

## Link to South Australia's Strategic Plan Objectives

Innovative management and increased utilisation of the State's education assets, across all sectors of education, will contribute to the achievement of the following targets.

### Objective 1: Growing Prosperity

<b>Share of overseas students</b>	Double South Australia's share of overseas students within 10 years. (T1.14)
<b>Strategic infrastructure</b>	Increase investment in strategic areas of infrastructure, such as transport, ports and energy to support and achieve the targets in South Australia's Strategic Plan. (T1.16)
<b>Performance improvement in the South Australian public sector – productivity</b>	Lead the nation in cost effectiveness of government services within 5 years. (T1.18)

### Objective 5: Building Communities

<b>Regional infrastructure</b>	Build and maintain infrastructure to develop and support sustainable communities in regions. (T5.11)
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### Objective 6: Expanding Opportunities

<b>Aboriginal wellbeing</b>	Reduce the gap between the outcomes for South Australia's Aboriginal population and those of the rest of South Australia's population, particularly in relation to health, life expectancy, employment, school retention and imprisonment. (T6.1)
<b>Junior primary class sizes</b>	Continue to reduce junior primary class sizes. (T6.8).
<b>Senior secondary schooling</b>	Increase the leaving age to 17 years by 2010 to ensure that young people are either in school, employed or in structured training. (T6.12).
<b>Senior secondary schooling</b>	Increase the percentage of students completing Year 12 or its equivalent to 90% within 10 years. (T6.13).
<b>Regional education</b>	Achieve a marked improvement in the percentage of regionally based students completing SACE or equivalent, by 2010. (T6.14).
<b>Non-school qualifications</b>	Increase the proportion of the South Australian labour force with non-school qualifications from 50.7% in 2002 to 55% within 10 years. (T6.15).
<b>University participation</b>	Exceed the national average in university participation within 10 years. (T6.16).
<b>TAFE participation</b>	Continue to exceed the national average in TAFE participation. (T6.17).

## Background

The Australian Government provides funding for non-government and government schools, universities, assistance for students and about 20% of funds for the delivery of vocational education and training (VET) programs.

State and Territory Governments' roles and responsibilities in providing education services include responsibility for schooling all children of school age; financial responsibility for government school education; contributing funds to non-government schools; developing curricula; administering, funding and regulating VET including administering and funding Technical and Further Education (TAFE) institutes; delivering VET programs through TAFE Institutes and schools; and legislating for the establishment of universities and other higher education providers.

The State Government provides a universal preschool program for children the year before they go to school and a range of other childcare services that contribute to better educational outcomes.

Education and training is a major area of expenditure and activity for the Australian and State and Territory governments, with government operating expenses for all governments for the three education and training sectors (school education, VET and higher education) totaling \$37.5 billion in 2001–02, or 5.2% of gross domestic product (GDP).

For primary and secondary schooling, the share of enrolments in non-government schools is increasing, particularly in the Reception to Year 7 category.

Participation rates in the final years of schooling are a determinant of employment status later in life. The State Government recently raised the minimum school leaving age to 16 concurrent with the Futures Connect initiative. By 2010, it will raise the school leaving age to 17.

The school system has also been identified as a potential growth opportunity for primary and high school international students. In 2003, there were 1738 international students in local primary and high schools.

In 2003 there were an estimated 122,500 persons enrolled in VET training in South Australia, or around 11% of the state's adult population, a proportion higher than the national average. Of these, about 9800 were enrolled at schools. A further 14,000 school students undertook VET in school programs independently of TAFE.

Non-university tertiary education providers are established under the *Training and Skills Development Act 2003* and are regulated by the Training and Skills Commission.

South Australia's three existing universities are established by Acts of the State Parliament. While state legislation empowers the universities to operate as autonomous corporate bodies, with powers to grant degrees and self-accredit courses, most university activity has been controlled by Commonwealth legislation since the states ceded funding responsibility to the Australian Government in 1990.

The Australian Government provides about 40% of university income with the rest coming from student fees, including Higher Education Contribution Scheme (HECS), consultancies and investments. Public investment as a proportion of total income has been falling steadily for the past 15 years. The State Government provides approximately 2.5% of university income, mainly for research activities. Universities have deliberately diversified their income sources and are increasingly engaging in commercial activity. Expanding fee-paying places for overseas students is a critical part of this strategy.

Enrolments in higher education in South Australia have been growing steadily, rising by more than 50% from 39,900 in 1990 to 63,000 in 2003.

The income stream from international students has been particularly important to support infrastructure development and in the case of the University of South Australia, is the principal source of income to service loans as part of a current \$100 million building program. International student numbers at South Australian universities have increased five-fold from 3,000 in 1995 to almost 15,000 in 2003 (including offshore students).

## Challenges and Opportunities

Management of education infrastructure needs to be innovative and flexible to adapt to emerging demographic trends, residential developments and changes in the structure of employment. Much of Adelaide's education and care infrastructure has been historically located in the inner and middle ring suburbs. The shift in the school-age population away from these suburbs to the urban fringe and certain regional centres poses two challenges:

- efficient utilisation of existing spare capacity in school and care facilities in the inner and middle ring suburbs
- the need to meet demand for new infrastructure in areas experiencing population growth.

Planning for new and existing schools also needs to take into account the changing social and educational needs of children and families and respond to changes in their local communities. This can include the demand for multi-campus facilities, or increased specialisation to meet the changing needs of children and students.

The following trends will need to be considered in infrastructure planning for improved service delivery:

- greater emphasis on virtual and online learning and the need for increased IT capacity and access to broadband
- integration of new technologies into service delivery programs (i.e. computers in every classroom, or common shared areas, or use at any location on or off campus)
- self-paced learning for senior years off-site
- integration of services (i.e. health, family and youth services, etc.), especially for children from birth to eight years old
- pathways models for senior years linking school, business, TAFE and university (including extending the hours of operation to accommodate changes in working life and the increasing numbers of students studying part-time)
- expanded hours of operation of school sites
- promoting schools as a community-based resource used to develop community capacity, not just student capacity.

The diversity of these trends points to the need to develop a flexible operating model that can accommodate learning and service delivery, not just in the next five to 10 years, but beyond.

Research, conducted both locally and overseas, shows that there are significant changes emerging in the way learning occurs and the environment in which it occurs. Government has the opportunity to reassess how it should deliver quality services in the future in order to improve both learning outcomes and life choices.

Building Type	Valuation (\$ billion)	Area (m <sup>2</sup> )
Fixed Solid	2.37	1,600,394
Timber Transportable	0.25	217,839
SAMCON	0.18	88,336
DEMAC	0.13	87,355
Fixed non-solid	0.11	67,013
Metal transportable	0.08	68,481
<b>Total</b>	<b>3.12</b>	<b>2,129,418</b>

The Department of Education and Children's Services (DECS) currently has over 2 million m<sup>2</sup> of accommodation, with a current replacement cost of approximately \$3.12 billion and a written-down value of \$1.6 billion.

Infrastructure projects over the next five years primarily focus on maintenance and upgrades, and new building works, prioritised around the following principles:

- applying maintenance expenditure to the highest priority tasks
- refreshing school infrastructure where the need arises, within funding parameters, due to changing school populations
- replacing ageing relocatable infrastructure with modern facilities

### **Innovative Approaches to the Provision of Education Assets**

Information technology and broadband capability linking sites and services are critical components in tracking and managing students, and gaining the full benefits of integrated services. This may be supplemented with unique identifiers to help student management.

Future service provision will also need to be coordinated with the changes likely to take place as a result of the Australian Government's policy to establish technical colleges, so that the two systems complement each other.

### **Integration of Education with other Services**

The Generational Health Review focused on the community benefits from a greater emphasis on primary health care rather than acute care hospitals. The potential to connect primary health care service delivery with other services increases health care coverage and effectiveness. Primary schools provide a potential access point for some aspects of primary health care. Families would be able to go to integrated childcare, preschool and school services, as their children move through early childhood and other levels of schooling.

The Early Childhood Services Inquiry investigated improved social outcomes for children and parents from the co-location and integration of family and health services with schooling. The government will investigate opportunities for co-location of health, education and community services to achieve greater integration between agencies responsible for provision of services to children.

The State Government is undertaking work on the identification of pilot school sites for co-location or integration of services, focusing primarily on birth to eight years.

It is expected these pilots will deliver a variety of adult and child-oriented activities, including:

- universal parenting, child development and early learning programs
- targeted programs directed towards those identified as at-risk with high clinical and therapeutic needs
- services that are available during the very early years
- parent support programs that are accessible and welcoming
- help for families to liaise with other support services.

### **Pathways and Retention**

The lives of young people are increasingly demanding and complex. Growing numbers of students are at school part-time and at work part-time. Today a student can be engaged successfully in a combination of TAFE and school learning. Flexible education provision and school choice that matches young people's learning styles needs to be fostered. To illustrate the blurring of traditional educational boundaries, the senior secondary school curriculum now includes subject choices from standard TAFE/VET training modules.

An example of this in South Australia is the Urbrae educational facility where the Urbrae Agricultural School has been combined with a TAFE component to provide a complementary range of services.

Several examples of flexible approaches to education facility provision exist (e.g. Enfield Primary School, Hewett Primary School) and show the opportunities that can be developed to improve asset utilisation and service delivery across sectors.

## **Strategic Priorities**

- Undertake gap analysis of the existing capability and capacity of school assets to deliver future needs (e.g. co-location to improve service delivery) and determine required infrastructure capabilities.
- Develop and implement strategies to increase use of the state's education assets to improve children's services, schooling, and integrated service provision, including health and family services.
- Adopt a coordinated approach to future education asset provision, using innovative approaches to provide multi-purpose facilities that incorporate more than just educational uses.
- Integrate planning for provision of education with provision of related or complementary public services.

### Education Exports

The education export industry operates at all levels of education and training, from primary to higher education, and involves both private and public-sector institutions. It is governed by both Australian and State Government legislation and regulations.

Education is a significant direct export earner for South Australia. It also contributes to tourism export earnings, since parents of overseas students generally visit their children studying long-term (over six months) once a year. In 2003 this contribution was estimated at \$350 million. Asia is the main source of students (over 75%).

In 2003 there were 13,467 overseas students studying on-shore in South Australia, in all education sectors representing 5.7% of the national total. This number is projected to rise to nearly 39,000 by 2015, consistent with the SASP target of doubling South Australia's share of overseas students.

The state's education sector has the physical infrastructure capacity to achieve this target.

Strategic infrastructure planning is being undertaken in the context of organisational changes that have seen three institutes formed from the previous eight from 1 January, 2005 and the introduction of a system of program leadership. These changes will enable a system-wide perspective to be taken in maintaining the existing capital stock and prioritising investments in upgraded or new infrastructure. This will assist in ensuring effective infrastructure support for the wide and changing range of areas in which training is required to support skill requirements.

Long-term infrastructure planning will also take account of changes over time in training delivery methods and technologies.

### Strategic Priority

- Ensure infrastructure capacity keeps pace with growth in the number of international students, including capital facilities in schools and teaching and research facilities in high-demand university courses such as business, IT and engineering.

### Vocational Education and Training (VET)

The Government's major VET infrastructure commitment is to the TAFE system. This is distributed across 63 sites in metropolitan and rural South Australia. The system provides an important community resource that, by virtue of the state-wide spread of facilities, is accessible to local communities and small and large industry sectors.

### Planning Framework and Context

Long-term infrastructure plans are being developed for TAFE based on the objective that its infrastructure needs to be flexible, effective, efficient and sustainable in accommodating VET programs.

In accordance with the recommendations of the Skills for the Future Inquiry, infrastructure decisions will be guided by the dual approach of pursuing access and equity in tandem with economic objectives.

The access and equity objective is supported by an infrastructure model that provides multi-purpose basic facilities across the state.

### Existing Asset Base

The Australian Government has in the past, and continues to provide the majority of the capital funding for TAFE. Under current arrangements, the Australian Government provides approximately two-thirds of the annual capital program. It is unclear at this stage whether these arrangements will be affected by the changes to national VET administration recently announced by the Australian Government, including the disbanding of ANTA.

Some assets are under utilised at present and in future years there should be an exploration of shared use opportunities to increase utilisation rates.

The relatively wide dispersion of TAFE sites opens up the potential for an increase in shared use with other government organisations, universities and community organisations. There are some precedents for this as a strategy for improving asset utilisation and encouraging cross-government and sector collaboration, particularly for the delivery of higher education in rural and regional areas.

In South Australia there are 257 non-government registered training providers that deliver VET out of premises not owned by the State Government. In addition there are 12 industry skill centres, most of which operate from sites owned by incorporated bodies (initially funded by the Australian Government). There are also 10 school skill centres.

### Information and Communication Technology (ICT)

Key information systems that are central to the effective operation of the TAFE system are ageing and are in need of upgrade or replacement.

## Strategic Priorities

- Improve levels of utilisation of key TAFE sites through various strategies including shared use with other educational organisations.
- Implement a systematic management program for TAFE assets that is predicated on investment and reinvestment in new infrastructure that matches the changing needs of the community and industry.
- Develop and implement an infrastructure model that supports the achievement of equity and economic objectives through: (1) the provision of multi-purpose basic facilities across a broad spectrum of campuses to support the equity and community-based objective; (2) the consolidation of more specialised activities on lead campuses to strengthen the TAFE link to growing industry clusters and improve asset performance.
- Ensure that investments in training infrastructure to support training in particular market segments (e.g. international students) or geographic areas take account of broader requirements for student accommodation and related services.
- Develop ICT infrastructure to support better administration and delivery of VET.
- Upgrade and renew ICT systems that support the effective administration of the TAFE system.

**Higher Education**

Development of the higher education sector is a priority for the State Government. Higher education is a key driver of economic and social development in the state, and a major industry in its own right. For Adelaide to become recognised as an education city and a destination of choice for both international and domestic students, maintenance and enhancement of the higher education infrastructure is essential. The sources of funding for infrastructure are the Australian Government and revenue generated by the universities.

The state must be able to respond in a timely manner to changing research priorities, student demand and workforce needs. To this end, the government established the Higher Education Council in 2002 to better align government and university objectives.

The strengthened role of the Higher Education Council and an improved focus on resourcing were key recommendations of the Economic Development Board.

The sector will be strengthened by further development of non-university higher education providers and the establishment of a fourth, private, US-affiliated university in South Australia.

The new university will be developed in association with Carnegie Mellon University (US). It is envisaged that US postgraduate degrees would be offered in a range of disciplines including public administration and public policy, information and computer science and business management. These programs will complement the offerings of the state's existing universities while increasing student choices and attracting a greater number of overseas students to South Australia.

To support South Australia's expanding higher education sector, it is clear that existing infrastructure, both physical and human, must be maintained and augmented.

The requirements for research infrastructure in universities and other research centres are detailed in the STI<sup>10</sup> plan for science, technology and innovation and in the STI section of this plan. In addition, significant investments in student accommodation, libraries, information systems, and pre-university English language and foundation studies courses for international students are required, together with incentives to attract and retain the excellent academic and support staff who are essential to the operation of quality higher education institutions.

## Projects

Project	Priority #	2005/6– 2009/10	2010/11– 2014/15	SASP Targets
<b>Children's Services</b>				
Investigate the infrastructure required to support the integration of services and to meet the future care and education needs of children <b>* Lead – State Government</b>	1	*	*	2.2 6.1
Redevelop preschool/childcare facilities to provide full day care options for families <b>Lead – State Government, private sector</b>	2	*	*	2.3 6.1
Establish Child and Family Centres through the extension of school/childcare sites to accommodate health and family and community services <b>Lead – State Government</b>	2	*	*	2.2 2.3 6.1
<b>Schools</b>				
Invest in high speed broadband technology for schools <b>Lead – State Government</b>	U/way	*	*	6.13
Investigate the reconfiguration of physical infrastructure to deliver future education and childhood care services <b>Lead – State Government, private sector</b>	1	*	*	6.8 6.12 6.13 6.14
<b>Vocational Education and Training</b>				
Maintain, upgrade and improve utilisation of existing TAFE facilities and equipment to support broad accessibility of training <b>Lead – State Government</b>	U/way	*	*	1.18 6.15 6.17
Provide sufficient broadband capability, particularly in regional areas, to enable the delivery of an up-to-date curriculum <b>Lead – State Government</b>	U/way	*		5.11 6.15 6.17
Continue to invest in VET teaching and learning technologies to enhance the delivery of online learning and training services <b>Lead – State Government</b>	1	*		6.15 6.17

\* Lead – lead responsibility for promoting, developing and evaluating the project.

# Priority – preliminary rankings. Priority numbers do not represent a final commitment by the State Government or other lead entities. See the Delivering the Plan section for further details.

## Projects

Project	Priority	2005/6– 2009/10	2010/11– 2014/15	SASP Targets
Establish a maritime skills centre at the Osborne maritime precinct to support the skill development needs of the proposed naval ship building program <b>Lead – State Government</b>	1	*		6.15 6.17
Undertake Stage 1 redevelopment of the Marleston campus to support a centre of excellence in the building trades (to be done in a number of stages, Stage 1 being building and furnishing) <b>Lead – State Government</b>	1	*		6.15 6.17
Further develop facilities in the metropolitan area for hospitality training, and associated student accommodation and retailing <b>Lead – private sector</b>	1	*		6.15 6.17
Develop a centre for veterinary and applied science (VASC) at Gilles Plains campus <b>Lead – State Government</b>	1	*		6.15 6.17
Upgrade and reconfigure Elizabeth TAFE campus <b>Lead – State Government</b>	2		*	6.15 6.17
Upgrade and reconfigure Noarlunga TAFE campus <b>Lead – State Government</b>	2		*	6.15 6.17
Establish a new TAFE campus in the southern metropolitan area <b>Lead – State Government</b>	2		*	6.15 6.17
Expand student accommodation and facilities to match demand <b>Lead – private sector</b>	2	*	*	1.14
Ensure that future infrastructure requirements of TAFE in regional South Australia support the expected growth in the primary and allied industries e.g. in Port Lincoln, Barossa, Clare and the Riverland <b>Lead – State Government</b>	2	*	*	5.11 6.15 6.17
Undertake Stages 2 and 3 redevelopment of the Marleston campus <b>Lead – State Government</b>	2		*	6.15 6.17
Develop a centre of excellence in engineering at Regency Park similar to the models currently being planned for VASC and the building trades at Marleston <b>Lead – State Government</b>	2		*	6.15 6.17
Develop study centres in regional areas in partnership with universities <b>Lead – State Government, university sector</b>	2		*	5.11 6.16
Develop two Australian technical colleges <b>Lead – Australian Government</b>	2	*		6.16

## Projects

Project	Priority	2005/6– 2009/10	2010/11– 2014/15	SASP Targets
<b>Higher Education</b>				
Develop the City West campus of the University of South Australia as a centre for arts, business and indigenous teaching and research <b>Lead – university sector</b>	U/way	*		6.1 6.16
Continue to develop educational and supporting infrastructure to keep pace with growth in international student demand <b>Lead – university sector, State Government</b>	U/way	*		1.14
Construct a pre-university teaching centre for international students at Flinders University <b>Lead – university sector</b>	1	*		1.14 6.14 6.16
Establish facilities for the new fourth university (Carnegie Mellon) <b>Lead – university sector, State Government</b>	1	*		4.10 6.16
Contribute to the provision of infrastructure required to expand the development of partnerships between the University of Adelaide, TAFE, secondary schools and agribusiness on the Roseworthy campus <b>Lead – university sector, State and Australian Governments</b>	2	*		4.6 4.10 6.16



# Education And Training