

Inquiry into the Joint Use and Co-Location of Public Buildings

1. Schools

Schools are an important focus for communities. Parents and community members are encouraged to participate in the life of their school through school councils, parent organisations and the many activities schools organise. The community can also access the facilities of schools, out-of-hours, for appropriate purposes.

There are three major ways in which the community can use existing school sites:

- By using existing school accommodation, such as school halls, gymnasiums, sports fields or libraries, through the *Community Use of School Facilities* policy or through a licence or lease agreement;
- By providing additional facilities on the school site, for example child care centres, dental clinics, health clinics; or
- By contributing funding to increase the size of a school facility, particularly, gymnasiums in high schools, halls in primary schools and libraries.

Schools are a community resource. Community use of school facilities provides benefits to both schools and their communities through:

- enhanced co-operation and goodwill between the school and the community;
- opportunities for the community to become better informed about and participate in the school's operation and activities;
- more effective use of valuable school facilities;
- opportunities for the community to play a positive part in school security through out-of-hours use of the facilities.

Schools are encouraged to make their facilities available to community groups and organisations. In approving use of facilities, schools ensure that the organisational and proposed use is consistent with the values and goals of public education. As well, community use should not interfere with a school's provision of quality learning programs for their students. In the interests of the school and its community, care is taken to avoid community use agreements with inappropriate organisations or for inappropriate use.

Schools and the Department of Education and Training have obligations to ensure the safety and well-being of students. They have a primary responsibility for child protection and welfare. Principals are required to ensure that community users are aware of their responsibilities and are carefully assessed prior to an agreement being made for the use of school facilities.

The Department guidelines, *Community Use of School Facilities*, set out fair and sensible arrangements for ensuring access to facilities.

There are various degrees of compatibility with school use. Of primary concern is that school facilities meet the needs of students and teachers.

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Some spaces in schools are more readily adaptable to out of school hours use than others. For example, primary school classrooms are the dedicated home base of a particular class and teacher. These rooms are usually heavily decorated with students work and teaching/learning aids, and furniture layouts reflect the learning strategies and activities of the group. Furniture and display heights are relative to the age group of the students, and in the early learning years (K-2) this does not translate very well to adult use.

Other users of these spaces have different needs, and experience indicates that frequently the sharing of primary classrooms with out of school hours users can be a cause of friction, particularly where items are damaged or lost, and where teachers need to devote time at the start of the school day "returning their classrooms to order".

On the other hand, core facilities such as halls (in primary schools) and gymnasiums (in high schools) are readily adaptable as shared facilities, and some specialist spaces in high schools can also be adapted for appropriate use by other user groups.

These facilities can be more easily isolated from the rest of the school, thereby ensuring security. In newer schools the core facilities have been purposely located in areas easily accessible to the community and in prominent positions which do not require access to the main part of the school.

Over the years, the Department has evolved a wider perspective of opportunities that exist to broaden the scope of out of school hours and other compatible uses of facilities. The Education Facilities Research Group and the Asset Management Directorate in the Department are exploring a range of opportunities.

The recent initiative of the Privately Financed Project (PFP) has provided another focal area for co-location of child care facilities, and broader community use of amenities under the management of the school and the service provider.

The Department is also working to enhance alternative and innovative planning for service provision in developing areas. The Department is represented, together with other Government Human Service Agencies, Local Government and private service providers to develop innovative and integrated models for the Rouse Hill and St Marys ADI release areas. Support for better solutions has a basis in Government initiatives, and in the senior executive of the relevant agencies. Existing models in South Australia, Western Australia and Queensland are providing terms of reference, in order to develop appropriate solutions for NSW.

The essential balance is that each area is fit for primary purpose, yet flexible for greater use. The risk is an outcome which fails to meet the needs of any of the users.

Cost benefits are harder to assess, depend on apportionment and on a balanced view with regard to contribution, clearly defining resourcing, capital and management responsibilities.

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In the end, whatever built and non-built solutions are agreed upon, the most important aspect is carefully drafted, up to date and valid Deeds of Agreement (or Memoranda of Understanding) which have input from all stakeholders and are regularly reviewed for relevance.

There are many examples of where schools are co-located with community facilities, or where the community has formal arrangements with the local high school or primary school to use facilities.

Joint Educational Precincts

The development of joint educational precincts involving schools, TAFE and other educational providers is actively encouraged by the Department. The following NSW joint educational precincts, involving TAFE, universities and schools, have been established:

- Coffs Harbour (North Coast Institute, Southern Cross University and a Coffs Harbour Senior College)
- Dubbo (Western Institute, Charles Sturt University, Dubbo College Senior Campus and ACE)
- Great Lakes (North Coast Institute, Great Lakes College, Tuncurry Senior Campus and Junior Campus)
- Lightning Ridge (Western Institute, Lightning Ridge Central School)
- Nirimba (Western Sydney Institute, University of Western Sydney and Catholic Education and Wyndham College)
- Northern Beaches (Northern Sydney Institute, University of Technology Sydney and Northern Beaches Secondary College, Freshwater Senior Campus)
- Singleton (Hunter Institute, Singleton High School)
- St George (Southern Sydney Institute, Georges River College, Oatley Senior Campus)
- Tomaree (Hunter Institute, Tomaree Primary School and Tomaree High School)
- Conservatorium of Music (Sydney University and Conservatorium High School)

Other similar developments involving shared use of facilities between adjacent TAFE and high school campuses are in planning in various parts of the State.

Playing Fields

On a number of occasions schools have been co-located with council playing fields. For example, at Wadalba, the school has been designed so that the schools playing fields will be adjacent to the playing fields that council will construct in the future. This increases the provision for both the school and the local community.

There are many examples of where a school uses local council playing fields. For example:

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- Umina Public School abuts a Council reserve and the school has an agreement with the council to use the playing fields for school sport.
- Tamworth South Public School has an agreement with the local Council to use land abutting the school site to extend its playing fields.
- Willoughby Girls High School and Willoughby Public School use the council playing fields and they contribute to their maintenance

Local councils also have arrangements with some schools to use the school's playing fields after school hours. For example, there is an approval in principle for Sutherland Council to construct toilet facilities on the grounds of Woollooware High School to enable the sporting fields to be used by the council.

In addition, commercial operators enter into commercial leases with schools to provide sporting facilities, for example a commercial provider has constructed tennis courts at Hornsby Girls High School.

Gymnasiums/Sporting Facilities

When a new high school is constructed, it is provided with a gymnasium as part of the Department's *Secondary School Facilities Standard*. Under the Government's Schools Improvement Package, one of the initiatives is to provide gymnasiums in high schools which currently do not have this facility. There is an opportunity for the size of these facilities to be increased through contributions from other organisations such as councils or local clubs. For example:

- The gymnasium at Sarah Redfern High School was increased in size with additional funding from the local council.
- The Department is currently negotiating with Willoughby Council to provide a joint gymnasium at Chatswood High School. The size of the gymnasium and number of courts provided will be increased using council contributions.

A number of schools have had facilities provided by other organisations in a joint funding arrangement. For example:

- A gymnasium is being constructed at Armidale High School by the New England Regional Indoor Sporting Committee (this is a joint funding proposal with funding from the Department and the local council).
- An indoor basketball facility was constructed as a joint funded project with the Department, the local council, the school community and the local basketball association at Blaxland High School. A licence agreement has been developed for its use and management.

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- Planning is underway for a gymnasium at Braidwood Central School. There will be contributions from the Department, council, the Commonwealth, the Department of Sport and Recreation and the local community.

Other initiatives, whereby sporting facilities have been provided at schools, with no cost to the Department have included:

- A gymnasium constructed by the local RSL Club at The Hills Sports High School. The school has use of the facility during school hours.
- Western Suburbs Leagues Club contributed funding for the construction of a gymnasium and carpark at Ashfield Boys High School. The gymnasium is managed by the school and the car park is shared with the adjoining Club.
- The University of NSW has constructed a gymnasium at Sydney Boys High School. There is a memorandum of understanding between the school and the University for the management of the facility.
- A lease is proposed for the Royal Life Saving Association to build a swimming centre on the grounds of the Hills Sport High School. A business plan will be developed to ensure on-going use by the school.

Child Care Facilities

The Department operates 79 preschools across the state. In addition, there are many schools with leases to commercial operators and councils for child care centres. For example, Ashfield Public School, Bellambi Heights Public School, Killara Public School, Beacon Hill Public School, Brighton-Le-Sands Public School and Ermington Public School have lease agreements for a child care centre to operate from the school.

The Department is currently trialling a PFP which will provide six primary schools, two high schools and a school for a specific purpose in growth areas. Eight of the schools will have child care centres on land leased from the Department.

The Department supports the establishment of Out of School Hour (OOSH) centres on school sites to meet local community requirements, as the operation of an OOSH centre on a school site provides a valued community service to students and their families. The provision of a quality OOSH service on a school site offers opportunities for effective partnerships between families, school staff and OOSH service staff. This can be a very beneficial relationship for the school which can enhance enrolments, assist families and provide a reliable, regular tenant in non-school time which can assist with the security of school premises.

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Almost 500 NSW Government schools have OOSH centres located on their site. Many of these centres are operated by not-for-profit providers, community groups, parent managed services and umbrella organisations such as church groups, YM/WCAs or local councils. There are three ways in which OOSH services operate on existing school sites:

- In permanent accommodation which has been identified as surplus to the school's requirements, for example the OOSH facility at Darlington Public School operates from a surplus classroom.
- In shared accommodation where the space is used by the school during operating hours and the provider at other times, for example, the area used by the OOSH at Hurstville Public School is also used by the school as a special programs room.
- In accommodation provided by the service provider – usually demountable, but occasionally relocated timber or other lightweight construction. For example, there is an OOSH centre at Stanmore Public School; the facility was recently constructed by Marrickville Council on the school site.

Halls/Performance Spaces

As part of the Department's *Primary School Facilities Standard*, a new primary school is provided with a communal hall. Under the Government's Schools Improvement Package, one of the initiatives is to provide primary school halls in schools with large student populations, which currently do not have this facility. There is an opportunity for the size of these facilities to be increased through contributions from other organisations such as councils or local clubs. For example:

- The local council has committed funds to increase the size of the hall at Jerrabomberra Public School.
- The local council and TAFE contributed to additional facilities on the Tomaree Public School/High School site including a performance space.
- St Georges Hall, a heritage building is managed by Newtown High School of Performing Arts and is available for community use.
- the local council is constructing a community hall on land adjacent to Chester Hill Public School and is negotiating with DET for access to some land. The school will have use of the hall during school hours.
- The local council contributed additional funding to provide a community meeting room, offices and kitchen facilities for the hall at Mount Terry Public School.
- Wyong Council contributed additional funding for a community facility at Wadalba Community School.

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- The local council contributed additional funding to increase the size of the hall at James Meahan High School. The hall is jointly managed by the school and the council.

Libraries

Libraries are provided in primary schools and high schools as part of the Department's *School Facilities Standards*. There has been a number of instances where the local council has contributed funding to the construction of a library so that it can be used as a community resource. For example:

- At Sarah Redfern High School, the local council provided funding to extend the size of the library. The library is co-managed by the council and school. There were initially some industrial relations issues which needed to be resolved as council librarians and school librarians are employed under different awards.
- At Bungendore Public School, a school library and community library were provided under the same roof on the school site. The facilities share office spaces but the libraries operate as separate entities.

Joint partnership

Macquarie ICT Innovations Centre is a collaborative initiative between the Department of Education and Training and Macquarie University whereby schools are able to participate in curriculum projects developed by teachers at the Centre as well as have access to centre resources for curriculum projects of their own design. The Centre is jointly funded, managed and staffed and currently has a direct relationship with schools in the Ryde and Hornsby areas.

Dental/Health Clinics

For many years the Department of Health had a program which provided Dental/Health Clinics in NSW primary schools. Many of these clinics no longer operate. There are still some clinics in schools, for example there is a clinic at Hurstville Public School, Daceyville Public School and Sadlier Public School.

Schools as Community Centres

Schools as Community Centres is a government funded interagency program managed by the NSW Departments of Community Services, Health, Housing and Education and Training. The Department of Education and Training is the lead agency responsible for the administration of the program.

The purpose of *Schools as Community Centres* program is to reduce the impact of disadvantage for children entering school, by providing integrated services for

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families in communities where indicators of disadvantage are high. The focus of the program is support and prevention.

The majority of the Centres are located in NSW Government Schools. For example there are Schools as Community Centres programs at Forbes North Public School, Goulburn Public School, Bonnyrigg Public School and Windale Public School. Negotiations are underway with Wyong Council to provide accommodation for the Blue Haven Schools as Community Centres program in a community facility being constructed by the Council.

Primary Connect

Primary Connect is being implemented as one of the key strategies of the NSW Government's Better Futures Framework: An Action Framework for Vulnerable Young People in NSW. The pilot project is a joint initiative between the Cabinet Office, The Premier's Department, the Department of Education and Training, Community Services and Housing and NSW Health.

Primary Connect aims to identify and support students aged from five to twelve years and their families, and to assist students to build connections with their families, schools and communities. It is targeting students and families who are at risk of disconnecting from school early, engaging in criminal activities including drug use, or experiencing mental or physical health problems.

Schools with Primary Connect include: Alexandria Park Community School, Bidwill Public School, Fairfield Public School, Guise Public School, Lake Heights Public School, Miller Public School and Warrawong Public School.

Saturday School of Community Language

The Saturday School is an equity program which enables secondary and TAFE students to study their background community language if they are unable to study it in their own school or college. The school is held in 16 centres in Sydney, Newcastle and Wollongong including Strathfield Girls High School, Ashfield Boys High School, Chatswood High School, Smiths Hill High School and Merewether High School.

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2. NSW TAFE

NSW TAFE Institutes have an extensive range of educational partnerships with industry, other tertiary level and VET providers, schools and local government. The Department actively encourages TAFE Institutes to be a part of collaborative educational partnerships which will result in better educational outcomes for students and allow for a better utilisation of Department resources.

TAFE Institutes in NSW are planning to expand and enhance their partnerships with international, national, regional and local enterprises, associations, education providers and other community bodies. These partnerships will enable Institutes to:

- reduce asset dependency
- increase the efficiency and utilisation of existing facilities
- expand training provision in the workplace and in the community
- explore innovative forms of service delivery
- improve student access to high cost, high turnover and rapidly evolving industry technologies

The following provides some examples of the diverse range of partnerships undertaken by TAFE Institutes in NSW.

- **AGILITY** - At Bankstown College (Chullora Campus), AGILITY (Australian Gaslight Training Company) and the Southern Sydney Institute have established the NSW GAS Industry Skills Centre to provide specialist gas training to industry. Rinnai Australia has also established a training centre on the Chullora campus.
- **Baker's Delight** - Sydney Institute developed the Daryl Williams Bakery Centre of Excellence in 2002 in partnership with Bakers' Delight Sydney. Bakers' Delight will encourage its franchisees to send their staff to the centre for training. Equipment will be kept up to date by Bakers' Delight, removing that element from the Institute's recurrent expenditure.
- **Central West Group Apprentices** - Western Institute has established the Lithgow Training Centre in collaboration with Central West Group Apprentices (CWGA). Western Institute and Central West Group Apprentices collaborate to ensure provision of high quality training to apprentices and trainees in the region. The joint venture, formalised through a Memorandum of Understanding, positions Western Institute as the preferred vocational education and training provider for apprentices and trainees employed by CWGA. The end result is a cooperative relationship that minimises duplication and maximises the return on each partner's investment.
- **CISCO** – The CISCO Regional Academy for computer training is delivered at two locations (Meadowbank and Northern Beaches), and includes TVET delivery. Northern Sydney Institute is the only "Regional Sponsored

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Curriculum Regional Academy" (RASC) in NSW. In addition to being a CISCO Regional Academy in Networking Component (CCNA), this gives Northern Sydney Institute the licence to provide specialised educational and administration support for local academies in other organisations. The new arrangements put NSI at an elite status as a training institution endorsed by Cisco Systems to train Cisco systems instructors.

- Cronulla Sharks Rugby League Club – the Southern Sydney Institute has signed a MOU with the Cronulla Sharks Rugby League Club for the use of facilities at Sutherland College - Loftus Campus.
- Extractive Industries – Illawarra Institute has entered into a partnership with the Extractive Industries sector. Auspiced training is carried out by the industry itself. The Institute acts as the RTO providing quality assurance services to ensure the validity of the qualifications issued.
- Giesecke & Devrient Australasia - Northern Sydney Institute delivers a student scholarship program from Giesecke & Devrient Australasia, a global company supplying secure electronic cards and systems. The scholarship provides work experience with the company in Sydney and Melbourne, and specialised training in the "smart-card" industry.
- Heavy Vehicle industry - Facilities for trade courses in Heavy Vehicles are leased to Western Institute by private industry. The facilities were expanded in 2002 to meet the increased requirements of Western Institute in 2003. Western Institute has entered into a five-year lease arrangement for the facility.
- Master Alliance – a consortium of maritime training organisations, including Hunter Institute, established as the premier network of maritime training providers in the Asia Pacific region.
- Microsoft Online Learning Partnership – Hunter Institute was one of only three tertiary institutions in Australia invited to join in 2002. The partnership combines technical and product development support from Microsoft with the Institute's educational and delivery knowledge and expertise.
- Microsoft/Oracle/Cisco - During 2002 Northern Sydney Institute became the only VET provider in Australia to offer Microsoft, Cisco Systems and Oracle vendor specific training. NSI has successfully negotiated and developed partnerships with each of these global ICT companies.
- Nokia - The specialist facilities at Lidcombe College have facilitated the development of a number of initiatives, many in the technology and communication areas, including the installation of a full GSM mobile phone network donated by Nokia as part of an ongoing partnership arrangement.

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- NORTEL - The Northern Sydney Institute relationship with NORTEL Networks, with its Institute-based Nortel Internet Solution Training Centre (at North Sydney) provides joint delivery of TAFE NSW and Nortel training in telecommunications engineering.
- Pro Dive Australia - Northern Sydney Institute developed a successful relationship with Pro Dive Australia. The first group graduated from the internationally recognised Dive and Resort Management program in 2002. Graduates are qualified to work in resort management, marine centre management, or as dive instructors.
- QANTM - The popular QANTM (Queensland and Northern Territory Multimedia) Diploma in Multimedia is jointly presented by TAFE NSW and QANTM, a consortium that includes a number of interstate TAFE institutes.
- South Western Sydney e-learning partnership - the South Western Sydney Institute has entered into a partnership arrangement with Liverpool Council, CISCO Systems, the Macarthur Community College and the Smith Family to provide training in the design, building and maintenance of computer networks through an e-learning model.
- Toyota – Northern Sydney Institute's ongoing participation in the T3 program, an automotive training partnership between Toyota and TAFE NSW, continued to use mixed-mode delivery, including self-paced learning and on-the-job training and assessment, to deliver the Certificate II in Automotive Servicing to school-based trainees. Similar partnerships are being explored with General Motors and Ford.
- United Dental Hospital - Since 1995, Sydney Institute has been a part of a Clinical Affiliation Deed whereby the Institute operates Dental programs out of the United Dental Hospital (UDH) facilities in Chalmers Street. The partnership provides cost savings to the Institute in terms of capital and recurrent costs. In respect to the former, the Institute has access to specialist and expensive spaces that it would otherwise have to replicate on site.
- Wool Classer Development Program - the Western Institute has worked with the Australian Wool Exchange to develop and manage the Wool Classer Development Program. This program is one of the first national programs to focus entirely on the needs of wool classers.

Joint partnerships with Government Agencies

TAFE Institutes are involved in a range of collaborative partnerships with State and Local Government agencies, including:

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- Corrective Services - Western Institute provides training for inmates of correctional and juvenile justice centres including Kirkconnell, Bathurst, Shooters Hill (Oberon), Yetta Dhinakaal (Brewarrina), Broken Hill and Ivanhoe. Western Institute is currently working with Corrective Services to plan delivery of training for the new gaol to be established at Wellington.
- Greening Australia, Kirkconnell Correctional Centre and Western Institute have developed a tripartite relationship to provide Greening Australia with native plant resources for environmental and community use, and Kirkconnell inmates with the skills and knowledge required to apply for post release positions in the Landcare and environmental fields.
- Macquarie Regional Library – Western Institute and the Macquarie Regional Library provide a joint mobile library and information service to remote communities. The Mobile Library and Information Unit (MOLI) visits on a rotational basis 21 small and isolated communities with library, course information services.
- Midwest Area Health, Macquarie Health and the Far West Health Service. Western Institute provides training for health workers in conjunction with Most of this training is provided in the workplace.
- NSW Department of Land and Water Conservation (DLWC) – the Western Institute has been working collaboratively for more than five years with the DLWC, with the Institute providing DLWC's quality training and learning assessment, including the Certificate in Conservation Earthworks. The continuation of this arrangement has been recognised in the recent Memorandum of Understanding between the Department and the Institute.
- NSW Department of Sport and Recreation - a MOU has been reached with the NSW Department of Sport and Recreation to train new staff and upgrade existing workers' qualifications.
- Sustainable Energy Development Authority (SEDA) – the Sydney Institute has entered into a partnership with SEDA, with the aim of identifying, funding and realising guaranteed energy savings across the Institute. The partnership is expected to realise significant environmental and financial savings to the Institute.
- Sutherland Shire Council – The construction of the Sutherland Shire Council Business Incubator (SSBI) on the Sutherland College (Loftus Campus) site is near completion. The Minister for Education and Training signed a 40-year lease agreement with the Council in April 2002. This development will support businesses in their early stages of development by providing expert business resources, links to technology and marketing assistance. The SSBI will also provide valuable work experience opportunities for SSI students.

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- Training Partnership Manager Program - 17 Local Government Councils have contracted the services of a Western Institute training partnership manager at the council's offices. The training partnership managers are undertaking work such as development and implementation of training plans for staff, sourcing of training courses through TAFE or elsewhere and other activities the council may require.

Overseas Partnerships

TAFE Institutes are also involved in a number of significant overseas partnerships with overseas education and training bodies in the Asia-Pacific region, particularly in China and South East Asia. Some recent examples of these include:

- Hunter Institute has entered into a partnership with *Beijing USA College of English* to deliver a four year Bachelor of IT program for students from China.
- Northern Sydney Institute continues to assist TAFE Global with its 'In Country Training'. These are Pacific Islands based AusAid projects through which Northern Sydney Institute teachers provide consultancy services in Tonga, Tuvalu and Kiribati.
- Northern Sydney Institute's off-shore delivery is ongoing with relationships developed with the Peoples Republic of China (Shanghai Commercial Polytechnic, SCP) and Thailand (Siam Business Administration College). Regular discussions are held to expand and develop course offerings, pathways, and cultural and training exchange arrangements.
- South Western Sydney - The Institute partnership agreements with off-shore educational institutions in the People's Republic of China and Malaysia has resulted in the expansion of the Institute's international student program with minimal impact on the Institute's asset utilisation. Further off shore programs are being negotiated and finalised for delivery in other off shore locations.

Joint Educational Precincts

The development of joint educational precincts involving TAFE and other educational providers is actively encouraged by the Department. In NSW joint educational precincts, involving TAFE, universities and schools, have been established in eight Institutes. These include:

- Coffs Harbour (North Coast Institute, Southern Cross University and a senior high school)
- Dareton (Riverina Institute and Sunraysia Institute, Victoria shared facility)

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- Dubbo (Western Institute, Charles Sturt University, high school and ACE)
- Great Lakes (North Coast Institute, high schools)
- Lightning Ridge (Western Institute, high school)
- Nirimba (Western Sydney Institute, University of Western Sydney and two high schools)
- Northern Beaches (Northern Sydney Institute, University of Technology Sydney and senior high school)
- Ourimbah (Hunter Institute, University of Newcastle)
- Richmond (Western Sydney Institute, University of Western Sydney and ACE)
- Shoalhaven (Illawarra Institute and University of Wollongong)
- Singleton (Hunter Institute, high school)
- St George (Southern Sydney Institute, senior high school)
- Tomaree (Hunter Institute, primary and high schools)
- Thurgoona (National Environment Centre precinct - Riverina Institute, Charles Sturt University)

Other similar developments involving shared use of facilities between adjacent TAFE and high school campuses are in planning in various parts of the State.

Access Centres

The Department is involved in the development of joint TAFE/university access centres in rural and regional areas. These facilities utilise information and communications technologies (ICT) to provide access to educational courses and services.

- New England - Technology Access Centres are to be developed at most of New England Institute's campuses. This is a Commonwealth funded joint project between the New England Institute and the University of New England. This project aims to offer complete educational services, including ACE, TAFE and UNE courses to local communities. The Technology Access Centres provide high bandwidth internet access for on-line courses and student services.

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- North Coast – The Southern Cross and Newcastle Universities have commercial agreements with North Coast Institute for their students to access NCI's Learner Support Centres.
- South Coast - The South Coast Educational Network, a partnership between Illawarra Institute and the University of Wollongong, operates access centres at West Nowra, Bateman's Bay and Bega.
- Western - Western Institute and Charles Sturt University have established joint Access Centres at the Institute's Bourke and Parkes campuses.

Shared Facilities and Services

TAFE Institutes are involved in other forms of shared use of educational facilities and services. Some examples are:

- Illawarra Institute - has entered into a training partnership with the University of Wollongong, to provide medical technology training for undergraduate students carrying out a Medical Science Degree. Medical students from the University also utilise specialist science facilities in the Southern Sydney Institute.
- North Coast Institute - The Institute has negotiated articulation pathways with Southern Cross University and Newcastle University for all North Coast Institute students. Both Southern Cross University and University of Newcastle have a commercial agreement with North Coast Institute for their students to access NCI's Learner Support Centres.
- Northern Sydney Institute - The Northern Beaches Secondary College (including the Freshwater Education Centre) was opened in April 2003, a new cross-sectoral educational precinct involving the Northern Sydney Institute, Northern Beaches School District and the University of Technology, Sydney (UTS). The NSI-FEC delivers specialist TAFE NSW programs, especially in business practices and information communications technologies, and affords students ready access to NSI programs and a variety of first year university courses.
- New England Institute - has entered into an agreement with Newcastle University allowing the Institute's Fine Arts Diploma students to complete their Newcastle University degrees at Tamworth campus. This allows students to remain in the New England area and provides for a more efficient utilisation of fine arts facilities at Tamworth.
- Southern Sydney - the University of Wollongong has entered into an agreement with Sutherland Shire Council to occupy the second stage of the small business incubator to be located on the Loftus campus of Sutherland

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College. The Institute is working with the University of Wollongong to develop a select group of dual program arrangements. The aim is to provide students with the opportunity to complete a TAFE Diploma and University Degree within three years. Negotiations have commenced to jointly deliver courses in Business, Hospitality and Recreation Programs. The Institute is also investigating the feasibility of the University jointly funding the library, canteen and student support facilities in the proposed Loftus Stage 4 development, which could be accessed by both TAFE and University students.

- Sydney Institute - and the University of Technology, Sydney with adjacent campuses are developing a series of partnerships for course delivery, including the Graduate Certificate in Management Communication. A partnership is also being developed between the UTS and Sydney Institute for the provision of a single security service across the both Campuses and the entire educational precinct.
- Western Institute - in conjunction with Charles Sturt University and the Wagga Education Centre have formed a partnership, Partners in Vocational Education and Training (PIVET), to develop and deliver the Certificate IV in Workplace Training. The Institute is currently using the equine facility at Sydney University, Orange Campus for the delivery of a range of training programs including horse massage and thoroughbred racing.
- Western Sydney Institute - provides the University of Western Sydney the usage of facilities at Nirimba and Richmond campuses for the delivery of horse management courses. Facilities at Richmond campus are also shared with the local Adult and Community Education (ACE) college.

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3. Comment on Inquiry Overview

“Where new buildings are required, innovation may allow for a variety of functions or conversion from one function to another over time. This in turn can produce public buildings that are better aligned to the life cycle of the community. For example, as communities age, the demand for facilities will change – from education facilities, to recreation facilities, and then community health/aged care facilities.”

It has not been the Department’s experience that the change away from educational facilities happens either within a period of time relevant to the life cycle costing of buildings or as an option acceptable to the community. The Department has developed the Core Plus principle to build schools with an appropriate number of permanent classrooms to meet the long term enrolments generated by a new community. Peak enrolment needs are met through the use of demountable classrooms and/or relocatable buildings. The Department’s asset management strategy is consistent with the Government’s Total Asset Management objectives.

The closure of schools/education facilities can lead to local community perceptions of loss of public assets and amenities. Even when a school is closed, disposal of the site by the Department can also be problematic.

Partly as a result of total asset management and partly as a result of improving fiscal returns and life cycle costing, there has been a change in the way buildings are constructed and the use of building materials. At the end of the life cycle of a building it may be more cost effective to rebuild rather than to refurbish for a different purpose.

The Department does not provide permanent accommodation for schools unless it can see a medium to long term demand. Primary schools are now built to meet the long term needs of communities by providing permanent accommodation for projected long term enrolments – the Core Plus principle. Peak enrolment demand is met by supplementing the permanent accommodation with demountable (relocatable) classrooms. Core facilities, such as libraries, halls and administrations are built to meet peak enrolment demand.

For example new primary schools constructed on the Central Coast in the 1980s, such as Bateau Bay Public School, were built using the Core Plus principle.

Enrolments at Bateau Bay Public School peaked at 864 students in 2000. Enrolments in 2004 are 735, and projected to decrease to 634 students by 2009. The school currently has 14 permanent classrooms and 8 demountable classrooms to cater for the students enrolled in 2004.

There has also been a regeneration of enrolments of schools in many middle ring Sydney suburbs such as Auburn and Berala. In recognition of this trend, the Department has undertaken major upgrading projects at Auburn, Auburn West and

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Berala Public Schools to supplement the existing accommodation to cater for the enrolment increases in the past few years.

The development of former defence force lands into the Olympic Village and then the suburb of Newington has created the need for another primary school, Newington Public School, which opened in 2002 with 68 students, and has an enrolment of 225 students two years later in 2004, projected to rise to 308 by 2009.

The Department has to give careful consideration on future use of school facilities so as to not lock itself out of a return to school age populations after the re-generation of a community. The alternatives, if the existing school facilities are used for other purposes, could be prohibitive given the cost of acquiring new sites and providing new facilities in developed areas.