

31 May 2024

[Draft Core Skills Occupations List \(CSOL\) for Consultation](#)

Jobs and Skills Australia

Draft Core Skills Occupations List

The National Catholic Education Commission (NCEC) welcomes the opportunity to contribute to the Jobs and Skills Australia's (JSA) consultation process on the Draft Core Skills Occupations List (CSOL).

NCEC notes that the Minister for Immigration, Citizenship and Multicultural Affairs is the decision maker in this matter and that the Draft CSOL does not represent the final advice that JSA will provide to Government.

NCEC believes the Draft CSOL requires modification before JSA provides final advice to the Minister.

Background

NCEC is the peak body for Catholic education in Australia and is responsible for the national co-ordination and representation of Catholic schools and school authorities. Our role is to ensure the needs of Catholic schools are served through funding, legislation, and policy.

Working closely with state and territory Catholic Education Commissions, NCEC advocates at the national level on behalf of the Catholic sector and the hundreds of thousands of Australian families who entrust the education of their children to our schools.

The mission of Catholic education since its inception has been to serve students from a range of socioeconomic backgrounds, particularly the disadvantaged and marginalised. NCEC works to foster a thriving Catholic education sector that offers parents a choice of, and affordable access to, faith-based education for their children. Catholic education continues to advocate for fair and inclusive funding that sustains both government and accessible faith-based schools across Australia.

Catholic schools are universal in reach, open to all families who seek a Catholic Education and are the nation's largest provider of education outside government. Australia's 1,756 mostly low-fee Catholic schools educate one in five, or nearly 805,000, students and employ more than 109,000 staff.

Catholic education estimates the total Gross Value Added (GVA) contribution to the Australian economy to be approximately \$127.5 billion. This represents more than 20% of the school education sector per year.

Our schools ensure that parents can choose an affordable education that is consistent with Catholic beliefs, values, and teachings. Guided by the teaching and example of Jesus, promoting the message

of the Gospel, and founded on the faith-based principles of Catholic Social Teaching, Catholic education is a direct contributor to social inclusion in Australia.

Our schools welcome students from a range of backgrounds including an increase in Aboriginal and Torres Strait Islander students (up 63% in the last ten years). Students with disability represent almost 21% of Catholic school enrolment, and 42% of students experience socio-educational disadvantage. Almost 40% of Catholic schools are in regional and remote areas.

The Draft CSOL

The Draft CSOL is generated from the JSA Migration Labour Market Indicator Model (the Model) which comprises a range of factors, labour market analysis, and government departmental advice.

The Draft CSOL is categorised into three groups:

- Skilled occupations the Model is confident **should be on** the CSOL.
- Skilled occupations the Model suggests **should be targeted for stakeholder feedback**.
- Skilled occupations the Model suggests **should not be on** the CSOL.

NCEC welcomes the inclusion of the following teacher occupations on the Confident On list:

Confident On List

ANZSCO	ANZSCO Description
241111	Early Childhood (Pre-primary School) Teacher
241213	Primary School Teacher
241411	Secondary School Teacher
241599	Special Education Teachers nec

NCEC notes with concern the inclusion of the following teacher occupations on the Consultation list:

Targeted for Consultation

ANZSCO	ANZSCO Description
241311	Middle School Teacher \ Intermediate School Teacher
241511	Special Needs Teacher
242211	Vocational Education Teacher \ Polytechnic Teacher

For reasons outlined below, NCEC recommends that those teacher occupations included on the Consultation list should be transferred to the Confident On list.

Australia's Current Teacher Shortage

Australian governments, the education sector, and the broader community recognise that Australia is currently experiencing, for a variety of reasons and exacerbated by the COVID-19 pandemic, a nationwide teacher shortage.¹

¹ *Education Ministers to focus on teacher shortage*, The Hon Jason Clare MP Minister for Education, 22 July 2022 <https://ministers.education.gov.au/clare/education-ministers-focus-teacher-shortage>, *Teacher Workforce Shortages Issues Paper*, The Hon Jason Clare MP Minister for Education, 8 August 2022 <https://ministers.education.gov.au/clare/teacher-workforce-shortages-issues-paper>

As part of a national consultation process the Australian Government Department of Education released a Teacher Workforce Shortages Issues Paper², which included evidence and data on teacher supply and demand. In response to the Issues Paper NCEC, along with other education employers and stakeholders such as state and territory governments and the Independent sector, made submissions which demonstrated the scope of the issue through quantitative and qualitative data and other information.

On 15 December 2022, all Education Ministers agreed on a National Teacher Workforce Action Plan³ (Action Plan) which sets out a clear pathway to contend with the national issue of teacher workforce shortages.⁴

Priority Area 1 of the Action Plan is Improving teacher supply.⁵ Key Action 4 of Priority Area 1 highlights that teachers are currently on the priority skilled occupation list, and the importance of encouraging and facilitating skilled migration of teachers to address the current shortages.

Vocational Education & Training

All Australian Governments are also committed to supporting high-quality training in the Vocational Education and Training (VET) sector. Supply and retention issues are a significant concern facing the VET workforce, with registered training organisations (RTOs) under increasing pressure to attract and retain a skilled workforce.

The Australian Government, in collaboration with states and territories, is developing a VET Workforce Blueprint (the Blueprint) to support, grow and sustain the VET workforce. The Blueprint Scope paper states

Like many industries across Australia, the VET sector is under increasing pressure to attract and retain a skilled workforce.⁶

The consultation process in support of the Blueprint has sought research and other information to identify actions to address VET workforce issues, such as attraction, retention, development and career progression, and succession planning.

Additionally, the House of Representatives Standing Committee on Employment, Education and Training recently undertook an inquiry into the perceptions and status of vocational education and training. The Committee's report *Shared vision, equal pathways - Inquiry into the perceptions and*

² *Teacher Workforce Shortages Issues Paper*

<https://ministers.education.gov.au/sites/default/files/documents/Teacher%20Workforce%20Shortages%20-%20Issues%20paper.pdf>

³ *National Teacher Workforce Plan*, The Hon Jason Clare MP Minister for Education, 16 December 2022

<https://ministers.education.gov.au/clare/national-teacher-workforce-plan>

⁴ *National Teacher Workforce Action Plan Publication*, <https://www.education.gov.au/teaching-and-school-leadership/resources/national-teacher-workforce-action-plan-publication>

⁵ *National Teacher Workforce Action Plan Priority Area 1 - Improving teacher supply*

<https://www.education.gov.au/national-teacher-workforce-action-plan/priority-area-1-improving-teacher-supply>

⁶ *VET Workforce Blueprint Scope* <https://www.dewr.gov.au/skills-reform/resources/vet-workforce-blueprint-scope>

*status of vocational education and training*⁷ released in February 2024, highlighted the shortage of VET educators and made recommendations address the shortage.

Conclusion

The Australian Government, state and territory government, and non-government stakeholders have engaged in significant consultations in recent years regarding the teacher workforce and the nationwide shortage of teachers. These consultations have been informed by extensive quantitative and qualitative research and analysis from a variety of sources.

The evidence and advice from these consultations strongly supports the position that a range of strategies, including targeted skilled migration, will be required to address the shortage.

On this basis NCEC welcomes the inclusion of the teacher occupations currently on the Confident On list but recommends that the following teacher occupations presently on the Consultation list should be transferred to the Confident On list.

ANZSCO	ANZSCO Description
241311	Middle School Teacher \ Intermediate School Teacher
241511	Special Needs Teacher
242211	Vocational Education Teacher \ Polytechnic Teacher

NCEC looks forward to further consultation from Jobs and Skills Australia on matters related to skills and training, education, and teacher employment.

Should you have any further questions in relation to this submission, please contact me via phone 02 8229 0808 or via email jacinta.collins@ncec.catholic.edu.au.

Yours sincerely



Jacinta Collins
Executive Director

⁷ *Shared vision, equal pathways - Inquiry into the perceptions and status of vocational education and training*
https://www.aph.gov.au/Parliamentary_Business/Committees/House/Employment_Education_and_Training/VETInquiry/Final_Report