

More than you think: Growing career pathways in Liverpool for young people

Skills. Pathways. Possibility.



Acknowledgement of Country

We acknowledge and pay our respects to the Cabrogal People of the Darug Nation as the Traditional Custodians of the land in Liverpool. We acknowledge that this land was accessed and cared for by peoples of both the Dharawal and Darug Nations. We honour the enduring connection that Aboriginal and Torres Strait Islander peoples have to Country - a connection that encompasses deep cultural, educational, and spiritual relationships spanning thousands of generations. We pay respect to Elders past and present who hold the stories, traditions, and aspirations of their communities. Sovereignty was never ceded.

Origins of this report

This study has been developed by Learning Creates Australia with analysis by Ember Advisors. We also gratefully acknowledge Y Careers and the contributions of Liverpool Innovation Precinct, Liverpool City Council and the Principals, Teachers and Students at Liverpool Boys and Girls High Schools.



Copyright © 2025 Learning Creates Australia Copyright in this report is covered by CC BY-NC 4.0 (Creative Commons Attribution-NonCommercial 4.0 International).

Disclaimer - The materials presented in this report are for information purposes only. Readers should make their own enquiries and assessment of the matters discussed and obtain independent advice before acting on any information contained in or connected with this report. While every effort has been made to ensure that the information is up-to-date and accurate, the authors accept no liability for any loss or damage incurred by any person acting in reliance upon the information.

Contents

Foreword	4
Liverpool snapshot	6
Four growth industries to watch in Liverpool	8
The new story for young people	10
Methodology	11
Key findings	12
1. Growth industries offering both entry and upward mobility	14
2. There is more than one way into a meaningful career	16
3. Entry-level roles are powerful career launchpads	20
4. Transferrable skills are key to unlocking jobs of the future	24
5. Young people are already building many of the skills that employers are looking for	26
6. Young people are staying - building meaningful careers over time	28
Takeaways	30
Growth industry snapshots	32
Allied health	32
Health technology	34
Early childhood education	36
Aged and disability care	38
Technical methodology	40
References	41



The world of work is changing rapidly and the way we support young people to plan their futures needs to change too. Traditional career guidance, built around fixed roles and standardised pathways, no longer fits the reality facing today's learners. In its place, we need more personal, flexible approaches grounded in young people's strengths, interests, experiences, and communities.

[illegible]

The care sector is often misunderstood or undervalued with many deeply held but outdated assumptions about these jobs, yet the data tells a different story. These growth industries offer real earning potential, clear career progression, and valuable skills – particularly for young people who want to live and work in the communities they know and care about. With more accurate, locally relevant information, we can challenge these narratives and better equip young people to make confident, informed choices – whether while still at school, after leaving, or as they explore new opportunities.

- Young people can earn good salaries in a variety of roles
- A high ATAR isn't the only way in – many roles begin with accessible entry-level positions
- Most care careers offer strong progression opportunities, through on-the-job experience or further study
- There is flexibility to move to different careers across sectors
- Skills gained in unrelated fields – like hospitality or retail – are often highly transferable
- Workers in these industries tend to stay, not due to a lack of options, but because they're progressing in roles that are meaningful and rewarding.

And, while the focus here is local, the implications are national. This report is an invitation to rethink how we support young people's transitions - moving from narrow, rigid pathways to more inclusive, adaptable models that reflect the real complexity of their lives. We now know that broader recognition of what young people know and can do doesn't just build engagement, confidence and clarity to support young people's pathways - it has economic value too. Recent national modelling shows that when young people - especially those facing disadvantage - are supported to make successful transitions, they can earn significantly more over time, while contributing billions in value to the economy.¹

Bronwyn

5

Liverpool Snapshot

A place of growth, diversity and opportunity

About 40 kilometres southwest of Sydney Harbour, Liverpool is a vibrant, multicultural part of Western Sydney that's undergoing a once-in-a-generation transformation. Already one of New South Wales' fastest-growing regions, its population is projected to nearly double within the next 20 years.

Picture sourced from:

www.liverpoolinnovationprecinct.com.au

380,000

Projected population in 20 years

150

Languages spoken in the local community

\$20B

Planned investment in major infrastructure projects in the Liverpool Innovation Precinct

The Liverpool Innovation Precinct - driving change

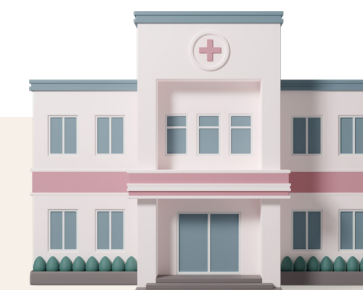
At the heart of this transformation is the Liverpool Innovation Precinct (LIP) - a world-class hub for health, education, research, and innovation.²

Anchored by the expanding Liverpool Hospital and supported by three major universities, a TAFE campus, and local schools, the precinct enables collaboration between students, clinicians, researchers and industry. This ecosystem is designed to solve real-world problems, grow the local economy, and build Australia's next generation of skilled workers.

Backed by over \$20 billion in planned investment, Liverpool is becoming an internationally recognised centre for translational research and health innovation. It's home to cutting-edge medical research, strong clinical training pathways, and a bold vision for locally grounded, globally relevant innovation.

Young people are central to this future. With a median age of just 34 and more children and families than the Sydney average, Liverpool is well-positioned to support lifelong learning - from early childhood and school to VET and higher education. The precinct's integrated education model is designed to grow the next generation of skilled, passionate workers who can live, learn, and work locally - especially in health, technology, education, and community services.

Close by, the new Western Sydney International Airport and upgraded transport links will connect Liverpool to the rest of Sydney and beyond, strengthening its role as a powerful economic engine for NSW. With world-class infrastructure and a multilingual, ambitious community, Liverpool isn't just growing - it's creating new opportunities.



New pathways into the Health and Care Sector are opening up

Liverpool's diversity, rapid population growth and changing health needs make the health sector a central focus for the region's economic future. With varied health outcomes across the community and increasing demand for services, new models of care and a more adaptable workforce are urgently needed.

The NSW Government's \$790 million redevelopment of Liverpool Hospital creates a strategic opportunity to strengthen health innovation, attract new investment and build skills-of-the-future programs. This aligns with major shifts in medical technology - such as virtual care, electronic medical records, AI, VR and AR - which are reshaping how services are delivered and increasing the importance of digital literacy across the workforce.

Liverpool is well placed to respond. The region hosts leading health and education institutions and a growing suite of innovative programs that can scale to meet emerging needs. This includes the Immersive Industry Learning Hub (IILH), jointly developed by NSW Health and Education, which is designed to integrate higher education, VET and industry pathways to deliver targeted learning for diverse cohorts.

As the population grows and technologies evolve, Liverpool is uniquely positioned to grow an agile, inclusive and future-ready health and care workforce. Strengthening pathways into the **Health Care and Social Assistance Sector** - already the region's largest employer - will create meaningful local employment opportunities while supporting the wellbeing of the community.

Four growth industries to watch in Liverpool

Through local research and community collaboration, Learning Creates and partners have identified four growth industries within Liverpool's Health Care and Social Assistance Sector that offer high potential for young people: These industries offer:

- Secure, stable jobs
- Transferable skills that open diverse career paths
- Earning and progression potential
- Lower risk of automation

Allied Health



Allied health professionals are key to preventative care and rehabilitation - and demand is rising fast in Liverpool. As clinical services expand across the Health and Academic Precinct, the need for skilled workers is growing.

Occupations include: Speech therapists, physiotherapists, optometrists, podiatrists, exercise physiologists.

Examples that real jobs are growing:

- 245% increase in demand = 214 speech therapists
- 55% increase in demand = 809 physiotherapists

Health Technology



With the digitisation of healthcare accelerating, Liverpool is becoming a hub for health tech innovation. The Liverpool Innovation Precinct supports startups, researchers, and students working on the future of care.

Occupations include:

Biomedical engineers, robotics engineers, software developers, data analysts.

Examples that real jobs are growing:

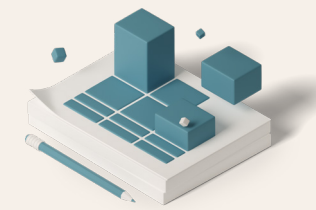
- 70% increase in demand = 876 medical technicians
- 55% increase in demand = 215 laboratory scientists

From sector to start point: how young people are stepping into growth industries



SECTOR

The **Health Care and Social Assistance Sector** is one of Australia's largest - and it's expanding fast.



GROWTH INDUSTRY

With strong investment and growing demand, new industries within this sector - like **aged and disability care, early childhood education, and allied health** - are opening up.



OCCUPATIONS

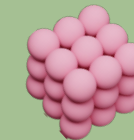
Each industry includes many occupations - from **registered nurses and early childhood teachers to physiotherapists and lab technicians**. These roles require specialised skills and training - but you don't have to start at the top.



ENTRY-LEVEL ROLES

Increasingly entry-level roles - like **carers, childcare workers, and allied health assistants** - that help young people get a foot in the door, learn on the job, and progress to higher-skilled, better-paid positions over time.

Early Childhood Education



With a growing number of young families and increased investment in early learning, demand for qualified educators is on the rise. These careers offer stability, impact, and the opportunity to shape the next generation.

Occupations include: Early childhood educators, early learning assistants, primary school teachers.

Examples that real jobs are growing:

- 30% increase in demand = 3,006 child care workers
- 36% increase in demand = 931 early childhood teachers

Aged and Disability Care



An ageing population and increasing demand for disability support are driving growth in this sector. These careers offer strong community connection, long-term security, and real opportunities for upskilling.

Occupations include: Aged carers, disability support workers, registered nurses, clinical coordinators.

Examples that real jobs are growing:

- 94% increase in demand = 4,774 aged and disability carers
- 33% increase in demand = 5,195 registered nurses

The new story for young people

The Liverpool growth area in Sydney's West presents a compelling opportunity for young people seeking meaningful and rewarding career pathways without having to leave their community.

Despite common (and often negative) perceptions that positions in care work, allied health assistance, and health technology are not well compensated, our evidence reveals a different story - one where these roles offer genuine earning potential, career progression, and skill development opportunities that far exceed the general understanding many people have.



Methodology

How we found what we found

Looking at the growing industries in the Health Care and Social Assistance Sector we explored four key questions:

1. What skills are needed for Liverpool's future jobs?
2. Which entry-level roles help build these skills?
3. Where is job demand strongest in the region?
4. What do real career pathways look like over time?

Data sources included Jobs and Skills Australia occupation forecasts, employment projections (NERO), and longitudinal analysis of ABS Census data. These were supported by local intelligence from Liverpool City Council, the Liverpool Innovation Precinct, and school-based partners including Liverpool Boys and Girls High Schools and Y Careers. Data analysis was conducted by [Ember Advisors](#). [Please see the Technical Appendix for more detail.](#)

Young people were at the heart of this work. Learning Creates employed four school-aged researchers to gather peer insights and ground the data in real experience. Together, they engaged their peers to surface real views on jobs, aspirations, and barriers - especially in the care and support sectors. Their insights were essential to understanding how young people in Liverpool perceive opportunity, and where more support, recognition and visibility are needed. Each brought a unique perspective:

Learning Creates Community Associates



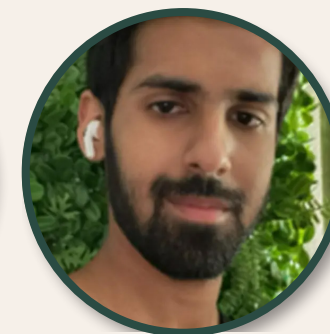
Dino Omanovic,
17 years

Now working in the trade sector, Dino developed skills in collaboration, problem solving, note-taking and teamwork through his first job with Learning Creates



Milica Ardalic,
17 years

Creative and community-minded, Milica is now studying Acting, with future plans to pursue Paramedicine. She believes enjoying life and helping others go hand in hand.



Nihal Siddiqui,
18 years

Nihal has a strong passion for technology and product care repair that he developed in high school. He now works as an Admin and Back Technician.



Sanchez Abraham,
17 years

A recent school graduate, Sanchez is looking to study social work. She's passionate about helping youth and working towards improving the younger generations' mental health.

Key Findings

This report brings together national data, local insights, and youth perspectives to build a clearer picture of emerging career pathways in Liverpool.

Developed by Learning Creates Australia with analysis by Ember Advisors, the research was designed to highlight how young people can access meaningful opportunities in industries where demand is growing.



Insights from young people

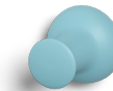
When interviewed by their peers, young people in Liverpool said they recognised roles across the Health Care and Social Assistance Sector as essential, with many expressing a deep appreciation for the variety within this field.

They valued the societal impact of many roles, viewing them positively and as meaningful contributions that motivated them to consider careers in care - highlighting a desire to 'do something good'.

Participants shared that the care sector: "Provides a rewarding opportunity to make a difference in the lives of individuals in need, making one feel a sense of fulfillment in their work." However, they also noted several barriers that could deter them from pursuing these roles. These included:



Lack of Training or Qualifications - Some young people were concerned about not having the necessary skills or qualifications, or the time and access to finances needed to acquire them, to enter care roles.



Low Pay and Underappreciation - Many felt that care roles are underpaid, which diminished the appeal despite the meaningful nature of the work. "



Wellbeing - Caregiving can be emotionally demanding, with many citing burnout, mental health challenges, and the pressure of balancing care responsibilities with personal wellbeing. As one young person described it, the "demanding nature of caregiving roles can sometimes lead to emotional exhaustion and burnout."



Lack of Interest - Finally, some young people simply didn't feel drawn to these roles, citing a lack of interest in the field despite recognising its societal importance.

The findings shows that many of the perceptions held by young people can be debunked. With better local information, more flexible options, and recognition of the skills they already hold, we can help unlock those opportunities. Liverpool is ready - and so are its young people.

1. Growth industries offering both entry and upward mobility

One of the key strengths of the four growth industries is that they offer accessible entry points into work - and real pathways for progression within and across sectors.

Many young people are beginning their careers in entry-level roles that don't always require a university degree. Whether it's supporting a physiotherapist, assisting in a childcare centre, or providing care for older people in the community, these roles help build confidence, capabilities, and career momentum. Young people don't remain stuck either. Ember's analysis found that one in five workers, on average, used the transferrable skills they develop to transition to other sectors that

match their interests. Growth industries in Liverpool offer solid starting wages too - with weekly earnings often beginning around **\$1,100** and growing significantly with experience or further study.

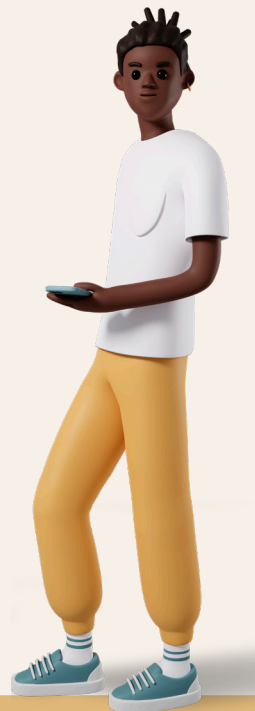
In **health technology**, for example, an expected salary range per week for an entry-level role is around **\$915 - \$1,700** and can grow to over **\$2,200 per week** for a professional level role.

And, in **aged and disability care**, an expected salary range per week for an entry-level role is between **\$915 - \$1,114 per week** with future earning potential over **\$1,900**.

INDUSTRY	ENTRY LEVEL ROLES	PROFESSIONAL LEVEL ROLES	EXAMPLE CAREER PROGRESSIONS
Allied Health	<ul style="list-style-type: none"> Allied health assistant Podiatry assistant Speech pathology assistant Physiotherapy assistant Fitness instructor 	<ul style="list-style-type: none"> Podiatry Optometry Exercise physiology Speech therapy Physiotherapy 	Allied health assistant > Occupational therapist = 30% earning increase
Health Technology	<ul style="list-style-type: none"> Information manager Biomedical engineer Data scientist Cyber security specialist Medical technicians 	<ul style="list-style-type: none"> Medical administrator Medical record clerk Systems administrator Electronic engineering draftsman Data entry operator 	Laboratory technician > Anaesthetic technician = 17% earning increase
Early Childhood Education	<ul style="list-style-type: none"> Preschool aide Childcare worker Teachers' aide Integration aide Nanny 	<ul style="list-style-type: none"> Primary school teacher Preschool director Special needs teacher Childcare centre manager Early childhood teachers 	Childcare worker > Early childhood teacher = 46% earning increase
Aged and Disability Care	<ul style="list-style-type: none"> Enrolled nurse Residential care officer Nursing support Dental hygienist Aged or disabled carer 	<ul style="list-style-type: none"> Nursing clinical director Disability services program manager Nurse manager Registered nurse (aged care) Registered nurse (disability) 	Aged or disability carer > Registered nurse = 50% earning increase

Allied health Case Study:

How Phillippe's entry-level job sparked a meaningful career with growing impact and income.



SCHOOL

CASUAL WORK

1. Phillippe's journey into a fulfilling and well-paid allied health career began with a passion for health and wellbeing

While still in high school, he was working casually at a local gym. In this role he enrolled new members, assessed client needs, documented progress, developed simple training programs, and built strong skills in oral communication, planning, and organisation - skills that later proved essential in allied health.

TAFE

ENTRY LEVEL ROLE

2. His experience working with clients inspired him to explore health more deeply - he enrolled in a Certificate IV in Allied Health Assistance (Speech Pathology) at a local TAFE.

After completing his certificate, Phillippe became a Speech Therapy Assistant at a local clinic, earning around \$1,124-\$1,224 per week. The role gave him valuable hands-on experience and confirmed his interest in the field.



UNI

PROFESSIONAL ROLE

3. Motivated by this role, Phillippe enrolled in a university degree in Speech Pathology.

He continued working part-time at the clinic while studying, gaining both qualifications and practical experience simultaneously. Once qualified he then applied and got a job at the same clinic as a speech therapist doubling his weekly earnings to over \$2,200 per week.



ON-THE-JOB EXPERIENCE

SENIOR ROLE

4. Growing in experience and skills over time, Phillippe has now stepped into a senior speech pathology role.

Here, he earns higher wages again and has strong prospects for further advancement in his clinic or a larger hospital. He's proud to still be living and working locally.



2. There is more than one way into a meaningful career

A high ATAR is no longer the only ticket to a meaningful career. Traditional pathways typically follow a familiar sequence - school, study in a directly related field, then the anticipated job. But this linear model increasingly represents only one option among many.

In recent years, reliance on the ATAR has declined, while dynamic pathways into further learning and work have continued to grow. Today, more than 75 percent of young people are not admitted to further education on the basis of their ATAR alone, with universities and training providers now using a range of alternative methods - such as early offers, portfolio assessments and targeted entry schemes.³

A **dynamic pathway** recognises that the journey from study to work can be varied, non-linear and shaped by experience. A young person may work across multiple roles or industries, gradually building the transferable skills and capabilities that ultimately lead them to where they want to be.

Milicia Case Study: How Milica could benefit from understanding the opportunity through a dynamic pathway towards paramedicine.

Milica wants to study to become a paramedic. Finding out about dynamic pathways has opened it up as a real possibility for her, when her first thought was that it would not be possible.

"Since year nine and ten, I knew what I wanted to do. I wanted to get better at those skills required for paramedicine. So I'll be prepared by the time I actually get into the course. Since I didn't get a good ATAR I can't get straight in. Now, I understand that for paramedic medicine, even though I did not reach the mark that I needed, I can, like, do a year of something else and then transfer, which relaxes me a little bit. Knowing these pathways puts less pressure on me."

"I went to a school right next to the hospital. So we knew a lot about the care sector, and we'd have like, actual speakers. I went, like, for tutoring and the lady asked me about jobs, and I said, paramedics. She said, that's a good thing, because we need more people in health. And that just cemented my idea. I have an opportunity to help out people more because it's needed. And because that hospital also had a renovation, we could all see that it's actually getting bigger, that the need is getting bigger."

There are many potential pathways into the growth industries - no matter where you start. Below are 3 examples for Samara - a young person looking at a career in the aged and disability care industry:



For Samara, this pathway offers many local job opportunities with good remuneration, along with the chance to start learning, working and earning earlier without needing an ATAR. Whilst it doesn't offer an immediate degree qualification, it provides lower-cost study options close to home that can be built up over time.

For Samara, this pathway offers a fast route to a professional-level role and qualification. It requires attending university and completing a degree-level qualification up-front which can have higher costs and less flexibility to earn while studying.

For Samara, this pathway is about transitioning skills from another field to get a foot in the door earlier. It allows her to use skills she has already gained in other industries to start earning sooner, and she can build on this with further study when ready - creating a more flexible balance of work and learning, regardless of her previous study and/or qualifications.

Who could dynamic pathways help?

Dynamic pathways can support a wide range of young people – especially those who feel unsure, underconfident or unable to follow traditional entry routes. The examples below show the kinds of young people who stand to benefit most – they draw insights from the interviews conducted by **Dino, Milica, Nihal and Sanchez** with their peers at Liverpool Boys and Girls High Schools:



Helpers at heart who still feels unprepared

Young people are naturally caring and already help family or friends, yet feel uncertain about how to start a career in care. Saying things like “not knowing where to start” and finding it “nerve-wracking”, they show how lack of guidance can hold back capable young people.

Dynamic pathways offer:

Clear, approachable entry points that help them build confidence and recognise the skills they already have.



Motivated by impact but worried about the realities

One young person interviewed shared how they are driven by the desire to make a positive difference and “spread joy”, but worry that care work could be “a stressful experience”.

Dynamic pathways create:

Opportunities to explore the sector gradually, building greater understanding, resilience and skills without being pushed immediately into high-pressure roles.



Balancing family, finances and staying local

Some of the young people interviewed are balancing supporting their families while studying or working. One participant said they “won’t have enough time to work” because of caring responsibilities, and others described looking after siblings or helping at home.

Dynamic pathways give:

Young people flexible, local and low-cost options so they can earn, care and study at the same time, without needing to step away from their responsibilities.



Ambitious and looking for practical ways to explore

Some interviewees shared a clear ambition and feel ready to pursue it, yet still value opportunities to try different areas of care. Even with long-term goals, they appreciate pathways that let them explore, specialise and build skills at their own pace.

Dynamic pathways support:

Young people by offering diverse experiences rather than a single rigid route.



Working in more unstable jobs or industries

Another young person described being “happy with the work they already have” in a local factory, but interested in care “later down the line”. Their current job, like many entry-level roles, sits at higher risk of automation or restructuring.

Dynamic pathways allow:

Young people in this situation to upskill gradually, without disrupting their current income. They create a bridge from stable but vulnerable work into future-oriented roles in the health and care sector.

Y Careers Case Study: Traineeship pathways into the care sector

Traineeships are becoming one of the most effective ways for young people to step into meaningful work. By combining paid experience with a nationally recognised qualification, they offer a practical pathway for those who learn best by doing and want support as they start their careers.

Y Careers, a not-for-profit social enterprise supported by the Australian Government, has built its model around strengthening this pathway. Co-designed with young people, Y Careers matches trainees with employer partners in education and care and provides each trainee with a dedicated Career Coach for ongoing guidance, wellbeing support and skill development.

As Amaresh, Executive Director of Y Careers explains, “A traineeship gives young people a supported way to enter the workforce. They’re earning, learning and building confidence in real environments – and that’s what sets them up for long-term success.”

During a 12 to 18-month traineeship, young people study a fully funded Certificate while gaining hands-on experience in childcare, disability support or aged care.

This earn-and-learn model helps trainees build independence, workplace confidence and the skills that matter most: communication, teamwork, problem-solving and practical care skills. The support makes a real difference.

With regular mentoring from a Career Coach, trainees are encouraged to problem-solve challenges, understand their strengths and develop the habits of a successful employee. Employers benefit too, receiving motivated young workers who are prepared, supported and aligned with their organisation’s values.

“A trainee brings fresh energy and a willingness to learn,” says Amaresh. “With the right support, they become capable, committed employees who can grow with the organisation.”

Y Careers strengthens the experience further by offering micro-credentials, wellbeing support through Sonder and opportunities like Possibl+, helping young people build a broader skills portfolio for their future.

For young people, traineeships offer a clear entry point into meaningful careers. For employers, they provide a sustainable way to build a skilled workforce. And for communities, they help grow confident young professionals who are ready to make a difference. Work different is not just a program – it’s a supported pathway to meaningful work. Find out more at www.ycareers.org.au



3. Entry-level roles are powerful career launchpads

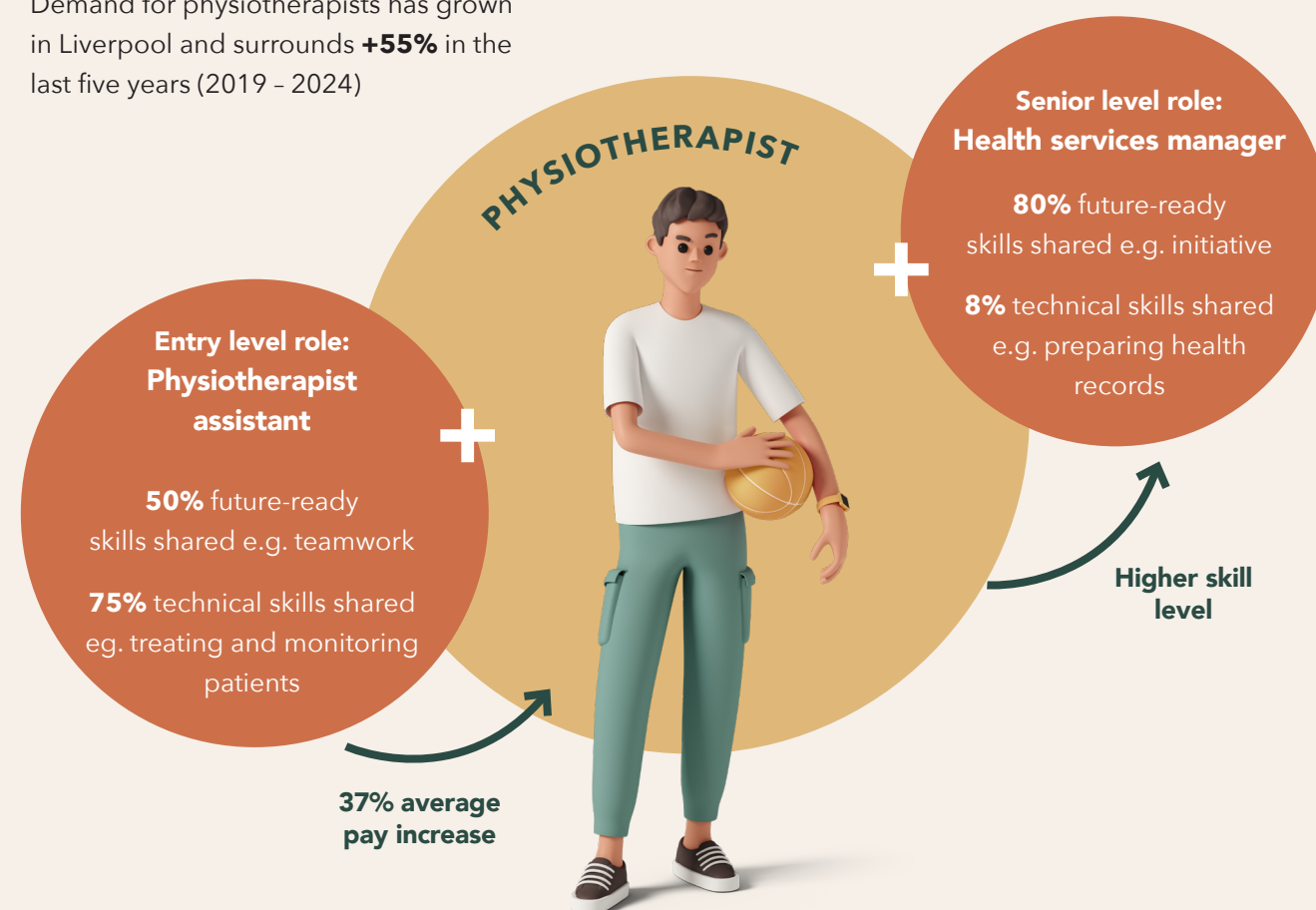
Entry-level roles can be powerful launchpads - offering young people the chance to build skills while they work, earn, and study.

These roles often allow progression into supervisory or specialist positions in areas like speech pathology, nursing, or education. Many also enable sideways moves into new career areas once a strong base of transferrable skills are developed.

Take health technology: a health technical administrative assistant can build around 23% of the technical skills and 90% of enterprise skills needed to become a medical administrator, with options to later step into service coordination or management. Similarly, in allied health: Entry-level physiotherapy roles enable young people to develop 75% of the technical skills and 50% of the future-ready skills required become registered physio-therapists, who earn 37% more on average. These are not dead-end jobs - they're springboards.

How skills developed in an entry-level physiotherapy job can open up career pathways into professional-level roles and beyond

Demand for physiotherapists has grown in Liverpool and surrounds **+55%** in the last five years (2019 - 2024)



While many entry-level roles provide accessible entry points, some do require formal qualifications - and the level varies by industry. For example, early childhood education often requires a Certificate III Early Childhood Education and Care. These qualifications can also open up pathways to university for those without an ATAR. On the other hand, a young person might develop similar skills through work as a nanny, which typically doesn't require formal certification.

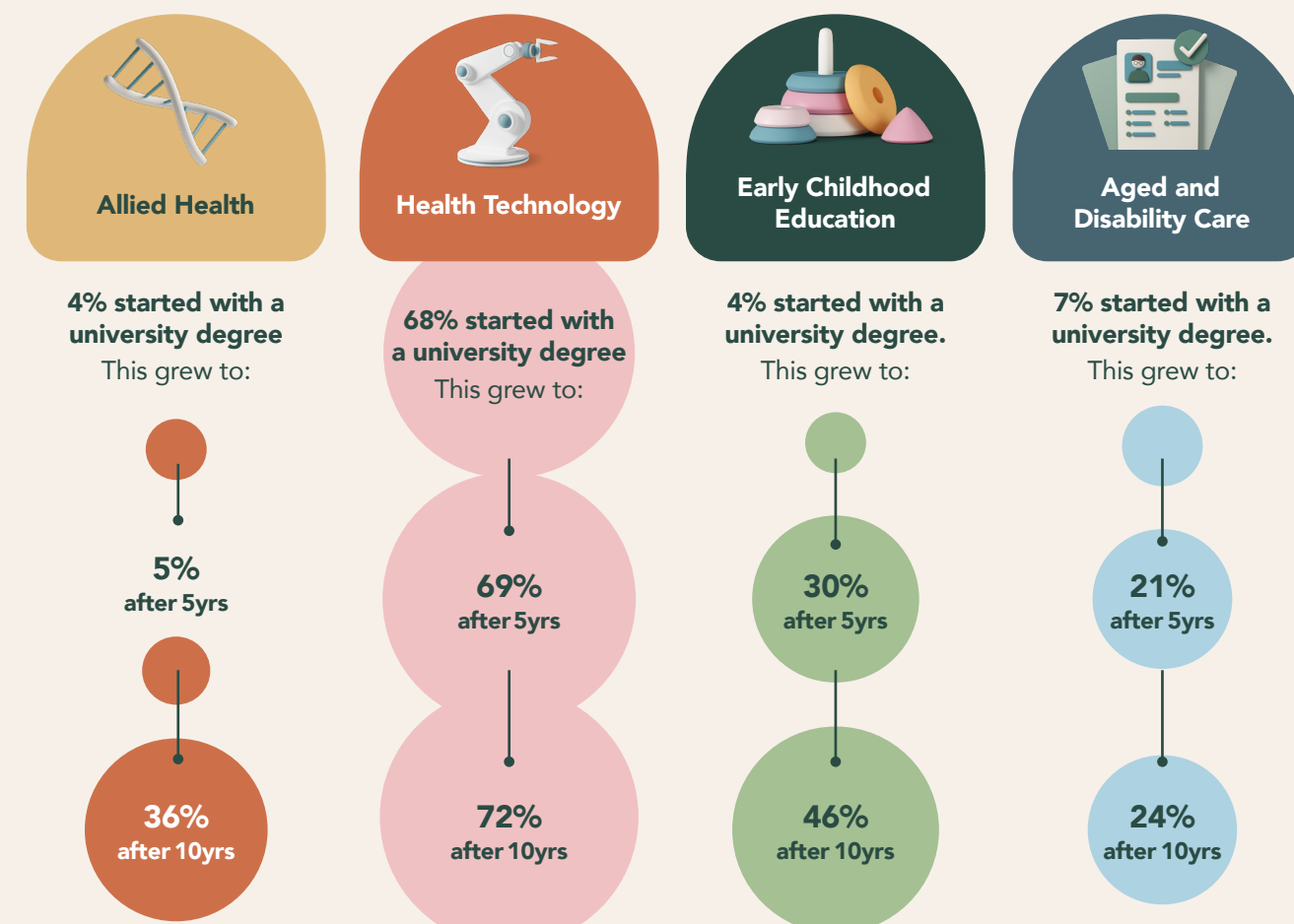
Some industries - like health technology and allied health - may even require a university degree for entry-level roles. That's why it's important for young people to understand the different qualification pathways across sectors and consider flexible options that fit their goals. In fact, we found that many who start with certificate-level qualifications go on to complete diplomas or degrees. For instance, 58% of those who stayed in early childhood education gained a higher qualification within ten years.

Case Study: Gianni is one of the 31% of young people in an entry-level role in 2011 who was still working in Health Technology or other health occupations ten years later.



Gianni worked as a records clerk in a medical clinic while at high school. After finishing year 12 he studied for a Certificate IV in Health Administration at TAFE. Gianni completed his certificate and got a new job as a junior manager at the local hospital. To take his next career step he commenced his studies in information management at university. Ten years after starting work doing data entry at the clinic, Gianni has steadily studied, gaining higher qualifications and moved into more senior positions at his local hospital.

Common education pathways for young people following entry-level roles



What jobs are available and growing in Liverpool?

Speech Therapy Careers +245% increase

Audiologists and speech therapists jobs have grown by 245% over the last five years - from 62 roles in 2019 to 214 roles in 2024. Audiologists provide diagnostic assessment and management of disorders of communication and swallowing through direct intervention, education, consultancy and advocacy.

Career Pathways

Entry-level audiologist roles provide pathways to becoming a registered audiology professional, who earn 30% more on average. Young people can develop 90% of the technical skills required while at entry-level.

Qualifications - Entry Level

Entry-level speech therapy roles e.g. assistants often need:

- Certificate III or IV in Allied Health Assistance (or similar) or a willingness to study while you work

Qualifications - Professional Level

Speech therapy roles may need to complete:

- A 4-5 year undergraduate degree, or a 3 year master program
- Registration with Speech Pathology Australia



Medical Technician Careers +70% increase

Medical technician jobs have grown by 70% over the last five years - from 510 roles in 2019 to 876 roles in 2024.

Medical technicians operate medical equipment to conduct laboratory tests and gather patient information across various disciplines of medical treatment.

Career Pathways

Entry-level medical technician roles provide pathways to becoming a specialised anaesthetic technician, who earn 17% more on average. Young people can develop 71% of the technical skills and 50% of the enterprise skills needed for professionals while at entry-level.

Qualifications - Entry Level

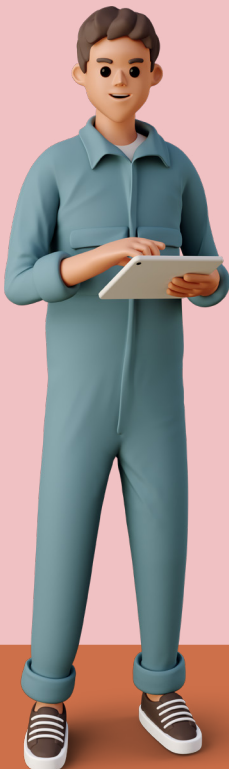
Entry-level medical technician roles often need:

- Certificate III or IV in Laboratory Technology, Health Service or a related field

Qualifications - Professional Level

Specialised technician roles may need to complete:

- An associated university degree, diploma or equivalent, preferably with some industry experience



Early Childhood Education Careers +36% increase

Early childhood teaching jobs have grown by 36% over the last five years - from 688 roles in 2019 to 931 roles in 2024. Early childhood teachers organise, plan and conduct activities to assist pre-primary school students in developing a variety of skills such as reading, writing, social interactions and motor skills.

Career Pathways

Entry-level teaching positions such as child carers have also risen by 30% (3,006+ jobs) and provide pathways to becoming an early childhood teacher, who earn 46% more on average. Young people can develop 35% of the technical skills and 50% of the enterprise skills required for professionals at entry-level.

Qualifications - Entry Level

Entry-level roles e.g. child carers often need:

- Certificate III or IV in Education Support, Childhood Education or a related field

Qualifications - Professional Level

Early childhood teaching roles may need to complete:

- An associated university degree, diploma or equivalent, preferably with some industry experience



Registered Nurse Careers +33% increase

Registered nurse jobs have grown by 33% over the last five years - from 3,914 roles in 2019 to 5,195 roles in 2024.

Registered nurses provide care to the elderly or to patients recovering from illness and injury, and assists and facilitates patients with disabilities to live more independently.

Career Pathways

Entry-level aged and disability carer positions have also risen +94% (4,774 jobs) and provide pathways to become a registered nurse, who earn 50% more on average. Young people can develop 10% of the technical skills and 30% of the interpersonal skills needed while working at entry-level.

Qualifications - Entry Level

Entry-level roles e.g. aged and disability carers often need:

- Certificate III in Individual Support, Certificate IV in Ageing Support or a related field

Qualifications - Professional Level

Registered Nurses need to complete:

- 3-year Bachelor of Nursing or 2-year Master of Nursing through a university



4. Transferrable skills are key to unlocking jobs of the future

Liverpool’s future workforce will depend on young people who can adapt, keep learning, solve problems, and bring human skills to complex environments.

Across the four growth sectors and alongside the basics, like reading and writing – the most in-demand capabilities include: communication, teamwork, initiative, planning, and problem-solving. These are not niche abilities.

They are transferable, future-ready skills that help young people engage with clients, collaborate effectively, respond under pressure, and keep learning on the job as workplaces and technologies evolve.⁵ These skills don’t just help young people succeed in their first job – they become more powerful when they are recognised and built upon. They form the foundation for the technical skills gained later through certificates, diplomas, traineeships, or degrees.

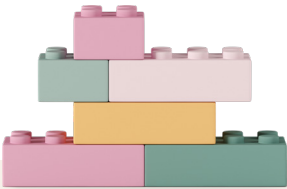


Some of the future-ready skills that are common to roles across the four growth industries:

SKILL	THIS MIGHT LOOK LIKE:
Digital engagement	<ul style="list-style-type: none">Using digital tools, platforms and technologies confidently, safely and appropriately to communicate, create, collaborate or manage information.
Initiative and innovation	<ul style="list-style-type: none">Taking proactive steps without needing to be asked, identifying opportunities for improvement and developing creative or original ideas to enhance outcomes.
Leadership	<ul style="list-style-type: none">Guiding and motivating others, making informed decisions, communicating direction and fostering a positive, inclusive environment to achieve shared goals.
Learning	<ul style="list-style-type: none">Seeking out new knowledge or skills, reflecting on experience, adapting to feedback and continuously improving performance.
Oral Communication	<ul style="list-style-type: none">Sharing information through spoken language in a clear, concise and respectful way, suited to the audience and purpose.
Planning and organising	<ul style="list-style-type: none">Setting goals, prioritising tasks, managing time and resources effectively, and adjusting plans when circumstances change.
Problem solving	<ul style="list-style-type: none">Recognising issues, analysing information, generating options and implementing effective solutions.
Teamwork	<ul style="list-style-type: none">Working cooperatively with others to achieve shared goals, contributing reliably, respecting different perspectives and supporting positive group dynamics.

The importance of recognising more

Recognising the full range of skills young people hold – whether developed in or out of the classroom – makes a measurable difference to their futures and has economic benefits.



National economic modelling shows that when young people’s capabilities are formally acknowledged, their engagement increases, their transitions into work and further learning accelerate, and they are matched to roles that draw on their strengths. The benefits are significant: up to \$5 billion each year for the national economy, and up to \$260,000 in additional lifetime earnings for a single young person – particularly those starting from a place of disadvantage.¹

Liverpool Boys High School Case Study: Recognising the skills that matter

At Liverpool Boys High School, transferable skills aren’t just acknowledged – they’re actively taught, practised, and assessed. With a diverse student population from over 60 cultural backgrounds, the school shifted its focus nearly a decade ago to prepare young people for a changing world.⁶

Through Project-Based Learning⁷ and the Big Picture Education Australia⁸ approach, students are supported to grow skills that matter in any future – from collaboration and creativity to critical thinking and ethical decision-making. These are captured through the CAPRI Assessment Framework: Communication and Collaboration, Attitudes and Values, Practical Skills, Research and Critical Thinking, and Innovation and Creativity.⁹

This broader recognition helps students see how the skills they build – in school, work or life – are not only relevant but valued. And it helps employers see the full picture of what young people can offer. As Principal Michael Saxon puts it: “What young people need today is a much broader range of skills so they can be successful, not just in school, but in all facets of their lives.”



5. Young people are already building many of the skills that employers are looking for

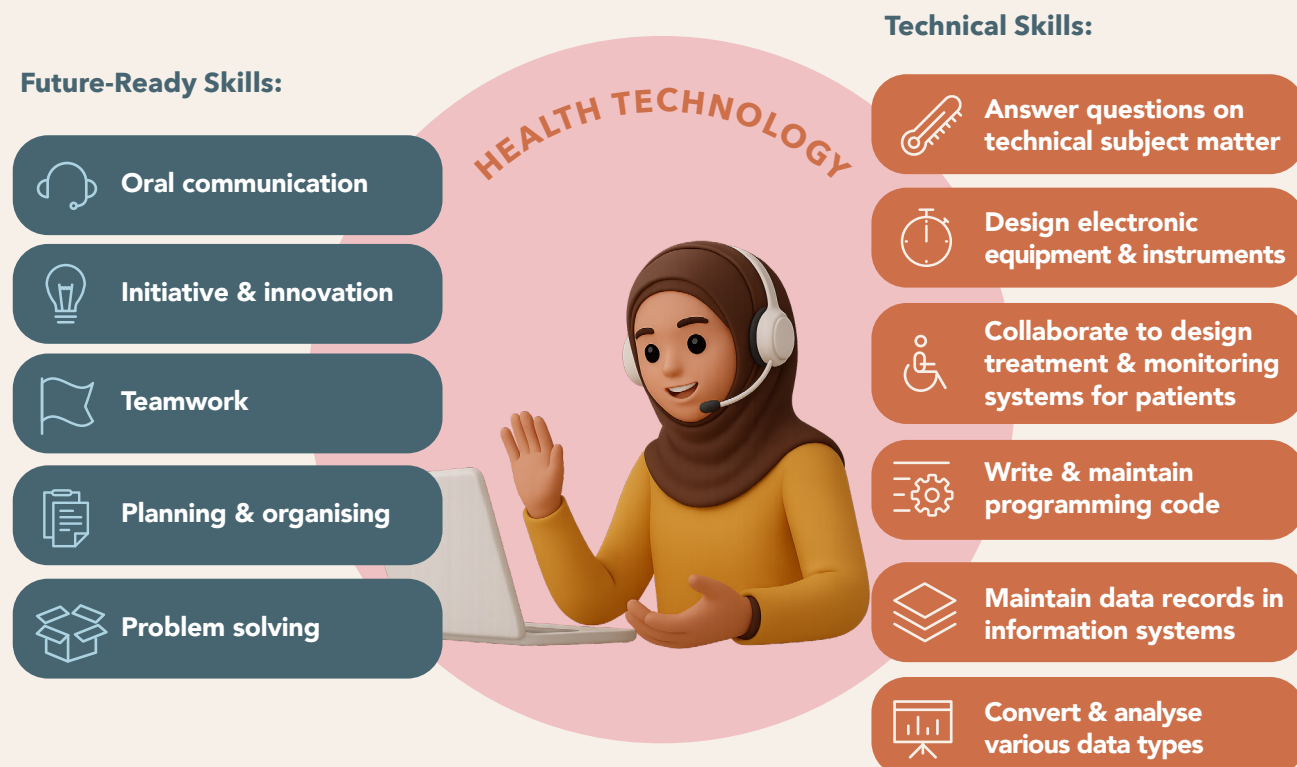
Many young people don't realise that the skills they develop in other settings like retail, hospitality jobs, sports, creative projects, or caring for family members are the same skills required in Liverpool's fastest-growing industries.

Importantly, young people are developing these capabilities long before they enter formal training. These everyday experiences shape the foundations of future careers and prepare young people for the communication-rich, people-focused work that sits at the heart of health, care, education, and health technology.

Young people's early jobs and responsibilities help them practise communication, teamwork, empathy, initiative, and problem-solving – some of the core future-ready skills that, according to job data, employers value most. These roles also help them build confidence, work habits, and adaptability, which make it easier to progress into further learning or transition into new fields.

Below is an example of some of the transferrable skills that a young person looking to work in allied health could focus on – and continue to build on through entry-level work.

Transferrable skills common to jobs within the health technology industry



Starting and transitioning from another job or industry

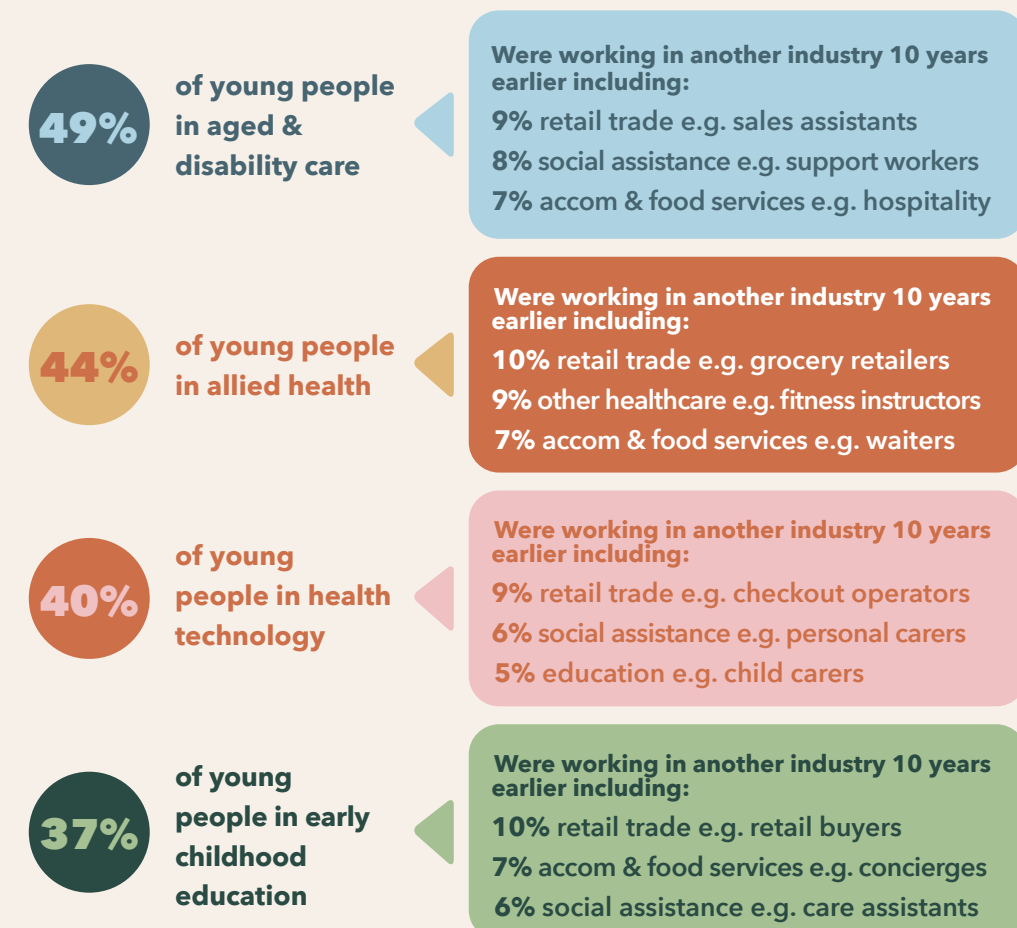
Workforce data, in Liverpool and surrounds, shows how often early experience – largely in retail, hospitality and other healthcare roles, becomes a pathway into Liverpool's four growth sectors.

These are not detours – they are on-ramps. The skills young people build in one industry often transfer directly to another, helping them enter and thrive in roles where communication, service orientation, and teamwork are essential.

Some of the everyday places skills can grow and develop:

- **Creative and digital projects** grow innovation, self-direction, and problem-solving skills
- **Caring for siblings or elders** develops empathy, responsibility, and trust
- **Hospitality jobs** develops multitasking, initiative, people skills, and working under pressure
- **Retail jobs** builds customer service, conflict resolution, teamwork, and communication skills
- **Sports and recreation** strengthen leadership, organisation, and motivation

Common pathways into growth industries, using skills developed in other industries




*People aged 25–44 in the industry in 2021 who were working in another industry 10 years earlier


6. Young people are staying - building meaningful careers over time


It is evident that these pathways offer more than a first job. Workers often remain in their roles not due to limited options, but because they find genuine career advancement within their organisations.


Many progress from entry-level positions to senior support roles, team leadership positions, or specialised technical roles. The below shows the common career paths for young people (25-44) who started in an entry-level role in 2011 and where they were 10 years later.

In 2021, ten years after entering the industry...

In Allied Health	50% Stayed	35% Transitioned	51% Progressed
	32% Allied health 18% Health care and social assistance	9% Education and training 4% Professional, scientific and technical services 4% Retail 18% Other occupation	Into senior roles (of those who stayed)

In Health Tech	57% Stayed	35% Transitioned	64% Progressed
	35% Health technology 22% Health care and social assistance	9% Education and training 2% Professional, scientific and technical services 6% Retail 18% Other occupation	Into senior roles (of those who stayed)

In Early Childhood Education	49% Stayed	34% Transitioned	40% Progressed
	38% Early childhood education 11% Other education	8% Health care and social assistance 4% Public admin and safety 4% Retail 18% Other occupation	Into senior roles (of those who stayed)

In Aged & Disability Care	55% Stayed	29% Transitioned	37% Progressed
	29% Aged and disability care 26% Health care and social assistance	4% Education and training 5% Public admin and safety 3% Admin and support 17% Other occupation	Into senior roles (of those who stayed)

Early Childhood Education Case Study:

Kylie's journey - progressing into senior roles through steady learning and career development

SCHOOL

ENTRY LEVEL ROLE

1. Kylie knew she wanted to work with young children, while in high school she gained experience working as a nanny in her neighbourhood and in a part-time retail job at the local supermarket. In these roles she built foundational skills in communication, care routines, and teamwork.

Many workers begin in entry-level roles - gaining skills and qualifications that set the foundation for long-term careers.



TRAINEESHIP



2. When she left school she enrolled in a traineeship where she began working as a childcare worker in an Early Learning Centre, whilst obtaining a Certificate III in Early Childhood Education and Care.

For Kylie this was a win-win. She earned her qualification while getting paid and building real-world skills and experience.

UNI

3. After a few years and motivated by her growing passion in the sector, Kylie enrolled in Bachelor of Early Childhood Education. She continued working part-time at the centre while studying, integrating theory with practice and steadily expanding her professional capabilities. **Her qualification pathway reflects a broader trend - 64% of early childcare educators begin with a Certificate III but the majority progress to a diploma or degree over the following decade.**



PROFESSIONAL ROLE



4. Ten years after entering the sector, Kylie is thriving as an early childhood teacher. Her early expertise and additional qualifications opened opportunities, demonstrating the strong progression available within the sector. **Like 38% of her peers, Kylie stayed in early childhood education long-term not because her options were limited, but because she had real pathways to senior roles, further study, and leadership.**

Takeaways:

What this means for young people in Liverpool

Young people in Liverpool have more options than they might think – especially in fast-growing care and health industries. These roles offer strong career progression, local stability, and real meaning. But we all have a role to play to help them see what's possible and how to get there:

For young people and families

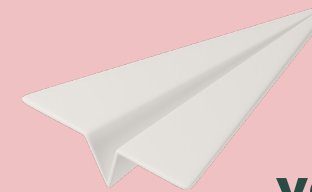
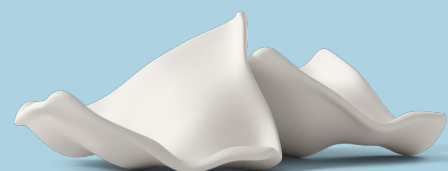
- You can start early. Entry-level roles in care, health and education can lead to meaningful, well-paid careers – without needing a high ATAR.
- What you've already learned – in part-time work, volunteering, or life – matters. These skills are valuable, transferable, and the foundation of a strong future.
- There's more than one way in. If you didn't get into the course of your dreams, look for a course with similar skills and transfer later on.
- Check out the following 4 industry snapshots to find out more about different career pathways

For schools and education providers

- Broader recognition of learning success, like at Liverpool Boys High School, helps young people see themselves as capable – and makes learning feel relevant to the world beyond school.
- Make your career guidance local and personal. When education is connected to real jobs and real futures, young people are more likely to stay engaged and feel equipped to make confident choices. Seek out supports through education departments, TAFEs and chambers of commerce.

For local employers, government and national systems

- Back place-based, work-based, and industry-led pathways – especially in growth areas like allied health, health technology, early learning, and aged care.
- Build on what's already working – like the Liverpool Innovation Precinct – to create seamless pathways from learning to earning.
- And the economic case is clear: broader recognition of learning could unlock \$2.1–\$5 billion in annual value, while boosting individual earnings by up to \$260,000 over a decade – especially for those who face disadvantage.¹



10 reasons it's good to be a young person in Liverpool right now:

1. A Place That's on the Rise

Liverpool isn't just changing – it's transforming! With the new Western Sydney Airport and massive development projects, young professionals will be able to live, learn and work in a dynamic growth area.

2. Real Opportunities, Real Skills

Whether you're into healthcare at the expanding Liverpool Hospital, tech innovation, or a role as a carer – Liverpool has actual jobs opening up, not just promises. Employers are looking for fresh talent right now!

3. Live Your Best Life

Imagine building your career without the crazy commute into the CBD. More time for friends, hobbies, or side hustles. Plus, you can actually afford to live here while you're building your future.

4. Diverse and Connected

Growing up in one of Australia's most multicultural areas gives you skills employers want! Your language abilities, cultural understanding, and community connections are genuine career advantages in Liverpool's global businesses.

5. Be a Local Legend

Make your mark close to home. Your skills and energy can directly impact the community you grew up in. See the difference you're making every day.

6. Security in Growing Industries

Liverpool's development focuses on stable, future-proof sectors offering long-term career security for your children.

7. Pathways to Opportunities

Local connections between TAFE NSW, Western Sydney University, and growing industries mean education translates to actual job opportunities.

8. Keeping Connected

With career opportunities close to home, families can maintain strong connections. Young people can build independence without having to move far away to embrace opportunities.

9. Financial Advantages

The combination of competitive local salaries with more affordable housing means young people can start building their future without the financial pressure of inner Sydney.

10. Community Values

Liverpool's businesses increasingly reflect our community's diverse backgrounds and values. Young people can build careers in environments that respect their identity and cultural heritage.



INDUSTRY SNAPSHOT

Allied Health

Why consider a career in the Allied Health industry?

The Liverpool catchment population is growing at twice the rate of the NSW average, and the expansion of clinical services planned as part of the Liverpool Health and Academic Precinct redevelopment will require a corresponding expansion of the allied health workforce.



What kind of occupation could you have in allied health?

Podiatry – Prevents, diagnoses and treats disorders of the feet.

Optometry – Performs eye examinations and vision tests and prescribes lenses, optical aids, therapy, and medication to identify, correct, and manage visual and ocular abnormalities and eye diseases.

Exercise physiology – Assesses, plans and implements exercise programs for preventing and managing chronic diseases and injuries.

Speech therapy – Provides diagnostic assessment and management of disorders of communication and swallowing through direct intervention, education, consultancy, advocacy, or a combination of these approaches.

Physiotherapy – Assesses, treats and prevents disorders in human movement caused by injury or disease.

What qualifications do you need?

Most registered allied health professions require a minimum of a bachelor degree in the relevant field and registration with a relevant professional body.

Entry-level allied health roles may require the following qualifications:

- Certificate III or IV in Allied Health Assistance
- Certificate III or IV in Fitness

These qualifications can be a pathway into university study for those without an ATAR.



What entry-level roles exist?

Working in one of these five entry-level roles can help you get your foot in the door and build the core technical and future-ready transferable skills needed for a career in the allied health industry.

Allied health assistant – Assists therapists in providing therapy programs and in the direct care of their patients in a variety of health, welfare and community settings.

Podiatry assistant – Provides procedural and administrative support to a podiatrist, including practical support to patients, preparing patients before treatment, assisting with surgical procedures or treating wounds.

Speech pathology assistant – Delivers therapy programs under the supervision of a speech pathologist.

Physiotherapy assistant – Supports physiotherapists to assess, treat and prevent disorders in human movement caused by injury or disease.

Fitness instructor – Directs, instructs, and guides individuals and groups in pursuit of fitness and wellbeing.

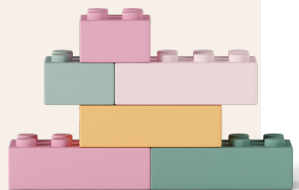
What skills could you start building?

Technical skills like:

- Perform non-surgical therapeutic procedures
- Assess client needs or plan treatments
- Teach medical procedures and the use of equipment
- Manage patient medical histories and information
- Document client health / progress, and advise on techniques for managing disabilities or illnesses
- Test physical ability to assist primary advisor
- Develop educational or training programs

Future-ready transferable skills like:

- Teamwork
- Reading
- Oral communication
- Planning and organising
- Initiative and innovation
- Problem solving



What is the weekly earning potential?



Staying

Of young people (25-44) who started in an entry-level role (in 2011):

- **50%** were still in allied (32%) or non-allied health (18%) 10 yrs later
- **9%** had moved into education and training

Advancing

Five years after entering into the allied health industry:

- **33%** of these young workers had progressed into senior roles
- **31%** had completed a diploma (26%) or university degree (5%)

Thriving

Ten years after entering the allied health industry:

- **51%** had progressed into senior roles
- **42%** had completed a diploma (6%) or university degree (36%)



INDUSTRY SNAPSHOT

Health Technology

Why consider a career in the health technology industry?

Scientific innovation is a key priority for the Liverpool Innovation Precinct, which will support local start-ups and researchers looking to advance healthcare technology. Stakeholders are predicting a large gap in the supply of the skills needed to meet demand for increasing digitisation of healthcare, and the increasing use of automation, artificial intelligence, augmented reality, robotics, bioprinting and electronic medical records.



What kind of occupation could you have in health technology?

Information manager - Organises and innovates the information systems used by health care facilities to ensure smooth operation and delivery of services, including handling patient data, and clinical and administrative information.

Biomedical engineer - Employs mathematics, physics, computing and engineering to solving problems in the monitoring, treatment and prevention of disease.

Data scientist - Transforms and analyses complex health databases through algorithms to obtain insights, for planning and management decision-making purposes.

Cyber security specialists - Identifies and analyses any weaknesses in the infrastructure, such as the software, hardware or networks, of health facilities, to response to incidents and minimise faults in system security.

Medical technicians - Operates medical equipment to conduct laboratory tests and gather patient information across various disciplines of medical treatment. Specialisations include; cardiac, anaesthetic, respiratory, operating theatre, etc. technicians.

What qualifications do you need?

Entry-level Health Technology roles may require a Certificate III or IV in:

- Information Technology
- Instrumentation
- Health Administration
- Engineering Drafting
- Business Administration, or a related field

These qualifications can be a pathway into university study for those without an ATAR.



What entry-level roles exist?

Working in one of these five entry-level roles can help you get your foot in the door and build the core technical and future-ready transferable skills needed for a career in the health technology industry.

Medical administrator - Manages, plans and coordinates clinical services and medical programs in a health service facility, such as a hospital, to maintain standards and leadership structure of the workforce.

Medical record clerk - Handles and processes medical records of patients at a clinic or hospital in a manner consistent with all medical, administrative, regulatory, legal and ethical requirements.

Systems administrator - Installs, plans and maintains operating systems of health facilities, including software, hardware and datasets, to ensure system integrity.

Electronic engineering draftspersons - Assists engineers through preparing drawings and plans, such as creating and defining schematic drawings of electronics used by health professionals.

Data entry operator - Inputs and transfers health data using a keyboard into a computer data base for the purpose of storing, processing and transmitting the information.

What skills could you start building?

Technical skills like:

- Manage patient data and medical histories, and maintain medical databases of a medical facility
- Schedule patient appointments with professionals
- Assemble and maintain medical equipment
- Provide technical support for network issues
- Write computer programming code
- Prepare research, analytical and scientific reports

Future-ready transferable skills like:

- Teamwork
- Initiative and Innovation
- Planning and organising
- Reading
- Digital engagement
- Writing
- Oral communication



What is the weekly earning potential?



Staying

Of young people who started in an entry-level role (in 2011):

- **57%** were still in health tech (35%) or other health (22%) 10 yrs later
- **9%** had moved into education and training

Advancing

Five years after entering into the health tech industry:

- **62%** had progressed into senior roles
- **75%** had completed a diploma (6%) or university degree (69%)

Thriving

Ten years after entering the health tech industry:

- **64%** had progressed into senior roles
- **80%** had completed a diploma (8%) or university degree (72%)

Note: the educational profile of this cohort remained relatively stable, potentially due to the qualification requirements for early career roles and on-the-job training.



INDUSTRY SNAPSHOT

Early Childhood Education

Why consider a career in the early childhood education industry?

The pre-school and primary school-aged population in Liverpool is expected to increase over the coming decade. Combined with a potential expansion of subsidised childcare, there will need to be an increase in the early childhood and primary school teaching workforce to meet demand.



What kind of occupation could you have in early childhood education?

Primary school teacher – Coordinates and teaches a diverse range of subjects for the prescribed curriculum to primary school students.

Preschool director – Organises, directs, plans and controls the administrative and educational aspects of a preschool, including the human resources aspect.

Special needs teacher – Teaches academic and living skills to primary school students with particular learning difficulties by employing a variety of techniques to promote students' social, emotional, intellectual and physical development.

Childcare centre manager – Plans, directs, controls and coordinates the activities of a childcare centre and its services, including the physical and human resources aspects.

Early childhood teachers – Organises, plans and conducts activities to assist pre-primary school students in developing a variety of skills such as reading, writing, social interactions and motor skills.

What qualifications do you need?

Entry-level early childhood education roles may require a Certificate III or IV in:

- Early Childhood Education and Care
- Education Support

These qualifications can be a pathway into university study for those without an ATAR.



What entry-level roles exist?

Working in one of these five entry-level roles can help you get your foot in the door and build the core technical and future-ready transferable skills needed for a career in the early childhood education industry.

Preschool aide – Provides care and supervision at preschool centres for children, under the supervision of early childhood teachers.

Childcare worker – Provides care and supervision for children in programs (e.g., long day care, occasional care), across childcare centres, hospitals and other educational centres.

Teachers' aide – Supports teaching staff in preparing teaching materials and assists with general classroom tasks.

Integration aide – Assists children with developmental disabilities in mainstream schools

Nanny – Supports parents in providing ongoing care and supervision of babies and children, typically in the child's home.

What skills could you start building?

Technical skills like:

- Supervise babies, toddlers or young children
- Discuss child development with parents or guardians
- Provide emotional support, comfort or encouragement to individuals, groups or families
- Set up classroom materials or equipment
- Support students with disabilities or learning difficulties to learn academic and living skills
- Plan and lead experiential learning activities

Future-ready transferable skills like:

- Initiative and Innovation
- Planning and organising
- Teamwork
- Oral communication
- Reading
- Writing
- Problem solving



What is the weekly earning potential?



Staying

Of young people (25-44) who started in an entry-level role (in 2011):

- **38%** were still in early childhood education 10 yrs later
- **11%** had moved into other education and **8%** into other healthcare

Advancing

Five years after entering into the allied health industry:

- **27%** of these young workers had progressed into senior roles
- **71%** had completed a diploma (41%) or university degree (30%)

Thriving

Ten years after entering the allied health industry:

- **40%** had progressed into senior roles
- **85%** had completed a diploma (39%) or university degree (46%)



INDUSTRY SNAPSHOT

Aged and Disability Care

Why consider a career in the aged and disability care industry?

An ageing population and growing demand for disability support are strengthening this sector, especially as Liverpool’s health and hospital services expand. With increasing need for roles like nurses and support workers, there are strong opportunities for secure work, community connection, and clear pathways to build skills and progress.



What kind of occupation could you have in aged and disability care?

Nursing clinical director – Plans, organises, directs, coordinates and controls nursing programs and clinical services in an hospital, aged care or other health service facility. They maintain standards of nursing care, providing leadership to ensure an appropriately skilled workforce.

Disability services program manager – Employs mathematics, physics, computing and engineering to solving problems in the monitoring, treatment and prevention of disease.

Nurse manager – Manages health service units and sub-units of hospitals, aged care and community health care facilities. They supervise nursing staff and ensures clinical standards are met.

Registered nurse (aged care) – Provides nursing care to the elderly in community settings, residential aged care facilities, health care facilities and retirement villages.

Registered nurse (disability)
Provides nursing care to patients recovering from illness and injury, and assists and facilitates patients with disabilities to live more independently.

What qualifications do you need?

Entry-level aged and disability care roles may require the following qualifications:

- Certificate III in Individual Support
- Diploma of Nursing or Oral Health
- Certificate IV in Ageing Support

These qualifications can be a pathway into university study for those without an ATAR.



What entry-level roles exist?

Working in one of these five entry-level roles can help you get your foot in the door and build the core technical and future-ready transferable skills needed for a career in the aged and disability care industry.

Enrolled nurse – Provides nursing care to patients in a variety of health, aged care, welfare and community settings under the supervision of registered nurses.

Residential care officer – Provides care and supervision for disabled persons in group housing or institutional care.

Nursing support – Assists, supports and provides direct care to patients in a variety of health, welfare and community settings.

Dental hygienist – Assists dentists to help provide preventative care to patients between visits to promote oral health.

Aged or disability carer – Provides general household assistance, emotional support, care and companionship for people in their own homes.

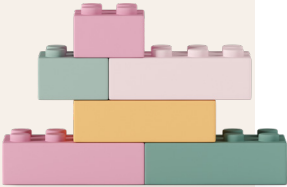
What skills could you start building?

Technical skills like:

- Examine patients or clients to assess general physical condition or identify potential issues
- Clean and sanitise patient rooms or treatment rooms
- Position patients for examination and treatment
- Provide emotional support, comfort or encouragement to individuals, groups or families
- Teach or promote the development of living skills, behaviours or strategies
- Explain test results, or other medical information

Future-ready transferable skills like:

- Teamwork
- Planning and organising
- Initiative and innovation
- Oral communication
- Reading
- Writing



What is the weekly earning potential?



Staying

Of young people (25-44) who started in an entry-level role (in 2011):

- **55%** were still in aged & disability care (29%) or health (26%) 10 yrs later
- **5%** had moved into public administration and safety

Advancing

Five years after entering into aged and disability care:

- **30%** of these young workers had progressed into senior roles
- **40%** had completed a diploma (19%) or university degree (21%)

Thriving

Ten years after entering the allied health industry:

- **37%** had progressed into senior roles
- **47%** had completed a diploma (23%) or university degree (24%)

Technical methodology

Data analysis was conducted by [Ember Advisors](#).

1. Priority industries and occupations

Priority industries and occupations were identified through consultation with partners, based on local relevance, future workforce needs and system insights. These selections were validated using labour market data to ensure alignment with local conditions and projected demand.

Industry definitions were sourced from the Jobs and Skills Atlas: [Jobs and Skills Atlas | Jobs and Skills Australia](#)

2. Skills, qualifications and salary benchmarks

For all industries and occupations:

- Occupations and related skill requirements were drawn from the Jobs and Skills Australia (JSA) occupations dataset – [Australian Skills Classification | Jobs and Skills Australia](#).
- Qualification requirements and indicative salary ranges were sourced from the Australian Government “Your Career” resource, 2024 figures were used: [Occupations | Your Career](#).
- Where salary data was not available, it was supplemented using the [ABS Employee Earnings and Hours survey](#) or [NSW Fair Work Ombudsman awards](#).

3. Estimating workforce size

Worker numbers for priority occupations were drawn from the NERO dataset for the West Sydney SA4 region available at: [Nowcast of Employment by Region and Occupation \(NERO\) | Jobs and Skills Australia](#). Monthly data from July 2019 to June 2024 was used to identify employment levels, variation over time and any notable trends.

4. Mapping workforce pathways

Workforce transitions were analysed using the ABS Longitudinal Labour Force Microdata, available at: [Microdata: Longitudinal Labour Force, Australia | Australian Bureau of Statistics \(abs.gov.au\)](#). This dataset allows the tracking of individuals’ employment, education and occupation changes over time.

The following consistent parameters were applied across all industries:

- Two cohorts were analysed – workers aged 25–44 in 2021 (mid-career), and people aged 15–24 in 2011 (early-career).
- Unlinked, not stated and inadequately described records were excluded to maintain data quality.
- Individuals listing ‘not applicable’ as their occupation were classified as not in the workforce (including unemployed people, those not in the labour force, and those aged under 15).

Industry-specific definitions were used to identify relevant occupations within each sector:

- Allied health – workers in the allied health services industry (ANZSCO 853). Health occupations outside allied health were defined consistently as diagnostic, therapy, medical, midwifery and nursing roles.
- Health technology – workers in occupations directly linked to the health technology field: medical technicians (3112), medical laboratory scientists (2346), biomedical engineers (233913) and biotechnologists (234514). The early-career cohort used a wider age range (15–34) to ensure adequate sample size.
- Early childhood education – workers in preschool and primary school education (8010, 8021) or child care services (8710), and for entry-level analysis, occupations recorded at skill levels 3–5.
- Aged and disability care – workers in residential care services or other social assistance services (8601, 8790). ANZSCO 8790 includes some roles not directly related to aged or disability care; this limitation was managed through consistent tagging and exclusion of unclear records.

5. Education and career progression

Two common measures were used to understand education and occupational advancement over time:

- Highest educational attainment – used to estimate the proportion of people gaining higher-level qualifications. Definitions can be found at: [Level of Highest Academic Attainment \(HEAP\) | Australian Bureau of Statistics \(abs.gov.au\)](#).
- ANZSCO skill level – used to identify progression into senior roles. Senior roles were defined as those requiring diploma-level or university-level skills (skill levels 1–2). Definitions can be found at: [ANZSCO - Australian and New Zealand Standard Classification of Occupations | Australian Bureau of Statistics \(abs.gov.au\)](#)

These measures were applied consistently across industries to provide comparable insights.

6. Summary of approach

- JSA data was used to define industries, occupations and required skills.
- Your Career provided qualification and salary benchmarks.
- NERO supplied regional worker numbers and employment trends.
- ABS Longitudinal Labour Force Microdata supported analysis of career pathways, transitions, education progression and mobility between industries.



References

- 1 Learning Creates Australia and Nous Group. (2025, June). The economics of effective transitions: Improving young people’s transitions through clearer pathways. Learning Creates Australia. https://www.learningcreates.org.au/wp-content/uploads/2025/07/2025-06_The-economics-of-broader-transitions.pdf
- 2 Liverpool Innovation Precinct. (n.d.). Liverpool Innovation Precinct. <https://www.liverpoolinnovationprecinct.com.au/>
- 3 Learning Creates Australia. (2023, December). Learning Beyond Limits: Insights and learnings from visionary schools and communities working toward a fit-for-purpose learning system (Cycle 1 action-research report). Learning Creates Australia. https://www.learningcreates.org.au/wp-content/uploads/2024/11/2023_Learning-Beyond-Limits.pdf
- 4 Lamb, S., Huo, S., Walstab, A., Wade, A., Maire, Q., Doecke, E., Jackson, J., and Endekov, Z. (2020). Educational opportunity in Australia 2020: Who succeeds and who misses out. Centre for International Research on Education Systems, Victoria University, for the Mitchell Institute.
- 5 Foundation for Young Australians. (2016). The new work mindset. https://www.learningcreates.org.au/wp-content/uploads/2024/11/2016_The-New-Work-Mindset.pdf
- 6 Liverpool Boys High School. (n.d.). Liverpool Boys High School. <https://liverpoolb-h.schools.nsw.gov.au/>
- 7 PBLWorks. (n.d.). What is PBL? <https://www.pblworks.org/what-is-pbl>
- 8 Big Picture Education Australia. (n.d.). Big Picture Education Australia. <https://www.bigpicture.org.au/>
- 9 Liverpool Boys High School. (2025). Assessment and reporting: Rotation 3, 2025 – Assessment frame booklet v7. https://assets.schools.nsw.gov.au/content/dam/doe/sws/schools/l/liverpoolb-h/Assessment%20and%20Reporting/2025%20Rotation%203/Assessment_Frame_Booklet_v7.pdf

**We believe in the potential
of young people and the
power of learning.**



To get in touch, or read more of our
reports - please visit our website:
www.learningcreates.org.au