



EDUCATION AND TRAINING

Chancellor State College (Source: Department of Education)



EDUCATION AND TRAINING

OVERVIEW

Our education and training system enhances quality of life by giving all children a great start and shaping the skills of the future to drive ongoing prosperity. The government is committed to ensuring all Queenslanders have access to modern, high-quality early childhood education and care, and education and training facilities, no matter where they live.

With Queensland's population growing, demand for education and training services is expected to increase significantly. While the impacts of the pandemic on school enrolments are still unfolding, over the decade to 2031 around 10,300 additional students each year are expected, with around two-thirds or some 6,800 students each year expected to enrol in Queensland state schools.⁶⁴ Industry skills requirements and the skill levels of the workforce are also changing to support emerging industries and the jobs of the future.

Significant investment in the education sector has increased kindergarten participation as well as Year 12 completion rates. More young people are engaged in learning following the 2017 requirement for all Queensland children to undertake Prep prior to Year 1. Queensland has over 1,250 state schools and almost 180 early learning centres – eKindy Pods and State Delivered Kindergartens also operate out of state school facilities. Over 70 sites are owned or leased for the delivery of state-run vocational education and training (VET).⁶⁵ VET courses are delivered by TAFE Queensland and through Central Queensland University campuses as the state's largest public providers.

The non-government sector also plays a significant role in providing education and training. In 2021, non-government schools provided education for 289,466 students,⁶⁶ and over 1200 private registered training organisations delivered VET in Queensland.⁶⁷ While the focus of this strategy is state infrastructure, TAFE Queensland partners with a number of universities to provide for the diverse and changing educational needs of our future workforce.

The government will continue to improve school facilities by:

- renewing facilities across the state to ensure they meet current and emerging learning needs
- ensuring comfortable, healthy and energy-efficient environments for students and children
- delivering modern IT solutions and digital-rich learning spaces aligned with educational requirements
- providing accessible and inclusive learning environments so that every student can access a world-class education.

Schools, early years services and TAFE facilities will be better integrated, acting as local hubs around which communities flourish. Benefits will be multiplied through integrated and multi-use facilities that leverage investment from multiple providers and provide collaborative, place-based responses to community needs. These types of facilities can grow with communities, with services moving through maternity, birth, early years, schooling and beyond, delivering long-term social and economic benefits. Recognising the diversity of users and the local community, learning environments in new and retrofitted schools and TAFE facilities are incorporating more cultural elements in the infrastructure design.⁶⁸ This is fostering inclusive and flexible learning environments based on student requirements and aligned with education and training capability.

The increasingly dynamic labour market requires industry-centric TAFE facilities that support innovative and technology-driven employment pathways and help to reorientate the economy following COVID-19. Investment will focus on enabling adaptable, flexible and well-located TAFE facilities that respond to the needs of fast-changing industries, support job-ready students and grow the productivity of the state's workforce.

Digital technologies and the impacts of COVID-19 are also advancing education export opportunities. TAFE Queensland maintains an international focus, attracting students to our state to undertake training and supporting its students to train overseas. This increases multiculturalism, provides students with a global outlook and significantly contributes to the state's economy.⁶⁹

CURRENT KEY INITIATIVES

▼ Building Future Schools

\$2.6 billion to deliver world-class learning environments, opening a further 11 new schools by 2024, predominantly in emerging, fast-growing communities.⁷⁰

▼ Great Schools Great Future

\$1 billion to provide new classrooms, halls and performing arts centres, planning for future new schools and the refurbishment of school facilities.⁷¹ This initiative also invests in infrastructure for Catholic and Independent schools.

▼ Local Skills Local Jobs

\$45 million to build and upgrade training facilities in schools.⁷²

▼ Revitalising training facilities

\$100 million under the Equipping TAFE for Our Future Program is supporting Queensland's communities to access revitalised TAFE facilities that incorporate technological advancements and adapt to the emerging needs of students and industry.⁷³ Opportunity may exist to explore the co-location of government services to create more vibrant community hubs and improved accessibility.

▼ State Delivered Kindergarten

Investing more than \$6 million to upgrade school infrastructure to integrate and ensure the wellbeing of kindergarten children in safe, well-equipped, inclusive and engaging play spaces.⁷⁴



Fortitude Valley State Secondary College (Source: Department of Education)

TRENDS



From 2021–31, the Queensland school age population is forecast to **GROW BY 11.6 PER CENT** (102,600 students)⁷⁵



NINE out of **10** occupations with the anticipated largest net growth in jobs are projected to be supported by the **ATTAINMENT OF A VET QUALIFICATION**⁷⁶



The COVID-19 pandemic accelerated the trend towards **TECHNOLOGY-LED TEACHING AND TRAINING** which will continue to influence our requirements for enabling infrastructure to support the skills of the future



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CHALLENGES

Population growth

Growth in SEQ is putting pressure on existing education and TAFE facilities, requiring the expansion of already constrained sites with the majority of the 'easy to access' building platforms already exhausted. Projects often require accompanying expansions to administration blocks, amenities blocks, car parking and upgrades to site services.

Since early 2020, COVID-19 has impacted population growth in Queensland. While net overseas migration has declined to zero or negative levels, net interstate migration has increased. While the impact on school enrolments in the short and medium-term is still unfolding, it also serves as great evidence that Queensland is the state Australians want to move to.



State schooling capacity in emerging communities

Responding to the rapidly changing development environment, and planning far enough in advance to ensure the department secures quality, well-located school and training locations in emerging, but fast growing greenfield areas, is an ongoing challenge.



Urban densification

As major centres experience significant density uplift, the education sector is responding to the increase in school-age population through a range of design and delivery models. In existing built up areas, infrastructure solutions must address land constraints while ensuring spaces for learning meet community expectations now and into the future.



Maintaining and renewing an ageing infrastructure base

The state's \$24 billion education infrastructure asset base requires significant maintenance and renewal investment to ensure learning spaces remain fit-for-purpose – particularly in regions that may not be seeing the same level of growth in enrolments as SEQ. Renewing early years facilities and state schools to meet diverse and modern teaching and learning needs is a key priority.

The majority of TAFE infrastructure was typically developed on large parcels of land to accommodate both trade and non-trade training delivery. A range of factors, including changing industry and employer needs, now demands the renewal of facilities to deliver training products that incorporate cutting edge technology.



OPPORTUNITIES



Embracing sustainable infrastructure

Significant opportunities lie in expanding sustainable infrastructure approaches, including decreasing the carbon footprint of education and TAFE infrastructure, and increasing environmental efficiencies through operations. For example, the Advancing Clean Energy Schools program and the Cooler Cleaner Schools Program has contributed approximately 61.4 megawatts of solar to the Queensland Government's target of 50 per cent renewable energy by 2030.⁷⁷

Sustainable building practices will continue to be incorporated in TAFE facilities, such as natural design spaces that embrace natural lighting and water efficiency. There is also a focus on creating spaces that embrace the cultural heritage of the local community and encourage interaction with the native landscape.



Aligning TAFE infrastructure renewal with contemporary industry and workplace needs

Emerging industries and a transforming economy require an appropriately skilled workforce. To maximise the state's economic potential, training infrastructure will need to be flexible and fit-for-purpose to support the ongoing delivery of quality training services by TAFE Queensland. TAFE campuses must be able to meet changing training needs over time. To achieve an appropriate scale of easily accessible and adaptable facilities, it may be necessary to consider innovative and flexible training approaches to support high demand population centres.

In some cases, the revitalisation of TAFE facilities and connectivity for communities will mean there is greater opportunity to co-locate training services with other government and community services, such as health, secondary and higher education, youth accommodation, transport and more.

Planning and designing infrastructure to support integrated service delivery

Modular buildings, vertical schools and integrated educational facilities that provide universal access are ways of delivering adaptable and functional infrastructure in shorter timeframes to keep pace with demand. Smart design solutions also enable sharing and co-location of facilities that leverages investment across multiple providers.

These infrastructure approaches multiply social and economic benefits, supporting families to conveniently access the services they need, when they need them. For example, the cross-agency Yarrabilba Family and Community Place (YFCP) provides a range of wrap-around services including early childhood education, family health, social programs and wellbeing services. A three-year review of YFCP found that every dollar invested generated an economic return of \$1.36. Strategic planning for flexible infrastructure like this will improve the accessibility, quality and efficiency of facilities and services.



Leveraging new technologies to advance learning, teaching and working

The current generation of students are among the first to grow up in a digitally enabled world. Students are now able to access, process and use information differently to all previous generations. This opens up opportunities to harness the benefits of technology-led teaching and training through digitally adaptive education and training facilities.





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PRIORITY ACTIONS

1 Leveraging new technologies to advance learning, teaching and working (TAFE Qld, DoE)



COVID-19 has accelerated the pivot to eLearning and supporting learning or teaching at home through digital technologies and tools. Keeping digital strategies and plans for technology infrastructure updated will be vital to support digital learning.

2 Building future schools (DoE)



Delivery and expansion of schools in response to forecast growth will be essential along with innovative solutions that support growing communities. The \$2.6 billion Building Future Schools program delivers world-class learning environments for Queensland students by providing new state schools and expanding existing schools in growth areas.

3 Planning for growth (DESBT, DoE)



Undertaking strategic planning and looking at early acquisition of well-located land for schools and training facilities will be critical in growing communities to support effective investment and delivery.

As an example, the existing site at Fortitude Valley was revitalised to build one of the first vertical state secondary schools in Queensland. This state-of-the-art facility was designed to cater for growing inner-city density, while maximising available space on a small inner-city footprint.

4 Sustainable, efficient buildings and facilities (DESBT, DoE)



The Queensland Government has set a target of zero net emissions by 2050. Education and training is contributing to this by building energy efficient buildings, installing renewable energy and rolling out energy efficiency programs in education and TAFE facilities.

The government continues to adopt measures that support natural and mechanical ventilation of learning spaces to support the health and wellbeing of students, staff and visitors.

5 Upgrading or expanding existing schools (DoE)



As schools grow, they may require new classrooms, halls and performing arts centres. In addition, ageing schools may require expansions and refurbishments and improved accessibility for students. This will be delivered under the \$1 billion Great Schools, Great Future commitment.

6 Local Skills, Local Jobs (DESBT, DoE)



Invest in training facilities in schools across the state to prepare students with the skills to secure well-paid, secure jobs in their region, setting them up for a solid future. Examples of this are the hydrogen industry in Gladstone and the aquaculture industry in Rockhampton.

We will continue to improve our local TAFE facilities to provide training opportunities that meet the needs of the community and support the jobs of the future.

7 State Delivered Kindergarten (DoE)



Provide opportunities for more children to attend a kindergarten program in a face-to-face environment at their local state school.

8 Partnering with the non-government education sector (DoE)



Work collaboratively with the non-government sector (Catholic and Independent Schools) to assess the impact of population growth and inform planning of new schools in Queensland.

9 Partnering with universities (DESBT, DoE)



The government will continue to drive teaching and learning innovation through partnerships with universities. These would be modelled on existing arrangements, such as the partnership between Fortitude Valley State Secondary College and the Queensland University of Technology, and the Brisbane South State Secondary College and the University of Queensland.

10 Enabling modern and innovative TAFE training facilities (DESBT)



Align the renewal of TAFE infrastructure with the current and future needs of industry and workplaces, considering industry skills in demand, anticipated student volumes and adaptable facilities that support alternative training and delivery methods. An example is the new world-class Hydrogen and Renewable Energy Training Facility at the Bohle TAFE campus in Townsville.

Continue to partner with industry-led organisations to deliver cutting-edge training facilities for new and emerging industries. For example, the Queensland Apprenticeships Centre will include a Hydrogen Training Centre of Excellence that is built and operated by industry.

11 Co-locating TAFE and community facilities (DESBT)



In modernising TAFE facilities there are opportunities to explore the co-location of training services with other government and community services such as health, secondary and higher education, youth accommodation, transport and more. This may create more accessible spaces or local learning hubs where people can meet, exchange ideas and information both formally (through TAFE Queensland training) and informally through social peer learning and workplace-based interactions.

12 Delivering greener buildings (DESBT)



New and renovated training facilities will be designed and constructed for a 4–6 Green Star rating or similar standard. This will create opportunities for industry to become familiar with green building construction materials and practices and use that knowledge on other local projects.

13 Investigating more cost-efficient delivery and innovative design and construction models (DoE)



Investigate the use of bespoke, pre-fabricated modular buildings and vertical schools and training facilities to provide high quality education facilities on increasingly constrained sites and in shorter timeframes.

14 Creating school facilities that are the heart of the community (DoE, DSDILGP)



Greater integration of community, early years, health, disability and employment services into schools utilising place-based responses. This will be driven by collaborative strategic planning across government, community, philanthropic and industry stakeholders from land purchase to operation. Innovative models are being piloted, such as The Buzz at Yarrabilba and the FamilyLinQ initiative, enabling multiple and flexible use of facilities by the wider community.

15 Making better use of existing facilities (DoE, DESBT)



Employ non-infrastructure solutions (e.g. Enrolment Management Plans) to maximise the utilisation of the existing school network. This will include a proactive renewal and maintenance program to get more from existing assets.

16 Encouraging alternative capital investment mechanisms (DESBT, TAFE Qld)



Encourage and utilise alternative capital investment mechanisms (e.g. construct and lease spaces) to support growth and meet service demand where it is occurring in the education and training sector.

17 Developing contemporary IT solutions and digital-rich learning spaces (DoE, TAFE Qld)



Leverage new technologies and harness digital infrastructure to aid service delivery and equip schools and TAFEs with modern IT solutions and digital-rich learning spaces to develop sophisticated digital pedagogies that enable:

- ▾ an integrated curriculum with students learning both about and through digital technologies across all learning areas
- ▾ personalised, collaborative, and integrated learning through online and blended modes of delivery to meet the needs of every student.



Kingston State School, Logan (Source: Department of Education)

INFRASTRUCTURE OBJECTIVES



Encourage jobs, growth and productivity



Develop regions, places and precincts



Enhance sustainability and resilience



Adopt smarter approaches



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▼ CASE STUDY

Brighter future for youth education and training at the Pimlico TAFE campus

Between 2017 and 2020 the state invested \$35 million to consolidate the extensive footprint of the 11-hectare Pimlico TAFE campus into a single, two-storey building with an extension. This was the largest capital investment made to the site in more than 40 years. The new campus opened in Semester 1 2020, providing engaging, vibrant and interactive spaces to improve learning experiences and outcomes, and collaboration between students, teachers and the general community. It can accommodate up to 900 full-time equivalent students and supports 20 per cent future growth in student numbers over time.

The project consolidated TAFE Queensland's training delivery which had become increasingly dispersed across many aged and under-utilised buildings, and has enabled the Townsville community to access a dedicated non-trades training facility for nursing, hospitality, hair and beauty. The Pimlico campus complements the world-class Bohle Trades Training campus located less than 10 km away within the industrial hub of Townsville.

The redevelopment of the campus created 100 full time jobs during construction, including 30 apprentice and trainee jobs. Upgrades to the campus included energy efficiency measures with the introduction of solar power, and building construction designed to reduce power consumption.

Over recent years, sections of the Pimlico campus have been repurposed with the establishment of the NRL Cowboys House for boys and girls. Together these facilities provide accommodation for Aboriginal and Torres Strait Islander young people seeking to expand their sporting careers by simultaneously engaging in education and training courses onsite.

The Queensland Government plans to explore options to reuse other parts of the Pimlico campus grounds to accommodate additional government services.



Pimlico TAFE (Source: Wilson Architects)