



Eastern Fleurieu  
R-12 School

## EASTERN FLEURIEU R-12 SCHOOL

*"Excellence through Unity"*

PRINCIPAL: Ian Kent  
BUSINESS MANAGER: Tony Robinson

[www.easternfleurieu.sa.edu.au](http://www.easternfleurieu.sa.edu.au)

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7-12 Campus  
Director of Secondary: Tanya Wilson  
Strathalbyn R-6 Campus  
Director of Primary: Jo Garwood  
Ashbourne R-6 Campus  
Head of Campus: Cathy Knight  
Langhorne Creek R-6 Campus  
Head of Campus: Greg Doig  
Milang R-6 Campus  
Head of Campus: Susannah Cook

30 July 2019

### Infrastructure SA "20-Year State Infrastructure Strategy Discussion Paper June 2019" EFS Governing Council Submission

Eastern Fleurieu R-12 School Governing Council (GC) welcomes every opportunity to provide feedback to Government on policy and initiatives impacting on outcomes for young people and families in our region. EFS GC bases decisions on the principle that all students and families should have access to a quality education that best suits their individual values, beliefs and needs regardless of where they live.

This submission to Infrastructure SA (ISA) will be formally noted at our GC meeting 5 August 2019, however GC has resolved at meetings throughout 2019 to make submissions in response to the following:

1. SA State Government Regional Development Strategy discussion paper (23 July 2019)
2. SA State Government A Review of VET for School Students issues paper (25 July 2019)
3. Federal Government Review of the Melbourne Declaration (13 June 2019)
4. SA State Government Outcomes Framework for Children and Young People (29 May 2019)
5. SA Health and Wellbeing Strategy 2019 – 2024 (19 April 2019)
6. SA State Government Review of School Bus Services in Regional SA (14 February 2019)

The submissions listed above (except for item 5) have been consolidated into one document and provided as an attachment to support this our Infrastructure SA (ISA) "20-Year State Infrastructure Strategy Discussion Paper June 2019" submission.

The submissions GC has made throughout 2019 demonstrate **our support for the adoption of a holistic approach in considering how different aspects of the State's infrastructure can better fit together**, and are relevant to the following questions posed throughout the ISA "20-Year State Infrastructure Strategy Discussion Paper June 2019":

- A. What strategies should the Government adopt to ensure the necessary infrastructure is in place so our regions can thrive?
- B. How can we best plan and accommodate the infrastructure needed to create vibrant and economically productive precincts?
- C. What factors should be considered when making inevitable trade-offs about investment in public infrastructure in the context of funding constraints?
- D. How can South Australia better manage demand on current infrastructure?
- E. What opportunities are there to better leverage private investment to drive public infrastructure development?
- F. What services are we likely to use in the future that will require supporting digital infrastructure?
- G. How will changing delivery models in education and training impact infrastructure requirements?

## About Us

1. Eastern Fleurieu R-12 School (EFS) is a multi-campus Reception to Year 12 school located approximately 50kms south-east from Adelaide on the Fleurieu Peninsula and based in (and in proximity to) the township of Strathalbyn. EFS R-12 total enrolments as at beginning of Term 1, 2019 were 1560 students across five campuses (enrolments for each campus in brackets):
  - a. Strathalbyn R-6 (568 students)
  - b. Langhorne Creek R-6, 15km east of Strathalbyn (74 students)
  - c. Milang R-6, 20km south of Strathalbyn (41 students)
  - d. Ashbourne R-6, 15km west of Strathalbyn (31 students)
  - e. Strathalbyn 7-12 (855 students)
2. The Alexandrina Council area is a billion dollar economy, with a population forecast for 2019 of 27,418, and forecast to grow to 36,907 by 2041. Under the heading Population Growth, “Alexandrina Council Education Briefing Paper February 2019” (refer attachment page 16) advises: *“Between 2016 and 2026, the population for Alexandrina Council is forecast to increase by 13% or almost 3500 people. The majority of this growth is expected in the Goolwa North Future Urban Growth Area plus Hindmarsh Island and Strathalbyn. This is likely to include an additional 200+ school age students in the Goolwa/Middleton/Port Elliot area and an additional 125+ students in the Strathalbyn area.*
3. Alexandrina Council updated their education briefing paper in March 2019 to include, *“With Alexandrina residents being distributed across an 1800km<sup>2</sup> district, regional education infrastructure needs to consider and embrace innovative technological, transport and outreach solutions to address these accessibility challenges.”*
4. EFS is often referred to as the Government secondary school of choice for families across the Fleurieu Peninsula, and this, combined with local population growth, has seen student numbers swell by approximately 60% since 2011 (refer attachment page 17). EFS is a transport hub as defined under current SA School Transport Policy (SASTP). A total of 13 public, private and Department for Education provisioned buses feed our school, and it is estimated approximately 40% of our student cohort accesses a campus via a school bus on any given day – refer page 32 of the attachment. **Roads and associated transport infrastructure are critical in our region.**

## Discussion

5. In preparing our submission, Eastern Fleurieu R-12 School Governing Council (GC) noted the following from the ISA 20-Year State Infrastructure Strategy Discussion Paper June 2019:
  - ISA is an independent body that will provide independent advice to assist the South Australian Government to plan, identify and prioritise the delivery of major infrastructure across the State, establishing goals and measuring outcomes over the long term from the projects or initiatives ISA supports
  - ISA will provide guidance on how to most effectively address those needs. We note this includes better support for jobseekers and businesses through apprenticeships and traineeships
  - ISA has deliberately taken a broad definition of what constitutes infrastructure so that all forms of physical infrastructure that support the activities of the economy and social systems are considered, including roads, health and education facilities and digital connectivity infrastructure
  - that investment in regions despite relatively low population density is critical, and this will be a consideration when balancing investment between cities and regions

- the ISA discussion paper states older people are accounting for an increasing share of the population, and South Australia's population is older in comparison to the broader Australian population resulting in a shrinkage of the productive workforce, *inter alia*... that this has the potential to generate additional employment opportunities for younger workers as older people demand goods and services in areas relating to health care and social assistance
  - the ISA discussion paper acknowledges while regional infrastructure comes at a much higher cost per capita compared to more populous metropolitan areas, there are both safety and social equity issues to be considered
  - The regions are also responsible for 60-70% of exports and will remain a key economic driver of the State
  - There is a clear opportunity in SA's regions for infrastructure to act as a key economic enabler, unlocking efficiencies, increasing capacity and providing access to domestic and international markets.
6. EFS GC considers infrastructure provision for Education, Health and Wellbeing Services and Public Transport (including school bus routes) to be essential in our community, particularly in terms of **optimizing existing assets through better management, upgrades or repurposing for flexibility.**
  7. At the Governing Council (GC) meeting held 24 June 2019 GC resolved to make a submission in response to the SA State Government's Regional Development Strategy discussion paper (refer attachment page 1). Our submission was informed by our 3 April 2019 letter to Hon John Gardner MP, SA Minister for Education, and our 2 April 2019 letter to Hon Dan Tehan MP, Federal Minister for Education (refer attachment pages 9 and 10.)
  8. The SA State Government's Regional Development Strategy Discussion Paper states that one way to deliver infrastructure is a "hub and spoke" model, where regional centres with a larger population are designated service delivery centres, servicing smaller regional towns.
  9. During Federal Education Minister Hon Dan Tehan's visit and tour of our 7-12 campus on 27 March 2019, the Minister spoke to the Federal Government's education reform agenda in which schools in the 21st century will educate the 'whole child' from birth through to high school, and beyond. The Minister advised us the Federal Government is looking to bring resources together (medical professionals, legal services supporting family breakdown, allied health services, etc) in, or in proximity to, schools, particularly in rural areas where access to transport to city-based services can be limited (refer attachment page 10.)
  10. **EFS acknowledges the societal changes which are seeing schools becoming more and more the central hub in regional communities.** EFS believes there is an increasing complexity of children entering high school, and Government needs to adapt and give public schools flexibility to deal with this. The 21st century learning environment is placing more pressures on parenting and family units, suggesting there is a need to have a parental education overlay in schools to renew parent confidence in how they raise their children, and equip both parents and children with specific life skills. EFS embraces this 'whole child' vision in our existing philosophy, strategic plan and practices. EFS offers student access to on-site occupational therapists and speech pathologists (both funded directly from our own school budget) and psychology services (which are bulk billed.)

11. Minister Tehan's advice referred to at item 4 above is consistent with Alexandrina Council's Education Briefing Paper – February 2019 (attachment page 17) which lists as priorities for Alexandrina:

*“What we seek from State and Federal Government is co-investment in infrastructure and human services which will drive and support regional visitation, population growth and economic development. Access to quality education is essential for community wellbeing and resilience, and is also a critical factor in attracting and retaining young families as long-term residents and retaining young people within the region. For these reasons, we place a high priority on working with the State and Federal governments to ensure that the educational needs of our community are being appropriately planned for and delivered.”*

12. In our letters to Minister Tehan and Minister Gardner (pages 9 and 10 of attachment) GC confirmed our **strong interest in exploring potential future infrastructure models the Commonwealth or State may have which will see schools becoming the central hub in regional areas to address societal changes.** GC also proposed there is merit in the Federal Government considering a grant funding model for regional public schools who meet certain criteria pertaining to growth and disadvantage. **Such applications to this proposed fund for regional public schools could be for the strategic planning and/or building of infrastructure on public school sites for health and wellbeing services** to support students and teachers assessed as requiring assistance and thus negate the need to travel out of (or far from) their school community.
13. EFS GC believes this high level, direct strategic support for student wellbeing would enable public schools in the regions to continue to deliver an education model via traditional State and Federal funding for infrastructure and curriculum delivery but ensure regional public school students have equity and access to the best education Australia can offer regardless of their postcode and family circumstances. This could be in a similar vein to the “Choice & Affordability Fund for non-Government Schools” open to Catholic and Independent schools only.
14. Having regard to this ‘community hub’ mindset, there is merit in considering shared use recreational and community facilities on school grounds, delivered under partnering arrangements between community groups, Federal, State and Local government, and governed under joint-use agreements, **particularly for after-hours use of school facilities in order to optimize public assets and infrastructure** (e.g. stadiums, ovals, performing arts centres.)
15. It is GC's view that Government should adopt strategies and prioritize infrastructure that mitigates segregation and disadvantage in terms of **education, health and wellbeing** and **access to public transport in regional areas** particularly that which exists between Government and non-Government schools. Refer GC's submission to the South Australian State Government's Regional Development Strategy discussion paper (refer attachment page 1 and GC's submission to State Government Review of School Bus Services in Regional SA (refer attachment page 28).
16. **GC believes infrastructure and policy for industry-relevant VET education is essential and will be a key economic driver for our region.** Strategies and policies supporting, promoting and facilitating VET infrastructure, including digital connectivity infrastructure in schools will be critical to delivering meaningful education outcomes and employment opportunities on the Fleurieu and in the regions. GC welcomed the SA State Government's 'A Review of Vocational Education and Training (VET) for School Students' and on 25 July 2019 made a submission to the VET for School Students review (refer attachment page 18.)



17. In preparing our VET submission, GC noted the ISA “20-Year State Infrastructure Strategy Discussion Paper June 2019” acknowledges that:

- a. *While the... discussion examines needs in terms of broad regional areas, the requirement for integrated utilities (power, water, communications) by communities and the resources and agricultural sectors is common to all, as is the **need for quality education arising from industry sector growth and employment generation.***
- b. *In the Hills, Fleurieu and Kangaroo Island region, inter alia, “agriculture, forestry and fishing, tourism, mineral resources and manufacturing (inc. food and wine) dominate, and health and education sectors are growing.*
- c. *Since 2014, the Australian Government has embarked on a significant reform of the VET system to improve the quality, job outcomes and status of VET necessary for the system to adapt to future skills need. This is expected to evolve to ensure VET continues to deliver the skills required by industry and meets the needs of the economy.*
- d. *On a state level, the VET sector also reflects evolving methods of teaching that include online delivery, on-the-job training and adoption of simulation technology that replaces the need for some physical assets.”*

18. In responding to the VET issues paper’s questions, GC has drawn upon the following reference documents:

- a. *Jobs & Skills for Regional SA “2017-18 Initial Responses to Regional Engagement - Adelaide Hills, Fleurieu and Kangaroo Island, and the Strathalbyn Major Workshop Summary Report”*
- b. *Training and Skills Commission “Economic Outlook” Pages 12-24*
- c. *Year13 YouthSense “After the ATAR II – Understanding How Gen Z Make Decisions About Their Future” report, released 2018 Youth Engagement Summit YES18*
- d. *Year13 YouthSense “Here Comes the Drop – University Dropout Rates and Increasing Student Retention Through Education” report, April 2019.*

19. The “Alexandrina Council Education Briefing Paper – February 2019” (refer attachment page 16) states, inter alia,

- a. *“... we place a high priority on working with the State and Federal governments to ensure that the educational needs of our community are being appropriately planned for and delivered.... The top two priorities for Alexandrina within the education portfolio are (1) ensuring that primary and secondary school facilities keep pace with population growth in both Goolwa and Strathalbyn, and (2) **improving regional access to higher education opportunities which are matched to the needs of local industry, building on our strengths in health, agriculture and tourism.**”*
- b. *“It is critical that we improve local and regional access to tertiary education opportunities, in order to retain more young people within the region and provide them with the skills they need to start businesses, innovate and contribute to our economy. **Higher education opportunities within our district should be matched to the needs of local industry, capitalizing on our regional strengths in the areas of health, agriculture, wine and tourism.***

20. On 13 June 2019 GC made a submission to the Federal Government's Review of The Melbourne Declaration, a document that has guided Australia's national education curriculum for the past three decades. The Declaration recognizes that, *inter alia* "Improving educational outcomes for all young Australians is central to the nation's social and economic prosperity and will position young people to live fulfilling, productive and responsible lives." Refer page 25 of attachment.
21. Of the changes identified in The Melbourne Declaration Review discussion paper as changes that will shape the future of education in Australia, GC considers the following as high priority changes:
- a paradox between education expectations and the labor market
  - globalization, and
  - changes to education delivery
  - additionally, GC believes the social cognitive effects of digital technology on children and teenagers has the potential to impact the future of education in Australia.
22. The Declaration Review discussion paper Question 8 asked if new priority areas for action are needed, to which GC proposed the initiative (per item 9 above) that there is merit in the Federal Government considering a grant funding model for regional public schools who meet certain criteria pertaining to growth and disadvantage.
23. Applications to this proposed fund for regional public schools could be for the strategic planning and/or building of infrastructure on public school sites for health and wellbeing services to support students and teachers assessed as requiring assistance and ensure public school students have equity and access to the best education Australia can offer regardless of their postcode and family circumstances.
24. On 29 May 2019 EFS GC made a submission to the SA State Government Outcomes Framework for Children and Young People in support of the Framework's objectives to monitor, track and report the outcomes of children and young people in the 5 dimensions of Health, Safety, Wellbeing, Education and Citizenship. In our submission to this review (refer page 27 of attachment.) GC welcomed the South Australian Government's work to target policy, legislation, funding and services to inform a cooperative, whole-of-government (state and local) approach to the setting of objectives or policies affecting children and young people.
25. In our Regional Development Strategy discussion paper submission GC we make references:
- the work of Regional Development Australia Adelaide Hills Fleurieu Kangaroo Island "Adelaide Hills and Fleurieu Peninsula Regional Public Transport Study" and the outcomes and actions arising from this Study undertaken by GTA Consultants. Two key components of this project were to determine future demand and needs for public transport in the region, and to develop new ideas for public transport solutions to address future public transport needs. The Study can be accessed via the RDA-AHFKI's website.
  - The "Southern & Hills Local Government Association Regional Public Health Plan Report June 2016" Section 2 Emerging Public Health Issues and Opportunities which *inter alia*, notes:  
  
***"Funding for infrastructure and services.***  
*Funding and providing sufficient services and community infrastructure is an ongoing challenge for councils in the region. Building the healthy communities of the future requires access to local services, schools, employment opportunities, recreation and open space, community meeting places, health*

*services and public transport. Mount Barker and Alexandrina Councils are experiencing significant growth and change as a result of the 30-year Plan for Greater Adelaide. **There is a need and opportunity to improve the alignment of other systems such as education, transport, infrastructure and health with the urban planning system of South Australia.***

- c. The SA Productivity Commission is currently undertaking a review of Procurement of Infrastructure (Government Procurement Inquiry Stage 2). GC considers there is perhaps an opportunity for Infrastructure SA to compare how recent infrastructure provisioned at the Strathalbyn EFS 7-12 campus was procured with that of the procurement process for infrastructure provisioned at the Strathalbyn EFS R-6 campus. The campuses are within 500m of each other with almost identical characteristics, that is, in terms of distance and location, but have had very different outcomes in terms of capital works delivery time and cost.
26. On 14 February 2019 EFS GC made a submission to State Government's yourSAy "Review of School Bus Services in Regional SA" – our full submission is available on the EFS website's Governance page or available from the yourSAy review panel. It is included in the attachment, from page 28. Key issues raised included (but not limited to):
- a. the yourSAy Review explored a policy change from 'opportunity for reasonable access' (which exists) to 'guaranteeing' access within a specified area a place on a school bus for non-Government school students.
  - b. **GC believes Government policy in principle should promote and encourage attendance at Government schools, and not deliver families away from Government schools.**
  - c. The commitment by the Marshall Liberal Government appears to be offering support for non-Government school families in regional areas to exercise their right to choose a non-Government school and deliver those children to a non-Government school. Current policy does not offer Government school families this bus support when they choose an alternative Government school.
  - d. School zoning and school of right by bus is the most relevant issue in our regional area relating to bus access. Secondary options for Government school families are limited and can be some distance from where families reside. There needs to be greater flexibility and reasonable and fair access to bus routes to allow for families to exercise their right to choose a secondary school in regional areas within the Government school system.
  - e. **Improving Government school infrastructure and services to address school capacity issues in regional areas should be a priority, rather than to introduce a policy change to facilitate families choosing a non-Government school.**
27. Our view that supporting investment in education infrastructure, health and wellbeing services, and public transport infrastructure and policy that increases student numbers in public schools would lift disadvantage and improve educational outcomes for students in regional areas is supported by the Centre for Policy Development "Separating Scholars – How Australia abandons its struggling schools' Discussion Paper, Executive Summary" (not attached but available online.)
28. GC's view is further informed by Committee for Economic Development of Australia "How unequal? Insights on inequality" April 2018 – Refer Foreword and Chapter 3 Educational inequality in Australia (not attached but available online.)

29. GC believes there is a role for government and the private sector to support and fund regional infrastructure priorities and GC has proposed there is merit in Federal and State Governments considering a grant funding model for regional public schools who meet certain criteria pertaining to growth and disadvantage (see point 7 above.)
30. Considering co-locating curriculum-aligned commercial activities in schools and/or alignment with local business/government is an initiative that could create opportunities for students and employers, and provide funding partnering opportunities.
31. GC believes Government needs infrastructure strategies that target policy, legislation, funding and services to inform a cooperative, whole-of-government approach to the setting of objectives and policies affecting children and young people, particularly in regional areas to ensure regional communities thrive.
32. Education, Health and Wellbeing and Public Transport infrastructure to service regional townships and regional public schools are priorities which should drive government investment in infrastructure in the regions. Such infrastructure will support communities to thrive and enable innovative and vibrant economies.

EFS GC supports the issues raised in the Infrastructure SA 20-Year State Infrastructure Strategy discussion paper. Thank you for this opportunity to participate in the discussion.

Yours sincerely

[DELETED]

Sue Miller  
Governing Council Chairperson  
Eastern Fleurieu R-12 School

Attachment – consolidated as 1 document attached to this ISA submission

Page 1 – EFS GC submission to SA State Government Regional Development Strategy discussion paper  
Page 18 – EFS GC submission to SA State Government A Review of VET for School Students issues paper  
Page 25 – EFS GC submission to Federal Government Review of the Melbourne Declaration  
Page 27 – EFS GC submission to SA State Government Outcomes Framework for Children and Young People  
Page 28 – EFS GC submission to SA State Government Review of School Bus Services in Regional SA

cc Mr Josh Teague MP Member for Heysen  
Mayor Keith Parkes Alexandrina Council  
Mr Glenn Rappensberg Chief Executive Officer Alexandrina Council

**Attachment provided separately in 2 parts: Pages 1-26 and Pages 27-52**



Eastern Fleurieu  
R-12 School

## EASTERN FLEURIEU R-12 SCHOOL

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23 July 2019

Regional Development Strategy

Email to: [PIRSA.RegionsSA@sa.gov.au](mailto:PIRSA.RegionsSA@sa.gov.au)

Dear Council Members

### Re: Regional Development Strategy Discussion Paper Feedback – EFS Governing Council Submission

At the Governing Council (GC) meeting held 24 June 2019 GC resolved to make a submission in response to the Regional Development Strategy discussion paper. Our submission is informed by our 3 April 2019 letter to Hon John Gardner MP, SA Minister for Education, and our 2 April 2019 letter to Hon Dan Tehan MP, Federal Minister for Education both provided in attachment 1 as background information to our submission.

#### Service Provision

##### 1. What are the essential services in your community?

EFS GC considers the following to be essential services in our community:

- 1.1 Education
- 1.2 Infrastructure for Health and Wellbeing Services
- 1.3 Public Transport (Infrastructure and Services, including school bus routes)

##### 1.1 Education

- 1.1.1 GC considers education an essential service in our community. On 13 June 2019 EFS Governing Council made a submission to the Federal Government's "Review of the Melbourne Declaration." The Melbourne Declaration has guided Australia's national education curriculum for the past 3 decades and recognizes that, *inter alia* "Improving educational outcomes for all young Australians is central to the nation's social and economic prosperity and will position young people to live fulfilling, productive and responsible lives." For more information about the Review including viewing written submissions, go to [www.reviewmelbournedeclaration.edu.au](http://www.reviewmelbournedeclaration.edu.au)
- 1.1.2 Of the changes identified in The Melbourne Declaration Review discussion paper as changes that will shape the future of education in Australia, GC considers the following as high priority changes:
  - a) a paradox between education expectations and the labor market, b) globalization, and c) changes to education delivery. Additionally, GC believes the social cognitive effects of digital technology on children and teenagers has the potential to impact the future of education in Australia.

**EFS School Values:**  
*Integrity, Respect, Responsibility, Care and Compassion, Participation and Cooperation*



**Government of South Australia**  
Department for Education

- 1.1.3 GC welcomes the SA State Government's 'A Review of Vocational Education and Training (VET) for School Students' which is currently open for submissions. GC will be making a submission to this VET in Schools review, as we believe a policy supporting VET in schools will be critical to delivering meaningful education outcomes and employment opportunities on the Fleurieu. GC believes **industry-relevant education is essential and will be a key economic driver for our region.**
- 1.1.4 The "Alexandrina Council Education Briefing Paper – February 2019" (attachment 2) states, *inter alia*, "... we place a high priority on working with the State and Federal governments to ensure that the educational needs of our community are being appropriately planned for and delivered.... The top two priorities for Alexandrina within the education portfolio are (1) ensuring that primary and secondary school facilities keep pace with population growth in both Goolwa and Strathalbyn, and (2) **improving regional access to higher education opportunities which are matched to the needs of local industry, building on our strengths in health, agriculture and tourism.**"
- 1.1.5 Studies show that Government schools, particularly in rural areas, would benefit from having diversity and 'distinguished achievers' (who traditionally gravitate towards the non-Government sector) in the public system – benefits in terms of wellbeing, social integration, subject choices if enrolments increase, achievement outcomes, etc. Reference is made to "Centre for Policy Development 'Separating Scholars – How Australia abandons its struggling schools' Discussion Paper, Executive Summary, and Media Release 30 January 2019." In this Discussion Paper's Media Release, equality in Education is a major issue as, *inter alia*:  
<https://cpd.org.au/2019/01/separating-scholars/>  
*"The data reveals that high achievers are increasingly concentrating in the most advantaged schools. At the same time, achievement levels for pupils in lower SES schools are falling. Instead of improving overall student achievement, the system is separating scholars according to advantage and location. ... The results are particularly stark when comparing outcomes in **urban versus regional schools**. More than ever, a student's level of achievement reflects the advantage and location of the school they attend. "... We need to redouble our efforts to lift our disadvantaged schools and halt the drift to an education system of winners and losers," says Chris Bonnor. "Every community deserves to have a school which will lift all of its students and give all an opportunity to be high achievers."*

## 1.2 Infrastructure for Health and Wellbeing Services

- 1.2.1 EFS acknowledges the societal changes which are seeing schools becoming more and more the central hub in regional communities. During Federal Education Minister Tehan's visit and tour of our 7-12 campus on 27 March 2019, the Minister spoke to the Federal Government's education reform agenda in which schools in the 21st century will educate the 'whole child' from birth through to high school, and beyond. **The Minister advised us the Federal Government is looking to bring resources together (medical professionals, legal services supporting family breakdown, allied health services, etc) in, or in proximity to, schools, particularly in rural areas where access to transport to city-based services can be limited** (refer attachment 1, p2.)
- 1.2.2 EFS believes there is an increasing complexity of children entering high school, and Government needs to adapt and give public schools flexibility to deal with this. The 21st century learning environment is placing more pressures on parenting and family units, suggesting there is a need to have a parental education overlay in schools to renew parent confidence in how they raise their children, and equip both parents and children with specific life skills. EFS embraces this 'whole child' vision in our existing philosophy, strategic plan and practices. EFS offers student access to

on-site occupational therapists and speech pathologists (both funded directly from our own school budget) and psychology services (which are bulk billed.)

- 1.2.3 Minister Tehan’s advice is consistent with Alexandrina Council’s “Education Briefing Paper – February 2019” (attachment 2) which lists as priorities for Alexandrina:

*“What we seek from State and Federal Government is co-investment in infrastructure and human services which will drive and support regional visitation, population growth and economic development. **Access to quality education is essential for community wellbeing and resilience**, and is also a critical factor in attracting and retaining young families as long-term residents and retaining young people within the region. For these reasons, we place a high priority on working with the State and Federal governments **to ensure that the educational needs of our community** are being appropriately planned for and delivered.*

- 1.2.4 EFS recently made a submission to the South Australian State Government’s “SA Health and Well Being Strategy 2019-2024” and a submission to their “Outcomes Framework for Children and Young People” – our submissions support the Outcomes Framework’s objectives to monitor, track and report the outcomes of children and young people in the 5 dimensions of Health, Safety, Wellbeing, Education and Citizenship and are available on EFS’ website’s Governance page <https://www.easternflourieu.sa.edu.au/governing-council> or available from the yourSAy review panels.

### 1.3 Public Transport (Infrastructure and Services, including school bus routes)

- 1.3.1 GC acknowledges the work of Regional Development Australia Adelaide Hills Fleurieu Kangaroo Island “Adelaide Hills and Fleurieu Peninsula Regional Public Transport Study” and the outcomes and actions arising from this Study undertaken by GTA Consultants. Two key components of this project were to determine future demand and needs for public transport in the region, and to develop new ideas for public transport solutions to address the future public transport needs in the region. The Study can be accessed via <https://rdahc.com.au/projects/public-transport-study/>
- 1.3.2 On 14 February 2019 EFS GC made a submission to State Government’s yourSAy “Review of School Bus Services in Regional SA” – our full submission is available on the EFS website’s Governance page <https://www.easternflourieu.sa.edu.au/governing-council>, or available from the yourSAy review panel. Key messages were:
- 1.3.2.1 School zoning and school of right by bus is the most relevant issue in our regional area relating to school bus access. Secondary education options for Government school families on the Fleurieu are limited and can be some distance from where families reside. There needs to be greater flexibility and reasonable and fair access to bus routes to allow for families to exercise their right to choose a secondary school in regional areas within the Government school system.
- 1.3.2.2 Improving Government school infrastructure and services to address capacity issues in regional areas is our preferred option, rather than to introduce a policy change to school bus policy to facilitate families choosing a non-Government school.

#### Key Messages

- 1.4 It is GC’s view that the Regional Development Strategy and Federal, State and Local Government policy should support initiatives and actions that mitigate the segregation and disadvantage

already existing between Government and non-Government schools in terms of **education, health and wellbeing** and **access to public transport in regional areas**.

- 1.5 Policies supporting, promoting and facilitating VET in schools will be critical to delivering meaningful education outcomes and employment opportunities on the Fleurieu and in the regions. We request you note GC's feedback to the "Review of VET for school students" which will be submitted via the yourSAy website by 26 July 2019. **GC believes industry-relevant VET education is essential and will be a key economic driver for our region.**
  - 1.6 Our view that **supporting investment in education infrastructure, health and wellbeing services, and public transport that increases student numbers in public schools, would lift disadvantage and improve educational outcomes for students in regional areas** is supported by the Centre for Policy Development "Separating Scholars – How Australia abandons its struggling schools' Discussion Paper, Executive Summary" <https://cpd.org.au/2019/01/separating-scholars/>
  - 1.7 GC's view is further informed by Committee for Economic Development of Australia "How unequal? Insights on inequality" April 2018 – Refer Foreword and Chapter 3 Educational inequality in Australia <http://ceda.com.au/Research-and-policy/All-CEDA-research/Research-catalogue/How-unequal-Insights-on-inequality>
2. How would they best be delivered?  
*Page 9 of the Regional Development Strategy Discussion Paper – One way to deliver this is a "hub and spoke" model, where regional centres with a larger population are designated service delivery centres, servicing smaller regional towns.*

#### **Education AND Infrastructure for Health and Wellbeing Services**

- 2.1 As per 1.2.1 above, societal changes are seeing public schools in regional areas becoming more and more the central hub in these regional communities.
- 2.2 In our letters to Minister Tehan and Minister Gardner (attachment 1), we propose there is merit in the Federal Government considering a grant funding model for **regional** public schools who meet certain criteria pertaining to **growth and disadvantage**. Such applications to this proposed fund for regional public schools could be for the **strategic planning and/or building of infrastructure for health and wellbeing services** to support students and teachers assessed as requiring assistance **without having to travel out of (or far from) their school community**.
- 2.3 EFS GC firmly believes this high level, direct strategic support for student wellbeing would enable public schools in the regions to continue to deliver an education model via traditional State and Federal funding for infrastructure and curriculum delivery but ensure regional public school students have equity and access to the best education Australia can offer **regardless of their postcode and family circumstances**. This could be in a similar vein to the "Choice & Affordability Fund for non-Government Schools" open to Catholic and Independent schools only.
- 2.4 The SA Productivity Commission is currently undertaking a review of Procurement of Infrastructure <https://www.sapc.sa.gov.au/inquiries/inquiries/government-procurement-inquiry-stage-2/initial-consultation> (Government Procurement Inquiry Stage 2); GC considers there is perhaps an opportunity to compare how recent infrastructure provisioned at the Strathalbyn EFS 7-12 campus was procured with that of the procurement process for infrastructure provisioned at the Strathalbyn EFS R-6 campus. The campuses are within 500m of each other with almost identical characteristics, that is, in terms of distance and location, but have had very different outcomes in terms of capital works delivery time and cost.



## Public Transport (Infrastructure and Services, including school bus routes)

- 2.5 We draw your attention to our 14 February 2019 submission to State Government's yourSAy "Review of School Bus Services in Regional SA" referred to at 1.3.2 above.
- 2.6 Not only is public transport necessary to deliver children to public schools, it is also essential so that families have convenient access to health and wellbeing services when they may not have their own private transport or if they find it difficult for family reasons to travel long distances to access services. Additionally, **efficient and accessible public transport will bring people to our region and facilitate access to employment and training opportunities.**
- 2.7 EFS recognizes that Department for Education is a client of Department of Planning, Transport, and Infrastructure (DPTI) when it comes to infrastructure provision. Additionally, as per South Australia's School Transport Policy (SASTP) DPTI already has responsibility for school bus driver accreditation. There is perhaps merit in school bus responsibility being managed by DPTI if it solves current zoning and bus routes issues (public and private transport options) in regional areas.
- 2.8 DPTI would have a clear understanding of existing and future public passenger transport services, and this information would inform the planning for or amending of school bus routes.
- 2.9 Further DPTI has access to data and plans; for example, there are many studies and plans produced by State and Local Government with outputs and recommendations that provide an overwhelming amount of data. It is beyond the scope and capacity of GC to discuss/interpret this in our response.

## Investment in Infrastructure

### 3. What priorities should drive government investment in infrastructure?

- 3.1 As per our response to question 1, **Education, Health and Wellbeing** and **Public Transport** to service regional townships and regional public schools are priorities which should drive government investment in infrastructure in the regions.
- 3.2 The "Southern & Hills LGA Regional Public Health Plan Report June 2016" Section 2 Emerging Public Health Issues and Opportunities <http://www.shlga.sa.gov.au/> inter alia, notes:

**"Funding for infrastructure and services.**

*Funding and providing sufficient services and community infrastructure is an ongoing challenge for councils in the region. Building the healthy communities of the future requires access to local services, schools, employment opportunities, recreation and open space, community meeting places, health services and public transport. Mount Barker and Alexandrina Councils are experiencing significant growth and change as a result of the 30-year Plan for Greater Adelaide. **There is a need and opportunity to improve the alignment of other systems such as education, transport, infrastructure and health with the urban planning system of South Australia.**"*

4. How should regional infrastructure priorities be supported and funded? Is there a role for government here?

- 4.1 As per our response to question 2, as it relates to education infrastructure for health and wellbeing services, GC has proposed there is merit in Federal and State Governments considering a grant funding model for regional public schools who meet certain criteria pertaining to growth and disadvantage.
- 4.2 Refer Item 3.2 above, "Southern & Hills LGA Regional Public Health Plan Report June 2016" Section 2 Emerging Public Health Issues and Opportunities, inter alia, notes *"there is a need and opportunity to improve the alignment of other systems such as education, transport, infrastructure and health with the urban planning system of South Australia."*
- 4.3 GC believes Government needs to target policy, legislation, funding and services to inform a cooperative, whole-of-government approach to the setting of objectives or policies affecting children and young people, particularly in regional areas.

Regional Enablers

5. How can regional South Australia retain its existing young and working age people?

- 5.1 As per 1.2.3 above, Alexandrina Council's Education Briefing Paper – February 2019 (attachment 2) notes, *"Access to quality education is essential for community wellbeing and resilience, and is also a critical factor in attracting and retaining young families as long-term residents and retaining young people within the region. For these reasons, we place a high priority on working with the State and Federal governments to ensure that the educational needs of our community are being appropriately planned for and delivered."*
- 5.2 Support for VET in schools to strengthen vocational pathways from school to employment is critical to retaining and attracting young and working age people. GC welcomes the SA State Government's 'Review of Vocational Education and Training (VET) in Schools' which is currently open for submissions. GC believes a policy supporting VET in schools will be critical to delivering meaningful education outcomes and employment opportunities on the Fleurieu - industry-relevant education is essential and will be a key economic driver for our region.
- 5.3 Alexandrina Council's Education Briefing Paper – February 2019 (attachment 2) states *inter alia*, *"It is critical that we improve local and regional access to tertiary education opportunities, in order to retain more young people within the region and provide them with the skills they need to start businesses, innovate and contribute to our economy. Higher education opportunities within our district should be matched to the needs of local industry, capitalising on our regional strengths in the areas of health, agriculture, wine and tourism."*

6. What is required to encourage greater overseas and city-to regional migration to regional South Australia?

- 6.1 Promotion of career opportunities and lifestyle
- 6.2 Public transport
- 6.3 Educational opportunities

## Capability Development

### 7. How can we build a pool of the next generation of business and community leaders?

- 7.1 GC supports the objectives of the State Government's current "Review of VET in schools", that is, *"In order to strengthen vocational pathways from school to employment for South Australian secondary school students, the Minister for Education has released a VET Issues Paper which explores the key challenges of delivering VET in secondary schools and seeks community and stakeholder feedback on how they can be addressed. Feedback will inform the development of a VET for Schools Policy which will articulate the approach to ensuring young South Australians not only have access to high quality VET, but also that they understand the opportunities it presents to them."*
- 7.2 Investment in public schools to bring learning environments into the 21st century, including **establishing entrepreneurial schools in regional areas.**
- 7.3 Provide VET in regions as per the Training and Skills Commission's website [www.tasc.sa.gov.au](http://www.tasc.sa.gov.au) Economic Outlook report which identifies where skill demands will be.

### 8. What skills do our future regional leaders require?

- 8.1 Job ready skills attained whilst still at school
- 8.2 Commerce and business skills (domestic and international)
- 8.3 Problem solving and analytical skills, and an entrepreneurial mindset
- 8.4 Project management skills
- 8.5 Ability to work in teams, and autonomously
- 8.6 Refer Training and Skills Commission "Economic Outlook and Industry Demand for Qualifications 2018 Report" <http://www.tasc.sa.gov.au/Publications/Commissions-publications>

### 9. What capability development would be beneficial for regional business leaders so that South Australia's regional businesses are successful in the modern economy?

- 9.1 Job ready skills attained whilst still at school
- 9.2 Commerce and business skills (domestic and international)
- 9.3 Problem solving and analytical skills, and an entrepreneurial mindset
- 9.4 Project management skills
- 9.5 Ability to work in teams, and autonomously

### 10. Are the capability development needs of regional business leaders different from those in metropolitan areas?

- 10.1 Innovation, on line skills, ability to work autonomously but access to networks (online and face to face) and mentors in their fields of interest.

### 11. How can we ensure future regional workforce skills are identified and invested in?

- 11.1 VET in schools and closer alignment to industry

12. How can we upskill or reskill the existing regional workforce so that they can transition into the jobs of tomorrow?

- 12.1 VET in schools and closer alignment to industry and investment in regional TAFE campuses; shared use of public facilities that support private RTO investment.
- 12.2 Ensure when students leave school they are aware that learning is for life, and does not end when they leave school.

Our questions to you

13. What needs to happen to encourage investment in regional South Australia?

14. What factors would encourage innovators and entrepreneurs to remain or locate in regional South Australia?

- 14.1 Base entrepreneurial schools in regional areas, and greater access to industry-aligned VET.

Our question to you

15. Are there other key enablers that will drive regional development and support our regional communities to thrive?

- 15.1 Alexandrina Council's Education Briefing Paper – February 2019 (attachment 2) states inter alia:

Addressing Disadvantage

*In 2017 the former State Government undertook an engagement process investigating the skills, training and employment needs of the Adelaide Hills, Fleurieu and Kangaroo Island region. This engagement process found that the region, including Alexandrina, has a high percentage of jobless families with dependent children and that engagement with whole families is needed to break the cycle of long-term unemployment and disadvantage. **High quality public education facilities are a critical link in this process, helping to bridge the gap between education, training and employment for those young people who face barriers to employment due to their family circumstances.***

EFS GC supports the issues raised in the Regional Development Strategy discussion paper. Thank you for this opportunity to participate in the discussion.

Yours sincerely

[DELETED]

Sue Miller

Chairperson Governing Council, Eastern Fleurieu R-12 School

Attachments

- 1. Letter to Federal Minister for Education, Hon Dan Tehan MP 2 April 2019 and Letter to State Education Minister, Hon John Gardner MP 3 April 2019 (minus attachment 3)
- 2. Alexandrina Council's Education Briefing Paper – February 2019

cc

Mr Josh Teague MP Member for Heysen  
Ms Rebekha Sharkie MP, Federal Member for Mayo  
Mayor Keith Parkes & Council Members Alexandrina Council  
Mr Glenn Rappensberg, CEO, Alexandrina Council  
Mr Damien Cooke, Chief Executive, Regional Development Australia - Adelaide Hills, Fleurieu and Kangaroo Island  
Mr Graeme Martin, Executive Officer, Southern & Hills Local Government Association



Eastern Fleurieu  
R-12 School

**EASTERN FLEURIEU R-12 SCHOOL**  
*"Excellence through Unity"*

**PRINCIPAL:** Ian Kent  
**BUSINESS MANAGER:** Tony Robinson

[www.easternfleurieu.sa.edu.au](http://www.easternfleurieu.sa.edu.au)

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**Phone:** (08) 8536 2455

**7-12 Campus**  
Director of Secondary: Tanya Wilson  
**Strathalbyn R-6 Campus**  
Director of Primary: Jo Garwood  
**Ashbourne R-6 Campus**  
Head of Campus: Cathy Knight  
**Langhorne Creek R-6 Campus**  
Head of Campus: Greg Doig  
**Milang R-6 Campus**  
Head of Campus: Susannah Cook

3 April 2019

Hon John Gardner MP  
Minister for Education  
PO Box 1152  
ADELAIDE SA 5001  
[minister.gardner@sa.gov.au](mailto:minister.gardner@sa.gov.au)

Dear Minister

**RE: Eastern Fleurieu R-12 School – Correspondence to Federal Minister for Education**

I am writing to provide you with a copy of my letter to Hon Dan Tehan MP, Federal Minister for Education, who visited Eastern Fleurieu School 7-12 campus on Wednesday 27 March 2019. The Minister was accompanied by Ms Georgina Downer, endorsed Liberal Candidate for the Federal Seat of Mayo. Mr Josh Teague MP, Member for Heysen, was also in attendance, and provided your apology to the forum attended by a small number of parents.

EFS is very appreciative of your support, and that of our local member for Heysen, Mr Josh Teague, who is also a valued member of our Governing Council.

I respectfully request you consider the two matters we raise in this letter as potential items for the agenda of the next meeting of the Council of Australian Governments (COAG) Education Council. I believe these matters to be consistent with the COAG Education Council's Terms of Reference.

I would welcome any advice from you or your delegate in response to our request.

I will be providing a copy of this correspondence to all candidates for the seat of Mayo in the next Federal election as they become known.

Thank you, Minister Gardner, for your support for EFS, and I look forward to a response from you at your earliest convenience.

Yours sincerely

[DELETED]

Sue Miller  
Chairperson Governing Council, Eastern Fleurieu R-12 School

att Letter to Federal Minister for Education, Hon Dan Tehan MP 2 April 2019  
cc Mr Josh Teague MP Member for Heysen  
Ms Rebekha Sharkie MP, Federal Member for Mayo  
Ms Georgina Downer, Liberal Candidate for Federal Seat of Mayo  
Ms Saskia Gerhardy, Labor Candidate for Federal Seat of Mayo

**EFS School Values:**  
*Integrity, Respect, Responsibility, Care and Compassion, Participation and Cooperation*



**Government of South Australia**  
Department for Education



Eastern Fleurieu  
R-12 School

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**Milang R-6 Campus**  
Head of Campus: Susannah Cook

2 April 2019

Attachment to Minister Gardner letter 3 April 2019

Hon Dan Tehan MP  
Federal Minister for Education  
PO Box 6022  
Parliament House  
CANBERRA ACT 2600

Dear Minister

**Re: Eastern Fleurieu R-12 School, Strathalbyn, South Australia – Initiatives for Education Reform**

On behalf of Eastern Fleurieu R-12 School (EFS) Governing Council and Principal Ian Kent, I write to thank you for taking the time to visit the 7-12 campus of our R-12 school on Wednesday 27 March 2019 to hear our views on education and student well-being, and for us to hear more about the implementation of the Liberal Federal Government's education reform agenda. I have attached the advice I provided to our school community in my 'A Message from Governing Council' article in the school newsletter post your visit. The newsletter is publicly available via EFS' website's governance page.

**The purpose of my letter is to revisit two important matters discussed during your visit. Firstly, to confirm EFS' strong interest in exploring potential future models the Commonwealth may have to address the societal changes you raised which are seeing schools becoming more and more the central hub in regional communities.** During your visit and tour of our 7-12 campus, you spoke to the Federal Government's education reform agenda in which schools in the 21<sup>st</sup> century will educate the 'whole child' from birth through to high school, and beyond. You advised us the Federal Government is looking to bring resources together (medical professionals, legal services supporting family breakdown, allied health services, etc) in, or in proximity to, schools, particularly in rural areas where access to transport to city-based services can be limited.

Those present at the EFS forum, including our local MP, Mr Josh Teague Member for Heysen, Ms Georgina Downer, endorsed Liberal Candidate for Federal Seat of Mayo, and a number of parents, acknowledged there is an increasing complexity of children entering high school. We shared with you the significant numbers of young people experiencing trauma in their lives and the impact this is having on their learning, and how it manifests itself in terms of increased work load of teachers and at times compromises the learning experience of all students. You acknowledged there are more and more of these issues, particularly heightened over the past 4-5 years, and how critical it will be for Governments to adapt and give public schools flexibility to deal with this. It was acknowledged the 21<sup>st</sup> century learning environment is placing more pressures on parenting and family units, suggesting there is a need to have a parental education overlay in schools to renew parent confidence in how they raise their children, and equip both parents and children with specific life skills.

EFS embraces this 'whole child' vision in our existing philosophy, strategic plan and practices. During your visit Principal Ian Kent spoke of EFS initiatives to address changing social dynamics: EFS is a trauma aware school where all teachers are skilled in managing trauma, as EFS has recognized teachers leave the profession because they don't have the skills or support in the classroom. EFS already offers student access to on-site occupational therapists and speech pathologists (both funded directly from our own school budget) and psychology services (which are bulk billed).

**EFS School Values:**  
*Integrity, Respect, Responsibility, Care and Compassion, Participation and Cooperation*



**Government of South Australia**  
Department for Education

**Secondly, we discussed Constitutional limitations to, and potential opportunities for, public schools accessing Commonwealth funding for education initiatives.**

We proposed to you there is merit in the Federal Government considering a grant funding model for public schools who meet certain criteria pertaining to growth and disadvantage. Such applications to this proposed fund for public schools could be for the **strategic planning and/or building of infrastructure for health and well-being services** to support students and teachers assessed as requiring assistance without having to travel out of (or far from) their school community. We firmly believe this high level, direct strategic support for student well-being would enable EFS to continue to deliver an education model via traditional State funding for infrastructure but ensure our students have equity and access to the best education that South Australia can offer **regardless of their postcode and family circumstances**. This could be in a similar vein to the “Choice & Affordability Fund for non-Government Schools” soon to open for applications from Catholic and Independent schools only.

In the past 8 years EFS has undergone significant, fundamental change in both its perception of itself and in the wider community. This has seen expectations raised of our students and community and embedded a mindset of continuous improvement and innovation in our multi-campus school. Attachment 2 provides an overview of key EFS information. Attachment 3 is my Chair report and Principal Ian Kent’s report to Governing Council’s AGM 25 March 2019; you will see these attachments demonstrate our commitment to initiatives ensuring equity and access for all. EFS, particularly at secondary level, is now the Government school of choice in the Fleurieu/Hills region because of our academic results and care for the ‘whole child.’ We are pleased the Marshall Liberal Government recently recognised the significant rapid growth in student enrolments at our multi-campus R-12 school which will see us exceed 1600 enrolments well before 2022, most likely before the end of 2019. The Hon John Gardner MP South Australia’s Minister for Education visited our school last month and confirmed the SA State Government has committed to providing 100 spaces to EFS to address our capacity issues. **We believe there are synergies between our school’s vision, the State Government’s and the Commonwealth’s, and we should now include in our planning the potential to support a community hub model at our school. We seek your advice as to how our planning for the 100 spaces could take this ‘whole child’ community hub model into consideration.**

During your tour we highlighted to you the proximity of the Strathalbyn Children’s Centre (child care) and Kindergarten (pre-school) to EFS 7-12 and R-6 campuses. Alexandrina Council in their Education Briefing Paper February 2019 and Advocacy Plan has stated their support for the co-location of both facilities on our EFS site.

Minister Tehan, EFS leadership will continue to build upon our reputation for innovation and cooperation. EFS looks forward to working in a collaborative and respectful way with Federal and State Governments, respective Education Department administrations, and Alexandrina Council at local government level in the months and years ahead as we all work together to provide a world-class education for families on the Fleurieu. Initiatives discussed during your visit will take our school to a next level 21<sup>st</sup> century learning environment, setting us apart as a leader in public education. Such a model will ensure our students are work force ready, resilient and responsible citizens when they leave EFS.

We look forward to your response at your earliest convenience. Ian and I would welcome the opportunity to engage further with you or your delegate on the contents of this letter and its attachments.

Yours sincerely

[DELETED]

Sue Miller

Chairperson Governing Council, Eastern Fleurieu R-12 School

- att
1. ‘A Message from Governing Council’ article in EFS newsletter summarising Minister Tehan’s visit
  2. Key Statistics EFS
  3. GC Chairperson Report and Principal Report to Governing Council AGM 25 March 2019

- cc
- Hon John Gardner MP SA Minister for Education; Mr Josh Teague MP Member for Heysen; Ms Rebekha Sharkie MP Federal Member for Mayo; Mr Ian Kent Principal EFS; Mr Glenn Rappensberg, CEO Alexandrina Council; Candidates for Federal seat of Mayo



## A message from Governing Council

The Governing Council AGM was held 25 March. New members are Melanie McAnaney and Adam Reed, continuing members are Richard Prusa, Adam Howieson, Lisa Smith, Melanie Priestly, and myself. Our local MP Josh Teague Member for Heysen is continuing as our community representative. Hard copies of the AGM documents are available upon request from the 7-12 campus – I encourage you to collect a copy or request one be sent home with your child.

Ian and I met with Hon John Gardner MP Minister for Education on Wednesday 6 March at 7-12 campus. Josh Teague MP was also present; we discussed at length capacity pressures and funding, bus routes, catchment zones, and transitioning year 7s into high school. Minister Gardner guaranteed Term 2 will see 4 new classrooms installed at 7-12, and with our share of the \$56 million, we will now work closely with DfE's facilities personnel to implement a carefully planned longer term strategy to accommodate our growing school community. Importantly, our share of this capital works funding is additional to the relief accommodation and will be put towards general and specialist 21st century learning areas and additional support spaces at our R-12 school. We are firmly on DfE's radar not only as a school of choice on the Fleurieu but as a leader in transitioning year 7s into high school.

Ian, GC member Richard Prusa and I were delighted to host Hon Dan Tehan MP, Federal Minister for Education on Wednesday 27 March. He was accompanied by the endorsed Liberal candidate for Mayo, Ms Georgina Downer, and Josh Teague MP. State Minister for Education Hon John Gardner MP was an apology. This meeting was not about endorsing one candidate over another in a yet to be announced Federal election. The opportunity to host a Federal Education Minister is very rare. The purpose was to hear our views on education and student well-being. In the 2.5 hours Minister Tehan was with us we covered many topics in a Q&A style (space does not permit great detail but please contact me via Kate Jude if you would like more information).

Topics covered: school funding distribution; role of Education Council; nationally recognized teacher registrations; national curriculum delivery; Gonski reforms and the Federal Government's education reform agenda; progression of students who are clearly struggling; teacher aids and support in the classrooms; teacher retention (young and experienced); children not currently diagnosed with a disability therefore unfunded for support; limited resources to provide intervention and support; increasing complexity of children entering high school and our capacity to deal with this; societal changes taking place-schools becoming more central to the community; teachers dealing with interventions they are not skilled to manage; pressures on parenting/family models; parental education overlay to renew parent confidence in raising children, and life skills; EFS initiatives – trauma aware school; research occurring into 21st century learning and student engagement; EFS offers on-site student access to occupational therapists and speech pathologists (both funded directly from our own school budget) and bulk billed psychology services; Student Identifier Number ensuring every student receiving 12

months of learning; Centre for Policy Development research into importance of retaining high achievers in public system in regional/disadvantaged areas (social benefits & role modelling); EFS clearly getting it right in many areas means challenges around growth and capacity; EFS recognized for turning complaints into solutions; autonomy and independence for school principals; Teach for Australia program; NAPLAN; SA phonics assessment initiative; mobile phones in schools, and more.

We recognize this visit created some angst; however, I pose to you the following questions: Why wouldn't our school grant a request from the Federal Minister for Education to tour our school, and listen to our parent and teaching cohort to hear their views on education and student well-being, share our successes and challenges, and see first-hand how regional schools have been disadvantaged through lack of investment in infrastructure and services to varying degrees? Why would we deny the parents who attended the opportunity to speak to the Minister face to face, and hear about the implementation of a long overdue education reform agenda?

I am first and foremost a parent. Whilst I am Chair of Governing Council I will facilitate discussion with anyone who will help us achieve the best possible outcomes for our children based on principles of equity and access.

I congratulate parents Richard, Bev, Tammy, Brenton, Nick and Merryn for the relevant and interesting topics you raised and your respectful engagement with the Minister, Josh, Georgina and each other. You role modelled our school values: Integrity, Respect, Responsibility, Care and Compassion, Participation and Cooperation.

**Sue Miller**  
**Chairperson**



## The SZapp is available for you to download

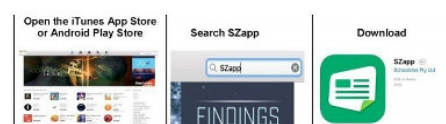
The App will give you quick access and alerts to school newsletters, the school calendar and notifications. In the future we will be applying more options to the App.

Please follow the below steps to downloading the SZapp.

Once you have downloaded the SZapp, follow the prompts.

If you require more assistance, please visit this information sheet:

<https://www.schoolzineplus.com/installing-szapp>





Eastern Fleurieu R-12 School, Strathalbyn, South Australia – Summary Information

1. Eastern Fleurieu R-12 School (EFS) is a multi-campus Reception to Year 12 school located approximately 50kms south-east of Adelaide on the Fleurieu Peninsula
2. Classified as Category 5 on the Department for Education's Index of Disadvantage; ICSEA score is 999, and the local DfE partnership is Fleurieu
3. EFS R-12 is comprised of five campuses (4 primary, 1 secondary):
  - a. Strathalbyn 7-12
  - b. Strathalbyn R-6
  - c. Langhorne Creek R-6 (15km east of Strathalbyn)
  - d. Milang R-6 (20km south of Strathalbyn)
  - e. Ashbourne R-6 (15km west of Strathalbyn)
4. End of week 1 Term 1 2019 total enrolments were 1559.4, comprised of:
  - a. 854.4 enrolments at Strathalbyn 7-12 (waiting lists all secondary levels)
  - b. 568 enrolments at Strathalbyn R-6 (waiting lists in some year levels)
  - c. 74 enrolments at Langhorne Creek R-6
  - d. 41 enrolments at Milang R-6
  - e. 31 enrolments at Ashbourne R-6
5. EFS is a transport hub under SA School Transport Policy (SASTP). Total of 13 buses feed our school, and estimated approximately 40-43% of our student cohort accesses a campus via a school bus on any given day
6. EFS is the Government school of choice for families across the Fleurieu Peninsula, and this, combined with local population growth, has seen student numbers swell by approximately 60% since 2011. In the period 2014 to end 2018, 303 students have transitioned to EFS from the non-Government sector
7. Governing Council and School Leadership bases decisions on the principle that all school students and families within the Government school system should have reasonable and fair access to a quality education at a school that best suits their values, beliefs and individual needs, regardless of where they live
8. Continuing to take up curriculum initiatives to intellectually stretch our students and one project in particular is the STEAM 3D Printing Project which involves our R-6 campuses in collaboration with DfE and many other primary schools in the Hills and Fleurieu region.
9. New measurement of school performance 'Stage of Improvement Report' in 2018 showed EFS in the second highest quadrant 'maintaining momentum' indicating EFS continuously improving student outcomes across all year levels and subject areas.
10. Under the heading Population Growth, "Alexandrina Council Education Briefing Paper February 2019" advises: *"Between 2016 and 2026, the population for Alexandrina Council is forecast to increase by 13% or almost 3500 people. The majority of this growth is expected in the Goolwa North Future Urban Growth Area plus Hindmarsh Island and Strathalbyn. This is likely to include an additional 200+ school age students in the Goolwa/Middleton/Port Elliot area and an additional 125+ students in the Strathalbyn area."*

11. Extracts from Alexandrina Council Education Briefing Paper February 2019

Strathalbyn

Alexandrina Council in their Education Briefing Paper February 2019 states, inter alia, “we see the potential for the co-location of new facilities for the Strathalbyn Children’s Centre on the EFS R-6 campus at Strathalbyn, in order to address constraints associated with the two existing but separate facilities which currently house the Children’s Centre and Kindergarten.

Addressing Disadvantage

In 2017 the former State Government undertook an engagement process investigating the skills, training and employment needs of the Adelaide Hills, Fleurieu and Kangaroo Island region. This engagement process found that the region, including Alexandrina, has high percentage of jobless families with dependent children and that engagement with whole families is needed to break the cycle of long-term unemployment and disadvantage. High quality public education facilities are a critical link in this process, helping to bridge the gap between education, training and employment for those young people who face barriers to employment due to their family circumstances.

12. Engagement with South Australian State Government

- a. meeting Hon John Gardner MP Minister for Education Wednesday 6 March at 7-12 campus. Josh Teague MP Member for Heysen also present
- b. discussed at length capacity pressures and funding, bus routes, catchment zones, and transitioning year 7s into high school.
- c. Minister Gardner guaranteed Term 2 will see 4 new classrooms installed at 7-12 to address immediate over-capacity issues
- d. Minister Gardner guaranteed EFS share of the \$56 million capital works funding announcement in February is additional to the 4 relief accommodation classrooms and will be put towards general and specialist 21st century learning areas and additional support spaces at our R-12 school
- e. EFS working closely with DfE’s facilities personnel to implement a carefully planned longer term strategy to accommodate our growing school community
- f. EFS 20 years’ experience transitioning year 7s into high school

Related Research

13. Centre For Policy Development “Separating Scholars – How Australia abandons its struggling schools’ Discussion Paper, Executive Summary, and Media Release 30 January 2019 <https://cpd.org.au/2019/01/separating-scholars/>
14. Committee for Economic Development of Australia “How unequal? Insights on inequality” April 2018 – Refer Foreward and Chapter 3 Educational inequality in Australia <http://ceda.com.au/Research-and-policy/All-CEDA-research/Research-catalogue/How-unequal-Insights-on-inequality>



Eastern Fleurieu  
R-12 School

## EASTERN FLEURIEU R-12 SCHOOL

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Phone: (08) 8536 2455

7-12 Campus  
Director of Secondary: Tanya Wilson  
Strathalbyn R-6 Campus  
Director of Primary: Jo Garwood  
Ashbourne R-6 Campus  
Head of Campus: Cathy Knight  
Langhorne Creek R-6 Campus  
Head of Campus: Greg Doig  
Milang R-6 Campus  
Head of Campus: Susannah Cook

3 April 2019

Hon John Gardner MP  
Minister for Education  
PO Box 1152  
ADELAIDE SA 5001  
[minister.gardner@sa.gov.au](mailto:minister.gardner@sa.gov.au)

Dear Minister

### RE: Eastern Fleurieu R-12 School – Correspondence to Federal Minister for Education

I am writing to provide you with a copy of my letter to Hon Dan Tehan MP, Federal Minister for Education, who visited Eastern Fleurieu School 7-12 campus on Wednesday 27 March 2019. The Minister was accompanied by Ms Georgina Downer, endorsed Liberal Candidate for the Federal Seat of Mayo. Mr Josh Teague MP, Member for Heysen, was also in attendance, and provided your apology to the forum attended by a small number of parents.

EFS is very appreciative of your support, and that of our local member for Heysen, Mr Josh Teague, who is also a valued member of our Governing Council.

I respectfully request you consider the two matters we raise in this letter as potential items for the agenda of the next meeting of the Council of Australian Governments (COAG) Education Council. I believe these matters to be consistent with the COAG Education Council's Terms of Reference.

I would welcome any advice from you or your delegate in response to our request.

I will be providing a copy of this correspondence to all candidates for the seat of Mayo in the next Federal election as they become known.

Thank you, Minister Gardner, for your support for EFS, and I look forward to a response from you at your earliest convenience.

Yours sincerely

[DELETED]

Sue Miller  
Chairperson Governing Council, Eastern Fleurieu R-12 School

att Letter to Federal Minister for Education, Hon Dan Tehan MP 2 April 2019  
cc Mr Josh Teague MP Member for Heysen  
Ms Rebekha Sharkie MP, Federal Member for Mayo  
Ms Georgina Downer, Liberal Candidate for Federal Seat of Mayo  
Ms Saskia Gerhardy, Labor Candidate for Federal Seat of Mayo

**EFS School Values:**  
*Integrity, Respect, Responsibility, Care and Compassion, Participation and Cooperation*



**Government of South Australia**  
Department for Education



## Education Briefing Paper – February 2019

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### About Alexandrina Council

Alexandrina Council is home to over 27,000 people and incorporates portions of four state electorates including Finnis, Hammond, Heysen and Mawson. Our Council district includes two major hubs in Goolwa and Strathalbyn along with the river communities of Langhorne Creek, Milang, Clayton Bay and Hindmarsh Island, the coastal communities of Middleton and Port Elliot and the inland townships of Mount Compass and Ashbourne.

We have some of the fastest growing regional townships in South Australia, with a relatively well-educated community, highly skilled in the service sectors. Two of our key challenges include the lack of local jobs growth (meaning our population has to travel elsewhere for employment) and correspondingly, a significant number of young people leaving the region for tertiary education and employment.

In positive news, we are now a \$1 billion economy. Alexandrina has now surpassed \$1 billion in gross regional product, generating \$1.03 billion to June 2017. Our key economic drivers are agriculture, tourism and health services and we welcome the new State Government's recognition that support for regional economic development is crucial to the future prosperity of South Australia as a whole.

### Demographics (source: <https://forecast.id.com.au/alexandrina>)

- Qualifications of resident workers (regardless of where they work)  
As at 2016, Alexandrina had more residents with certificate (32% vs 25.1%), diploma or advanced diploma (11.5% vs 10.6%) qualifications than the State average but less with bachelor or higher degree qualifications (16.3% vs 25.9%).
- Lack of local jobs growth  
There were 7465 jobs located within the Alexandrina Council district in the year ending June 2017 (0.91% of South Australian jobs). This compares to 7513 jobs in the year ending 2011 (0.93% of South Australian jobs).
- Residents' place of work  
As at 2016, 43.9% of Alexandrina Council's working residents had to travel outside of the Fleurieu Peninsula (Alexandrina, Victor Harbor and Yankalilla) to work. In order of greatest to lowest number, workers travelling outside of the district work in Mount Barker, Onkaparinga, metropolitan Adelaide, Murray Bridge and the Adelaide Hills.
- Young adult population  
Alexandrina has a lower proportion of residents in the tertiary education, young workforce and parents and homebuilders cohorts (18-49) as compared to both Regional SA and South Australia as a whole (29.8% vs 35% vs 41.2%).
- Population growth  
Between 2016 and 2026, the population for Alexandrina Council is forecast to increase by 13% or almost 3500 people. The majority of this growth is expected in the Goolwa North Future Urban Growth Area plus Hindmarsh Island and Strathalbyn. This is likely to include an additional 200+ school age students in the Goolwa/Middleton/Port Elliot area and an additional 125+ students in the Strathalbyn area.

### Priorities for Alexandrina

What we seek from State and Federal government is co-investment in infrastructure and human services which will drive and support regional visitation, population growth and economic development.

Access to quality education is essential for community wellbeing and resilience, and is also a critical factor in attracting and retaining young families as long-term residents and retaining young people within the region. For these reasons, we place a high priority on working with the State and Federal governments to ensure that the educational needs of our community are being appropriately planned for and delivered.

The top two priorities for Alexandrina within the education portfolio are (1) ensuring that primary and secondary school facilities keep pace with population growth in both Goolwa and Strathalbyn, and (2) improving regional access to higher education opportunities which are matched to the needs of local industry, building on our strengths in health, agriculture and tourism.

## Specific opportunities for Alexandrina:

- Higher Education

It is critical that we improve local and regional access to tertiary education opportunities, in order to retain more young people within the region and provide them with the skills they need to start businesses, innovate and contribute to our economy. Higher education opportunities within our district should be matched to the needs of local industry, capitalising on our regional strengths in the areas of health, agriculture, wine and tourism. Flinders University currently has a rural health campus at Victor Harbor but local people have to travel outside of the region to access higher education opportunities in agriculture, food, wine and tourism. The local Victor Harbor TAFE provides certificate qualifications in aged care, business and administration, child care, government and hospitality but persons wanting to study viticulture must travel to the Barossa whilst those wanting to pursue agricultural studies at TAFE level must travel to the South East or Eyre Peninsula.

- Strathalbyn

There is an urgent need to address capacity issues at the Strathalbyn campuses of Eastern Fleurieu School (EFS) via the provision of new buildings and infrastructure. EFS has a well-known reputation for excellence and this, combined with local population growth, has seen students numbers swell by approximately 60% since 2011. If not addressed, ongoing capacity issues at EFS will continue to restrict school choice for students and families outside of the local Strathalbyn area. We also see potential for the co-location of new facilities for the Strathalbyn Children's Centre on the EFS R-6 campus at Strathalbyn, in order to address constraints associated with the two existing but separate facilities which currently house the Children's Centre and Kindergarten.

- Goolwa

With the forthcoming transition of Year 7 into secondary school, planning for a public high school in Goolwa needs to start now. A public high school in Goolwa would service the southern Fleurieu townships of Hindmarsh Island, Goolwa, Middleton, Port Elliot and surrounding areas. As at 2016, the Hindmarsh Island, Goolwa, Middleton & Port Elliot region is home to more than 600 young people of high school age. These numbers are projected to grow strongly in coming years; by 2026, Goolwa/Hindmarsh Island will be a town of 10,000 people. Currently all of these children are required to travel up to 25km in each direction per day in order to access secondary education at either Victor Harbor or Strathalbyn. Access to quality education is likely to be a critical factor in attracting and retaining young families as long-term residents within the Goolwa North Future Urban Growth Area. Given that student numbers at Port Elliot Primary School and the Strathalbyn campuses of EFS are reaching capacity, there is also a more immediate opportunity to review school catchment areas to boost student numbers at Goolwa Primary School.

- Addressing Disadvantage

In 2017 the former State Government undertook an engagement process investigating the skills, training and employment needs of the Adelaide Hills, Fleurieu and Kangaroo Island region. This engagement process found that the region, including Alexandrina, has a high percentage of jobless families with dependent children and that engagement with whole families is needed to break the cycle of long-term unemployment and disadvantage. High quality public education facilities are a critical link in this process, helping to bridge the gap between education, training and employment for those young people who face barriers to employment due to their family circumstances.



Eastern Fleurieu  
R-12 School

## EASTERN FLEURIEU R-12 SCHOOL

*"Excellence through Unity"*

PRINCIPAL: Ian Kent  
BUSINESS MANAGER: Tony Robinson

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Milang R-6 Campus  
Head of Campus: Susannah Cook

25 July 2019

Email to: [Education.VETPathways@sa.gov.au](mailto:Education.VETPathways@sa.gov.au)

**Re: Vocational Pathway to Employment - A Review of VET for school students  
EFS Governing Council Submission**

At the Governing Council (GC) meeting held 24 June 2019 GC resolved to make a submission in response to the SA State Government's Vocational and Education Training (VET) for School Students issues paper. GC welcomes this review of VET for school students as we believe a policy supporting VET in schools will be critical to delivering meaningful education outcomes and employment opportunities on the Fleurieu.

### Background

Our submission responds to all questions posed in the issues paper and in the multiple-choice online survey. The following is provided as background and informs our responses. Paragraphs are numbered for reference purposes.

- A. On 13 June 2019 EFS Governing Council made a submission to the Federal Government's "Review of the Melbourne Declaration." The Melbourne Declaration has guided Australia's national education curriculum for the past 3 decades and recognizes that *'Improving educational outcomes for all young Australians is central to the nation's social and economic prosperity and will position young people to live fulfilling, productive and responsible lives.'* Written submissions to the Declaration Review (including EFS GC's) are available for viewing at [www.reviewmelbournedeclaration.edu.au](http://www.reviewmelbournedeclaration.edu.au) A copy of our submission is also available upon request to the school.
- B. On 24 July 2019 EFS GC made a submission in response to the SA State Government's "Regional Development Strategy" discussion paper, identifying education as an essential service to regional communities, along with public transport and infrastructure for health and wellbeing. A copy of our submission is available upon request to the school or from the yourSAy Regional Development Strategy review panel.
- C. Alexandrina Council's "Education Briefing Paper – February 2019" (attachment 1) states, *inter alia*:
  - a. "Access to quality education is essential for community wellbeing and resilience, and is also a critical factor in attracting and retaining young families as long-term residents and retaining young people within the region. **For these reasons, we place a high priority on working with the State and Federal governments to ensure that the educational needs of our community are being appropriately planned for and delivered.**

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- b. *The top two priorities for Alexandrina within the education portfolio are (1) ensuring that primary and secondary school facilities keep pace with population growth in both Goolwa and Strathalbyn, and (2) **improving regional access to higher education opportunities which are matched to the needs of local industry, building on our strengths in health, agriculture and tourism.***
  - c. *It is critical that we improve local and regional access to tertiary education opportunities, in order to retain more young people within the region and provide them with the skills they need to start businesses, innovate and contribute to our economy. **Higher education opportunities within our district should be matched to the needs of local industry, capitalising on our regional strengths in the areas of health, agriculture, wine and tourism.***
  - d. *In 2017 the former State Government undertook an engagement process investigating the skills, training and employment needs of the Adelaide Hills, Fleurieu and Kangaroo Island region. This engagement process found that the region, including Alexandrina, has a high percentage of jobless families with dependent children and that engagement with whole families is needed to break the cycle of long-term unemployment and disadvantage. High quality public education facilities are a critical link in this process, helping to bridge the gap between education, training and employment for those young people who face barriers to employment due to their family circumstances.”*
- D. The Infrastructure SA “20-Year State Infrastructure Strategy Discussion Paper June 2019” (refer 3 pages extracted and provided as attachment 2) currently open for feedback, acknowledges that:
- a. *While the... discussion examines needs in terms of broad regional areas, the requirement for integrated utilities (power, water, communications) by communities and the resources and agricultural sectors is common to all, as is the **need for quality education arising from industry sector growth and employment generation.***
  - b. *In the Hills, Fleurieu and Kangaroo Island region, inter alia, “agriculture, forestry and fishing, tourism, mineral resources and manufacturing (inc. food and wine) dominate, and health and education sectors are growing.*
  - c. *Since 2014, the Australian Government has embarked on a significant reform of the VET system to improve the quality, job outcomes and status of VET necessary for the system to adapt to future skills need. This is expected to evolve to ensure VET continues to deliver the skills required by industry and meets the needs of the economy.*
  - d. *On a state level, the VET sector also reflects evolving methods of teaching that include online delivery, on-the-job training and adoption of simulation technology that replaces the need for some physical assets.”*
- E. In responding to the issues paper’s questions, GC has drawn upon the following reference documents:
- a. *Jobs & Skills for Regional SA “2017-18 Initial Responses to Regional Engagement - Adelaide Hills, Fleurieu and Kangaroo Island, and the Strathalbyn Major Workshop Summary Report”*
  - b. *Training and Skills Commission “Economic Outlook” Pages 12-24*

- c. Year13 YouthSense “*After the ATAR II – Understanding How Gen Z Make Decisions About Their Future*” report, released 2018 Youth Engagement Summit YES18
- d. Year13 YouthSense “*Here Comes the Drop – University Dropout Rates and Increasing Student Retention Through Education*” report, April 2019.

## Responses

### **Question 1 What more needs to be done to increase awareness and change perceptions about VET and vocational careers?**

1. Increased advertisement of courses
2. Increased presence of VET at schools
3. A statewide marketing campaign on the benefits of VET
4. Open days and information sessions
5. Consolidated careers information for students and families available in a single location
6. More information on employment outcomes
7. Case studies featuring successful students who have undertaken VET (traineeships or school-based apprenticeships) – how they were mentored, supported to study, demonstrated work ethic
8. Case studies featuring employers who have taken on VET students (traineeships or school-based apprenticeships) highlight the benefits to their business, reverse-mentoring opportunities, how it makes their business relevant to young people; as their apprentice or trainee learns, they and their business learn
9. Consider co-location in schools for commercial activities and/or alignment with local business/government

### **Question 2 How can we ensure vocational pathways are presented as a credible option to students and families?**

1. Former students as ambassadors
2. Industry taking a more visible position in promoting courses
3. Clear information about graduate outcomes (including case studies of past learners)
4. Clear employment pathways
5. Direct link to employment upon completion
6. A campaign dispelling myths about vocational pathways
7. Additional promotion by government and industry
8. More accessible information
9. As per responses to Question 1
10. Change the conversation/terminology – it’s an alternative pathway to university, but don’t mention the “U” word – VET is not just for those who don’t enjoy school; it’s a credible alternative to get industry experience and exposure, earn money, build relationships, get into the workforce sooner rather than later; gain relevant and meaningful skills and practical experience, not incur a HECS debt.
11. Provide VET in regions as per “Economic Outlook” report which identifies where skill demands will be

### **Question 3 What examples of barriers to access VET courses exist within our education system and how might they be overcome?**

1. Inability for learners and their families to meet the cost of training
2. Poor access to appropriately qualified teachers/trainers and assessors
3. Few course options
4. Inflexibility of course options
5. Incompatibility of VET with the South Australian Certificate of Education
6. Insufficient work placement opportunities
7. Thin markets where there may be insufficient student numbers to form classes
8. Limited funding to deliver VET for school students



9. Unclear and complex VET funding arrangements
10. Lack of public transport to training locations and work placements
11. Lack of learner and school awareness of VET options
12. Lack of learner understanding of value of VET pathways
13. Inflexible curriculum
14. Access to RTOs in the regions
15. Low awareness
16. Perception that VET is for non-academic students
17. Access to public transport in the regions

**and how might they be overcome?**

18. Support for schools to understand how to engage in VET programs
19. More flexible training and assessment options including online opportunities
20. 'Pooling' of resources so students can choose from a wider variety of options
21. Better career counselling
22. Better alignment between VET for school students and the secondary school curriculum
23. Additional and more consistent funding
24. Incentives for school students to undertake VET (e.g. support for out of pocket expenses)
25. Targeted professional development to ensure a supply of qualified teachers
26. A statewide marketing campaign on the benefits of VET for school students
27. Compulsory 'taster' courses for all students to expose them to vocational pathways
28. Improve public transport in the regions
29. Consider co-location in schools for commercial activities and/or alignment with local business/government

**Question 4 What can be done to ensure schools are well placed to access and use available funding?**

1. Funding guidelines are clear, consistent and simple
2. Support is provided to help schools make decisions and implement programs
3. Ensuring schools have required skills to effectively use the funding
4. Schools are free from administrative and compliance activities
5. Support services are available to schools to deliver training
6. Career Counsellors in schools
7. FAQ sheet
8. Promotion of what is available and guidelines as to how to access the available funding
9. Automated to a degree, that is, all eligible and opt out, rather than applying
10. Embed in the curriculum and funding model

**Question 5 What models exist to provide flexibility in schools to support students to access VET?**

1. School-based apprenticeships
2. Online training modules delivered by RTOs

**Question 6 What more can be done to promote access and equity for disadvantaged cohorts?**

1. Greater investment in schools with higher proportions of disadvantaged learners
2. More experienced educators delivering training
3. More flexible training options to suit different learner cohorts
4. Incentives for industry partners to offer work placements in regional and remote areas
5. Targeted career counselling
6. Initial foundation skills assessments
7. Incentives for school students to undertake VET (e.g. support for out of pocket expenses)
8. Greater focus on using VET as a pathway to further study
9. Improve public transport

### **Question 7 What arrangements need to be put in place to assure consistent levels of quality?**

1. Better guidance and support to understand obligations on Registered Training Organisations (RTOs) and schools
2. Greater investment in quality assurance
3. Improved validation processes
4. Professional development for trainers and assessors
5. Consistent access to training resources, materials and equipment
6. Consolidated and clear guidance for schools using auspicing arrangements or engaging external RTOs
7. Consistently applied consequences for RTOs and/or schools engaging in poor quality training and assessment
8. Assessment of delivery methods
9. Regular engagement with hosts
10. Tie this to an acquittal process for funding

### **Question 8 How do we build industry and employer confidence in VET for school students?**

1. Greater collaboration with industry (e.g. validation of assessment, development of courses)
2. Establish evidence of students completing training with industry relevant skills
3. Implementing policy changes that align funding more closely to learning outcomes
4. Consistent quality assurance and regulatory oversight
5. Case studies – examples of what has worked, and why
6. Consider co-location in schools for commercial activities and/or alignment with local business/government
7. Advertising/marketing is a key feature -targeted and specific package/tools/advertising specifically for employers - presented/delivered/even mailed out to all local business/employers would be of great benefit

### **Question 9 What is the best mechanism to deliver quality VET for school students?**

1. Secondary schools should establish their own RTO where there is strong industry-based support from employers in region-specific fields (e.g. health, tourism, agriculture)
2. Secondary schools should partner with RTOs under auspice arrangements where there is not broad availability
3. Secondary schools should send students to an external RTO for courses where there is insufficient local employer/industry support
4. Align closely with industry so that their expectations are met
5. Meaningful work and show first-hand the career path which can open up by taking a VET course
6. Consider co-location in schools for commercial activities and/or alignment with local business/government

### **Question 10 How can employers and industry contribute to the quality of VET delivered to secondary students?**

1. Work integrated learning opportunities
2. Student placements
3. Industry engagement in course development
4. Industry engagement in assessment validation
5. Direct employment opportunities after completion
6. Resource and equipment donation
7. Acquittal of learnings along the way
8. Highlight the reverse mentoring opportunities i.e. what the employer can learn from the student
9. Small to Medium Enterprises (SMEs) need support (not just financial) in identifying the key learnings and then designing the VET around the industry needs

**Question 11 To what extent should students' pathways to earning or learning be made more flexible?**

1. More flexible
2. School based apprenticeships are critical – identify the core curriculum subjects, and then build VET on top of this
3. There needs to be more financial literacy taught in schools, including life skills (including paying taxes, budgeting, applying for loans, understanding investing, obtaining insurance, etc.)
4. Consider co-location in schools for commercial activities and/or alignment with local business/government

**Question 12 What more can be done to ensure school enrolled VET students are work-ready?**

1. Additional avenues for work integrated learning or work experience
2. Curriculum that focuses on industry relevant skills
3. Assessments that target work-readiness
4. Information and guidance for students and their families on making the transition to work
5. Industry guidance on the skills needed for the workforce
6. Industry and occupation taster programs for learners
7. Greater emphasis on technical skills
8. Greater emphasis on employability skills
9. Greater emphasis on literacy and numeracy skills
10. Screening students to determine competency gaps
11. Shorter form training options, such as micro-credentials
12. There needs to be more financial literacy taught in schools, including life skills (e.g. paying taxes, budgeting, applying for loans, understanding investing, obtaining insurance, running a household etc.)
13. Design the VET around industry requirements (i.e. core elements of a trade – customer service, technical skills, financial literacy (including understanding employee costs)
14. Innovation and problem solving skills, project management skills (i.e. universal skills v technical skills)
15. Job ready skills attained whilst still at school
16. Commerce and business skills (domestic and international)
17. Problem solving and analytical skills, and an entrepreneurial mindset
18. Project management skills
19. Ability to work in teams, and autonomously
20. Innovation, on line skills, ability to work autonomously but access to networks (online and face to face) and mentors in their fields of interest.

**Question 13 What arrangements can be put in place to build closer relationships between school and industry?**

1. Co-delivery of course content
2. Co-development of training materials
3. Co-location of training
4. Pathway opportunities for learners
5. Networking events or information sessions
6. Provide templates for employers/industry to use so that they can identify what activities are core to learning the trade, how the student will be assessed; benefit to the business
7. Regular contact officer – simple as what's working, what's not, what's missing (i.e. what do we need to keep doing, stop doing, start doing)
8. Identify an industry mentor (and pay them an allowance) so that a value is placed on their contribution, knowledge and time, but this should also include a simple acquittal or report (simply 1 page assessment) to identify gaps and then that informs the next year/placement
9. Investment in public schools to bring learning environments into the 21<sup>st</sup> century
10. Establishing entrepreneurial schools in regional areas
11. Encourage commercial enterprises to align with or operate from or in proximity to schools

12. Advertising/marketing is a key feature -targeted and specific package/tools/advertising specifically for employers - presented/delivered/even mailed out to all local business/employers would be of great benefit

GC will continue to advocate VET for secondary students at EFS and support our school leadership team as they work to promote and build our VET program options.

GC welcomes the State Government's commitment to strengthening vocational pathways from school to employment to help our young people realise their full potential and would welcome further discussion as to how EFS Strathalbyn can support this commitment.

GC looks forward to the development of a policy for VET in Schools.

Thank you for this opportunity to comment.

Yours sincerely

[DELETED]

**Sue Miller**

Governing Council Chairperson  
Eastern Fleurieu R-12 School

att 1. Alexandrina Council "Education Briefing Paper – February 2019"  
2. Infrastructure SA "20-Year State Infrastructure Strategy Discussion Paper - June 2019" (extracts)

Attachments deleted from  
Infrastructure SA  
submission for conciseness

cc Hon John Gardner MP Minister for Education  
Mr Josh Teague MP Member for Heysen  
Ms Rebekha Sharkie MP Federal Member for Mayo  
Mayor Keith Parkes Alexandrina Council  
Council Members Alexandrina Council  
Mr Glenn Rappensberg Chief Executive Officer Alexandrina Council  
Ms Clare Feszczak Director Further Education and Pathways Department for Education  
Mr Brett Mayne Regional Manager Department for Industry and Skills  
Mr Peter Mader President South Australian Secondary Principals Association



Eastern Fleurieu  
R-12 School

## EASTERN FLEURIEU R-12 SCHOOL

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### Langhorne Creek R-6 Campus

Head of Campus: Greg Doig

### Milang R-6 Campus

Head of Campus: Susannah Cook

13 June 2019

Review of the Melbourne Declaration

Email to: [declaration@education.gov.au](mailto:declaration@education.gov.au)

Attention: National Declaration Working Group Secretariat

### Re: Review of the Melbourne Declaration – EFS Governing Council Submission

On behalf of Eastern Fleurieu R-12 School (EFS) Governing Council I submit our responses below to Questions 4 and 8 of the Review of the Melbourne Declaration discussion paper. Additionally, we request you note the matters we raise in our 3 April 2019 letter to Hon John Gardner MP, SA Minister for Education, and our 2 April 2019 letter to Hon Dan Tehan MP, Federal Minister for Education (both attached) as supporting information to our submission to the Review.

The subject matter of our two attached letters demonstrates our support for, and expectations of, a national aspirational declaration on Australian education, being:

*"The Melbourne Declaration recognises that 'Improving educational outcomes for all young Australians is central to the nation's social and economic prosperity and will position young people to live fulfilling, productive and responsible lives' and set two goals:*

*Goal 1: Australian schooling promotes equity and excellence*

*Goal 2: All young Australians become successful learners, confident and creative individuals, and active and informed citizens."*

### **Areas for Action – Question 4**

*What do you consider are the **three most important** economic, social and technological changes that will shape the future of education in Australia?*

From the options provided in the online survey, Governing Council considers the following changes will shape the future of education in Australia:

- A paradox between education expectations and the labour market
- Globalization
- Changes to education delivery, for example greater online delivery of classes

Additionally, Governing Council believes **the social cognitive effects of digital technology on children and teenagers** is a change that will potentially impact the future of education in Australia.

/cont.

### **EFS School Values:**

*Integrity, Respect, Responsibility, Care and Compassion, Participation and Cooperation*



Government of South Australia  
Department for Education

## **Areas for Action – Question 8**

*“Are new priority areas for action needed? And are there areas that should no longer be a priority?”*

### **New Priority Area**

In our letters to Ministers Tehan and Gardner, we propose there is merit in the Federal Government considering a grant funding model for **regional** public schools who meet certain criteria pertaining to growth and disadvantage. Such applications to this proposed fund for regional public schools could be for the **strategic planning and/or building of infrastructure for health and well-being services** to support students and teachers assessed as requiring assistance **without having to travel out of (or far from) their school community**. EFS GC firmly believes this high level, direct strategic support for student wellbeing would enable public schools to continue to deliver an education model via traditional State funding for infrastructure and curriculum delivery, but ensure public school students have equity and access to the best education Australia can offer **regardless of their postcode and family circumstances**. This could be in a similar vein to the “Choice & Affordability Fund for non-Government Schools” for Catholic and Independent schools only.

### **Background**

EFS has expressed to both the Federal and State Education Ministers our strong interest in exploring potential future models the Commonwealth and State Governments may have to address the societal changes which are seeing schools becoming more and more the central hub in regional communities. During Minister Tehan’s visit and tour of our 7-12 campus on 27 March 2019, the Minister spoke to the Federal Government’s education reform agenda in which schools in the 21st century will educate the ‘whole child’ from birth through to high school, and beyond. The Minister advised us the Federal Government is looking to bring resources together (medical professionals, legal services supporting family breakdown, allied health services, etc) in, or in proximity to, schools, particularly in rural areas where access to transport to city-based services can be limited.

EFS acknowledges there is an increasing complexity of children entering high school, and Government needs to adapt and give public schools flexibility to deal with this. The 21st century learning environment is placing more pressures on parenting and family units, suggesting there is a need to have a parental education overlay in schools to renew parent confidence in how they raise their children, and equip both parents and children with specific life skills. EFS embraces this ‘whole child’ vision in our existing philosophy, strategic plan and practices. EFS offers student access to on-site occupational therapists and speech pathologists (both funded directly from our own school budget) and psychology services (which are bulk billed).

EFS recently made a submission to the South Australian State Government’s Outcomes Framework for Children and Young People supporting the Outcomes Framework’s objectives to monitor, track and report the outcomes of children and young people in the 5 dimensions of Health, Safety, Wellbeing, Education and Citizenship.

We welcome this review of The Melbourne Declaration, and support the work of Australia’s education ministers, through the Council of Australian Government’s (COAG) Education Council, to deliver a contemporary national declaration on educational goals for all Australians to guide national collaborative efforts over the coming years.

EFS Governing Council will embrace any initiatives to target policy, legislation, funding and services to inform a cooperative, whole-of-government (federal, state, territory and local) approach to the setting of objectives or policies affecting children and young people. Thank you for this opportunity to participate in the discussion to refresh the Melbourne Declaration.

Yours sincerely

[DELETED]

Sue Miller

Chairperson Governing Council, Eastern Fleurieu R-12 School

att Letter to State Education Minister, Hon John Gardner MP 3 April 2019 which includes as an attachment EFS’ letter to Federal Minister for Education, Hon Dan Tehan MP 2 April 2019 (excludes attachments for conciseness)

cc Hon John Gardner MP, South Australian Education Minister  
Mr Josh Teague MP Member for Heysen

Attachments deleted from  
Infrastructure SA submission  
for conciseness





Eastern Fleurieu  
R-12 School

**EASTERN FLEURIEU R-12 SCHOOL**  
"Excellence through Unity"

PRINCIPAL: Ian Kent  
BUSINESS MANAGER: Tony Robinson

[www.easternfleurieu.sa.edu.au](http://www.easternfleurieu.sa.edu.au)

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Phone: (08) 8536 2455

7-12 Campus  
Director of Secondary: Tanya Wilson  
Strathalbyn R-6 Campus  
Director of Primary: Jo Garwood  
Ashbourne R-6 Campus  
Head of Campus: Cathy Knight  
Langhorne Creek R-6 Campus  
Head of Campus: Greg Doig  
Milang R-6 Campus  
Head of Campus: Susannah Cook

29 May 2019

Outcomes Framework Consultation - Child Development Council

Email to: [ChildrenSA@sa.gov.au](mailto:ChildrenSA@sa.gov.au)

Dear Council Members

**Re: Outcomes Framework for Children and Young People – EFS Governing Council Submission**

On behalf of Eastern Fleurieu R-12 School (EFS) Governing Council I request you consider the matters we raise in our 2 April 2019 letter to Hon Dan Tehan MP, Federal Minister for Education (attached) as our submission to the Outcomes Framework for Children and Young People yourSAy consultation.

EFS has expressed to both the Federal and State Education Ministers our strong interest in exploring potential future models the Commonwealth and State Governments may have to address the societal changes which are seeing schools becoming more and more the central hub in regional communities. During Minister Tehan's visit and tour of our 7-12 campus, the Minister spoke to the Federal Government's education reform agenda in which schools in the 21st century will educate the 'whole child' from birth through to high school, and beyond. The Minister advised us the Federal Government is looking to bring resources together (medical professionals, legal services supporting family breakdown, allied health services, etc) in, or in proximity to, schools, particularly in rural areas where access to transport to city-based services can be limited.

EFS acknowledged there is an increasing complexity of children entering high school, and Government needs to adapt and give public schools flexibility to deal with this. The 21st century learning environment is placing more pressures on parenting and family units, suggesting there is a need to have a parental education overlay in schools to renew parent confidence in how they raise their children, and equip both parents and children with specific life skills. EFS embraces this 'whole child' vision in our existing philosophy, strategic plan and practices. EFS offers student access to on-site occupational therapists and speech pathologists (both funded directly from our own school budget) and psychology services (which are bulk billed).

EFS supports the Outcomes Framework's objectives to monitor, track and report the outcomes of children and young people in the 5 dimensions of Health, Safety, Wellbeing, Education and Citizenship. We welcome the South Australian Government's work for children and young people to target policy, legislation, funding and services to inform a cooperative, whole-of-government (state and local) approach to the setting of objectives or policies affecting children and young people. Thank you for this opportunity to participate in the discussion.

Yours sincerely

[DELETED]

Sue Miller

Chairperson Governing Council, Eastern Fleurieu R-12 School

att Letter to Federal Minister for Education, Hon Dan Tehan MP 2 April 2019  
Letter to State Education Minister, Hon John Gardner MP 3 April 2019  
cc Mr Josh Teague MP Member for Heysen

Attachments removed from  
Infrastructure SA submission  
for conciseness

**EFS School Values:**

*Integrity, Respect, Responsibility, Care and Compassion, Participation and Cooperation*



Government of South Australia  
Department for Education



Eastern Fleurieu  
R-12 School

## EASTERN FLEURIEU R-12 SCHOOL

*"Excellence through Unity"*

PRINCIPAL: Ian Kent

BUSINESS MANAGER: Tony Robinson

[www.easternfleurieu.sa.edu.au](http://www.easternfleurieu.sa.edu.au)

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Head Office: 11 Callington Road, Strathalbyn SA 5255

Phone: (08) 8536 2455

### 7-12 Campus

Director of Secondary: Tanya Wilson

### Strathalbyn R-6 Campus

Director of Primary: Jo Garwood

### Ashbourne R-6 Campus

Head of Campus: Cathy Knight

### Langhorne Creek R-6 Campus

Head of Campus: Greg Doig

### Milang R-6 Campus

Head of Campus: Susannah Cook

14 February 2019

**yourSAY "Review of School Bus Services in Regional SA"**

**Contact Name: Sue Miller, Governing Council Chairperson**

### Summary Key Issues

- i. EFS Governing Council bases decisions on the principle that all students within the Government school system should have access to a quality education that best suits their individual needs and values, regardless of where they live.
- ii. This principle is consistent with the opening paragraph of attachment A.a "Non-Government Schools – Liberal Commitments" in that Government families, too, *"make sacrifices to support their children's education in a setting consistent with their values, their faith, or the particular needs of their child, and should not be penalised by Government policies that make life harder."*
- iii. EFS has experience in managing complicated bus routes and regional enrolments.
- iv. Governing Council understands the yourSAY Review is exploring a policy change from 'opportunity for reasonable access' (which exists) to 'guaranteeing' access within a specified area a place on a school bus for non-Government school students.
- v. Governing Council believes Government policy in principle should promote and encourage attendance at Government schools, and not deliver families away from Government schools.
- vi. If policy change is introduced, a model for determining priority and funding will need to be developed in consultation with Principals and Governing Councils, with distance and time being critical factors.
- vii. There may be merit in considering the 'flip-side' – that is, a model that allows Government school students access to non-Government school buses and routes.
- viii. The commitment by the Marshall Liberal Government appears to be offering support for non-Government school families in regional areas to exercise their right to choose a non-Government school and deliver those children to a non-Government school. Current policy does not offer Government school families this bus support when they choose an alternative Government school.
- ix. School zoning and school of right by bus is the most relevant issue in our regional area relating to bus access.

#### **EFS School Values:**

*Integrity, Respect, Responsibility, Care and Compassion, Participation and Cooperation*



**Government of South Australia**  
Department for Education



- x. Secondary options for Government school families are limited and can be some distance from where families reside. There needs to be greater flexibility and reasonable and fair access to bus routes to allow for families to exercise their right to choose a secondary school in regional areas within the Government school system.
- xi. Where there exists capacity in a Government school in a regional area, Government buses stopping at non-Government schools is not supported.
- xii. Improving Government school infrastructure and services to address capacity issues in regional areas is our preferred option, rather than to introduce a policy change to facilitate families choosing a non-Government school.
- xiii. Community access to Department for Education (DfE) school buses during the transporting of students to and from school is not supported. Community use of school owned buses must be at the total discretion of the school that owns it; any income associated with community use must remain with the school.
- xiv. As per SA School Transport Policy (SASTP), Department of Planning, Transport, and Infrastructure (DPTI) already has responsibility for DfE school bus driver accreditation. There is perhaps merit in school bus responsibility being managed by DPTI if it solves the zoning and bus routes issues. DPTI manages public passenger transport and is therefore well-placed to inform DfE of planning for or amending of school bus routes. DPTI has extensive data relating to road conditions in regional areas including road suitability or otherwise to support a school bus service.

#### **Attachments and References informing the content of our submission**

- A. yourSAY Review – Terms of Reference
  - a. Non-Government Schools – Liberal Commitments
- B. Alexandrina Council Education Briefing Paper February 2019
- C. Alexandrina Council Advocacy Plan 2017-18
- D. Victor Harbor Times article 4 October 2018  
<https://www.victorharbortimes.com.au/story/5660661/need-for-secondary-school-in-goolwa/>
- E. Regional Development Australia Adelaide Hills Fleurieu Kangaroo Island “Adelaide Hills and Fleurieu Peninsula Regional Public Transport Study” <http://www.rdahc.com.au/183.html>
- F. Centre For Policy Development “Separating Scholars – How Australia abandons its struggling schools’ Discussion Paper, Executive Summary, and Media Release 30 January 2019  
<https://cpd.org.au/2019/01/separating-scholars/>
- G. Committee for Economic Development of Australia “How unequal? Insights on inequality” April 2018 – Refer Foreward and Chapter 3 Educational inequality in Australia <http://ceda.com.au/Research-and-policy/All-CEDA-research/Research-catalogue/How-unequal-Insights-on-inequality>
- H. EFS Governing Council letter dated 4 December 2018 to Minister for Education, Hon John Gardner MP

Attachments B, D-H removed from Infrastructure SA submission for conciseness

### **Background**

1. At the Eastern Fleurieu School Governing Council meeting Monday 11 February 2019 Governing Council (we) considered Department for Education's (DfE) "Review of School Bus Services in Regional SA" Terms of Reference and SA School Transport Policy (herein referred to as yourSAy Review) and resolved that a submission be made to the review. A draft of this our final submission was considered and endorsed.
2. Governing Council noted the yourSAy Review's Terms of Reference (TOR) (our Attachment A) purpose states:
  - a. *As part of election commitments to the non-Government school sector, a Marshall Liberal Government committed to non-Government school students having fair access to school buses in regional areas.*
  - b. *The commitment provided that a review of school bus services would inform the best mechanism for this, to be based on the principle that regional students should have reasonable access to transport as they do in the city.*
3. Governing Council noted that under current SA School Transport Policy (SASTP), non-Government school students already do have **opportunity** for fair and reasonable access to school buses in regional areas under certain conditions. That is, currently stops are only made at non-Government schools if the bus passes it in the normal course of its route, and there is room on the bus.

#### SASTP Page 13

- a. *Students attending non-government schools are permitted to use existing school buses to travel to those schools, provided that the buses are not involved in additional travel to visit the non-government school.*
  - b. *Primary and secondary students attending non-Government schools and who reside 5kms or more by the shortest most practicable route from the nearest appropriate Government school, have a right to use existing bus services to travel to that Government school.*
  - c. *Non-Government primary and secondary students may also travel past or away from a Government school but such travel is subject to their being available room on the bus, and there is no additional cost to the department.*
4. Governing Council further noted that the yourSAy's TOR, under Scope dot point 2, advises:

*Consistent with Minister Gardner's pre-election commitment outlined in correspondence to non-Government school's representatives, the TOR will include, inter alia:*

- *identify options and implications of guaranteeing all students, within a specified area, a place on a school bus, including non-Government school students;*
- a. Governing Council has sourced a copy of what we understand to be the pre-election commitment to non-Government school representatives referred to in the TOR (attachment A.a).

5. Governing Council is unclear on definitions for the following, and anticipates the report arising from the yourSAy Review will give clarity to the following descriptors:
  - a. 'reasonable'
  - b. 'regional';
  - c. 'within a specified area' and
  - d. 'a place on a school bus'
6. It is Governing Council's understanding the yourSAy Review is exploring a Policy change from 'opportunity for reasonable access' (which exists) to 'guaranteeing' access within a specified area, a place on a school bus for non-Government school students.
7. Governing Council welcomes the opportunity this yourSAy Review presents to be part of the conversation on this important topic, and to bring the issues faced by our school relating to bus access into the public domain.
8. In the interests of transparency, our submission in its entirety will be available to our school community from Monday 18 February 2019 via the EFS website, Governance page.
9. We wish to acknowledge and thank DfE Transport Services Unit officers and other DfE senior officers for their commitment to engage with EFS representatives on these matters in the past, and we look forward to continuing dialogue to achieve the best possible outcomes for our students.
10. Eastern Fleurieu R-12 School (EFS) is a multi-campus Reception to Year 12 school located south-east of Adelaide on the Fleurieu Peninsula. EFS R-12 is comprised of five campuses:
  - a. Strathalbyn R-6
  - b. Langhorne Creek R-6 (15km east of Strathalbyn)
  - c. Milang R-6 (20km south of Strathalbyn)
  - d. Ashbourne R-6 (15km west of Strathalbyn)
  - e. Strathalbyn 7-12
11. End of week 1 Term 1 2019 total enrolments were 1559.4, comprised of:
  - a. 568 enrolments at Strathalbyn R-6
  - b. 74 enrolments at Langhorne Creek R-6
  - c. 41 enrolments at Milang R-6
  - d. 31 enrolments at Ashbourne R-6
  - e. 854.4 enrolments at Strathalbyn 7-12
12. EFS has in place a temporary freeze on all enrolments at our Strathalbyn 7-12 and Strathalbyn R-6 campuses outside of what we understand to be our zone.
13. The township of Strathalbyn is approximately 50kms from Adelaide. As per <https://forecast.id.com.au/alexandrina/home> the Alexandrina Council population forecast for 2019 is 27,418, and is forecast to grow to 36,907 by 2041.

14. Under the heading Population Growth, “Alexandrina Council Education Briefing Paper February 2019” (attachment B) advises: *“Between 2016 and 2026, the population for Alexandrina Council is forecast to increase by 13% or almost 3500 people. The majority of this growth is expected in the Goolwa North Future Urban Growth Area plus Hindmarsh Island and Strathalbyn. This is likely to include an additional 200+ school age students in the Goolwa/Middleton/Port Elliot area and an additional 125+ students in the Strathalbyn area.”*
15. Governing Council acknowledges the support of Alexandrina Council for their advocacy (attachments C & D) and willingness to meet with us on local and regional matters of significance to our school community.
16. EFS is the Government school of choice for families across the Fleurieu Peninsula, and this, combined with local population growth, has seen student numbers swell by approximately 60% since 2011 (attachment B).
17. EFS is a transport hub as defined under current SA School Transport Policy (SASTP). A total of 13 buses feed our school, and it is estimated approximately 40% of our student cohort accesses a campus via a school bus on any given day.
18. Governing Council is advised that the total number of students on EFS manifests is 514, spread across 9 buses contracted by DfE Transport Services. There is a 61 seat EFS provided bus, and there are approximately another 50 students who catch the other public passenger buses, for which EFS does not keep manifests. Bus routes are as follows:

DfE Provided; Managed by EFS (no cost to school or passenger, DfE Transport Policy)

- a. Paris Creek (EFS provides driver)
- b. Treutler Road (EFS provides driver)

DfE Provided; Managed by DfE (no cost to school or passenger, DfE Transport Policy)

- c. Ashbourne/Meadows (Willunga Charter)
- d. Kuitpo/Meadows (LinkSA Murray Bridge)
- e. Lake Plains/Langhorne Creek (Willunga Charter)
- f. Mulgundawah (LinkSA Murray Bridge)
- g. Milang/Finniss (LinkSA Murray Bridge)
- h. Milang/Clayton (LinkSA Murray Bridge)
- i. Bletchley/Hartley/Woodchester (Link SA Murray Bridge)

EFS Provided – User Pays (caters for out of zone enrolments\*)

- j. Goolwa and Strathalbyn (LinkSA Goolwa) – caters for R-12 aged students  
*\*Note – freeze on out of zone enrolments*

Public Passenger Service (i.e. user pays) – not a dedicated school bus, no manifests

- k. 852 from Mount Barker (Metro)
- l. 854 Strathalbyn School Loop (Southlink)
- m. Murray Bridge via Callington (LinkSA Murray Bridge)

19. Regarding Item 18(j) above, the Goolwa service was introduced in 2016 to mainly cater for secondary students seeking an alternative Government option. Refer attachment D – Victor Harbor Times article 4 October 2018, and attachment B Alexandrina Council Education Briefing Paper July 2108. This decision has been the subject of a major review by Governing Council since October 2018, and will continue to be reviewed each term whilst the freeze on out of zone enrolments is in place. This is discussed in our response to Question 1.
20. Regarding Item 18 (j), (k), (l), (m) above, we acknowledge the work of Regional Development Australia Adelaide Hills Fleurieu Kangaroo Island “Adelaide Hills and Fleurieu Peninsula Regional Public Transport Study” and look forward to the publication of outcomes and actions arising from this Study undertaken by GTA Consultants. Two key components of this project are to determine future demand and needs for public transport in the region, and to develop new ideas for public transport solutions to address the future public transport needs in the region. Refer Attachment E for further information.  
<http://www.rdahc.com.au/183.html>
21. The outcome of this yourSAy Review has the potential to impact significantly on the large number of Government families for whom EFS is their school of right or choice.
22. Governing Council acknowledges decisions have been made in the past considered inconsistent with current SASTP regarding bus routes to EFS. These decisions are the subject of ongoing review by Governing Council and will be further informed by the outcomes of this yourSAy Review and DfE advice.
23. Governing Council bases decisions on the principle that all school students within the Government school system should have access to a quality education at a school that best suits their values and individual needs, regardless of where they live.
- a. This is consistent with the opening paragraph of attachment A.a “Non-Government Schools – Liberal Commitments” in that Government families, too, *“make sacrifices to support their children’s education in a setting consistent with their values, their faith, or the particular needs of their child, and should not be penalised by Government policies that make life harder.”*
  - b. Governing Council agrees that non-Government school families should have reasonable and fair access to a quality education at a school that best suits their values, beliefs and individual needs, regardless of where they live.
24. Governing Council believes EFS’ experience in managing complicated bus routes and regional enrolments means we are well-placed to provide a submission to this yourSAy Review.

Our responses to the 4 Questions follow.

**Terms of Reference Scope**

- Identify the options and implications of guaranteeing all students, within a specified area, a place on a school bus, including non-Government school students;
- consider any other matters deemed relevant.

**Question 1: What will be the impact of ensuring all school students in regional SA have the opportunity to take a school bus to school?**

In context of Paragraphs 1- 24 above.

25. The Alexandrina Council Education Briefing Paper (attachment B) states, *“Access to quality education is essential for community wellbeing and resilience, and is also a critical factor in attracting and retaining young families as long-term residents and retaining young people within the region.”*
26. It is our understanding the yourSAY Review is exploring the implications to go from what is currently an opportunity for non-Government schools to access Government transport in regional areas under existing policy, to becoming a guarantee.
27. In fulfilling this commitment and Policy change to the non-Government school sector, we expect this to not diminish the level of service and commitment to the Government school sector, in particular in terms of time and distance travelled.
28. It may be that Government services are enhanced in remote or clearly regional areas, where a government school bus service is not/no longer viable without non-Government school access. In such circumstance, the proposal has merit (see Treutler Road example in our response to Question 2).
29. It is our expectation that the yourSAY Review outcomes will continue to give priority of access for Government school families, as per current SASTP, with no negative budget or resourcing impact to Government schools and students.
30. As per paragraph 5 above, we are unclear on definitions for:
  - a. ‘reasonable’
  - b. ‘regional’
  - c. ‘within a specified area’
  - d. ‘a place on a school bus’

Therefore, we anticipate further information will be provided to give clarity to these descriptors.

31. It is Governing Council’s view that Government should be promoting and encouraging attendance at Government schools, and not introducing any policy or policy change that delivers families away from Government schools.
32. This is particularly important in regional areas where families can and do exercise their right (which we respect) to choose a non-Government school. Our reasoning for this is outlined below.
33. Studies show that Government schools, particularly in rural areas, would benefit from having diversity and ‘distinguished achievers’ (who traditionally gravitate towards the non-Government

sector) in the public system – benefits in terms of well-being, social integration, subject choices if enrolments increase, achievement outcomes, etc). Refer to Attachment F - Centre for Policy Development “Separating Scholars – How Australia abandons its struggling schools’ Discussion Paper, Executive Summary, and Media Release 30 January 2019. Extracts from this Discussion Paper’s Media Release relevant to our view are referenced below:

a. Media Release 30 January 2019

*The data reveals that high achievers are increasingly concentrating in the most advantaged schools. At the same time, achievement levels for pupils in lower SES schools are falling. Instead of improving overall student achievement, the system is separating scholars according to advantage and location.*

*“Schools always vary in quality, but these broad trends are not about innate teacher and school quality, they are about who goes where, how this is changing and the impacts this has on the school system overall,” says author Chris Bonnor. “We’ve long known that the results coming out of schools reflect who they enrol, but increasingly we are seeing growing clusters of high achieving students in the most advantaged schools, leaving other schools stranded.”*

*The broad trends are consistent across the three states examined. The results are particularly stark when comparing outcomes in urban versus regional schools. More than ever, a student’s level of achievement reflects the advantage and location of the school they attend.*

*“We need to redouble our efforts to lift our disadvantaged schools and halt the drift to an education system of winners and losers,” says Chris Bonnor. “Every community deserves to have a school which will lift all of its students and give all an opportunity to be high achievers.”*

*This is the third discussion paper in CPD’s series In a Class of Their Own, which explores different facets of how Australia’s school system segregates and divides, and concentrates both advantage and disadvantage.*

34. It is Governing Council’s view the pre-election commitment given to non-Government schools (attachment A.a), at face value, will introduce policy that may compound rather than mitigate the segregation and disadvantage already existing between Government and non-Government schools.
35. That is, this yourSAy Review, may be seen to be supporting/facilitating families who can afford to, to choose a non-Government school, when in principle, State and Federal Governments should, wherever possible, be promoting attendance at Government schools. For this reason, any access by the non-Government school sector to DfE provisioned buses should continue to be as per existing SASTP, or at the very least on a user-pays basis.
36. The Discussion Paper referred to in Attachment F informs our view that increasing numbers in Government schools (putting aside for now Government school capacity issues) would lift disadvantage and halt the drift to an education system of winners and losers, as Dr Chris Bonnor comments in the media release of 30 January 2019 referenced above.
37. Our view is further informed by attachment G: Committee for Economic Development of Australia “How unequal? Insights on inequality” April 2018 – Refer Foreward and Chapter 3 Educational inequality in Australia <http://ceda.com.au/Research-and-policy/All-CEDA-research/Research-catalogue/How-unequal-Insights-on-inequality>



38. When regional schools are facing capacity issues, this proposed guarantee may be one strategy to divert students to non-Government schools and ease that capacity pressure. In this situation, perhaps there is merit in facilitating travel to a non-Government school under certain criteria, so long as that criteria (however it is determined) would not then see existing students abandon the Government school in that regional area.
39. Improving government school infrastructure and services to address capacity issues in regional areas would be our preferred option, rather than to introduce a policy to facilitate families choosing a non-Government school.
40. The challenge, in our view, will be in managing expectations should non-Government families have a guaranteed right to transport (as opposed to 'reasonable', or 'opportunity'). As stated above, we have issue with the word 'guaranteed/ensuring' as it is inconsistent with 'reasonable' and 'opportunity' in that the opportunity for reasonable access to school bus services for non-Government schools is already catered for in existing SASTP.
41. Current SASTP (page 13) allows for students of both Government and non-Government schools to take a school bus to school under certain conditions, and stops are only made at non-Government schools if the bus passes it in the normal course of its route, and there is room on the bus. We believe this to be a reasonable policy position, and non-Government schools manage this well themselves, on a user-pays basis.
42. For example, Cornerstone College (an independent non-Government school in Mount Barker) provides a comprehensive shuttle service for their students who travel on the Government school bus to Mount Barker High School, a Government school. The Cornerstone College students travel free of charge on the Government school bus route, but then take the Cornerstone-provided user-pays shuttle from Mount Barker High School to Cornerstone College. It is noted Cornerstone College students are not guaranteed a space on the Government school bus, should a seat be required for a Government school student. <http://www.cornerstone.sa.edu.au/enrolments/bus-services/>
43. It is hoped bus routes would not be altered significantly to fulfil such a 'guarantee of a seat on a bus' commitment at the expense of existing Government school passengers, save and except where a Government bus route is at risk of being discontinued.
44. If a Policy change is introduced, a model for determining priority and funding will need to be developed in consultation with Principals and Governing Councils, with distance and time being critical factors.
45. There may also be merit in considering the 'flip-side' of this yourSAy Review, in that consideration be given to a model that allows Government school students access to non-Government bus routes. It is our understanding in our region, that Government students are not allowed access to non-Government bus routes.
46. It is noted the non-Government Tyndale Christian School in Strathalbyn (immediately adjacent EFS R-6) provides its own comprehensive user-pays bus service accommodating students from Nairne, Mount Barker, Hahndorf, Meadows, Murray Bridge, Callington, Mount Compass, Ashbourne, Victor Harbor, Finnis, Milang and Langhorne Creek.  
[http://st.tyndale.sa.edu.au/\\_files/f/5229/website\\_bus\\_info\\_20062017.pdf](http://st.tyndale.sa.edu.au/_files/f/5229/website_bus_info_20062017.pdf)

47. To the best of our knowledge, no EFS students access this Tyndale service
48. In past correspondence to EFS, DfE Transport Services Unit officers have advised that under current SA School Transport Policy, a school bus service provided by DfE is deemed to be an extension of the Government school served by the bus and must be used for the purpose of determining the eligibility of students for transport assistance.
49. Further, we have been advised that school buses serve designated areas and travel on approved routes to particular Government schools, and as such the Department does not provide transport assistance (school bus services) to facilitate a choice of school.
50. This means that when families accessing Government schools in regional areas exercise their right to choose an alternative Government school in their regional area (for reasons consistent with their values, beliefs, or the particular needs of their child) they are not currently given the opportunity for reasonable and fair access to school bus services because of current zoning policy.
51. The commitment by the Marshall Liberal Government appears to be offering support for non-Government school families in regional areas to exercise their right to choose a non-Government school, and deliver those children to a non-Government school. However, current SASTP does not offer Government school families this bus support when they are choosing to remain in the public system but just at an alternative Government school. (For example, families residing in Callington and Goolwa). Both Government and non-Government families exercise their choices on decisions consistent with their own beliefs, values, needs and circumstances.
52. This is further complicated by inconsistent zoning and school of right information provided by DfE.

### **Other Matters Deemed Relevant**

#### **Zoning and School of Right by Bus**

53. It is our experience that the most relevant issue in regional areas relating to access to school transport, be it by Government or non-Government school students, is zoning and school of right by bus.
54. As referred to in the earlier points, there exists confusion as there are no prescribed school zones outside the inner metropolitan area of Adelaide. DfE has a website where parents can enter their address and be advised the closest school but is not binding. To confuse the issue even more DfE Transport Services has their own zone rules using bus routes to determine the school of right for parents.
55. For example, we have families living in Macclesfield who enter their address on the website and are advised EFS is the closest school of right, but the DfE Transport Department advises they are to go to Mount Barker because they live closer to a Mount Barker bus route.
56. There are many other examples like this, but the issue is that EFS is seen as a Government school of choice across the Fleurieu and Strathalbyn side of the Hills due to its outstanding academic program.

57. Given that there are no clearly defined zones, and families want choice within the public system, combined with the rapid growth in population/housing development around Strathalbyn (with predominantly young families) we predict the capacity, zoning and other related issues will need to be addressed as a matter of urgency.
58. This zoning and school of right by bus issue is most evident and of concern to EFS when parents of Government school students exercise their right to choose which Government school(s) their family accesses for secondary schooling.
59. Clarifying and publishing consistent and clear zoning and school of right by bus information will have a significant and positive impact on schools in all regions, in particular in the Fleurieu region.
60. In our view, this matter will underpin the success or otherwise of any commitment by any Government to ensure/guarantee reasonable and fair access to bus routes for all families of Government or non-Government schools.
61. This yourSAy Review must take into consideration an urgent assessment of zoning and school of right by bus information. There has been considerable debate around this issue when EFS has accepted or denied enrolments from students deemed to be out of our zone.
62. As recently as 4 December 2018, EFS Governing Council wrote to Hon John Gardner MP Minister for Education regarding the subject of zoning and bus routes. Whilst we are yet to receive a response to our correspondence (apart from an acknowledgement) we are very pleased this yourSAy Review is being undertaken. The key points of our letter dated 4 December 2018 to Minister Gardner (provided as attachment F to this submission) are summarised as follows, *inter alia*:
- a. *we seek clarification from you on a matter raised by Mr Kent in his email to Mr Smith dated 27 August 2018 and their subsequent meeting held 13 September 2018, being what is DfE criteria for determining secondary school of right?*
  - b. *Transport Services Unit bases its call on this on closest bus route but the DfE website tool bases their call on nearest school to place of residency. This is a significant concern for families living on the Strathalbyn side of Macclesfield and Callington, as there is a clear contradiction in information being given to families from within DfE leading to parents' questioning the school's call of ineligibility.*
  - c. *Throughout the Fleurieu region, there are significant discrepancies between DfE transport guidelines, bus routes and the DfE enrolment policies, zones school/school of choice and rights of families and individuals to access buses.*
  - d. *Eastern Fleurieu R-12 School has grown significantly due to demographics and the quality of education it provides. We represent all the families over a wide catchment area and, in particular, families in Callington and Goolwa who are caught up in this lack of clarity around zoning and/or school of right.*
  - e. *There are approximately 40 students from Callington and 70 from Goolwa who pay an exorbitant amount to attend our school because the Department Buses only go to Mount Barker and Victor Harbor respectively.*

- f. *Callington and Goolwa do not have a secondary school and are caught in the middle distance wise, give or take a few kilometres, and if they chose to go to Mount Barker or Victor Harbor it would be highly likely that DfE would need to put on extra buses.*
- g. *There are several reasons why we would like to have a full review into bus services for the Fleurieu Region and the zoning/designated school for families living in this rapidly growing region of South Australia.*
- h. *We would like to propose that a Review is led by someone independent of DfE and has as participants in the review our local member for Heyesen, Mr Josh Teague, Alexandrina Council Chief Executive Officer Mr Glenn Rappensberg, two members of Eastern Fleurieu R-12 School Governing Council and DfE delegates, as a way to move the issues forward in an open and transparent way.*
- i. *Governing Council looks forward to your response at your earliest possible convenience.*

63. Our submission is supported by the following Treutler Road and Goolwa bus examples, and highlight the challenges faced under existing zoning and school of right conditions. We believe they are of significant relevance to this yourSAy Review.

**Treutler Road Route** (DfE service)

64. To avoid duplication, please see our response to yourSAy Review Question 2 “What will be the impact if school buses stop at non-Government schools?”

**Goolwa Bus Service** (EFS school managed bus service – caters for out of zone students)

65. EFS introduced this school-subsided service in 2016 to cater for the growing demand from families outside of our zone who wished to exercise their choice of Government school. Demand was so great that a second bus was introduced in 2017. Underpinning these decisions was the principle that all students within the Government school system should have access to a quality education that best suits their individual needs and values, regardless of where they live.
66. Following an EFS internal review of all bus routes in 2018, and in the interests of equity and accessibility, a decision was made by EFS Governing Council on 12 November 2018 as follows:
- a. that the full cost for this bus service would need to be passed on to the families as per all other students who bus in from other areas outside our catchment zone; and
  - b. to operate just one school managed bus from Goolwa to EFS. From the beginning of Term 1, 2019 the 29-seat bus was withdrawn, and the number of available seats was limited to a 61 seat bus service. No change was made to the bus route and timetable.
67. EFS Governing Council was presented with an enormous amount of data and information about the two Goolwa buses we operated and considered all facts and details including:
- a. usage
  - b. cost
  - c. advice from DfE regarding buses provided to schools of right and other buses bringing students from areas outside our catchment area

- d. number of students currently travelling on the buses
  - e. senior students and families who had indicated they would no longer be accessing the service in 2019
  - f. consideration of fairness and equity for all students at EFS.
68. Governing Council took the view that it was not fair and equitable that families from townships outside EFS' catchment zone (e.g. Callington and Macclesfield) exercising their right to choose to send their child/children to EFS were not being subsidised by the school, but students travelling from Goolwa (outside our catchment zone) were. Students travelling from Callington pay the full cost to travel on public transport.
69. Governing Council recognised that the families from these towns had every right to request subsidies and/or a bus given what had been implemented for Goolwa families.
70. Governing Council could not justify this in terms of the impact across the school in that it significantly compromised the learning experience of all students – students for whom EFS is the school of right based on their residential address and bus route access, as well as those who choose to attend EFS.
71. Further, Governing Council recognised the potential for this issue to complicate future planning and decision-making pertaining to facilities and services for our entire school community.
72. It was very clear EFS does not have the financial capacity to continue to provide a subsidised bus service under any circumstances for non-zoned students. Governing Council could not introduce a freeze on out of zone enrolments (due to significant growth in numbers of students in the past 3 years for whom EFS is the school of right) yet continue to provide a subsidised service to out of zone families.
73. It is noted that the bus subsidy has a direct and immediate budget impact on school resources as it is not a DfE provisioned service.
74. In order to give the yourSAy Review panel and our school community a full understanding of the EFS situation, the following detail is provided (extracted from many communications to affected families):
- a. The cost of the Goolwa bus for 2019 is \$345 (was \$220) per student per 10-week term. This \$345 equates to \$34.50 per student per week. This cost is guaranteed for Term 1, 2019 and it is envisaged it will not change.
  - b. The service will be reviewed each term and may be adjusted depending on numbers accessing the service and any increase in charges from LinkSA. It should be noted the cost of \$220 had only increased minimally since inception in 2016.
  - c. The fact the Goolwa bus was heavily discounted from its inception was conveyed to families in any correspondence issued. The decision to discontinue this subsidy was based on fairness and equity to all students at EFS and that includes all students for whom EFS is the school of right based on their residential address or bus route access, as well as those who choose to attend EFS.

- d. The cost was calculated on the actual cost the school is charged by LinkSA under our contract for a 61 seat bus to run every school day between Goolwa and Strathalbyn. This is close to \$84,000 for 192 school days. The contract has provision for the cost to be varied depending on fuel levies, cost of fuel and increases in wages for drivers of Heavy Vehicles.
  - e. In the last 2 years EFS had run a second bus which was the bus originally purchased for the Goolwa to Strathalbyn school bus run which was quickly outgrown. The cost to run that bus was about \$52,000 for the year and had a seating capacity of 29. Variations in costs were the same as for the contracted bus. This made the annual running costs \$136,000 offset by a maximum income (if all 80 seats were taken up) of \$64,000.
  - f. As correspondence sent to families always noted, the cost to families to provide this service was heavily discounted and the Governing Council sought to mitigate this cost as much as possible in order to be fair to other students, from out of our catchment area, who were not given discount travel to EFS.
  - g. Once the cost to provision the Goolwa service was fully understood, Governing Council was compelled to make a decision regarding the unsustainable financial pressure associated with the Goolwa buses, including consideration that should the decision be delayed so as to allow for consultation with the school community, there was potential for mid-year disruption for students if families chose to change schools.
  - h. Additionally, advice from DfE (closest schools, Goolwa Primary School, Victor Harbor High School and Mount Compass Area School) meant Governing Council, unfortunately, had no other option but to charge the full amount.
  - i. An open and transparent process, in accordance with legislative requirements, was employed to implement the fee increase. EFS provided a "Commitment to Pay" agreement to be signed and returned to the school by 4pm Friday 30 November 2018 in order for children to access the Goolwa service. An invoice was then raised for the forthcoming term. This user-pay service with payment is required prior to travelling. Failure to pay by the due date results in permission to travel being withdrawn. Seats are allocated, in the first instance, to students for whom there are no outstanding bus charges from 2017 or 2018. As always, families were encouraged to contact the Finance Officer to discuss an instalment agreement.
  - j. Alternative options were considered, including discontinuing the Goolwa service completely.
  - k. The reasons for the change were communicated in writing to all users of the service.
75. It is noted that current SASTP (page 12) allows for subsidised travel in instances where students meet certain criteria and are authorised by the Minister's delegate to attend an out of zone school.
76. The EFS school environment has continued to change significantly since Governing Council supported the decision in 2016 to introduce the Goolwa service. The political environment has also changed. EFS continues to attract students from out of zone (not just Goolwa) and is proud families make this choice within the public, Government system and existing Policy based on the quality of our curriculum, teachers, school policies and school leadership; Governing Council hopes EFS will continue to be their school of choice.

77. The original decision to introduce a service from Goolwa was based on the principle that all students within the Government school system should have access to a quality education that best suits their individual needs, regardless of where they live. This remains a guiding principle for EFS, however it does come at a cost.
78. The choice is even more critical as secondary options for Government school families on the Fleurieu are limited and can be some distance from where families reside. There needs to be greater flexibility and reasonable and fair access to bus routes to allow for families to exercise their right to choose a secondary school in regional areas within the Government school system. We trust the outcomes of the yourSAy Review will address this, and not only target reasonable and fair bus access to school of choice for non-Government school families. We believe policy change is needed in this area to facilitate choice of school within the Government sector.
79. We draw the yourSAy Review panel's attention to Attachment D Victor Harbor Times article 4 October 2018  
<https://www.victorharbortimes.com.au/story/5660661/need-for-secondary-school-in-goolwa/>
80. It continues to be put to EFS by affected families with secondary students that distances are negligible between Hindmarsh Island/Goolwa and Victor Harbor and Hindmarsh Island/Goolwa and Strathalbyn. DfE advice continues to be that buses are already provided for these students to their "school of right" according to the bus routes, which are an extension of their nearest school being Victor Harbor High School and Mt Compass Area School.
81. As DfE supplies free bus transport from Goolwa to Victor Harbor High School which for Goolwa families is their designated closest high school as well as to Mount Compass Area School for those residing closer to Mount Compass for secondary students, the choice remains for affected EFS families to access these schools and services if costs to travel to EFS remain an issue.
82. Governing Council takes this opportunity to publicly acknowledge the staff at EFS who have at all times been professional, fair, consistent and compassionate when dealing with an understandably upset section of our school community impacted by the decision to change the Goolwa bus service.
83. Governing Council wishes to continue to work positively and constructively with DfE to ensure our entire school community benefits from the outcome of this yourSAy Review and has encouraged our families to join the discussion.
84. Governing Council appreciates the opportunity to be part of the conversation around this very important topic. We agree policy change is needed in order to support choice within the Government school system, particularly at secondary level, and reserve our right to comment further on this question.



**Terms of Reference Scope**

Identify the implications of allowing existing buses on Government school routes to make stops at non-Government schools within the area of current routes, with consideration also given to broader routes. Currently, stops are only made at non-Government schools if the bus passes it in the normal course of its route;

**Question 2: What will be the impact if school buses stop at non-Government schools?**

In context of Paragraphs 1-24, and responses to Question 1:

85. As per our response to Question 1 (and some points are repeated here), the challenge, in our view, will be in managing expectations that regional non-Government school families will have guaranteed access to transport to their school of choice. It is our view that the opportunity for reasonable access to school bus services for non-Government schools is already catered for in existing SA School Transport Policy.
86. Current SASTP allows for students of both Government and non-Government schools to take a school bus to school under certain conditions. Currently, stops are only made at non-Government schools if the bus passes it in the normal course of its route, and there is room on the bus.
87. It is hoped bus routes would not be altered significantly to fulfil this 'guarantee' commitment at the expense of existing Government school passengers, save and except where a Government school bus route is at risk of being discontinued.
88. A degree of comfort is taken from the TOR statement that the implications of allowing existing buses on Government school routes to make stops at non-Government schools within the area of current routes, will also give consideration to broader routes.
89. However, how the routes will be determined is potentially an area of concern; Government school families should not be disadvantaged or experience a drop in service provision as a result of allowing non-Government school families access to Government services. Any drop-offs and pick-ups should first be at the Government school (where practicable).
90. Where there are existing bus routes to transport students to Government schools, but numbers fluctuate, allowing students attending non-Government schools to access the DfE service could ensure the viability of the service. Alternatively, allow Government school students to access a non-Government service if it passes near to an existing Government bus stop at risk of being discontinued or altered.
91. The EFS Treutler Road bus service is an example of why there is merit in considering the impact of Government school buses stopping at non-Government schools (and/or vice versa), and an overview is provided below.

**Treutler Road Bus Route**

92. EFS received correspondence from Transport Services Unit, Department for Education dated 19 September 2018 which advised, inter alia, *"the Transport Services Unit has undertaken a review of all school bus services in the district throughout the 2018 school year, which has primarily occurred to ensure the school bus services are operating in accordance with the (DfE) School Transport Policy*

*criteria.” Further, “... the Treutler Road bus service is no longer justifiable for continuation. It is therefore proposed that the Treutler Road bus is withdrawn at the end of the 2018 school year.”*

93. At EFS Governing Council meeting 12 November 2018, Governing Council resolved that a letter be written to Education Minister, Hon John Gardner MP, expressing our significant concerns regarding this correspondence. Governing Council also resolved that a letter be written to parents affected by this decision.
94. EFS engaged with DfE on this matter and asked for a stay of one school term on this decision. Whilst Governing Council has worked with DfE to maintain this service it is acknowledged it is difficult to justify this service when there are frequently only 1 or 2 students accessing this bus.
95. Many of the students deemed ineligible were given approval to travel when their families approached the school explaining their situation and requesting access to this bus despite their ineligibility. For reasons unknown to EFS the majority of these students are not utilising the bus and for this reason it has become untenable to continue.
96. Governing Council, in partnership with Principal Mr Kent, continued to pursue this issue and was delighted when DfE advised the Treutler Road School Bus Run could continue for Term 1, 2019, during which time options would be explored for our eligible students and alternatives for ineligible students on the list.
97. The Governing Council is concerned about the impact this may have on families of pre- and school age children into the future but is also understanding of the efficient use of resources.
98. Governing Council acknowledges the willingness of DfE Transport Unit officers to work with our school on this matter.
99. We propose that this Treutler Road bus route be considered as a potential candidate for a trial for non-Government school students to access bus services (or for Government school students to access non-Government bus routes) if that is an option arising from this yourSAy Review.
100. We trust the yourSAy Review will expand on the impact such a guarantee to the non-Government sector will have upon:
  - a. timetables
  - b. existing routes and who has priority ‘right’ to travel
  - c. existing travel times (with no adverse impact on Government school students) – in regional areas these could be significant
  - d. costs/budgets
  - e. administrative resources required to support, implement and manage any changes
  - f. funding models (who pays?)
  - g. behaviour management; and
  - h. all matters currently addressed in the current SA State Transport Policy, and what changes will be proposed to existing Policy. Tracked changes are recommended to assist with understanding where any changes to existing policy are proposed.
101. Any Government school required to offer access for non-Government school families to a Government school-owned bus service or route that is an extension of the Government school, must retain all responsibility for determining access, costs and administrative functions for these

services, including the availability of the school-owned bus for community use. This should be reciprocated if non-Government school buses were to allow access for Government school students to their services.

102. Where there exists capacity in a Government school in a regional area, government buses stopping at non-Government schools is not supported (for reasons outlined in our response to Questions 1)

103. A model for managing bus routes and resourcing would need to be developed in consultation with Principals of the schools involved – Government school Principals should have the authority to manage their routes and services, in a collaborative manner, as should non-Government schools if they are the provider of the service.

104. Governing Council reserves our right to comment further on the subject matter of this question.

**Terms of Reference Scope**

Identify the options and implications of allowing buses to be used for broader community uses other than regular school transport purposes;

**Question 3: What will be the impact if school buses are made available for community purposes?**

In context of Paragraphs 1-24 above.

105. As per the yourSAy Review's Terms of Reference this submission interprets this question to mean making the bus available for hire by the community, and not taken as allowing the bus to be used to transport members of the public when in use to transfer students to and from school.
106. The use of any school bus service (apart from Public Transport) being used to include members of the public during transporting Government or non-Government students to and from school is not supported, for child safety and protection reasons.
107. Administration resourcing implications would need to be assessed.
108. Any Community use, outside of transferring students to and from school, would require full consultation with the bus hub Principal and be at the Principal's complete discretion.
109. How to manage priority use, in the situation where a Community organisation has booked a bus, but it is required in place of a bus that has broken down and the bus is being used by the community.
110. EFS owns and operates its own 29 seat school bus, but this is regularly in use for incursions and transfers between campuses for school-based activities and inter- and intra- state sports participation. Any school owned bus use by the community should be at the total discretion of the school who owns it, and any income associated with community use must remain with the school.
111. There is merit in out of hours use, however, our position on this is reserved pending further information on policy and procedure associated with this.

### **Terms of Reference Scope**

Assess the potential efficiency and effectiveness of the transfer of the school bus management function from the Department for Education (DE) to the Department of Planning, Transport and Infrastructure (DPTI).

### **Question 4: How would the transfer of Government school bus responsibility from the Department for Education to the Department of Planning, Transport and Infrastructure make services more effective and efficient?**

In context of Paragraphs 1-24 above.

112.As per SASTP, Department of Planning, Transport, and Infrastructure (DPTI) already has responsibility for driver accreditation. There is perhaps merit in school bus responsibility being managed by DPTI if it solves the zoning and bus routes issue.

113.It is expected DPTI staff and DfE staff would collaborate closely and share information (if they do not do so already) when developing bus route policy or bus routes, and decisions would not be made in isolation from each other.

114.DPTI would have a clear understanding of existing and future public passenger transport services, and this information would inform the planning for or amending of school bus routes.

115.Further DPTI has access to data and plans; for example, there are many studies and plans produced by State and Local Government with outputs and recommendations that provide an overwhelming amount of data. It is beyond the scope and capacity of Governing Council to discuss/interpret this in our response.

116.DPTI in particular would have extensive data relating to road conditions in regional areas and their suitability or otherwise to support a school bus service.

117.The following is a list of the information available, just to illustrate how a more integrated approach will make service delivery more effective and efficient.

- a. State and Regional Development Plans
- b. South Australia's Strategic Plan
- c. Strategic Infrastructure Plan for South Australia
- d. Planning Strategy for South Australia
- e. 30 Year Plan for Greater Adelaide – Department of Planning and Local Government 2010
- f. Development Plan Alexandrina Council, November 2016
- g. Development Plan City of Victor Harbor May 2016
- h. Victor Harbor Urban Growth Management Strategy 2013 Update, City of Victor Harbor
- i. Draft Strathalbyn Town Plan 2014-2024 Alexandrina Council August 2014
- j. A Functional Hierarchy for SAs Land Transport Network, Department of Planning, Transport, and Infrastructure, June 2013
- k. Master Plans and Urban Growth Plans
- l. Current Transport Plans
- m. Southern & Hills Local Government 2020 Transport Plan (updated 2015)
- n. Road Classification Guidelines in South Australia

118. We acknowledge the work of Regional Development Australia Adelaide Hills Fleurieu Kangaroo Island “Adelaide Hills and Fleurieu Peninsula Regional Public Transport Study” and look forward to the publication in the near future of outcomes and actions arising from this Study undertaken by GTA Consultants. Two key components of this project are to determine future demand and needs for public transport in the region, and to develop new ideas for public transport solutions to address the future public transport needs in the region. Refer Attachment C for further information.  
<http://www.rdahc.com.au/183.html>
119. The RDA AHFKI passenger transport study may inform passenger services that will accommodate school students from Goolwa who are currently out of zone and continue to attend EFS.
120. We reserve our right to comment further on this question.

End.

**Attachment A****Terms of Reference****Purpose**

As part of a suite of election commitments to the non-Government school sector, a Marshall Liberal Government committed to non-Government school students having fair access to school buses in regional areas.

The commitment provided that a review of school bus services would inform the best mechanism for this, to be based on the principle that regional students should have reasonable access to transport as they do in the city.

A previous review undertaken in 2015 did not operate on this presumption.

**Scope**

Consistent with Minister Gardner's pre-election commitment outlined in correspondence to non-Government school's representatives, the Terms of Reference will include to:

- assess the potential efficiency and effectiveness of the transfer of the school bus management function from the Department for Education (DE) to the Department of Planning, Transport and Infrastructure (DPTI);
- identify the options and implications of guaranteeing all students, within a specified area, a place on a school bus, including non-Government school students;
- identify the implications of allowing existing buses on Government school routes to make stops at non-Government schools within the area of current routes, with consideration also given to broader routes. Currently, stops are only made at non-Government schools if the bus passes it in the normal course of its route;
- identify the options and implications of allowing buses to be used for broader community uses other than regular school transport purposes; and
- consider any other matters deemed relevant.

**Project Working Group**

The review will be undertaken by a Project Working Group comprised of representatives from DE, DPTI and the Department of Treasury and Finance (DTF).

A report will be completed for consideration by Cabinet.

About: What is being decided?

We are reviewing Government school bus services in regional South Australia to see how Government school buses can provide travel for all students, regardless of what school they attend (Government or non-Government school).

We are also considering making school buses available for broader community use and if moving the responsibility for school buses from the Department for Education to the Department for Planning, Transport and Infrastructure will make services more effective and efficient.

Background: In 2018, the State Government committed to ensuring that all school students have fair access to school buses in regional South Australia, based on the principle that regional students should have reasonable access to transport as they do in the city.

The current school transport policy offers school bus access to Government and non-Government school students who meet specific eligibility criteria. Currently more than 430 school bus routes provide transport for students across regional South Australia and approximately 14,600 students use these services. These services are currently overseen by the Department for Education.



As part of this review we are currently meeting with key stakeholders from both Government and non-Government sectors to discuss how these potential changes might affect them.

To help us with this review we want to hear from parents/caregivers of students and the broader community in regional South Australia about:

- options and implications to ensure all school students in regional South Australia have a place on the school bus
- implications if existing Government school buses start making stops at non-Government schools on their current route and outside of their route
- options and implications for school buses to be available for community purposes
- transferring Government school bus responsibility from the Department for Education to the Department of Planning, Transport and Infrastructure to make services more effective and efficient.

Read the [Review of School Bus Services Terms of Reference](#)(Opens in a new window)(Opens in a new window) and the [SA School Transport Policy](#)(Opens in a new window)(Opens in a new window).

Get involved: Read the [Review of School Bus Services Terms of Reference](#) (Opens in a new window)(Opens in a new window) and the [SA School Transport Policy](#)(Opens in a new window)(Opens in a new window).

To help us with this review we want to hear from parents and caregivers of students, and the broader community in regional South Australia, about how these changes will affect them. We also want your thoughts on the implications of making school buses available for community purposes.

This consultation is an initial step in the review, which also includes working with key stakeholders and experts.

How you can get involved: Read the [Review of School Bus Services Terms of Reference](#)(Opens in a new window)(Opens in a new window) and the [SA School Transport Policy](#)(Opens in a new window)(Opens in a new window) and provide your feedback by:

- joining the [online discussion](#)
- emailing a written submission to [schoolbusreview@sa.gov.au](mailto:schoolbusreview@sa.gov.au).

How can your input influence the decision?

Your input will help shape how Government and non-Government school students in regional areas get to school and what bus services are provided to regional communities.

This will help us decide on the best way to ensure consistent school transport for all regional students.

How will your input be used?

Responses will be included in a report provided to the Government by the end of March 2019. Community feedback will help the Government make decisions about the best way to provide fair access to school bus services for regional students.

Contact: For more information contact: email: [schoolbusreview@sa.gov.au](mailto:schoolbusreview@sa.gov.au).

Closing date: 5pm, Friday 15 February 2019

## NON-GOVERNMENT SCHOOLS - LIBERAL COMMITMENTS



Attachment A.a

## A STRONG PLAN FOR REAL CHANGE.

A Marshall Liberal Government will work in partnership with the non-government school sector to help every South Australian child to achieve their full potential. Parents who have made sacrifices to support their children's education in a setting consistent with their values, their faith, or the particular needs of their child, should not be penalised by government policies that make life harder.

- SA Government funding to increase from the lowest in Australia up to the national average: for years South Australia's State Government has given the least support of any state to non-government schools. A Marshall Liberal Government will maintain budget increases in recurrent funding to non-government schools to 22% of the Schooling Resource Standard.
- Capital grant funding for non-government schools: unlike other states, the Weatherill Labor government has not delivered capital grant funding to non-government schools during their time in office. We support their recent change of heart and will maintain capital grants to non-Government schools at \$5.5 million per sector (indexed) as a minimum.
- We will continue the tender process that the Government got underway before the election for improved internet services for schools, but we will seek to enable the inclusion of non-government schools – particularly those with high levels of need.
- A Marshall Liberal Government will seek to ensure that non-government school students have fair access to school buses in regional areas. A review of bus services will inform the best mechanism to make this happen: based on the principle that regional students in non-government schools should have reasonable access to transport as they do in the city.
- DECD professional development opportunities for teachers in key areas such as literacy and languages will be made available to non-government school staff.
- Parent workshops focused on dyslexia and other learning difficulties (including new locations in many regional areas not currently serviced) will be available for all parents.
- We will support the roll-out of breakfast programs to schools that need them, including non-government schools.
- Our Anti-Bullying policy and our Parental Engagement policy both include the development of new best-practice resources, which will be made available to all schools.
- Our Entrepreneurial Education policy will see the development of new Business and Entrepreneurship focused SACE subjects that all schools will benefit from.
- Our commitment to transition of Year 7 into High School will see an increase in the per-student financial support for all Year 7 students across South Australia.
- Our Skilling South Australia policy includes a \$200 million commitment shared with the Federal Government to deliver more than 20,800 new traineeships and apprenticeships.
- Other policies in our Strong Plan for Real Change that will also benefit non-Government schools - and families - include our commitment to cap council rate increases, slash Emergency Services Levy costs, and our Real Energy Solution which will provide a 15% reduction in electricity bills.

A Marshall Liberal Government will seek to develop a genuine cooperative partnership with non-government school sectors, while allowing them to maintain the independence from Government that is so valued by those schools and their families.

Authorised by S Meldrum, Liberal Party, 104 Greenhill Rd, Unley SA 5061

**WWW.STRONGPLAN.COM.AU**  
**MORE JOBS | LOWER COSTS | BETTER SERVICES**

## Attachment C



## Alexandrina Council Advocacy Plan 2017-18

One of Council's key functions is to advocate on behalf of our community. To meet current and future community needs, Council must influence and work in partnership with a range of local, regional, state and national decision-makers. Funding and support from external sources (including other levels of government) is critically important for Council to successfully deliver improved outcomes for our community. This document is intended to aid Council's advocacy activities by summarising key issues of community interest which require the attention of external decision-makers.

### Local Government Act 1999

#### Section 6 – Principle role of a Council

(d) to represent the interests of its community to the wider community

### Regional/Sector Significance

- State & Federal government planning & investment to ensure adequate **Aged Care** infrastructure & services are provided across the region in response to changing demographics .
- Health policy & funding which ensures adequate services are provided "in-place" for the residents of the southern Fleurieu,, including improved services at **South Coast District Hospital**.
- An integrated approach to the management of **Little Corellas** led and funded by State Government.
- Proactive expenditure of the **Waste to Resources Fund** enabling the regions to implement projects which contribute to the objectives of Green Industries SA.
- A review of **Black Spot funding** guidelines to ensure local government can nominate dangerous road locations before a fatality occurs and be involved in investment decisions.
- **Regional development funds** for tourism, primary production & small business.
- Reducing regulatory red-tape and introducing a favourable policy framework for **Primary Production** i.e. NRM reform & increased investment in on-ground activities such as roadside weed management, continued funding of PIRSA & SARDI and a focus on reliability of water security, transport, telecommunication & electricity networks.

### Council-wide significance

- **Road safety** improvements for Alexandrina's main arterial and collector roads including Callington Road, Goolwa Road, Alexandrina Road (particularly the intersection with Tucker Road), Long Valley Road, Flagstaff Hill Road and a Waterport Road bypass for North Terrace in Port Elliot. Important for tourism & primary production.

### Local significance

- Address capacity issues at **Eastern Fleurieu School** via the provision of new buildings & infrastructure.
- **Project funding** for Goolwa Wharf, Goolwa Beach, Sugars Beach & Beacon 19, Goolwa Sporting Complex, Milang Foreshore , Mount Compass Playspace and Strathalbyn Traffic, Parking & Streetscape improvements.
- **Mobile Black Spot Funding** for Strathalbyn to Kuitpo.
- Address aged care needs in Strathalbyn in accordance with the recommendations made by the **Kalimna Working Group**.

Please direct any questions on this Plan to the Manager Governance & Strategy, Alexandrina Council, (08) 8555 7000

Remaining attachments D-H removed for Infrastructure SA submission for conciseness