will have scalability as a central design feature:

- Improve apprentice peer support (group peer model)
- Scale up student support
- Future industries completions
- Place-focused approaches

The following Actions will address recommendations of the National VET Completions Report:

- Evaluate existing programs (Recommendation 2, 5, 8, 12)
- Improve apprentice peer support (group peer model) (Recommendation 13, 17)
- Scale up student support (Recommendation 12, 13, 15, 16)
- Future industries completions (Recommendation 6, 8)
- Place-focused approaches (Recommendation 6, 8, 12, 13)
- VET Student Advisory Network (Recommendation 5)
- TAFE SA - Completions Strategy (Recommendation 3)

Where possible, evaluation findings, research outcomes, and student engagement insights will be shared through reports, publications, and collaboration with national bodies to contribute to the broader evidence base.

To incorporate student voice, this implementation plan provides actions that embed learner perspectives directly into program design and evaluation. The proposed VET Student Advisory Network

will provide a structured mechanism for learners, particularly from priority cohorts, to share their advice and expertise and influence policy development. Complementing this, the Group Peer Support Model will create safe, facilitated spaces for students to connect, reflect and provide collective insights on barriers and enablers to completion. Alongside existing feedback loops with RTOs and SWS providers, and the integration of qualitative and quantitative evaluation data, this initiative will ensure student voice is not only heard but actively shapes interventions under the NSA.

Commonwealth Investment ($)	State Investment ($)	Planned Start Date	Planned End Date
$18.5 million	$18.5 million	November 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	2025-26	2026-27	2027-28	2028-29	Total
Commonwealth contribution	$3,617,375.38	$5,735,905.41	$5,834,901.02	$3,311,818.19	$18,500,000.00
State contribution	$3,617,375.38	$5,735,905.41	$5,834,901.02	$3,311,818.19	$18,500,000.00
Total	$7,234,750.76	$11,471,810.82	$11,669,802.04	$6,623,636.38	$37,000,000.00

The South Australian Government will provide details of their matched funding contributions at the end of each financial year, commencing 1 July 2024 until 31 December 2028. Final payments under this implementation plan may be reduced where the total contribution by the South Australian Government over the life of the project does not align with the Commonwealth contribution.

Performance Indicators

Performance will be assessed through indicators that directly measure progress towards improving retention and completions across South Australia's VET system. The overarching focus will be on whether initiatives have successfully reduced barriers to participation, improved learner persistence, and supported more students to complete their training and transition into further study or employment.

Key indicators will capture:

- *Participation and access*
  The extent to which more learners, particularly from priority groups, are engaging with training and support services.

- *Learner persistence*
  Evidence of reduced withdrawal rates, improved progression through units of competency

- *Completions*
  Measurable increases in qualification completions and load pass rates, with a focus on priority groups.

- *Transitions to work or further training*

Improved post-completion outcomes that demonstrate training relevance and sustainability of completions.

- *System impact*
  Whether pilot models, innovative practices, and student voice initiatives have provided scalable solutions that strengthen completions across the VET system.

- *Case studies and qualitative evidence*
  Capture learner and provider stories that highlight the lived experience, systemic barriers addressed, and broader benefits of initiatives.

Evaluation will draw on both quantitative data (enrolments, completions, employment outcomes) and qualitative evidence (student feedback, case studies, provider reporting), with a test–learn–adapt approach ensuring that lessons are applied to refine actions and sustain improvements in completions over the life of the agreement.

New performance indicators may be added as initiatives are rolled out over the life of the NSA, and these will be included in subsequent iterations of the bilateral implementation plan as required.

Evaluation arrangements

Skills SA will determine and allocate appropriate resources and funding to establish effective evaluation mechanisms to be integrated alongside the Implementation Plan. This will include both internal and external arrangements with independent evaluators where appropriate. Ongoing monitoring and evaluation will be undertaken throughout the duration of the agreement to provide insights on outcomes, and to identify opportunities for improvement.

Evaluation will determine whether initiatives have:

- Delivered intended outcomes
- Used resources efficiently
- Contributed to priorities under the National Skills Agreement.

Monitoring will systematically track progress during the life of each Action and will operate on a rolling cycle of evidence collection and reporting which will be undertaken at set reporting milestones. To support evaluation activities, outcomes achieved through funding arrangements and/or partnerships with external organisations will be assessed through requirements to provide periodic reports and data on funded initiatives. This will inform the assessment of initiatives' outcomes and enable comparison across different approaches.

The evaluation of this policy initiative will have the following key deliverables:

- Evaluation framework
- Interim evaluation report
- Finalised evaluation approach, and a
- Final evaluation, at the end of the agreement

Both quantitative and qualitative measures will be used to assess effectiveness in improving VET completions. Outcomes will be assessed against baseline data and relevant benchmarks, such as existing completion rates to demonstrate measurable progress. Evaluation will also capture student, employer and provider perspectives, ensuring that lived experiences inform judgements of effectiveness and areas for refinement.

The key evaluation questions proposed by the Commonwealth are noted and will be incorporated and considered in the formation of the policy initiatives' reporting and evaluation framework.

1. *What lessons were learned during implementation? What adjustments were made along the way?*
2. *What results were observed, and were they as expected?*
3. *How did results vary across cohorts, particularly for priority groups like First Nations and women?*
4. *How cost-efficient was the initiative?*

Evaluation will also examine any risks or unintended consequences of actions, ensuring a balanced understanding of impact. Findings will be used to inform continuous improvement, refine ongoing initiatives, and guide future planning. Where relevant, results will be shared through appropriate networks and with other states, territories and key stakeholders to support national learning and system-wide improvement.

MILESTONES AND PAYMENTS – IMPROVED COMPLETIONS – ESPECIALLY FOR PRIORITY GROUPS

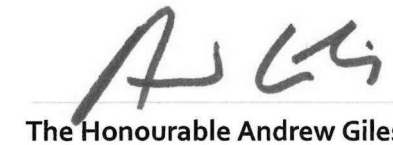
Milestone	Evidence	Payment Value Up To (Commonwealth funded)	Commonwealth reporting period
Milestone 1: Initial payment on agreement of bilateral implementation plan.	Bilateral implementation plan agreed with Commonwealth	$1,850,000.00	N/A
Milestone 2: Commonwealth acceptance that South Australia has developed an overarching evaluation framework and completions Activity Plan that specifies the deliverables to be achieved and associated timeframes for the 7 Actions.	Report signed by a relevant South Australian senior official with responsibility for skills that outlines, and or provides evidence of the overarching evaluation framework and relevant activities of the completion's initiative that demonstrate anticipated delivery dates of evaluation activities.	$1,767,375.38	31 March 2026
Milestone 3: Commonwealth acceptance that SA has implemented actions in accordance with the completions Activity plan for the period November 2025 to September 2026.	Progress Report signed by a relevant South Australian senior official and agreed by the Commonwealth providing the status of all actions. The report will include: • Progress on the implementation of recommendations (GTO evaluation) • Evidence of an external provider engaged, and the formation of peer support groups • Overview of the scaling up of SWS and progress on an external review of the program • Confirmation of SME recruitment and specification development for Future Industries Completions • Progress on selection of regions and specification development for place-focused approaches	$2,867,952.71	30 September 2026

	• Development on the formation of the VET Student Advisory Network (scoping, recruitment, Terms of Reference, establishment of secretariat functions) • Report of initial outcomes and analysis of TAFE SA's pilot completions interventions, including preliminary findings on learner engagement, retention, and support effectiveness to inform future scaling and continuous improvement.		
Milestone 4: Commonwealth acceptance of an interim evaluation report on activities/actions for the period November 2025 to March 2027.	Interim evaluation report signed by the relevant South Australian senior official with responsibility for skills that includes early insights, observations, progress and case studies to highlight progress and tracking of Actions under this implementation plan.	$2,867,952.70	31 March 2027
Milestone 5: Commonwealth acceptance that SA has implemented actions in accordance with the completions Activity Plan for the period October 2026 to September 2027.	Progress Report signed by a relevant South Australian senior official and agreed by the Commonwealth providing the status of all actions. The report will include: • Progress on the scoping and implementation of recommendations (GTO, UAN, TAA and SSS evaluations completed) • Highlights and learnings from peer support group sessions • Progress on the implementation of recommendations stemming from the SWS evaluation and scaling activities. • Overview of Future Industries Completions implementation activities progress with sector partners • Progress on the implementation of place-based approaches in partnership with local providers • Key highlights and learnings from the VET Student Advisory Network meetings • Report of outcomes and analysis of TAFE SA's pilot completions interventions, including findings on learner	$2,917,450.51	30 September 2027

	engagement, retention, and support effectiveness to inform future scaling and continuous improvement.		
Milestone 6: Commonwealth acceptance of the finalised Evaluation Approach to the formal evaluation of completions initiatives.	Finalised evaluation approach signed by the relevant South Australian senior official with responsibility for skills that outlines: • a structured approach to collecting qualitative evidence to inform the final report on completions actions' activities • key consultation methods, stakeholder groups, and data collection strategies to ensure comprehensive insights on the effectiveness and impact of actions' activities in the final year of the NSA.	$2,917,450.51	31 March 2028
Milestone 7: Commonwealth acceptance that SA has implemented actions in accordance with the completions Activity Plan to December 2028.	Final Progress Report and Evaluation Report signed by a relevant South Australian senior official and agreed by the Commonwealth providing the outcomes of all actions. The report will include: • Outline key findings and learnings from implementation of actions in this plan • Summary of how South Australia has delivered against the performance indicators supported by the evaluation methodology • Case studies that demonstrate key outcomes achieved for each action where relevant • Financial expenditure information to allow final reconciliation of matched funding.	$3,311,818.19	31 December 2028
	Total	**$18,500,000.00**	

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

29 / 6 / 2026

Signed *for and on behalf of the State of South Australia by*



The Honourable Lucy Hood MP
Minister for Education, Training and Skills

24 / 6 / 2026