

**Submission
No 91**

**INQUIRY INTO ARTS AND MUSIC EDUCATION AND
TRAINING IN NEW SOUTH WALES**

Organisation: The National Art School

Date Received: 1 August 2024



Joint Select Committee on Arts and Music Education and Training in New South Wales

National Art School Submission By Steven Alderton, Director and CEO

1. (a) the quality and effectiveness of arts and creative industries education, including: (i) progress towards a long-term goal of quality arts and creative industries education

Established in 1843 the National Art School has been the epicentre of fine arts education and a vital contributor to the arts and cultural sector in NSW. Located on Gadigal land, the National Art School (NAS) is Australia's leading independent fine art school. We support government acknowledgement of the economic and social importance of art and culture in Sydney, NSW and Australia, highlighted in both the NSW Government's *Creative Communities* – the NSW Arts, Culture and Creative Industries Policy – and the Australian Government's national cultural policy, *Revive*. We support these policies and will continue to advocate for the role that the National Art School, our staff and our alumni continue to make.

The National Art School Renewal Plan

The National Art School has developed a renewal plan with a goal to deliver quality arts and creative industry education as the leading art school in the Asia-Pacific. It will enable NAS to become the place where art, creative industries and community come together, the home of creative industries in NSW.

For 181 years, the National Art School has produced artists who become Archibald winners, international stars, headliners, activists and leaders. These graduates have honed their practice through a renowned studio-based model of teaching at the most rigorous independent art school in Australia. NAS alumni make headlines, challenge, innovate, create, give. The renewal plan and support of NAS's long term goal to deliver quality arts and creative industries education would secure NSW and Australia's creative future.

We are excited to present a plan for new art, arts training, community activation and creative industries. The renewal plan would enable the next generation of artists, creatives, culture workers and leaders to step forward. This plan is vital as it is about training the next generation whilst also providing an energising creative hub of performances, exhibitions, community workshops, live music, artist studios, creative retail, First Nations activations, queer culture events, and affordable housing for artists.

Progress towards a long-term goal of quality arts and creative industries education would see NAS reform arts education and creative industries training as part of the NAS renewal plan. This new plan would deliver a model to give young people, career-changers and creative workers access to the skills needed to grow as artists and creative practitioners. This plan delivers a precinct that becomes the heart of the arts, where artists and creatives train, live, work and present, and where new audiences come to experience Australia's most vibrant arts, creative industries and contemporary culture.

The precinct ensures young people who want to pursue a path in the arts and creative industries have access to appropriate education, training and mentoring. The National Art School will enhance our ability to prepare the leading artists of the future by refreshing our studios to become state-of-the-art facilities and to develop a Creative Industries Centre that will provide ongoing professional practice skills and training to enable jobs growth and export capability for the next generation of creative workers. The Precinct will provide opportunities for education and training, leading to sustainable, meaningful careers for creatives, their professional collaborators and co-workers.

The school has reached the capacity of its built environment, threatening its viability and stunting prospects for growth. Revenue streams are limited by capacity constraints. The school's core disciplines are scattered across the site. Staff and students are disrupted as disciplines are moved around the site to accommodate remediation works. The condition of the site poses health and safety risks. High operating costs reflect the need for reactive facilities management and maintenance. Its large, well-located footprint offers much needed opportunities for arts-led urban regeneration and adaptive reuse. An improved student experience can extend its influence beyond the campus boundaries, inviting public participation in a thriving arts precinct.

The site can be restitched into the city's cultural infrastructure. It can open year-round, night and day, it can catalyse and support cultural, hospitality, entertainment, creative and cultural production in a new generative arts campus. A new identity for NAS as the key stakeholder in the Oxford Street precinct can position it as a place of free thought and creative practice – and a key ally for the LGBTIQ+ communities. NAS's cultural identity can solidify Sydney as a place where the creative industries are celebrated and accessible.

Renewal means purpose built, renewed spaces for the School's renowned artist-led studio-based education model and an investment in supporting creative industries training and education pathways. Students will continue to be taught by a faculty of practicing professional artist educators. Graduate exhibitions will sit within a robust, expanded program. Renewing the precinct creates a place where the artist is visible and valued and the creative industries are celebrated and elevated, this is about investing in arts and creative industries education and elevating the creative industries. NAS can be a highly performing anchor of the Oxford Street Cultural Precinct. An enjoyable place to experience the creative industries that is free and open to the public. NAS' expansive programming will enrich on-campus experience for students and connect with local communities, Greater Sydney and Australia, debunking notions of elitism and embedding art within everyday life.

We embrace an expansive view of the school, its accommodations, urban environment and impact. With an expanded footprint and thoughtful design response, it will evolve into Sydney's most vigorous (cultural) precinct and the leading art school in the Asia Pacific. An art school and self-sustaining campus at the heart of a mixed-use precinct, activated by cultural production grounded in place, inviting public participation. A stage for the connection between Australia's leading independent arts educator and its historic neighbourhood. A place that honours Country, Aboriginal history and contemporary culture. An environment embedded with layers of meaning and history made visible through the landscape. The value of the creative industries is recognised in Sydney. A remarkable heritage site with a celebrated and expanded presence on iconic Oxford Street. Live events, performances, exhibitions amongst local hospitality to expand revenue and contribute to the local night time economy. A model for strategic alignment and partnerships across government agencies and private enterprise for new sources of funding and revenue. Supportive long-term benefactors and alumni united in their ambition to maintain independence of the NAS and presence in the centre of Sydney. It is very important that artists and creative practitioners are trained surrounded by the creative industries, they will learn in an immersive environment for which they will immediately be part of.

Progress requires investment. As the only significant independent art school in the country, NAS has long required an investment in infrastructure to enable arts training and a strong investment in arts training, now is the time to do so. Quality requires investment over time, and stability. A long term funding plan would support NAS to plan long term, improve quality, reach and program using an international benchmark and deliver on the renewal plan.

(ii) the present level and status of formal arts and creative industries education across all levels, including primary, secondary, and tertiary levels

For over 25 years, the National Art School Education Outreach program has supported the development of secondary school students wishing to expand and enhance their skills in the creative arts. NAS sits at the intersection of the Secondary and Tertiary Creative Industries education, providing pathways for lifelong learning in the Arts. Our Education Outreach programs focus on the development of young people and their teachers who wish to explore Visual Arts in a professional studio setting.

The NAS HSC Intensive Studio Practice Program

Our most significant outreach program, the HSC Intensive Studio Practice was established in 2000. It is a one-unit 60-hours University Developed Board Endorsed Course (UDBEC) that is listed on the HSC Certificate. It does not contribute to a Student's ATAR.

The HSC Intensive Studio Practice:

- runs parallel to the HSC Preliminary Visual Arts Course for nine days (four days during the July and five days in the September school holidays)
- programmed for Year 11 visual arts students who are achieving at the highest level of excellence in their Preliminary Course and who demonstrate a mature attitude to their studies.
- benefits the students who will complete the program just before embarking on their final year of high school.
- delivers the knowledge and skills gained at the National Art School will enhance and inform their Year 12 Visual Arts Studies in Term 4.
- is designed to enhance and extend students' technical and conceptual knowledge and skills through an intensive practical study across one of the following disciplines: Ceramics, Black and White Darkroom Photography, Digital Photography, Drawing, Painting, Printmaking and Sculpture.

In 1997/98, the NSW Government document "Securing Their Future" brought about changes to the HSC Curriculum structure. Visual Arts (as with many other subjects) had their 3 Unit component discontinued. As a result, it was felt that there was a need for a course of study to be made available for the genuinely talented students in Visual Arts. In late 1998, the NSW Minister for Education requested that possible arrangement for exceptional students to pursue extended study at the National Art school be investigated (NAS was then part of the Department of Education (DET)). A committee of representatives from the NAS and DET secondary curriculum met on four occasions to discuss the proposal and define and debate the course of action to be taken. There were two outcomes to these preliminary meetings; a proposed budget was submitted and sent to the Minister for approval, and that NAS in conjunction with the Board of Studies curriculum representatives develop a course. The course was submitted to the Board of Studies in Oct 1999 and a letter of approval dated 2/2/2000 was received by the NAS from the Board. The course was entitled *National Art School Intensive Studio Study (Stage 6 Board endorsed extension course)*. Since its initiation, the HSC Intensive Studio Practice has been successfully submitted for accreditation with the NSW Education Standards Authority (NESA) resulting in the delivery of the course 26 times. It has given opportunities to thousands of students to expand and enhance their skills beyond the foundation received at school and prepared them for tertiary studies in the field.

The program is available to all students across NSW. Regional Students beyond Wollongong and the Central Coast are offered the option of supervised boarding nearby if they do not have family in Sydney. Initially, NAS received funding of \$100,000 per year for three years from the Department of Education to run the HSC Intensive allowing the program to be free for participants. In 2002, that funding was absorbed into the overall NAS budget from DET and was allocated to the program coordination and running costs from within NAS. Eventually the DET funding for the program ceased but NAS continued the program for its value in the development of young people wanting to pursue careers in the creative arts. In 2007, a user pays model was introduced to help subsidise the growing cost of the program. To participate, students were asked to pay \$100 towards the program. Currently, this user pays amount has increased to \$450 for non-boarding students and \$900 for boarding students, who have to board in Sydney from regional NSW. We are fortunate to have around \$36,000 in philanthropic funding to support regional students that would not be able to attend otherwise. It costs approximately \$1,050 per non-boarding student to run the HSC Intensive and \$1,900 with boarding. With funding support to cover this cost, we would be able to again offer the program free of charge, increasing access to creative arts education and breaking down financial barriers for the students who need it most, especially from regional areas and Western/South Western Sydney. Over the past six years, engagement in the HSC Intensive has been approximately 45% from Regional schools, 25% from Western and South Western Sydney schools and 30% from Inner Metropolitan schools. Around 10-14% of students from the HSC Intensive go on to study the NAS Bachelor of Fine Art and anecdotally about 30-40% of students go on to pursue tertiary arts education including architecture and design. A considered investment in this program would deliver an incredible professional training program for high school students to arts and creative industries tertiary training for all high school students across NSW, and thus develop a pathway to the creative industries for young people.

The Dobell Drawing School

Since 1999, the Dobell Drawing School has offered places for up to 80 year 11 students from Regional and Western/South Western Sydney areas. Sponsored by the Sir William Dobell Art Foundation, this four-day program is not accredited but provides the opportunity for students to further develop their drawing and visual perception skills. The course is run by practicing artist educator at NAS. The workshops include drawing the nude model, portrait drawing, drawing the clothed figure, experimental drawing and observational drawing. The four-day course culminates in an exhibition of the students' work and takes high school students arts training to the next level.

High School Specialist Art Workshops

NAS offers School Workshop excursions and incursions for Schools from across NSW. These can range from an hour through to two-days. These workshops provide school students with the opportunity to gain experience from professional artists and explore art practice in a unique way, extending on their arts education provided in schools. Our returning schools see NAS as a valuable addition to their timetables, providing intensive art making periods that can't be facilitated in the standard school environment. We see in the school's environment that many art teachers are asked to deliver a multitude of other programs and activity, and they are less than equipped to supply the facilities or knowledge to take their students creative industries training to the next level. NAS can do this. We have the professional artist educators, facilities and industry knowledge to prepare high school students a pathway to excellence in the creative industries.

Art Club

In 2021, NAS launched our Teen Art Club Program. For 15–17-year-old participants, this program is offered in two modes – an eight-week after school program and a three-day intensive program in January. This program provides a safe space for teenagers to explore their artistic interests and expand their creative industry skills.

(iii) robust and evidence-based arts and creative industries education in initial teacher education courses in the tertiary sector

Robust and evidence-based arts and creative industries education in initial teacher education courses is essential for cultivating the next generation of educators who can effectively nurture creative talent in schools. Feedback from many teachers in New South Wales indicates a strong preference for students to first specialise in an art form during their undergraduate studies before pursuing a postgraduate education qualification. This approach ensures that future teachers have deep subject matter expertise, which is crucial for delivering high-quality arts education. The Bachelor of Fine Art (BFA) program at the National Art School is highly regarded among NSW teachers and is frequently recommended to students who aspire to teach in the arts. The NAS BFA provides a rigorous foundation in creative practices, equipping students with the skills and knowledge necessary to succeed as creative professionals. This focus on developing artistic expertise first, followed by a one-year teacher training course at institutions like the University of New South Wales (UNSW), ensures that graduates are not only proficient in their art form but also well-prepared to meet the pedagogical demands of teaching. This dual-focus approach – combining subject expertise with pedagogical training – creates educators who are better equipped to inspire and instruct their students. It underscores the importance of understanding the creative process from the perspective of a practitioner, which in turn enhances the quality of arts education in schools and helps foster a deeper appreciation for the arts among students.

(iv) the role of arts organisations and creative professionals in education and the development of creative skills across the arts

Arts organisations and creative professionals play a crucial role in education and the development of creative skills across the arts, acting as key facilitators of cultural enrichment and innovative thinking. By engaging directly with educational institutions, these organisations and professionals bring real-world insights and creative expertise into the classroom, providing students with opportunities to develop the skills and mindsets needed for successful careers in the creative industries.

Entry-level roles for arts graduates in state cultural institutions, government agencies, and departments are vital in integrating creative thinking and skillsets into other disciplines and workplaces, thereby enhancing the social and intellectual standing of these environments. These roles not only support the professional growth of arts graduates but also contribute to a broader cultural shift that values and leverages creativity in diverse sectors. In the context of urban development, particularly with the gentrification of suburbs, creative infrastructure becomes essential in retaining artists and creatives in the communities they call home. This requires an expanded definition of public art that recognises the importance of supporting artists' ability to live and work in their local areas. Local councils should prioritise development contributions that support creative spaces and non-capital investment, ensuring that these communities remain vibrant and inclusive. Moreover, planning departments should open pathways to create and sustain creative spaces, as highlighted in initiatives like the Creative Communities policy. Schools can also play a pivotal role by opening up their spaces for studios, incentivising the integration of creative practices into everyday learning environments. This approach not only fosters the development of creative skills but also enriches the cultural fabric of communities, making them more resilient and dynamic.

NAS Short Courses

The National Art School has an extensive Short Courses program designed to skill up artists and creative professionals and develop their core creative abilities. This program is vital to enhance artists and creatives art making skills and if scaled up would prove very important to the skill base of NSW creative industries.

(v) the contribution of the national performing arts training organisations in New South Wales and the adequacy of the support they receive

n/a

(vi) the efficacy of the current primary and secondary school curriculum in delivering learning outcomes in arts and creative industry-related subjects

The current primary and secondary school curriculum in NSW demonstrates some commitment to delivering learning outcomes in arts and creative industry-related subjects. The curriculum is designed to foster creativity, critical thinking, and practical skills from an early age, offering students a broad exposure to various forms of artistic expression. Through structured programs in visual arts, music, drama, and digital media, students are encouraged to explore their creative potential and develop a deep appreciation for the arts. However, while the curriculum lays a solid foundation, there is ongoing recognition of the need for continuous improvement to ensure that students are equipped with the relevant skills and knowledge to thrive in the evolving creative industries. This includes greater integration of contemporary creative practices, industry partnerships, and enhanced opportunities for hands-on learning to better align with the demands of the modern creative economy. Most schools are not equipped with the industry knowledge, facilities and contemporary discourse required in a fast changing and ever-evolving space that is the creative industries. Schools need to partner with tertiary providers like the National Art School and industry.

(vii) the availability of support for teachers and principals in delivering quality arts education, and ensuring that an inclusive approach is taken towards resource allocation for regional schools across New South Wales

NAS are strong advocates for the support and upskilling of Visual Arts Teachers in NSW, especially in Regional Areas. We have a rich history of supporting programs for Regional Teachers and currently focus this through the Dobell Regional Teacher Workshops.

The Dobell Regional Teacher Workshops

The annual Dobell Regional Teacher Workshops has been running since 2011 and offers government school teachers in regional areas the opportunity to upskill in the creative arts focussing on drawing. Sponsored by the Sir William Dobell Art Foundation, NAS runs two, two-day workshops per year in regional towns. These have included Albury, Armidale, Batemans Bay, Bathurst, Cowra, Dubbo, Gilgandra, Griffith, Lismore, Moree, Mullumbimby, Murwillumbah, Narooma, Port Macquarie, Tamworth, Tweed Heads, and Wollongong.

Completing the Dobell Regional Teachers' Workshop contributes 12 hours of NESA Accredited Professional Development in the priority area of *Delivery and assessment of NSW Curriculum/Early Years Learning Framework* addressing standard descriptors 2.1.2, 2.2.2, 3.3.2, 3.4.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.

(viii) the most effective approach for the arts, culture, and creative industries to co-ordinate with the education system to support the development of creative skills

The most effective approach for coordinating arts, culture, and creative industries with the education system involves a multi-faceted strategy that includes expanding existing programs, fostering innovation through a think tank approach, creating new initiatives inspired by successful models like Art Express, expanding our HSC Program (mentioned above) and establishing an "Artists in Schools" program. NAS can play a pivotal role in piloting these programs and building case studies to demonstrate their impact. Sustainable funding, supported by both government and private sectors, will be essential to scaling these efforts and ensuring that students across NSW are equipped with the creative skills needed to thrive in the modern workforce. Establishing a stronger dialogue between NESA, the Department of Education and arts institutions is critical in supporting effective education across the creative industries.

Integration of Intensive Studio Practice Programs

- Existing Programs and Expansion: Programs like the HSC Intensive Studio Practice Program and the Dobell Program for Year 11 students have demonstrated success in engaging students deeply in the arts. These programs, which currently attract students interested in continuing their studies at institutions like the National Art School, should be expanded and better integrated into the broader education system. The fact that 20% of participants express interest in applying to NAS for tertiary study is a strong indicator of the program's effectiveness in fostering a commitment to arts education.
- Broader Access and Support: Expanding access to these programs across NSW, possibly through government support, could increase the number of students pursuing creative careers. Given that only 10% of participating students return to NAS, there is an opportunity to build stronger pathways and support systems that encourage a higher retention rate into tertiary arts education.

Think Tank Approach for Innovation

- Idea Incubation and Model Testing: Establishing a think tank focused on arts education would provide a platform to generate new ideas, test models, and pilot programs. This collaborative space

could bring together educators, industry professionals, and policymakers to explore innovative approaches to integrating arts education within the curriculum.

- Pilot Programs and Case Studies: NAS, with its existing programs and infrastructure, could serve as a testing ground for these pilot programs, creating valuable case studies that demonstrate the impact of arts education on student outcomes. This approach would not only inform best practices but also build a robust case for further investment and support from the Department of Education.

New Programming Inspired by Art Express

- Art Express as a Model: Building on the success of programs like Art Express, new initiatives could be developed to support tertiary students studying a wide range of creative disciplines, including fine art, writing, curating, architecture, and design. These programs could showcase student work, provide platforms for public engagement, and create direct pathways from secondary to tertiary education and into the creative industries.
- Cross-Disciplinary Support: By aligning these programs with tertiary institutions, students can be provided with continuous support throughout their educational journey, fostering a seamless transition from high school to professional practice.

Artists in Schools Program

- Utilising Existing Infrastructure: An "Artists in Schools" program could be developed to place arts graduates in paid positions within schools across NSW. This initiative would utilise existing infrastructure to create studio spaces and integrate artists directly into the educational environment.
- Mutual Benefits: This program would not only provide valuable employment opportunities for artists but also expose students to real-world creative practice, enriching their learning experience and inspiring them to pursue creative careers.

Government and Private Funding

- Sustainable Funding Models: Currently, NAS relies on private funding to support the practical development of art-making for Year 11 students. To scale these efforts and ensure sustainability, a partnership with the Department of Education is crucial. Government funding could complement private contributions, enabling the expansion of programs and ensuring that more students have access to high-quality arts education.
- Leveraging Creative Spaces: Schools can be reimagined as creative spaces where studio programs and arts activities are integral to the curriculum. By incentivising schools to open their spaces for these purposes, students can have greater opportunities to engage in hands-on creative learning.

The NAS and Campbelltown Arts Centre NAS X C-A-C Art Intensive Program, A Case Study

The NAS X C-A-C Art Intensive Program is a partnership with Campbelltown Arts Centre and the National Arts School funded by Create NSW inviting 15 high school students from Western Sydney High Schools in an exchange in creative practice and conversation with mid-career artists in a four-day intensive over the course of several weeks. Students learned guided exercises for hand-shaping clay into forms, Techniques of mark making, Experimentation with glazing, Photography, Aluminum etching and plate making/print, and how to curate an exhibition. There were two iterations which ran from 4 October 2023 - 27 November 2023 and 27 February - 22 April 2024. The students had the opportunity to participate in venue tours across both institutions, gain experience and exposure to working as a professional artist, join discussions on studying opportunities and creative career pathways, learn the importance of portfolio creation as well as how to present works for exhibition. The program targeted young people who were passionate and curious about exploring studies and/or career in the arts, particularly those from Pacific and First Nations backgrounds.

The NAS X C-A-C Art Intensive Program offered students a rich and meaningful experience that extended beyond what typical school settings can provide. They were exposed to the intricacies of portfolio creation, including reviewing successful artists' portfolios, gaining insights into portfolio interviews, and learning techniques for photographing and documenting their artwork and progress in both written and visual formats. Students in 2023 had the opportunity to enter their works created in the program in the 61st Fisher's Ghost Art Award at Campbelltown Arts Centre alongside some of Australia's most respected contemporary artists. Despite these successes, the main challenges faced was being able to offer enough places for the growing popularity and demand of interested students, as the second round of applications saw a notable increase in student numbers with 39 students applying in 2024 in comparison to 15 students in 2023. The notable increase in applications for the second round of offerings indicates a strong interest and recognition of the program's value among students, particularly following the success and promotion of content from 2023. The consistently positive feedback from student evaluations, one student said "The

NASxCAC Art Intensive Program is an exquisite opportunity for those seeking additional insight into an artistic career in the future - highly recommend!". The program effectively meets its objectives and delivers a high-quality educational experience. 26% of attendees have engaged with NAS pathways programs, including Short courses, the HSC

(ix) ways that students can learn entrepreneurial skills and gain industry experience to ensure they are job-ready

To ensure students are job-ready, it is essential that they acquire entrepreneurial skills and gain industry experience, particularly within the broad and diverse creative industries. While the *Creative Communities* policy provides a broad definition of what it means to be a creative, there remains a critical need for a detailed roadmap from the NSW Government, outlining how they will partner with key stakeholders to connect these diverse disciplines effectively, and then followed up by actionable steps and funding allocations necessary to bring these ideas to fruition. The National Art School is well-positioned to lead in this area, possessing the innovative ideas and expertise needed to bridge the gap between arts education and industry employment. Key pathways to enhance arts education and ensure students are equipped with entrepreneurial skills and industry experience include:

- Government-Industry Partnerships: Developing strong partnerships between NAS and government departments, particularly the Department of Education and Investment NSW to create opportunities for students to engage with industry professionals, gain real-world experience, and understand the business side of the creative industries.
- Salaried Artist Positions: Collaborating with the Department of Education to create salaried positions for artists within schools and other educational institutions, Department of Health for positions within hospitals, and Corrective Services for positions within gaols.
- Entrepreneurial Training Programs: Integrating entrepreneurial training into the curriculum at NAS and within the Centre for Creative Industries at NAS, focusing on skills such as business planning, marketing, and networking, which are essential for success in the creative industries.
- Industry-Led Workshops and Mentorships: Facilitating workshops, mentorship programs, and internships led by industry professionals, giving students hands-on experience and insights into the demands of the creative job market and arts practice.
- Expanded Networks Across NSW: Leveraging NAS's network and partnerships to expand opportunities for students across NSW, ensuring that they can access a wide range of industry experiences and potential job placements.
- It is important to follow a well-defined roadmap and dedicated funding to support these initiatives. By strengthening the connections between arts education and the creative industries, we can ensure that students graduate with the skills, experience, and entrepreneurial mindset needed to thrive in their careers.

Centre for Creative Industries at the National Art School

The Centre for Creative Industries at the National Art School (NAS) is envisioned as a transformative hub that bridges the gap between creative practice and professional engagement in the art world. Unlike traditional creative practice programs, which often focus exclusively on production, the Centre would equip students with the practical knowledge and skills necessary to thrive as creative professionals. This includes understanding the complexities of the art world, such as operating as a sole trader, managing a small business, and navigating the professional landscape. The Centre would serve as a vital ecosystem where students, artists, and creative practitioners are connected to professional practice and supported through an environment that fosters critical dialogue across disciplines. By integrating business skills with creative training, the Centre would empower students with the confidence and practical experience needed to succeed in the competitive creative industries.

A key function of the Centre would be to simulate the dynamics of the broader art world, offering students a realistic and immersive experience that prepares them for creative employment. This includes replacing the often untenable model of unpaid internships with scholarship or employment programs tailored for creative graduates. The Centre for Creative Industries would manage these programs, ensuring that students transition smoothly from education to professional practice, and that they enter the workforce with the skills, experience, and financial support needed to build successful careers in the arts. By positioning NAS as a central hub where multiple facets of the art world converge, the Centre would not only enhance the educational experience but also strengthen the overall creative economy. The Centre would operate for NAS students but also have extensive programs for the whole sector.

(x) measures of success in arts education

Success in arts education can take a variety of paths. One such path is the concept that the journey through primary, second and tertiary education sparks curiosity to explore and discover the arts as an individual. This interest in the arts in later years of education, solidifies into a lifelong pathway to becoming an arts practitioner – whether that is as an artist, educator, curator, musician, writer performer or other artistic pursuit. The skills developed through art education become transferable across the industry. Only in a practical arts education do you develop unique forms of creative thinking and problem solving that are highly valued in all industries. Qualitative measures must be considered with quantitative measures. A successful art education results in graduates that are actively contributing to the creative industries, finding paid employment opportunities and sales – but most importantly, a society that is enhanced by art and the creative industries and a vibrant community that reflects on its stories and identities that go to define our very being as a society.

(xi) factors influencing student decisions to pursue further arts education, including but not limited to course choice, course location and the method of study

When students in NSW consider pursuing further arts education with the goal of entering the creative industries, several factors influence their decisions. These factors may include:

Course Choice

Specialisation and Relevance: Students often choose courses that align closely with their specific interests and career goals within the creative industries, such as graphic design, digital media, fine arts, or film. **Industry Connections:** Courses that offer strong connections to the industry, including internships, collaborations with creative companies, and opportunities to build a professional portfolio, are highly attractive. **Reputation and Quality:** The reputation of the course and the institution offering it can be a significant factor, particularly if the school is known for producing successful graduates or has a strong alumni network in the creative industries. **Curriculum and Skills Development:** The breadth and depth of the curriculum, including the balance between technical skills, creative exploration, and theoretical knowledge, are crucial for students seeking comprehensive training.

Course Location

Proximity to Creative Hubs: Students often prefer studying in locations that are close to major creative hubs like Sydney, where there are more opportunities for networking, internships, and employment in the creative industries. **Access to Resources:** Urban locations generally offer better access to galleries, studios, creative spaces, and events, which are essential for students to immerse themselves in the arts community. **Cost of Living and Lifestyle:** The affordability of living in a particular location, along with the lifestyle it offers, such as cultural vibrancy and community support, can also influence the decision.

Method of Study

Flexibility and Format: Students may choose between full-time, part-time, or online study depending on their personal circumstances, such as work commitments, family responsibilities, or the need for a flexible schedule. **Hands-On Learning Opportunities:** Creative industries students typically value programs that offer practical, hands-on learning experiences, such as workshops, studio time, and collaborative projects. **Blended Learning Models:** Programs that offer a mix of in-person and online learning may appeal to students seeking the best of both worlds – the flexibility of online study with the in-depth, practical engagement of face-to-face learning.

Career Outcomes and Job Placement

Employment Prospects: The potential for job placement and career advancement within the creative industries is a significant factor, with students favouring programs that have strong connections with industry employers and high graduate employment rates, and art schools with successful alumni who exhibit widely and are held in esteem. **Support Services:** Career guidance, mentorship programs, and job placement services provided by the institution can be influential in a student's decision to pursue further arts education. **Portfolio Development:** Courses that emphasize building a professional portfolio, which is crucial for entering creative industries and an arts practice, are often more attractive to students.

Cultural and Social Environment

Community and Networking: The opportunity to build a strong network within a creative community is vital, as many jobs in the creative industries and arts practices are obtained through connections and word-of-mouth. **Inclusivity and Diversity:** The inclusivity of the institution and the diversity of its student body and faculty can also be important, as students may seek environments where different perspectives are valued and represented.

Financial Considerations

Tuition Fees and Scholarships: The cost of the program and the availability of scholarships or financial aid can significantly influence the decision, especially in creative fields where the initial income may be lower.

Return on Investment: Students may consider the potential return on investment, weighing the cost of education against the expected earnings and opportunities in the creative industries. By considering these factors, students can make informed decisions about their further arts education, ensuring that it aligns with their career aspirations in the creative industries.

(xii) notable approaches to arts and creative industries education in other jurisdictions

The Yale School of Art stands at the forefront of creative industries training, offering graduate programs that culminate in Master of Fine Arts degrees in graphic design, painting/printmaking, photography, and sculpture. This esteemed institution provides a dynamic educational environment where artists and designers of exceptional promise and motivation can push the boundaries of their talents. Through an intensive and rigorous curriculum, students engage in critical dialogue with their peers, distinguished visitors, and a faculty of professional artists, fostering a vibrant exchange of ideas and practices. The School's commitment extends beyond the refinement of visual skills to the cultivation of the mind, encouraging students to think critically and innovatively within their disciplines. Each department at Yale School of Art features a visitor program that invites leading professionals to lecture, critique, and mentor students, enriching their educational experience with real-world insights. Additionally, the School hosts a public all-school lecture series, where ideas of broad and cross-disciplinary significance are explored by visiting artists and faculty members. These events, typically held in the evening and open to the public, provide a platform for the broader community to engage with the cutting-edge developments in the creative industries. By blending rigorous artistic training with intellectual exploration, the Yale School of Art prepares its students to lead and innovate within the global creative industries.

1 (b) the quality and effectiveness of music education and training, including:

n/a