



Name: National Growth Areas Alliance

Submission date: 6/06/2025

Improve school student outcomes with the best available tools and resources

What (if anything) needs to be done to improve the use of edtech tools (including GenAI) in schools?

The participant did not respond to this question.

What more (if anything) needs to be done to improve awareness and access to high quality lesson planning and curriculum materials in schools?

The participant did not respond to this question.

Is there anything more you would like to say about edtech, GenAI or lesson planning and curriculum materials?

The participant did not respond to this question.

Which of the following best describes you?

The participant did not respond to this question.

Are you currently using any edtech tools (including learning games and GenAI) to support teaching and learning in the classroom?

The participant did not respond to this question.

If yes, what has been your experience with using these tools?

The participant did not respond to this question.

Are there things you would like to do with GenAI or edtech tools that you can't do currently? What's stopping you from doing these things?

The participant did not respond to this question.

If no, can you tell us why you are not using any edtech tools?

The participant did not respond to this question.

Do you access lesson planning and curriculum materials online?

The participant did not respond to this question.

If yes, what has been your experience with using these tools?

The participant did not respond to this question.

If no, can you tell us why you are not using online lesson planning and curriculum materials?

The participant did not respond to this question.

Support the workforce through a flexible post-secondary education and training sector

Credit transfer and recognition of prior learning

In your experience, how well does the credit transfer and recognition of prior learning system operate in Australia? Does it adequately support students to move between courses or have their work experience recognised as part of a qualification? Are there ways it could be improved?

The National Growth Areas Alliance (NGAA) is the peak body for local governments in Australia's fast-growing outer metropolitan growth regions. We advocate to state and federal governments regarding growth area challenges and opportunities. Outer metropolitan growth area councils represent more than 5.6 million people and one in four Australian children. Members of the alliance are united by the shared experiences of population growth rates at double the national average and long-term under-investment in vital infrastructure.

NGAA members have a shared vision of creating communities that are resilient, liveable, and thriving. This vision requires a comprehensive national approach, with all levels of government working together to address the distribution of people, jobs, houses, and infrastructure around the country.

Building a more skilled and adaptable workforce is essential to achieving this vision both in terms of the delivery of quality and liveable built environment and a thriving economy. The under-investment in education and training infrastructure and services in growth areas has had a direct impact on the ability of residents, especially young people to access education and training opportunities and local employment. NGAA's recent research with RMIT University's Australian Urban Observatory's Growth Area Liveability Scorecards highlights this disparity with outer metropolitan growth areas score 21% lower for access to education facilities compared to capital cities' average .

Australia's growth areas have a particularly challenging set of circumstances in relation to building a skilled and adaptable workforce as a result of rapid population growth (more than double the national average), combined with large migrant populations. On an annual basis, the population of growth LGAs on average increased by 3.0% each year since 2011. Australia's population, by comparison, increased by an average 1.4% per year in the same period. A third of all growth area residents were born overseas. In absolute terms, this was 1,743,000 residents, most of whom are relatively recent arrivals in Australia, and a high proportion speaking a language other than English at home . Some migrant populations have additional difficulties in accessing training and recognition of skills and qualifications. They are more likely to be unfamiliar with the Australian training and system and are more likely to experience other barriers such as language and low literacy.

Unemployment and underemployment rates are generally higher in growth areas due to the lack of local employment opportunities. As at September 2022, the unemployment rate was 4.9 percent across Australia's growth areas. This unemployment rate was higher than the Australia average of 3.9 percent, however was substantially lower than the June 2021 rate of 7.7 percent across growth areas.

The distance and travel costs to reach employment and education are prohibitive for youth in growth areas. Options are limited by lack of public transport, high private car

dependency, lack of affordable housing options, and poor access to tertiary and vocational education. The challenges for young people in outer suburban growth areas include fee debt, low Austudy payments, and high transport costs, combined with lack of local work. For example, research in the City of Armadale indicates youth unemployment and disengagement is around 26-27 percent, it has a high Aboriginal youth population, and around 20 percent of children are developmentally vulnerable with low educational levels.

To address these challenges, the Federal Government has established suburban Study Hubs which are an excellent opportunity to provide access to higher education for residents of Australia's growth areas that is otherwise prohibitively difficult to access due to a range of factors including distance, cost of transport, and family or caring responsibilities.

While the NGAA welcomes the Productivity Commission's consultation on improving Australia's productivity by building a skilled and adaptable workforce, the focus on credit recognition or recognition of prior learning (RPL) is far too narrow to address the real challenges faced by communities in growth areas in accessing education and training opportunities. Improving productivity by supporting the workforce through a flexible post-secondary education and training sector requires a long-term investment plan to address the spatial inequities that currently exist in access to training opportunities especially in growth areas and forward planning for future investment in training that is better aligned to population growth and to diversify local economies.

Which of the following best describes you? Please select all that apply.

I am Chief Executive Officer of the National Growth Areas alliance which is the peak advocacy body representing councils in Australia's fast-growing local government areas.

In the past 3 years, have you applied for credit recognition or recognition of prior learning (RPL)?

The participant did not respond to this question.

If yes, what was your experience in applying for credit recognition or RPL like?

The participant did not respond to this question.

If no, can you elaborate on why you didn't apply?

The participant did not respond to this question.

Work related training

What are the main reasons individuals and/or businesses do or do not participate in work-related training?

NA

What role, if any, should businesses be playing to address any barriers and better support the offer of work-related training to employees?

NA

What, if anything, could government do to address barriers and better support the offer of work-related training to employees?

NA

Which of the following best describes you? Please select all that apply.

The participant did not respond to this question.

For business owners, managers and sole traders, how many employees do you have?

The participant did not respond to this question.

For employees/individuals, have you participated in any work-related training in the last 12 months that did not relate to general compliance (such as WHS)?

The participant did not respond to this question.

If yes, can you elaborate on the reasons for the training and any benefits you received from doing it?

The participant did not respond to this question.

If no, can you elaborate on any challenges or barriers you faced in attempting to undertake work-related training?

The participant did not respond to this question.

For business owners, managers or sole traders, have you provided or supported your employees to participate in work-related training in the past 12 months?

The participant did not respond to this question.

If yes, can you elaborate on the reasons for the training and any benefits you or your employees received from doing it?

The participant did not respond to this question.

Can you describe whether you accessed any government assistance, what type, and the amount received? If you didn't access any financial assistance, please tell us the reasons why.

The participant did not respond to this question.

If no, can you elaborate on any challenges or barriers you faced in attempting to provide or support your employees to undertake work-related training, such as the time or cost, availability of relevant or high-quality courses, and level of interest from your employees?

The participant did not respond to this question.

Balance service availability and quality through fit-for-purpose occupational entry regulations

What are the effects of occupational entry regulations? Please describe your experience and name the specific occupations you are referring to.

The participant did not respond to this question.

Do you believe current occupational entry regulations are proportionate to the level of risk associated with different professions? Why or why not? If not, do you have any suggested improvements to regulations to better reflect risks? Please name the specific occupations you are referring to.

The participant did not respond to this question.

Which of the following best describes your connection to occupational entry regulations? Please select all that apply.

The participant did not respond to this question.

Which state or territory are you predominantly based in?

The participant did not respond to this question.