

Redland City

Education and Training Industry Sector Plan 2018-2023

August 2018

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1. Introduction

In June 2016, Redland City Council (Council) established the Redlands Economic Development Advisory Board, which is responsible for overseeing the implementation of the 25-year *Redland City Economic Development Framework (EDF) 2014–2041*.

Education and training is identified in the EDF as an industry sector with high growth potential. The Framework also provides the context for consideration of the economic drivers for meeting education and training needs, opportunities to grow the sector and how the provision of additional depth and range of skills and qualifications can contribute to the economic development of Redland City as well as increase the socio-economic wellbeing of the community.

To deliver the EDF, Council has developed a five-year Education and Training Industry Sector Plan (Plan) for the period 2018–2023 (*see Figure 1 Industry sector plan alignment*).

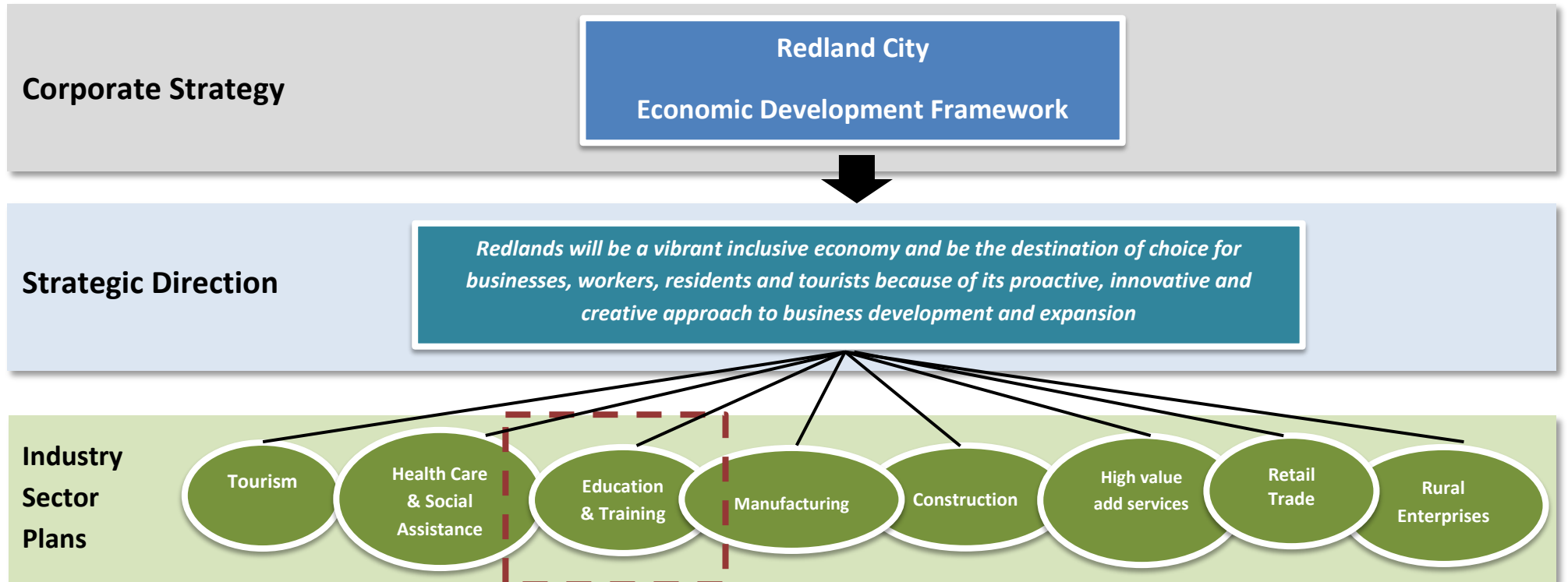
The purpose of developing this Plan is to provide:

- a strategic direction and focus for the sector in Redlands based on market trends and consultation;
- an assessment of the sector for the Redlands, including opportunities and challenges; and
- a framework and recommendations for how Council can best enable, along with education and training stakeholders, the growth of education and training for the economic and social benefit of Redland City.

In the development of the Education and Training Industry Sector Plan, Council has been guided by the broad relationship between higher levels of education and lower levels of unemployment. Council recognises that working towards increased education and training skills in Redland City, provides social and community benefits and contributes considerably to strengthening the economy.

The Plan is focused on areas of existing strength as well as potential opportunities where Council has the capacity to act or influence at a very practical level. Successful implementation of the Plan is underpinned by strategic partnerships, community involvement and the development of a supportive culture of life-long learning.

Figure 1 Industry sector plan alignment



2. Objective of the Plan

The objective of the Plan is to contribute to achieving key growth measures identified in the Framework by addressing the challenges and harnessing the emerging opportunities in the education and training sector through a number of actions, as set out in **Figure 2 Implementing the Framework**.

The key growth measures providing the broad economic objectives for the Redlands to 2041 are:

- Population Target - 206,000 by 2041 at an annualised average growth rate of 1.2 per cent
- Number of jobs - 30,000 jobs to be created in the City by 2041
- Gross Regional Product (GRP) Growth - an economy worth \$6.8 billion by 2041
- Tourism Growth - to represent 2% of the Redland City economy

The Plan identifies actions that Council and industry stakeholders can take to tackle challenges and to harness opportunities by capitalising on existing strengths. It will specifically

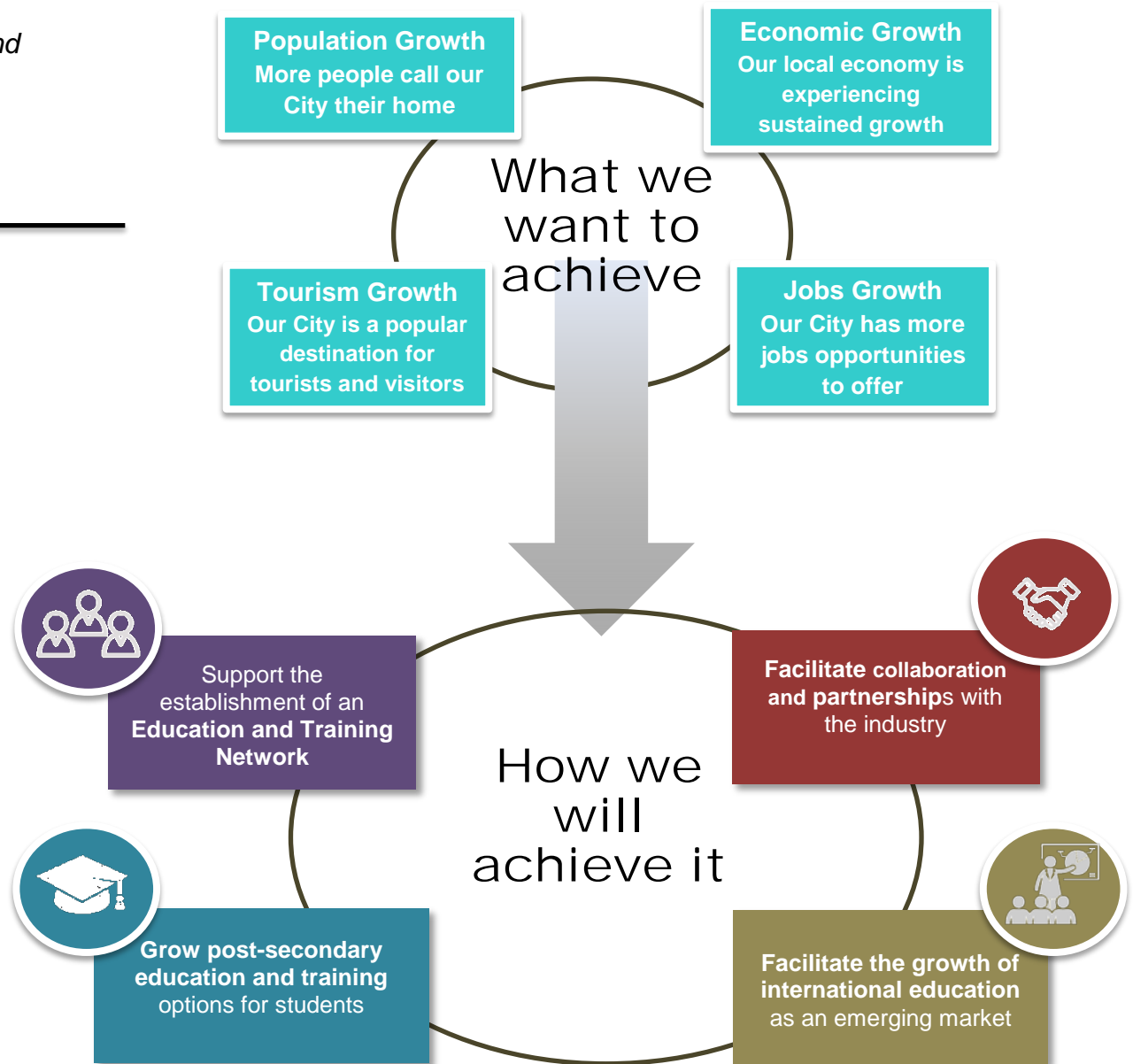
- Strengthen linkages with the education and training sector through regular engagement;
- Advocate for higher education and vocational education pathways to increase tertiary options for students;
- Recognise ageing population as a competitive strength in the aspect of community education, training and research;
- Support training and educational opportunities for the current and future workforce; and
- Explore and build on the potential of international education as an emerging market.

Figure 2 Implementing the Framework

This draws on actions identified in the Education and Training Industry Sector Plan 2018-2023

**ECONOMIC
DEVELOPMENT
FRAMEWORK
2014-2041**

**EDUCATION AND TRAINING
INDUSTRY SECTOR PLAN
2018-2023**



3. Education and Training Economic Profile

The Education and Training industry provides education services through schools, technical and vocational education training colleges, training centres and universities. Education providers can be publicly or privately owned and operated (Ibisworld 2018). The industry is population driven and is significantly influenced by the level of public funding.

Population

Redland City estimated resident population (ERP) in 2017 was 154,312 (Australian Bureau of Statistics). Based on the Census usual resident population (URP), the City had an average annual growth rate of 1.2 per cent over five years and 1.5 per cent over 10 years. The population is vitally important for the *Redland City Economic Development Framework 2014-2041* as the population provides the City’s source of labour supply and income, a major source of consumption of goods and services and the base from which education and training services are directed.

Population projections

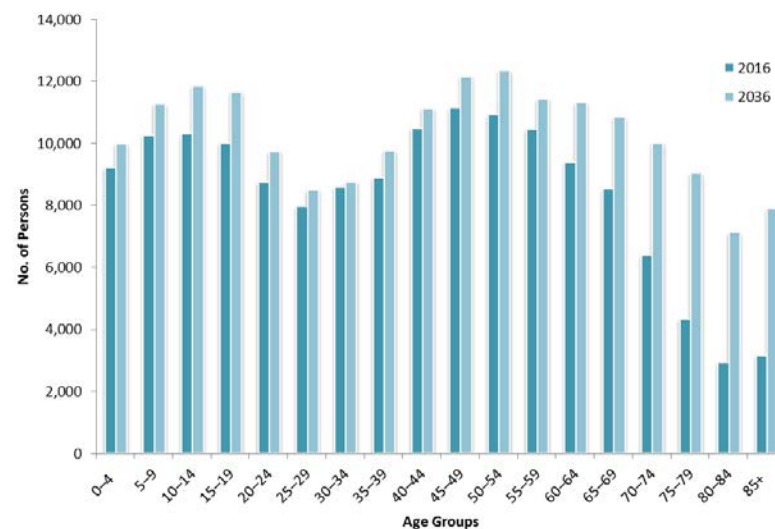
The population of Redland City in 2036 is forecast to be 184,683 based on medium series projections (Office of Economic and Statistical Research 2015 edition). The projected age structure of the Redland City population will profoundly impact on achievement of the Framework, including employment levels and GRP objectives. For the education and training sector, the changes in the age structure offer severe challenges but also opportunities.

The key point from the Redland City population projections is that most of the increase in population from 2016 to 2036 will be in the older age cohorts (see Figure 3) and very little growth in those age groups who are the main clients of primary and secondary school education.

The population projections show that from 2016–2036:

- more than 65% of the population increase in Redland will be residents aged 60 years and over
- an increase of about 1,000 in the main primary school age group (5-9 years)

Figure 3: Redland City population 2016 and 2036 by five-year age groups



Source: Queensland Government population projections medium series, 2015 edition

- an increase of about 3,100 in the main secondary school age group (10-19 years)
- a small increase – less than 1,000 – in the number of people aged 20-24 years, who are generally the best age fit for tertiary education
- the main working age population (25-59 years) – where labour force participation rates are highest – has a declining share of population and accounts for only 17% of the increase.

Economic Output

Education and Training industry sector comprises pre-school education, primary and secondary education, tertiary adult and community education. In 2016/17, the education and training industry sector generated \$420.9 in output (or 4.5% of the City's total output). The share of the industry to the city's total output was higher compared to South East Queensland (SEQ), where education and training accounted for 3.9% of the SEQ's total output. Education and Training Industry experienced a 5% growth in terms of output between 2011/12 and 2016/17. The industry is anticipated to continue to grow however it is largely dependent on the level of government investment.

Pre-school and school education contributed the largest output among the sub sectors in 2016/17, accounting for 83% of education and training's output clearly underpinning the city's competitive advantage in this area (*see Figure 4*). Pre-school and school education had an annual average growth rate of 2% in terms of output between 2011/12 and 2016/17.

Employment and Workforce

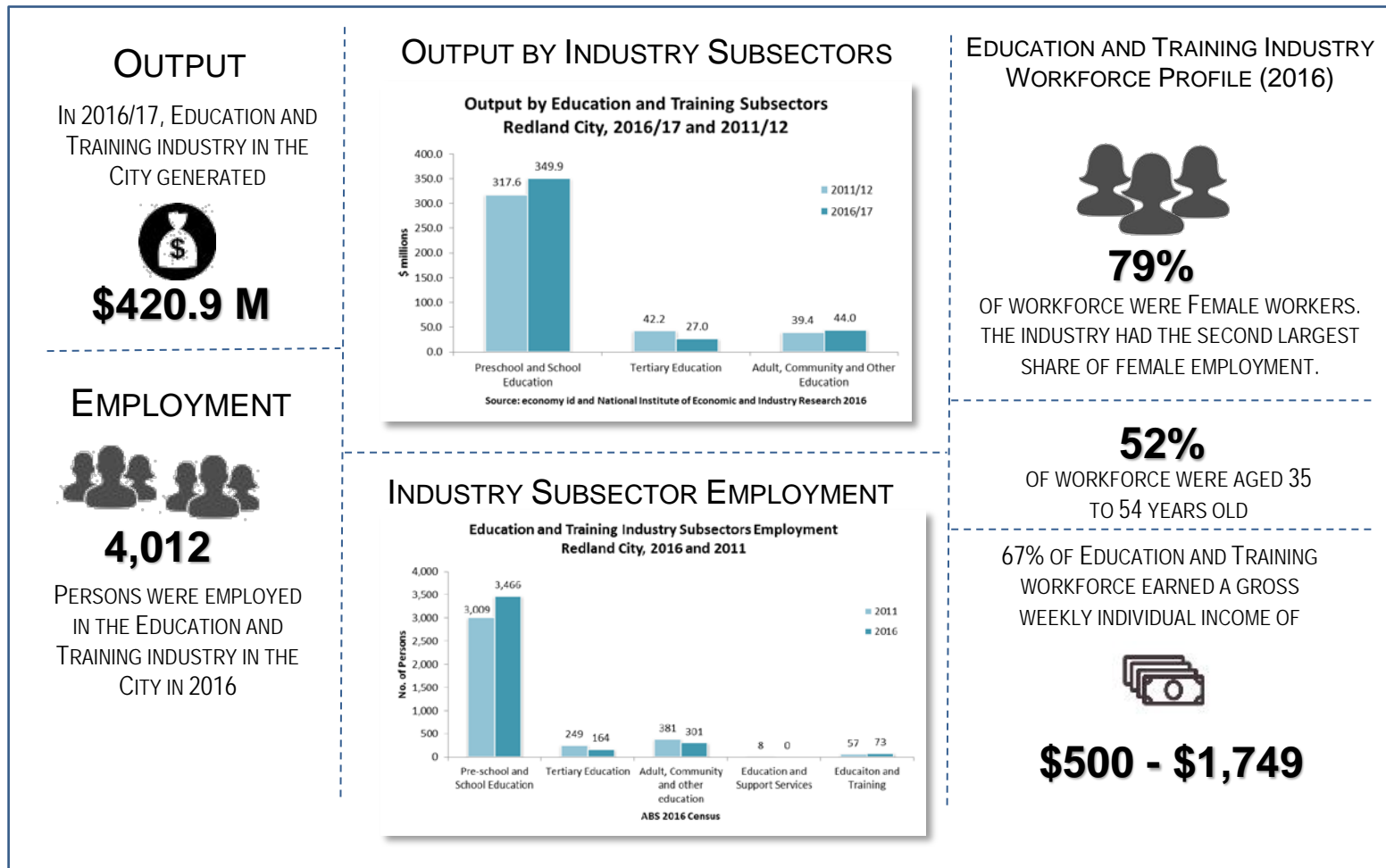
Education and training industry is the third largest employer in the City with 4,012 (or 10% of total persons) persons working in the sector (ABS 2016). Pre-school and school education was the largest contributor to employment in Education and Training in 2016, employing 3,466 people or 86% of total industry employment in the city (*see Figure 4*).

Similar to national trends, the City's education and training industry had a mature workforce with more than half (or 52% of total) aged 35-54 years. Education and Training industry had the second largest share of female employment after Health Care and Social Assistance, with female workers accounting for 79% of the Education and Training industry workforce in 2016 (ABS 2016).

Wages and salaries

Education and Training had the third largest wages and salaries paid to employees who work in the city after Health Care and Social Assistance and Construction. The total Education and Training wages and salaries amounted to \$324.4 million or 11% of the total wages and salaries for Redlands.

Figure 4 Education and Training Industry Overview



Education Facilities in the Redlands

Redland City has a total of 35 schools that cater for more than 23,000 Prep to Year 12 students (*see Appendix 2*).

There is a large, well-established TAFE campus in Alexandra Hills. The campus is managed by TAFE Queensland Brisbane and provides a wide range of courses including business, allied health and core skills. It should be noted that TAFE has a number of university partnerships and the capability to deliver a range of university level programs. These are not offered in Redland City at present. In addition, Skills Tech is also based at the Alexandra Hills campus and provides training for apprentices in a broad range of traditional engineering trades.

The Sycamore School, which provides a specialised educational service tailored for students with autism, is co-located at the TAFE Queensland Alexandra Hills site.

The Redlands Campus of the Australian Industry Trade College (AITC), located in Cleveland, offers a unique combination of senior schooling, trade skilling and apprenticeship opportunities to young people.

Nazarene Theological College is located within Redland City and offers a limited range of higher education qualifications.

There is currently no university campus in the City however the University of Queensland has training facilities for the School of Nursing, Midwifery and Social Work located in Cleveland.

There is a total of 23 Registered Training Organisations (RTOs) registered within the Redland City boundary (*see Appendix 2*). These include schools and RTOs in specialist industries. The scope of school registrations are primarily business and information technology, with some catering for industry-specific areas of design, screen media and hospitality. TAFE and other RTOs have a pivotal role to play in the future of the industry sector in the City.

4. Industry trends

Education and training, like most industries, is facing disruption and is being impacted at all levels.

The world is experiencing unprecedented rates of change in many areas that will drive the demand for education and training, and the nature of employment.

Major shifts in environmental, technological, social and economic conditions will substantially change the way people live. These trends (Commonwealth Scientific and Industrial Research Organisation 2012) will have direct and indirect impacts on education and training as well as work. These include significant job and skills shifts. Education and training providers will need to be agile, adaptable and close to industry.

The most relevant trends include:

- climate change;
- the world economy shifting from west to east, with China and India being the major drivers of that shift;
- rapid income growth in Asia and to a lesser extent in South America and Africa, which will see billions of people transition out of poverty and into middle-income classes;
- ageing population which will change people's lifestyles, the services they demand and the structure and function of the labour market;
- rising demand for experiences over products and a rising importance of social relationships in advanced economies;
- shifting impacts of technology on jobs and the skills required;
- casualisation of the workforce;
- careers moving from being linear to a matrix; and
- an increase in global education.

The more direct impacts for Redland City are likely to include:

- Technology and education;
- Changes in career and work structures;
- Ageing population;
- Globalisation and the international student market; and
- Socio economic status.

4.1 Technology and education

40% of jobs in the next 10-25 years are likely to be automated, which will raise the demand for training in new skill sets (Committee for Economic Development of Australia 2015). Increasing automation is threatening to widen the economic gap between the well and poorly educated, as the impact of automation is greatest in lower level jobs. Rapid changes in technology have led employers to increasingly select employees with 'off the shelf' skills to meet changing needs. Increasingly, this means individuals need to take responsibility to develop their own portfolio of skills and knowledge.

Advancements in, and the increasing use of Artificial Intelligence (AI), reduces the need to employ those without technological skills. For example, the use of robots in factories over the past 30 years has impacted the workforce.

Implications for the Redlands

As AI continues to become more sophisticated – such as the use of simulation and drones – low to medium-level employment will further diminish. Improvements in technology have also changed business and production processes. Hence, employees will continually need to adapt and upskill. The impact on the workers is the need to develop a commitment to life-long learning.

4.2 Changes in career and work structures

Careers are no longer linear. They are more like a three-dimensional matrix as workers move up the ladder across industries and across skills and knowledge sets. Traditional education determined what the market should learn – it is being transformed into what the market needs and educators are not always in touch with this. This places emphasis on the need for the worker to have a portfolio of knowledge and skill sets that need to regularly be updated. It will be the responsibility of the worker to develop and update their portfolio as employment mobility increases, and industry becomes wary about overinvesting in employees.

Technology is increasing the delivery of services remotely. In education terms, the internet is shifting learning to self-driven research i.e. YouTube as well as the option of online delivery of training and assessment.

The uptake of online delivery of education has been varied. The uptake of free education via the Massive Open Online Courses (MOOCs) has been significant. For example, Coursera took 4 million enrolments in their first year. The internet is also moving institutions more to assessment models. In contrast, the uptake of online vocational delivery has not been high due, perhaps in part, to the poor reputation of some providers. However, with the added drive of globalisation this form of delivery, particularly with regard to non-accredited training, is on the increase.

Existing universities are strengthening their positions through creating global partnerships and networks of student, faculty and academic exchange. University Network collaborations have capitalised on the accessibility of the internet and their pulling strength created the Massive Open Online Courses - MOOCs. This market is dominated by Coursera a network of 200 plus universities, including Stanford, Shanghai, Melbourne and Sydney Universities - across 29 countries, with 36% of the market. This has introduced a new kind of education which is free, accessible and focussed more on self-driven learning and less on qualifications.

Implications for the Redlands

An important implication of developing a portfolio of skills and knowledge for moving through this matrix is recognition of prior learning (RPL). Historically part time employment has been seen largely as a lifestyle choice but this is no longer the case as it is now driving up underemployment which is at its highest level ever. This is felt most keenly in the services sector and particularly the health and tourism sectors, which are both major industries within Redland City. The impact of this is, again, that industry is seeking more and more 'off the shelf' skills and are not 'overinvesting' in training staff.

4.3 Ageing population

People are living and working longer and are better educated and healthier than those in the past. Redland City is well ahead of the national trend of an ageing population, which is not being systematically researched or addressed at the national level.

Implications for the Redlands

The following are the key findings with regard to Redland City and its ageing population:

- the vast majority of older people are not sick, and do not live in aged care accommodation;
- having a healthy mind contributes to a healthy body and is likely to reduce total health costs by keeping older people moving, involved and socially engaged;
- education on health issues has been shown to reduce the impact of ageing diseases;
- there is a strong community based network of aged care facilities;
- the City has a highly successful U3A organisation;and
- regional economic development analysis finds the most productive pathway is to build on local competitive strengths and expertise and then export those goods or services to gain economic benefits.

While Redland City has a very active U3A focus, with increasing ageing, demands for these types of services will grow strongly. Similarly, programs run by Redland City Council will be under pressure as the older population increases.

Due to the ageing population, an increased level of vocational training will be needed to support the wellbeing of the ageing cohort. This means an increase in wellness programs as well as a predicted increase in demand for allied health services including aged care and nursing.

There is also a likely impact on the retirement age as there are expectations and economic imperatives keeping employees in the workforce for longer. With the need to maintain productivity in the workforce there is likely to be an increase in the retirement age and an overall increase in older workers.

There will be a need for training this cohort to maintain employable skills but also a need for ongoing training in life skills and knowledge in maintaining their own wellness.

4.4 Globalisation and the international student market

Increased globalisation has led to increased demand for English language and for qualifications taught in English. The Australian Bureau of Statistics (ABS) valued exports from international education at \$18.8b, making it Australia's third largest export (Deloitte Access Economics 2015). This export revenue was estimated to support over 130,700 Full Time Equivalent (FTE) employees and international education was estimated to contribute \$17.1 billion to Australia's Gross Domestic Product (GDP) in 2014–15.

In addition, the following contributions of international education to the Australian economy, while not captured in export data, are noteworthy:

- education related expenditure by those on non-student visas studying English Language Intensive Courses for Overseas Students (ELICOS) was estimated to contribute an additional \$205 million in export revenue;
- tourism expenditure by visiting friends and relatives who come to Australia to visit an international student was estimated to be worth \$282 million;
- revenue from offshore campuses was estimated at \$435 million in 2014, comprising \$382 million from higher education and \$53 million from vocational education and training; and
- revenue from international students undertaking study tours at Australian public schools, was estimated to be worth \$14 million in 2015.

International education also provides broader social and economic benefits (Ibid) including:

- increased entrepreneurship, knowledge exchange and international collaboration;
- investment links and soft diplomacy; and
- social benefits flowing from improved cultural literacy, stronger cultural linkages and enhanced cultural capital.

At the state level, the value of international education exports for Queensland increased from \$2.86B to \$2.97B from 2014-15 to 2015-16. Due to Queensland's geographically dispersed population with associated education and training facilities, there is a higher proportion of international students in the regions than in other states. Queensland has 13-22% share of the Australian International student market, depending on the sector. It is highest for ELICOS and Schools and lowest for Higher Education (*refer to Table 1 Queensland Enrolments 2014 to 2017*). In 2017 Queensland had 123,737 international students studying English as well as a range of qualifications and non-award courses.

Table 1 Queensland Enrolments 2014 to 2017

Sector	Number of Enrolments			
	2014	2015	2016	2017
Higher Education	37,968	39,344	42,118	45,814
VET	23,538	27,299	29,811	33,706
Schools	3,947	4,315	4,990	5,673
ELICOS	25,592	25,704	26,956	30,584
Non-award	5,991	6,025	7,009	7,960
Grand Total	97,036	102,687	110,884	123,737

Source: Australian Government Department of Education and Training

Latest data indicated that In the period January to May 2018, there were 83,318 international students in Queensland and the top 5 source countries were China, India, Brazil, South Korea and Japan.

While the international education market has been growing it has demonstrated it is vulnerable to risks. There are a several factors which affect the international student flow making it at times a volatile market. Volatility is largely a result of:

- changes in the value of the Australian dollar
- highly publicised anti-foreign sentiment.

The rise in demand for education in Asia has driven a substantial increase in demand for education services in Australia. The most notable impacts have been for Higher Education, English language education and private vocational education and training registered training organisations.

International students are also an important but lesser addition for TAFE and schools. There were about 650,000 international student enrolments in Australia in 2016, which is about the same as the combined populations of Redland, Toowoomba, Townsville, Cairns and Rockhampton.

Both globalisation and the teaching of qualifications in English have led to a broader range in the structure of universities – away from the traditional edifice. More international university networks are being created to capitalise on a range of specialist and niche markets. Mutual recognition of qualifications is also being implemented at a global level. For example, Laureate International Universities has a network of 70 campus based and online universities across 25 countries. These universities tend to be more opportunistic and flexible in their operations than the traditional universities. The result is they are often also more industry focussed.

Implications for the Redlands

There are several compelling reasons for Redland City to enter the International Education market:

- Queensland differs from the other states in that International Education is not capital city centric – there is regional success and now a regional focus in the new International Education strategy;
- At the State level moving into the International Education market is timely:
 - International Education is a major focus with the release of the International Educational and Training (IET) Strategy.
 - The Queensland International Education strategy commits \$25.3M over the coming five years to facilitate four strategic imperatives including ‘Strengthening our Regions’, specifically identifying:
 - Ensuring coordination and collaboration with local government and Regional Study Organisations (RSOs).
 - Leveraging the linkages between other regional services and industries, such as tourism.
 - Building leadership and capacity in all regions.
 - Understanding the unique selling proposition for students studying outside of a capital city.
 - Providing local access to information and support for international students.

Redland City has a range of features, which would make it an attractive proposition to many international students, these include: an Australian community-based experience; diverse beautiful landscapes; access to an Indigenous culture; affordable accommodation; and easy access to a large city, a significant advantage. In Brisbane City, there are nearly 70,000 international students, and there are opportunities for Redland City to capitalise on this close market success.

There is significant good will from commercial and Government organisations to support Redland City’s growth in the international education sector. Importantly, there are international education business models suited to growing the City’s international education footprint. There is a step-by-step pathway into the International Education industry with few barriers to entry including relatively low investment.

Redland City has a strong school sector, which is an enabler for study tours of two-six weeks. Study tours are the base of the international education market, and while not the most profitable activity, are the easiest option to implement as a first step. Systematically introducing study tours, which are the base of the education market, can provide substantial economic input through fees to schools, tourism outlets, hospitality and homestay. This can be done with relatively little investment.

The City is well placed to provide an Australian community experience for students. There has been an assumption that students prefer the cities, however not all students are the same. Feedback from the 2017 International Education Summit held at Gold Coast on the student experience is revealing an aversion to international student enclaves, which often occur in the popular cities, and a desire for a 'community' experience and a sense of connectedness. Redland City has areas of strong community which can offer this community experience.

4.5 Socio economic status

Socio economic status (SES) indices measure a wide range of demographic, social, income, occupation, education and other variables as a composite measure of the general well-being of a community. There are clear links between some SES indices and education and training participation, attainment and ongoing employment experience.

A study (Centre for International Research on Education Systems 2015) found that:

- a student's family background plays a significant role in determining educational pathways;
- at all stages of learning and development, there remains a strong and persistent link between a person's socio-economic status and educational outcome;
- socio-economic disadvantage has a greater impact on educational opportunity than any other factor considered; and
- socio-economically disadvantaged students attend fewer hours of early childhood education, have lower attendance at school, are more likely to leave school early and are less likely to go to university.

Research suggests that in the longer term, young people who are not fully engaged in education or employment (or a combination of both) are at greater risk of unemployment, cycles of low pay and employment insecurity.

The Australian Curriculum Assessment and Reporting Authority annually test school students across Australia through NAPLAN (National Assessment Program – Literacy and Numeracy). The tests recognise the impact of a range of social factors such as English spoken at home and education level of either parent, through the calculation of the school 'ICSEA' index (Index of Community Socio-Educational Advantage).

Implications for the Redlands

For Redland City schools, there is a clear correlation between the ICSEA Index and NAPLAN performances. This illustrates, at a practical level, the impact of social factors on educational performance as well as the accuracy of this index.

There are areas of Redland City with especially low SES scores, particularly the islands. There are specific training needs for these communities, and not merely those on the islands.

Redland City Council needs to remain aware of the link between SES and education and training participation and outcomes. There needs to be a consideration in its corporate planning, planning scheme, operational planning and programs. These plans and actions can have indirect but very positive impacts on the education sector.

5. Issues and gaps

To facilitate the success of the Education and Training Industry Sector Plan and ultimately promote Redland City as a leading education destination, there are some identified issues and gaps. These issues and gaps fall into the following categories:

Infrastructure	International education	Coordination and support
<ul style="list-style-type: none"> ▪ Limited tertiary education facilities ▪ Lack of inter and intra-region mainland public transport ▪ Transport to islands ▪ Location of TAFE in Alexandra Hills is difficult to access 	<ul style="list-style-type: none"> ▪ Few schools offering placements to international students ▪ No established homestay program ▪ No commercial English Language School ▪ No offering of English Language Intensive Courses for Overseas Students (ELICOS) ▪ No established study tour operator ▪ No study organisation or partnership with an existing study organisation i.e. Study Redlands. 	<ul style="list-style-type: none"> ▪ Limited regular engagement with industry stakeholders

It is important to note that addressing these issues and gaps will require working in partnership with the Redlands Education and Training industry sector, business, schools, community and the State and Federal Governments.

6. Opportunities

There are some key opportunities for Redlands education and training stakeholders and Council to focus on in order to activate and grow the City’s education and training sector.

Collaboration and strategic partnerships	International education	Emerging industries and lifelong learning
<ul style="list-style-type: none"> ▪ Forming an education and training network ▪ Growing the university sector ▪ Establishing a health and education precinct ▪ More networking opportunities could be created for educators and government agencies to increase collaboration 	<ul style="list-style-type: none"> ▪ Identifying a preferred study organisation model for the Redlands ▪ Redland City has a range of features, which would make it an attractive proposition to many international students, these include: <ul style="list-style-type: none"> ○ an Australian community-based experience ○ diverse beautiful landscapes ○ access to an Indigenous culture ○ potential for educational tourism growth 	<ul style="list-style-type: none"> ▪ Turning the projected age profile weakness into a strength, by becoming the national centre for research into the education and training needs for older age groups ▪ Establishing a Centre of Excellence in Education for the Ageing

6.1 Collaboration and strategic partnerships opportunities

Forming an education and training network

During industry consultation, stakeholders revealed a perception of scope for improved communication between Council and the education and training sector.

There is an opportunity to enhance communication and collaboration through informal and formal interaction to increase understanding of each other’s roles and to increase mutual support. These interactions can also be a good platform to cover meaningful issues that affect the education and training industry sector. Examples of networking opportunities to increase understanding of each other’s roles and strengthen industry linkages include:

- principals' forums;
- registered training organisation roundtables;
- education and training stakeholder participation in an Innovation Summit (part of the Advancing Regional Innovation Program); and
- development of an education and training network.

The potential benefits of increased interactions include:

- a broader understanding of education and training issues – and solutions – by all stakeholders;
- identification of champions to promote the implementation of the education and training industry sector plan; and
- Identification and establishment of long-term, high-level education relationships with Council and education, training and employment peak bodies and institutes.

Council, TAFE Queensland and local schools have indicated interest in setting up with priority an education and training network. It is recommended to keep the network to a core group, with additional representatives invited to attend meetings when their expertise or assistance is required for specific topics such as international education.

Education - Industry immersion model

With the increasing pace of change in technology, globalisation and work structures, and the impacts this has, individuals need to continually train. Therefore, the link between industry and education needs to be tighter than ever. Life-long learning of industry skills is an ever-changing paradigm. Education needs to be immersed within or very close to industry, in an education industry immersion model.

The demand for professional and employee development courses is forecast to rise particularly as business confidence remains positive. Without a substantial investment in, or commitment to an existing higher education institution, Council is well placed to move forward with a flexible industry focussed model. This would include linking course work and Recognition of Prior Learning (RPL) with the major industries in the area. For example, a series of pathways to support the main industries could be developed.

There is also an opportunity to do an awareness program about alternative pathways for existing workers. Chambers of Commerce may be valuable support here by promoting these alternative pathways.

TAFE Queensland also has higher education programs of its own and partnerships with University of Canberra and Federation University. The institutes have linked their Advanced Diploma RPL programs for experienced managers to automatic entry to the second and third year degree programs. These pathways can be connected with, and applied, in the workplace.

6.2 Higher Education and Alternative Learning Pathways and Emerging Industries

Growing the tertiary and post secondary sector

While Redland City experiences a higher socio economic index than its surrounding local government areas, which is a strong indicator of higher academic performance, it has limited vocational opportunities and no university campus.

This can partly be attributed to Redland City's population of 154,312 (*ABS 2017*), which does not meet the threshold to attract a full major university campus. For a large and comprehensive university campus, a population of 500,000 is generally cited. While this can be considered a weakness for the area there is also strength in that while Redland City is considered a region, unlike many regions it has an array of well-regarded universities within a realistic commute. Most Redland City students attend Griffith University, Queensland University of Technology (QUT) or the University of Queensland (UQ).

University growth and operational models come in many forms. At one end of the spectrum Griffith University has five large campuses and is looking to maximise growth within those campuses. It does have some satellite campuses with specific purposes. At the other end of the spectrum is Central Queensland University (CQU), which has a low-cost, organic growth model with course offerings driven by community demand. It initially started with a Study Centre to support online courses, which grew into a satellite campus and in the case of Cairns (2016 population 162,000), investment in a purpose-built infrastructure. CQU now has Study Centres in small cities including the City of Busselton, Western Australia (2016 population 37,000).

Changing technology and workforce structures have led to accelerating disruption in education including to the centuries-old model of 'the university campus'. The increase in disruption means an increased need for older (30-70 years old) residents to retrain. Redland City has a median age 9 years above the national average. It is highly likely that mature residents will be seeking opportunities to learn and apply new skills.

A further potential disrupter is possible changes to the university funding model by the Federal Government. If this change is implemented the fees of the large universities would be likely to rise, raising demand for regional universities.

As a result, a multitude of alternative models are emerging. These include:

- industry-based campuses eg. a university hospitality faculty basing itself within a hotel, or a nursing faculty sharing a campus with a hospital
- satellite campuses in smaller regions, sometimes government-driven to service isolated communities or university driven to confirm their footprint
 - campuses placed in smaller towns to reinforce a university's footprint
 - campuses integrated into the community – generally the town or city centre
- online campuses:
 - these universities allow for a truly global foot print i.e. MOOCs and Massachusetts Institute of Technology (MIT)
 - introduction of online 'assessment only'.

There are potential benefits of expanding Redland City's university presence:

- increased business activity within the CBD area. For example, a growth to 200 students would mean a total of \$320,000 consumption per annum plus flow on effect;
- increased productivity and wage earning capacity of its students;
- increased number of employees in the industry which will impact Gross Regional Product;
- a potential base for an international tertiary market
- pathways for local vocational graduates
- higher wage earning capacity of local residents through up-skilling
- increased wages profile for Redland City with the education industry attracting higher wages.

Some Redlands schools have agreements with universities and provide senior students access to university programs in year 12. For example, Alexandra Hills State High School has close association with QUT centres on Robotics and Automation including Drones and Robots, and links with Griffith Connect. Faith Lutheran College has a growing relationship with Griffith University for Business.

TAFE Queensland already has a number of university partnerships and the capability to deliver a range of university-level programs, and could potentially contribute both vocational and higher level programs within a study centre.

Of note, the University of Queensland (UQ) Mater Clinical School operates at Middle Street, Cleveland. It is used for the teaching of theoretical and practical aspects of the UQ Bachelor of Nursing and the dual degree Nursing and Midwifery course, with students utilising nearby health care facilities such as Mater Private Hospital Redland and the Redland Hospital for practical clinical experience.

There is opportunity to investigate the expansion of the Topology and Friends Music Workshop, which focuses on student composition and performance, to a residency program for the University of Queensland at the Redland Performing Arts Centre.

Universities consulted showed a great deal of interest and good will towards Redland City seeking a university presence but most offered limited commitment. There is a genuine will from the universities to support Redland City's efforts to introduce a university presence. They have provided excellent intelligence into the potential models.

There are university business models which could allow an adaptable and step-by-step introduction of a university campus into the Redland City using the existing resources of a CBD, such as a study centre being co-located with a library or within an innovation hub/precinct.

Foundation and alternative studies

There are already a number of alternative and foundation learning facilities within Redland City. For example, TAFE Queensland has an outstanding record in its Senior Studies program (year 11 and 12) at Alexandra Hills campus. The returns on investment in foundation and alternative education for those who are at risk of dropping out of education is high. There is a large increase in employability and productivity for a small amount of additional education at this level, providing significant return.

While foundation education is often seen as a 'community obligation' it needs to be viewed as an economic imperative given the negative impact of low education on participation and productivity within the economy. People with low levels of education tend to have the least commitment to lifelong learning, meaning they often contribute little, and even cost the economy, now and into the future.

Economic impact of this opportunity may not be seen in the short term, however it will enhance participation and productivity within the economy and reduce costs to the community in the longer term. The economic value is in recovering those at risk of 'dropping out' of education and the resultant avoidance of the significant costs of low education levels, which includes unemployment.

Adult and community education continue to perform strongly in the city and may provide some opportunity for growth over the coming years.

Establishing a Centre of Excellence in Education for the Ageing

In terms of ageing, Redland City is in advance of the general population with a median age older than that of Queensland. This gap is set to widen. The trend of an ageing population is an Australia-wide issue not being systematically researched or addressed at a national or state level.

There are a large number of research centres for the ageing focused on health, but very few are focused on education and there are none in Queensland. For example, the Australian Research Council Centre of Excellence in Population Ageing Research brings together academia, government and industry to produce world class research on population ageing. It's based at the University of New South Wales with nodes at the Australian National University, The University of Melbourne, The University of Sydney and The University of Western Australia.

Redland City is well placed to lead research as to how the challenges of an ageing population can be overcome, and the cohort utilised as an asset through the establishment of a Centre of Excellence in Education for the Ageing. Importantly, the Centre could turn a potentially serious social and economic weakness into a significant strength for Redland City.

The proposed location of the Centre of Excellence in Education for the Ageing in Redland City follows well established practices of locating research, policy and field testing facilities close to the focus of activity. The opportunity aligns closely with the master planning for a Redlands Health and Wellness Precinct and Queensland Government-funded Maturing the Infrastructure Pipeline Program Stage 1 Assessment for a potential Cleveland Innovation Precinct. There is also potential to explore partnership opportunities facilitated through the Advance Queensland Advancing Regional Innovation Program (ARIP) and with tertiary institutions including a range of universities who have active research programs in this area i.e. QUT, University of Queensland, Griffith University and Royal Melbourne Institute of Technology.

The University of the Third Age (U3A) Redlands Inc community organisation is particularly strong in Redland City with approximately 1800 members providing 80 – 100 training courses and activities for retirees each week. The community organisation could be viewed as a resource. U3A runs almost entirely with volunteers however there is opportunity to identify capacity within this large group such as provision of mentors and/or partnering for a Centre of Excellence.

Potential benefits of establishing a Centre of Excellence at a pilot location in Redland City could include:

- attraction of higher educated and higher paid workforce;
- the training of older people leading to their greater health and in some cases higher labour force participation, employment and wages;
- an increased number of employees, which will impact Gross Regional Product;

- a greater sense of community with opportunity for involvement of education bodies such as U3A;
- reduced demand on health sector resources;
- contribution to the financial return to the Redlands Health and Wellness Precinct or potential Cleveland Innovation Hub or wherever they are placed; and
- putting Redland City 'on the map' in terms of having a significant and leading edge research centre addressing major social policy issues.

Council has an opportunity to facilitate investigation of the establishment of a national Centre of Excellence in Education for the Ageing being established in Redland City. This could potentially be undertaken by:

- identifying potential partners in the innovation, education, training, and employment sectors that specialise in, or have an interest, in aged care;
- considering that the Redlands Health and Wellness Precinct site has zoning under the planning scheme that would allow for education as well as health care uses;
- delivering an Innovation Summit focused on Aged Care;
- sponsoring community-based education and training for the older, active population; and
- developing a plan to establish a Research and Policy Centre for education and the ageing primarily on economic (including health) impacts of education (a centre of excellence). This includes developing a business case and advocating to, and attracting, a university research centre or government institute to fund and operate the facility.

Establishing a health and education precinct

As identified in the Redland City Health Care and Social Assistance Industry Sector Plan 2018–2023, Council is working in partnership with Metro South Hospital and Health Services, who oversee Redland Hospital as well as Mater Private to deliver a Health Precinct Master Plan. The precinct, which would be based on and around Weippin Street in Cleveland, will incorporate the planned expansion of the private and public hospitals and identify potential industry clustering opportunities around the hospitals.

The precinct presents significant economic opportunity for the city that can generate employment and growth, as well providing high quality specialist and tertiary health services in the long term for Redlands residents. To enhance the viability of the precinct, there is opportunity for it to also be an education precinct.

The area has been identified in the *Shaping SEQ South East Queensland Regional Plan 2017* as a knowledge and technology precinct, which contains a core of high level health, education, research or similar facilities and will provide opportunities for complementary and ancillary services to develop in the area over time.

With regard to the health and education industry, it is important to note:

- two-thirds of new jobs in the next five years are expected to come from five industries, two of which are health and education. In turn, this will result in an increased demand for health training (Deloitte 2012);
- the health industry needs a broad range of industry professionals and education beyond medical training. This includes training in management, administration, facilities management and maintenance and cleaning, as well as self-management, and wellbeing areas of recreation and exercise;
- with the ageing population and the even more significant ageing of the Redlands population, together with the network of aged care homes in the Redland City, there is increasing demand for aged care training and health support areas; and
- the introduction of the National Disability Insurance Scheme (NDIS) across Australia is expected to create between 60,000 and 70,000 new FTE jobs over the next three years. This will increase demand in the allied health education area (Productivity Commission 2017).

While there is not a critical mass for a full university campus, there may be the capacity for a more specialised campus to suit the Redland City profile. Attracting universities and registered training organisations will be significantly easier if they do not have to commit to major construction and can lease flexible space. For example, the establishment of the Springfield Education Precinct has led to some support for developing open space and leasing it to service providers. This can provide flexibility around growth patterns and potential changes in the industry.

Potential benefits of the Redlands Health and Wellness Precinct also being an education precinct include:

- increased level of skills in aged care, which will be increasingly required by the industry as it grows within the City;
- increased allied health training to meet the needs of the increasing aged population;
- increased skills in occupations that support the Health industry; and
- opportunity for potential establishment/co-location of a Centre of Excellence in Excellence in Education for the Ageing.

6.3 International education opportunities

The Redlands currently has a minute part of Australia's and Queensland's lucrative international education market. Many cities have built their international education sector based on university and or TAFE enrolments and expanded from there. At present, this does not appear to be the best approach for Redland City. Key to the success of market growth will be the development of partnerships within Redland City and between Council, State Government, education and training providers and private enterprise.

Council seeks to better understand the region's strengths and capability in this area and to consider approaches to capitalise on international education and

training sector opportunities.

There is opportunity to:

- undertake an environmental scan of the Redland City Council region to understand the current international education and training sector capacity and capability;
- understand who the key stakeholders are in international education and training across the region;
- identify organisations that influence and support the international education and training sector; and
- consider options on the role of Council and ways to best engage and support the sector to capitalise on opportunities in the international education and training sector for the region.

The areas of international education and training where there appears to be most opportunity for economic benefit include (Harris and Young 2017):

- **Study Tours**
 - Study tours are the base of the international education market. An early step of systematically introducing study tours provides substantial economic input through fees to schools, tourism outlets, hospitality and homestay.
 - Revenue from international students undertaking study tours at Australian public schools, was estimated to be worth \$14 million in 2015. According to Study Cairns the direct value to Cairns for an international student spending 5 days in the area is \$1,000 and for a 4 month stay it is equivalent to \$45,000 (2015).
 - Study tours introduce potential longer term students to the area.
- **International student placements and homestay programs in schools**
 - A small number of schools offer placements to international students and operate homestay programs.
 - Eight schools in Redlands are registered to deliver through the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) and there are four known providers delivering courses to a small number of students.
 - Planning and development of a community-based homestay program could potentially be outsourced to a commercial operator. Support could also be provided to extend a homestay system to schools wishing to develop their market.
- **English Language courses**
 - There may be no commercial English Language School operating locally.
 - Increased globalisation has led to increased demand for English language and for qualifications taught in English.
 - English Language Colleges can provide pathways to schools that wish to be involved in international education. This reduces the need for schools to do their own marketing.

Identify a preferred study organisation model for the Redlands

There is currently no unified study organisation for Redland City with a focus on attracting international or domestic students to the area.

Cities successful in attracting and supporting international students have taken a coordinated approach for this market segment. For example, a key element to the success of Brisbane and the Gold Coast is the coordinated support and marketing provided to international education providers through 'Study Brisbane' and 'Study Gold Coast' groups. The councils provide varying forms of support including funding, coordination and administration.

There is no one standard model that applies to the major study organisations in Queensland. All have been developed in response to opportunities and circumstances. Gold Coast is particularly well funded, but for others council funding consists of a mix of financial, support in kind (such as office space), to no direct funding support. Some study organisations have an international focus only and while others focus on both international and domestic with a whole of industry role. Most of the study organisations in Queensland operate at an arms-length relationship with council, however some are within the council structure.

In relation to funding, the Queensland Government International Education Strategy seeks to develop capacity in regional study organisations and funding is available to study organisations.

Importantly, there is opportunity for the establishment of a potential education and training network, to identify and drive a 'Study Redlands' model as well as:

- support the extension of a homestay system to schools and training providers wishing to develop their market;
- help coordinate education marketing for study tours; and
- identify strategic and operational partnerships with well-credentialed English as a Second Language schools that can provide school placements.

7. Implementation Plan 2018-2023

This Implementation Plan contains steps required to realise future opportunities in the Education and Training Industry Sector, contributing to the achievement of the objectives in the Framework.

The following three key result areas will be focused on to help facilitate the successful implementation of this Education and Training Industry Sector Plan:

- Key Result Area 1 – Foster collaboration and strategic partnerships
- Key Result Area 2 – Grow higher education and alternative learning pathways and support emerging industries
- Key Result Area 3 – Grow International education

Actions will be implemented over the following time frames:

- Short-term – within the next one to two years (2018-2020)
- Medium-term – within the next three to four years (2020-2023)
- Long-term – those to be undertaken after five or more years (2023 onwards) but may need to commence in the medium-term.
- Ongoing - actions will continually be dealt with through the life of the plan.

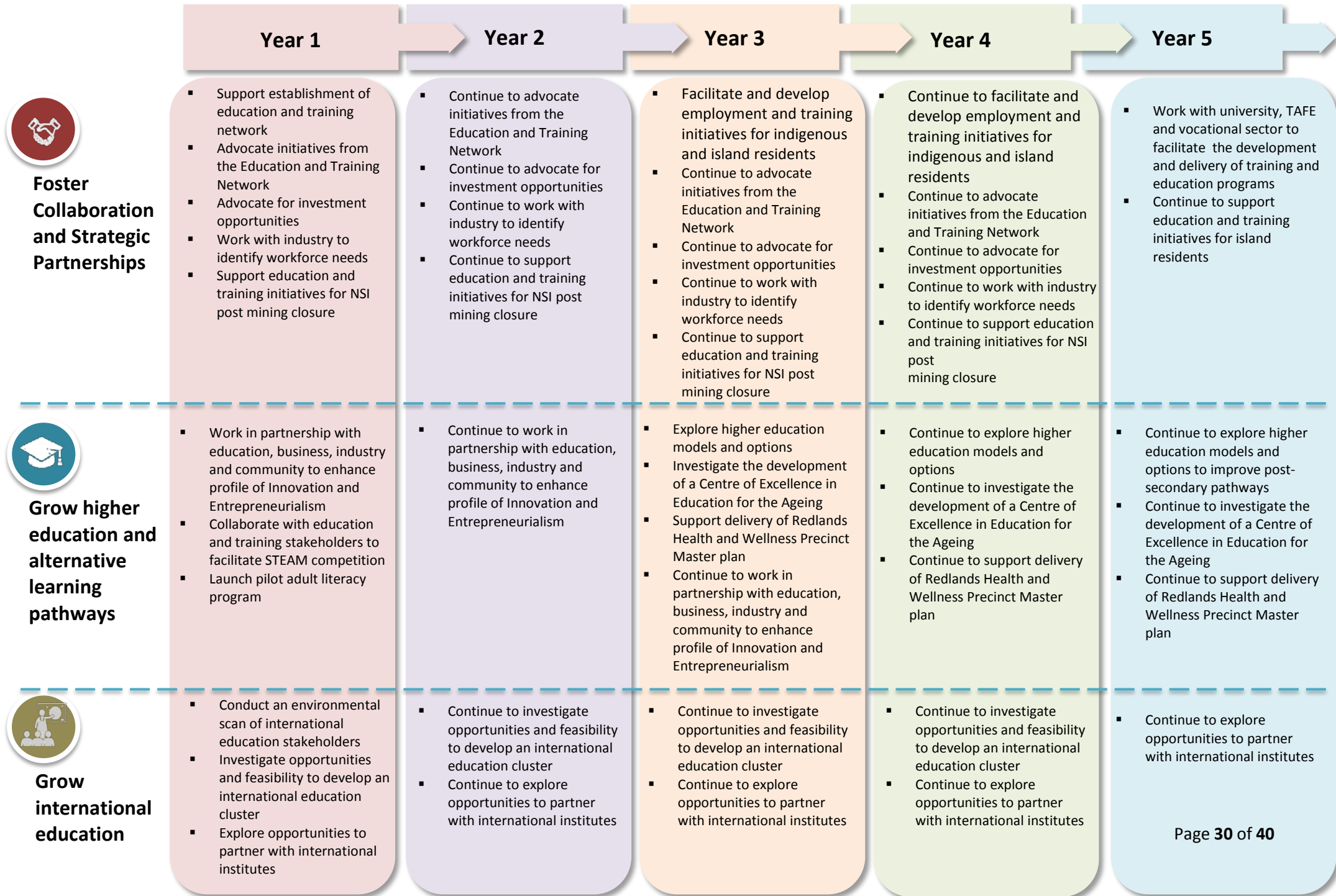
The resultant work program is captured in **Figure 5 Implementation Plan Summary**. The work program for year 1 including resourcing and budget can be delivered within the financial year 2018/2019 budget. Activity from years 2 to 5 may be subject to future yearly budget bids for resourcing and funding to deliver actions.

Council could play five active roles in engaging the sector and implementing the actions (*see Table 2 Council Roles*):

Table 2 Council roles

Advocate	Attract and retain public, private and non-government investment that expands the economic base and improves service delivery in the City.
Regulate	Implement land use and infrastructure planning and policy development that will support the industry sector.
Partner	Strengthen existing links and networks and to establish constructive working relationships with businesses, industry and government to implement initiatives and to enhance supply chain links.
Facilitate	Enable the growth of emerging businesses by ensuring the provision of timely information, access to business grants, sponsorship and training opportunities.
Lead/Deliver	Take the lead and implement initiatives that will foster an environment that is conducive to business growth and expansion.

Figure 5 Implementation Plan Summary



Implementation Plan for Redland City

1. Foster collaboration and strategic partnerships

Objective	Actions	Governance		Performance Measure	Resources	Timeframe
		Council's Role	Key Stakeholders			
Establish an Education and Training Network	Support establishment of an education and training network comprising industry leaders to collaborate on growing the sector in the City	Facilitate	<ul style="list-style-type: none"> Education, training and employment sector Chambers of commerce Quandamooka Yoolooburrabee Aboriginal Corporation Community organisations Redlands Economic Development Advisory Board 	Network established by June 2019 and a framework for industry sector interaction developed	Activity funded in 2018/2019	Short (Year 1)
	Advocate initiatives from the Education and Training Network	Facilitate and Partner	<ul style="list-style-type: none"> Education and Training Network 	Sector initiatives promoted and advanced	Activity will be will be subject to future annual budget bids	Short to medium
Build partnerships and linkages with the education and training stakeholders	Actively work with key agencies and peak bodies to identify and advocate for investment opportunities in the sector both locally and internationally	Advocate/ Partner	<ul style="list-style-type: none"> Education and Training Network South East Queensland Council of Mayors Logan and Redlands Regional Development Australia Committee State and Federal Governments 	Investment opportunities identified	Activity funded in 2018/2019 and subsequent activity will be subject to future annual budget bids	Short to Medium
Grow local industry workforce to meet current and future needs	Liaise and work with key industries to identify workforce training and education needs	Facilitate	<ul style="list-style-type: none"> Education, training and employment sector Chambers of commerce 	A detailed report identifying workforce needs, training opportunities, and education offerings	Subject to Budget bid in FY 2019/2020 (indicative cost \$30,000)	Short to medium
	Work with university, TAFE and vocational sector to facilitate the development and delivery of training and education programs for the workforce for the City's priority and emerging industries to address identified needs	Facilitate	<ul style="list-style-type: none"> Education, training and employment sector Tertiary institutions TAFE and VET providers 	Industry survey to determine if education offerings are meeting industry workforce needs	Subject to budget bid in FY 2022/2023 (indicative cost \$15,000)	Long
	Support education and training initiatives for	Facilitate,	<ul style="list-style-type: none"> Education, training and 	Number of education and	Activity will be	Short to

Objective	Actions	Governance		Performance Measure	Resources	Timeframe
		Council's Role	Key Stakeholders			
	North Stradbroke Island (NSI) post-mining closure	Advocate and Partner	<ul style="list-style-type: none"> employment sector Quandamooka Yoolooburrabee Aboriginal Corporation Chambers of Commerce Businesses 	training initiatives supported	funded through future annual budget bids	medium
	Facilitate and develop employment and training initiatives for indigenous and island residents to enhance skills and improve work pathways	Facilitate, Advocate and Partner	<ul style="list-style-type: none"> Education, training and employment sector Quandamooka Yoolooburrabee Aboriginal Corporation Chambers of Commerce Businesses State and Federal Governments 	Number of education and training initiatives supported	Activity will be funded through future annual budget bids	Medium

2. Grow higher education and alternative learning pathways and support emerging industries

Objective	Actions	Governance		Performance Measure	Resources	Timeframe
		Council's Role	Key Stakeholders			
Grow higher education and vocational education pathways	Explore higher education models and options to improve post secondary pathways for students in the City	Facilitate	<ul style="list-style-type: none"> Education and Training Network Secondary schools Tertiary institutions Vocational education 	Higher education model determined	Activity will be funded through future annual budget bids	Medium to long
Champion the establishment of centres and/or precincts that highlight education and training	Investigate the development of a Centre of Excellence in Education for the Ageing	Facilitate	<ul style="list-style-type: none"> Education and Training Network Education providers Health and aged care industry sectors Tertiary institutions 	Detailed report outlining model, timeframes and partners for a Centre of Excellence in Education for the Ageing completed	Activity will be funded through future annual budget bids	Medium to long
	Support the delivery of the Redlands Health and Wellness Precinct Master Plan and ensure that education, training and research are considered as a component of the	Partner/ Advocate	<ul style="list-style-type: none"> Metro South Hospital and Health Services (MSH) Mater Misericordiae Ltd State Government 	Delivery pathway for Redlands Health and Wellness Precinct master plan with inclusion of	Funding to implement master plan subject to future budget bid	Medium to long

Objective	Actions	Governance		Performance Measure	Resources	Timeframe
		Council's Role	Key Stakeholders			
	precinct		<ul style="list-style-type: none"> Industry partners 	education, training and research confirmed		
Improve innovation opportunities in education and training	Work in partnership with education, industry, business and community across the region enhancing the profile of Innovation & Entrepreneurialism	Partner, Advocate and Facilitate	<ul style="list-style-type: none"> Primary and Secondary Schools Tertiary institutions Industry & Business Regional Partners State government Chambers of commerce 	Report outlining program of delivery, timescales and attendance uptake completed.	Budget captured in Advanced Regional Innovation Program (ARIP)	Short to Medium
	Collaborate with education and training stakeholders, government agencies and businesses to facilitate a schools Science, Technology, Engineering, Arts and Mathematics (STEAM) competition with the aim of encouraging students to generate innovative ideas	Partner	<ul style="list-style-type: none"> Alexandra Hills State High School Secondary schools 	STEAM competition undertaken	Budget captured in Advanced Regional Innovation Program (ARIP)	Short
Develop community access to alternative and foundation studies	Launch pilot adult literacy program	Facilitate and Deliver	<ul style="list-style-type: none"> Community organisations Volunteers Community 	Pilot program launched in September 2019	Activity funded in 2018/2019 and subsequent activity will be subject to future annual budget bids	Short

3. Grow International education

Objective	Actions	Governance		Performance Measure	Resources	Timeframe
		Council's Role	Key Stakeholders			
Leverage opportunities in Redlands to attract international students	Conduct an environmental scan of international education stakeholders within the City to assess capacity and capability	Facilitate	<ul style="list-style-type: none"> ▪ Primary and Secondary Schools ▪ Registered Training Organisations (RTOs) ▪ ELICOS ▪ International Education stakeholders 	Detailed report identifying capacity and capability of international education stakeholders	Activity funded in 2018/2019	Short
	Investigate opportunities and feasibility to develop an international education cluster model or approach	Facilitate	<ul style="list-style-type: none"> ▪ Education and Training Network ▪ Primary and Secondary Schools ▪ Registered Training Organisations (RTOs) ▪ ELICOS ▪ International Education stakeholders 	Feasible operational model for a study cluster for the Redlands determined by June 2019	Activity funded in 2018/2019 and subsequent activity will be subject to future annual budget bids	Short to medium
	Explore opportunities to partner with international institutes through sister and friendship city relationships and business missions	Facilitate	<ul style="list-style-type: none"> ▪ International partner cities ▪ Chambers of commerce ▪ Education and Training providers ▪ Industry stakeholders 	Partnership opportunities identified and developed	Activity funded in 2018/2019 and subsequent activity will be subject to future annual budget bids	Short to long

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Appendix 1 Summary of State and Federal Plans and Strategies

The *Redland City Education and Training Industry Sector Plan 2018 – 2023* has been developed in consideration of regional, state and national strategies – and aims to leverage – from the following:

South East Queensland

Shaping SEQ: Making the most of our future: a vision to guide growth in South East Queensland. It brings together all levels of government to plan for a population increase in SEQ expected to be almost two million people over the next 25 years. *Shaping SEQ* is the foundation upon which the future will be built and guides the State Infrastructure Plan and council planning schemes. The plan was based on recommendations from the South East Queensland Regional Planning Committee which was made up of State Government departments and SEQ Local Government Mayors, including the Mayor of Redland City, Councillor Karen Williams. (Note: In August 2017, *Shaping SEQ* replaced the *South East Regional Plan 2009-2031*.) [Shaping SEQ: Making the most of our future](#)

North Stradbroke Island Economic Transition Strategy: the strategy aims to drive sustainable tourism, expand education and training opportunities and foster business development and growth in preparation for the end of sand mining from 2019. The Queensland Government is delivering [23 initiatives](#) identified in the strategy in partnership with the Quandamooka Yoolooburrabee Aboriginal Corporation, Redland City Council and Straddie Chamber of Commerce. [North Stradbroke Island Economic Transition Strategy](#)

Queensland

The Queensland Plan: a plan created by Queenslanders for Queensland that provides a 30-year roadmap for the state’s growth and prosperity. Education is a priority: “We will value education as a lifelong pursuit where we gain practical skills, enrich our lives, find secure jobs and improve the competitiveness of our economy.” Education is the first of the nine foundations on which the plan is based. [The Queensland Plan](#)

Advancing Education – An action plan for education in Queensland: this is the Queensland Government’s plan to take the State’s world-class education system even further and to prepare students for the challenges of tomorrow. The plan is designed to inspire students to become lifelong learners, global citizens and successful people. It will position schools to more effectively support students to develop the knowledge, skills and qualities they need to be job-ready for the future, building on the essentials of literacy and numeracy. [Advancing Education Action Plan](#)

Queensland Department of Education – Strategic Plan 2017-2020: sets the direction for the department to deliver high-quality learning and skilling opportunities for Queenslanders at all stages of life, enabling them to engage fully in the lifelong learning journey. [Education Strategic Plan 2017-2021](#)

Advancing Skills for the Future - A strategy for vocational education and training in Queensland: sets out the Queensland Government’s vision for vocational education and training (VET) which is: “to ensure all Queenslanders are able to access – at any stage of their lifetime and career – high quality training that improves their life prospects and supports industry development and economic growth.” Consultation feedback, which closed in April 2017, will inform development of the final strategy. [Advancing Skills for the Future - consultation draft](#)

Queensland VET Quality Framework - Promoting quality for Queensland’s VET investment: released in May 2017, the Framework informs the goal of continuous improvement of VET in Queensland. It outlines a comprehensive and systematic approach to ensuring the highest standards in VET are met across five key elements of program design: supplier entry requirements; information and support; market performance and oversight; and compliance. [Queensland VET Quality Framework](#)

International Education and Training Strategy to Advance Queensland 2016-2026: international education and training (IET) is Queensland’s second biggest service export and is vital to the future prosperity of Queensland. This strategy focuses on four strategic imperatives: promoting Queensland internationally; enhancing the student experience; strengthening our regions; and connecting to industry. These imperatives are supported by three enabling initiatives: the IET Partnership Fund; IET Partnership Plan; and the IET Summit. [International Education and Training Strategy](#)

Australia

Through Growth to Achievement: Report of the Review to Achieve Education Excellence in Australian Schools: this final report was prepared by a Review Panel chaired by Mr David Gonski AC and delivered to the Federal Government in March 2018. The report stated that “maximising every student’s learning growth every year requires a set of shifts across Australian education systems, and a sustained, long-term and coordinated improvement effort based on shared ambition, action and accountability.” [Through Growth to Achievement](#)

Quality Schools program: Quality Schools is about ensuring the Australian Government’s record investment in schools is used effectively. It focuses on quality teaching and programs that evidence shows will boost schooling results, giving students the skills and knowledge they need to live and work in our future world. From 1 January 2018, the Australian Government’s Quality Schools package will see recurrent school funding grow to record levels, increasing by \$1 billion every year for the next ten years. The Australian Government will invest a total of \$243.5 billion in recurrent school funding over the next ten years. Recurrent funding will grow from \$17.5 billion in 2017 to \$29.5 billion in 2027. [Quality Schools](#)

Appendix 2 Redland City School and Registered Training Organisations (RTOs) Summary

Schools	Type	Employees	Student enrolment	Indigenous	Language Other than English at home	Index of Community Socio- Educational Advantage
Primary (Prep to Year 6)						
Alexandra Hills State School	Government	35	184	14%	13%	965
Bay View State School	Government	83	746	3%	9%	1029
Birkdale State School	Government	63	646	7%	10%	1000
Birkdale South State School	Government	62	578	7%	6%	1001
Cleveland State School	Government	78	691	5%	18%	1021
Coolnwynpin State School	Government	64	398	7%	6%	987
Dunwich State School	Government	28	172	42%	8%	933
Hilliard State School	Government	84	740	6%	5%	1012
Macleay Island State School	Government	28	150	16%	4%	925
Mt Cotton State School	Government	61	624	1%	4%	1032
Ormiston State School	Government	68	608	5%	10%	1064
Redland Bay State School	Government	107	876	5%	6%	1006
Russell Island State School	Government	36	176	9%	6%	938
Thornlands State School	Government	89	741	4%	8%	1039
Vienna Woods State School	Government	37	234	15%	10%	947
Wellington Point State School	Government	66	546	3%	8%	1049
Victoria Point State School	Government	65	520	6%	7%	968
Star of the Sea Primary School	Catholic	30	205	2%	3%	1098
St Anthony's School	Catholic	62	492	3%	4%	1045
St Luke's Catholic Parish School	Catholic	40	324	2%	2%	1069
St Mary MacKillop Primary School	Catholic	65	582	1%	4%	1089
St Rita's Primary School	Catholic	61	535	2%	6%	1047
Secondary (Year 7 – 12)						

Schools	Type	Employees	Student enrolment	Indigenous	Language Other than English at home	Index of Community Socio- Educational Advantage
Alexandra SHS	Government	176	1484	6%	11%	980
Cleveland District SHS	Government	202	1969	4%	11%	1023
Victoria Point SHS	Government	136	1155	7%	6%	973
Wellington Pt SHS	Government	117	914	6%	8%	996
Carmel College	Catholic	118	1124	3%	2%	1047
Secondary (Year 11 – 12)						
Australian Industry Trade College	Non-government	22	160	3%	No data available	No data available
Combined (Prep to year 12)						
Capalaba State College	Government	128	783	7%	14%	970
Faith Lutheran College	Independent	130	840	1%	8%	1071
Ormiston College	Independent	157	1279	0%	14%	1137
Redlands College	Independent	191	1319	1%	5%	1105
Sheldon College	Independent	195	1367	1%	19%	1117
Specialist Schools						
Redland District Special School	Government	88	136	9%	1%	No data available
The Sycamore School	Non-government	27	62	2%	0%	No data available

Source: www.myschool.edu.au (All data based on 2017 period)

Registered Training Providers (RTOs) with offices registered in Redland City

RTO Code	RTO Name
1820	PCD Training Services Pty Ltd 30008 Horizon Foundation Inc
30255	Capalaba State College
30759	Sheldon College
31982	SDS TRAINING AND SECURITY PTY LTD
32129	AMC Training & Consulting Pty Ltd as trustee for AMC Trust
32376	EDB Training Services Pty Ltd as Trustee for The Barber Family Trust
40781	FARROW, MARK WILLIAM
41066	BROADBAND CONNECT PTY LTD
30209	Alexandra Hills State High School
30508	The Corporation of The Trustees of The Roman Catholic Archdiocese of Brisbane
30566	Redlands Combined Independent College Inc
30587	Victoria Point State High School
31179	Australian Celebrations Training Pty Ltd as Trustee for the ACT Trust
31293	Mayfair College Pty Ltd
31506	IMPROVEMENT TOOLS (QLD) PTY LTD
31943	New England Institute of Technology Pty Ltd
31988	Drug Testing Institute Pty Ltd as trustee for Drug Testing Institute Trust
40914	SPICE TRAINING PTY LTD
41065	ONSITE TRAINING SOLUTIONS PTY. LTD.
41415	COMMAND COACHING AND TRAINING PTY. LTD.
45056	AUSTRALIAN ONSITE TRAINING PTY LTD
30895	Xamerg Pty Ltd
275	TAFE Queensland

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