Pre-Budget Submission to the NSW Government

Infrastructure Maintenance Funding for NSW Adult and Community Education Providers

Prepared by
Community Colleges Australia

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Shovel ready projects to support the NSW economy and train the state's vulnerable workers

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Pre-Budget Submission: NSW ACE Infrastructure Maintenance – Executive Summary

Give our students a great place to learn and be inspired

Help us prepare our facilities and campuses to be in great shape for when our students return

Thanks to the early intervention and support by the NSW Government, providing COVID-19 relief funding for the state's adult and community education (ACE) providers in April 2020, the state's ACE sector now looks to post-pandemic medium-term economic recovery activities.

Community Colleges Australia (CCA) proposes that the NSW Government implement a 2021/22 ACE infrastructure maintenance program of $250,000 per provider, a total of $8 million state-wide.

Infrastructure investment by the NSW Government in not-for-profit community education providers is an investment in local communities, built by local tradespeople, ensuring these jobs and the associated benefits stay local. People who study with adult and community education (ACE) providers will return to modern facilities designed to provide them with the best skills for a post-pandemic economic recovery.

The current need for economic stimulus in NSW presents an important opportunity to build on the 2019/20 NSW ACE infrastructure maintenance program. Most of the current projects are now complete; the students and their communities have begun to utilise and appreciate this important new infrastructure. To support the NSW Government in delivering targeted economic stimulus, NSW ACE providers have identified practical and "shovel ready" projects that will enhance their ability to provide better quality training to their communities while simultaneously delivering the economic injection into local economies across the state.

Funding will ensure NSW ACE providers have the capacity to undertake appropriate, timely and targeted upskilling and training in professional environments. They will deliver accredited VET and foundation skills to priority groups such as the large number of newly unemployed, small businesses in trouble and other vulnerable and disadvantaged people. Funding will underpin the operational continuity of the NSW state-wide network of ACE providers, so their training capacity will survive now and thrive in the future.

This infrastructure maintenance funding will:
- be delivered quickly to support NSW Government economic stimulus objectives;
- support almost every one of the Premier's policy priorities;
- support existing NSW jobs throughout the life of each project;
- provide a pipeline of projects for relevant employers to hire staff where required;
- support NSW Government regional economic development efforts;
- align with existing NSW state training and infrastructure policies;
- build on the ability of NSW ACE providers to deliver infrastructure improvements;
- ensure a "long tail" of positive impacts arising from infrastructure investment;
- help NSW ACE providers meet documented building management challenges; and
- provide substantial return on investment to the NSW Government.

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Give our students a great place to learn and be inspired

Help us prepare our facilities and campuses to be in great shape for when our students return

Introduction

Thanks to the early intervention and support by the NSW Government, providing COVID-19 relief funding for the state's adult and community education (ACE) providers in April 2020, our sector can now look to post-pandemic medium-term economic recovery activities.[1]

Community Colleges Australia (CCA) proposes that the NSW Government implement a 2021/22 ACE infrastructure maintenance program of $250,000 per provider, a total of $8 million state-wide.

Infrastructure investment by the NSW Government in not-for-profit community education providers is an investment in local communities, built by local tradespeople, ensuring these jobs and associated benefits stay local. People who study with community education providers will return to modern facilities designed to provide them with the best skills for a post-pandemic economic recovery.

The current need for economic stimulus in NSW presents an important opportunity to build on the successful 2019/20 NSW ACE infrastructure maintenance program. These projects are now complete (see Appendix B): the students and their communities have begun to utilise and appreciate this important new infrastructure. To support the NSW Government in delivering targeted economic stimulus, NSW ACE providers have identified practical and "shovel ready" projects that will enhance their ability to provide better quality training to their communities while simultaneously delivering the required economic injection into local economies across the state.

Funding will ensure NSW ACE providers have the capacity to undertake appropriate, timely and targeted upskilling and training in professional environments. They will deliver accredited VET and foundation skills to priority groups such as the large number of newly unemployed, small businesses in trouble and other vulnerable and disadvantaged people. The funding will underpin the operational continuity of the NSW state-wide network of ACE providers, so their training capacity will survive now and thrive in the future.

In summary, this new funding will:

- provide "shovel ready" modern projects in at least 33 locations around the state – two-thirds in regional and rural NSW – for small-to-medium building and maintenance projects;
- preserve and protect important community-owned and operated infrastructure;
- assist the delivery of high value education and training to priority communities and residents, many of whom now seek urgent re-training; and

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[1] See "NSW Government supports adult and community education providers with COVID-19 relief funds," Community Colleges Australia website, 20 April 2020, available at https://cca.edu.au/nsw-government-supports-adult-and-community-education-providers-with-covid-19-relief-funds/.

- support and complement other NSW Government economic recovery efforts.

This infrastructure maintenance funding will:

- *support and complement almost all of the Premier's policy priorities;*
- *be delivered quickly to support NSW Government economic stimulus objectives;*
- *support existing NSW jobs throughout the life of each project;*
- *provide a pipeline of projects for relevant employers to hire staff where required;*
- *support NSW Government regional economic development efforts;*
- *align with existing NSW state training and infrastructure policies;*
- *build on the ability of NSW ACE providers to deliver infrastructure improvements;*
- *ensure a "long tail" of positive impacts arising from infrastructure investment;*
- *help NSW ACE providers meet documented building management challenges; and*
- *provide substantial return on investment to the NSW Government.*

See details of each of these below.

Background

NSW ACE providers – historically known in New South Wales as community colleges – over-perform in their delivery of vocational education and training (VET) to the state's most vulnerable and disadvantaged residents: regional and rural learners, Indigenous communities, people with a disability, people from lower socio-economic backgrounds, older (age 45-plus) learners, and migrants and refugees; see Appendix A for details.[2]

NSW ACE providers have shown their ability to manage infrastructure maintenance funding effectively and efficiently: in 2019/20, the state's ACE providers each received just under $72,000 to undertake essential infrastructure projects. All but six providers completed their projects by the end of April 2020. They spent $2.3 million efficiently and professionally to support their local communities and assist their learners.

Appendix B details the substantial impacts reported by NSW ACE colleges of the current infrastructure maintenance program. CCA estimates each year at least 10,000 students will receive benefits from the soon-to-be-completed current projects.

Support for NSW Regional Economic Development

The ACE infrastructure maintenance program will support NSW state regional economic development goals by ensuring easy-to-contract small-to-medium construction and infrastructure projects, implemented around the state.

During 2019/20, the ACE infrastructure maintenance program delivered projects in 32 NSW locations, two-thirds of them outside of metropolitan Sydney:

- Albury
- Alstonville
- Ballina
- Bateman's Bay

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[2] For more details, see *Vulnerable and Disadvantaged Students of NSW Not-for-Profit Community Education Providers: Analysis of 2019 Data* (24 September 2020), available at https://cca.edu.au/wp-content/uploads/2020/09/Vulnerable-and-Disadvantaged-Students-of-NSW-ACE-Providers-24Sept2020.pdf.

- Bathurst
- Bondi Junction
- Broken Hill
- Brookvale
- Carlingford
- Coffs Harbour
- Dubbo
- Griffith
- Guyra
- Hornsby
- Kiama
- Laurieton
- Lismore
- Liverpool
- Moree
- Mullumbimby
- Murwillumbah
- Nelson Bay
- Newcastle (Cooks Hill)
- Newcastle (Maryville)
- Ourimbah
- Parramatta (two locations)
- Penrith
- Port Macquarie
- Rozelle
- Tamworth
- Tuggerah
- Wagga
- Wollongong

Alignment with NSW Training and Infrastructure Policies

Strategic Development Goals: The NSW Government has identified strategic development goals, detailed in the *NSW 2021 Plan*. Funding will support the objective to "deliver high quality, accessible and relevant training will support workforce participation and the growth of industry and business."[3]

Direction Statement for VET: This funding will help to address the issues identified in the 2016 Smart and Skilled Review, which are reflected in the NSW *Direction Statement for Vocational Education and Training*, to:

- Give greater certainty to the NSW VET market;
- Raise the profile of VET; and
- Ensure the benefits for students and ultimately jobs for NSW from the significant Government investment are maximised.[4]

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[3] See https://www.ipc.nsw.gov.au/sites/default/files/file_manager/NSW2021_WEBVERSION.pdf.

[4] *Directions Statement for Vocational Education and Training*, NSW Department of Industry, Skills and Regional Development, July 2016, p. 14; available at
https://www.training.nsw.gov.au/forms_documents/vet/directions_statement/directions_statement_vet.pdf.

State Infrastructure Strategy: Funding for ACE infrastructure maintenance projects directly supports four of the NSW Government's *2018-2038 State Infrastructure Strategy* cross-sectoral strategic directions:

- Optimise the management, performance and use of the State's assets.
- Ensure that existing and future infrastructure is resilient to natural hazards and human-related threats.
- Improve state-wide connectivity and realise the benefits of technology.
- Drive high quality consumer-centric services and promote innovative service delivery models in infrastructure sectors.[5]

NSW 2040 Economic Blueprint: ACE infrastructure funding directly supports two aspirations of the *NSW 2040 Economic Blueprint: Investing in the State's Future* – healthy & productive people and productive & vibrant regions. The funding also supports four of the seven policy levers: human capital, institutions, infrastructure and industry development.[6]

Proven Ability to Make Infrastructure Happen

NSW ACE providers have proved they have the management and organisational capability to implement a state-wide NSW Government infrastructure maintenance program. More than 30 NSW ACE providers participated in the 2019/20 infrastructure maintenance program, with the large majority completing their projects in less than eight months.

NSW ACE providers have shown their efficiency, flexibility and adaptability, reflected in their current responses to the Coronavirus emergency. Almost all began active planning for digital, distance and blended learning, combine with other innovative ways to engage their students and conduct outreach to their communities.[7]

ACE providers create and sustain community infrastructure. Starting from a base of action within their communities, they deliver inclusive place-based learning as their core business, operating through not-for-profit, community-based governance structures. They provide formal and informal learning opportunities, including foundation skills; engagement in accredited VET modules and qualifications; and skills for participation in work, along with community engagement, health and wellbeing.[8]

The "Long Tail" Impact of ACE Infrastructure Projects

Infrastructure maintenance support is an investment in the future of the State of New South Wales. CCA's research shows that infrastructure investment continues to pay huge dividends for many years: to the learners, to their communities and to their providers.

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[5] See http://www.infrastructure.nsw.gov.au/sis-2018.

[6] See *NSW 2040 Economic Blueprint: Investing in the State's Future*, NSW Treasury, 2019, available at https://www.treasury.nsw.gov.au/nsw-economy/nsw-2040-economic-blueprint.

[7] See CCA's E-learning page https://cca.edu.au/member-services/professional-development/e-learning/ and developing E-learning resources list https://cca.edu.au/resources/#E-Learning.

[8] For more detail, see https://cca.edu.au/who-we-are/communityeducation/.

In 2009, the Commonwealth Government's "Investing in Community Education and Training" (ICET) program delivered funding to more than 50 Australian ACE providers. Small grants ranged from $50,000 to $250,000, and larger grants up to $1.5 million.[9]

In 2017, CCA surveyed 25 of the recipient providers nationally (the majority in NSW) and found that more than 100,000 new students undertook training with community education providers over the seven years following completion of the infrastructure projects.[10]

CCA found that 80% of recipients improved accessibility to their educational facilities for staff and students living with disabilities. This is particularly important given that NSW ACE providers over-perform in reaching learners with disabilities – in 2019, more than 19% of ACE government-funded VET students had an identified disability, well in excess of TAFE students (11.8%) and private for-profit VET providers (6.9%).[11]

As a direct result of the 2009 infrastructure funding, the providers reported:

- 76% offered new courses;
- Of these new courses, two-thirds were vocational, providing new skills and pathways into employment;
- 96% (all but one of the organisations reporting) improved existing courses;
- 92% provided training to more students; and
- 84% hired new staff and/or improved the skills of existing staff.[12]

NSW ACE Providers Face Building Challenges

One of the greatest challenges facing community education providers is how to maintain existing and construct new buildings. Small and medium providers, especially in regional, rural and many outer metropolitan areas, face long-standing and unique challenges to maintain the high infrastructure costs imposed by accreditation and competitive tendering.[13] Many providers are dependent on access to rented facilities owned by local schools or councils, access that can be stopped such as during the Coronavirus emergency. When ACE providers can maintain and protect their own professional training environments, they can sustain training through challenging moments, and continue to serve their communities.

Return on Investment to the NSW Government

Investment in the NSW ACE sector continues to result in substantial return on investment for the NSW Government. The infrastructure maintenance funding program will:

- increase capacity of the sector to provide differing modes of delivery that embrace progressive methodologies and technologies;

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[9] See "Investing in Community Education and Training program guidelines," May 2009, https://cca.edu.au/wp-content/uploads/2017/04/Commonwealth-Infrastructure-Funding-2009-10-ICET-Guidelines.pdf.

[10] See https://cca.edu.au/wp-content/uploads/2017/08/Per-Capita-CCA-conference-presentation_final.pdf.

[11] See *Vulnerable and Disadvantaged Students of NSW Not-for-Profit Community Education Providers: Analysis of 2019 Data* (24 September 2020), available at https://cca.edu.au/wp-content/uploads/2020/09/Vulnerable-and-Disadvantaged-Students-of-NSW-ACE-Providers-24Sept2020.pdf.

[12] See https://cca.edu.au/wp-content/uploads/2017/08/Per-Capita-CCA-conference-presentation_final.pdf.

[13] *Vocational Education and Training in Rural and Remote Australia*, by Sue Kilpatrick and Rowena Bell, NCVER, 1998, https://www.ncver.edu.au/__data/assets/file/0014/3209/200.pdf.

- Improve sector capacity to respond to significant community events, including regional and local natural disaster response and/or other emergencies such as the 2019/20 summer bushfires and the current Coronavirus pandemic;
- build community confidence in and awareness of local ACE providers, through provision professional and modern facilities;
- enhance education and training across the sector for the benefit of individuals and groups – including small businesses, particularly the rapidly increasing numbers of the most vulnerable, who have limited or no other educational options;
- strengthen education and training pathways and options for local unemployed, underemployed or employed people seeking knowledge and skills necessary to carry out current or potential new employment;
- enhance economic and market benefits to local communities and support provide pathways to higher VET qualifications or higher education; and
- support local community courses which build local health and wellbeing – so essential during a time of pandemic; development of life skills, social capital, volunteerism, life purpose and motivation; and intergenerational connections.

About Community Colleges Australia

Community Colleges Australia (CCA) is the peak national body that represents community-owned, not-for-profit education and training providers. Our vision is for dynamic and vibrant communities, informed and empowered through learning. To make our vision a reality, CCA works to empower Australia's community education sector by increasing the awareness of the sector and its place in the economic and social fabric of our nation. CCA advocates at all levels of government on the value of the community education sector, and for our members' activities and programs.

CCA assists its members to sustain and grow, promoting learning innovation, focussing especially on vulnerable and disadvantaged learners. They focus on student welfare and are strongly committed to employment outcomes for their learners.

Our members have been providing flexible and dynamic education and training opportunities to individuals, groups and businesses for a long time, with NSW members tracing an unbroken history pf 108 years back to 1913 and a presence in Sydney since 1833. As well as operating in accredited VET, CCA members offer other learning opportunities, including non-accredited training, lifestyle and lifelong and cultural learning courses – education for which they are historically well-known. These educational activities help build self-esteem, re-engage "missing" learners and create and sustain social and community networks, which help to reinforce and sustain the communities in which our members operate.

Our sector's history permits our members to be strategic and innovative in their flexibility to employ a wide range of tools. ACE providers play a strategic role because they have the freedom to take considered risks. They are not bound by government structures in the way that TAFEs are, nor are they beholden to private shareholders to supply cash returns in the way of for-profit private providers.

ACE providers have an historic commitment to invest in their communities and respond to the needs of vulnerable and disadvantaged Australians, including a commitment to foundation skills. They do this through small class sizes, focussing on personal support, and creating connections to and collaborations with local non-government organisations, government agencies, social services and employers.

Further Information

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Appendix A: Vulnerable & Disadvantaged Government-Funded VET Student Percentages

ACE SNAPSHOT
Government Funded VET in New South Wales 2019

REGIONAL — 64.5% of students live in rural, regional and remote areas

DISABILITY — 19.2% of students identify as having a disability

SEIFA — 55.7% of students are socioeconomically disadvantaged

INDIGENOUS — 13.1% of students are indigenous

50 PLUS — 27.8% of students are 50 or older

FEMALE — 62.3% of students identify as female

Reaching Vulnerable and Disadvantaged Learners

NSW adult and community education (ACE) VET providers disproportionately cater for students from the state's most disadvantaged groups and regions.

ACE providers overperform compared to TAFE, private for-profit and other VET providers, on almost all tracked measures of vulnerability and disadvantage.

These achievements result from the NSW Government's "ACE Program" and Smart and Skilled funding.

Student Percentages by Vulnerability and Disadvantage
(Rural/Regional, SEIFA, Disability, Indigenous, 50+, Female)
Legend: Community, TAFE and Government, Private, Other

ACE OUTCOMES
Government Funded VET in New South Wales 2019

POST TRAINING — 81.2% of students employed or in further training

IN EMPLOYMENT — 42.7% of students moved from unemployment to employment after training

JOB STATUS — 62.3% of students had a better job after training

REASON FOR TRAINING — 83.4% of students achieved major purpose for training

SATISFACTION WITH TRAINING — 90.9% of students were satisfied with the overall quality of training

Delivering Employment and Training Outcomes

NSW ACE providers proportionately engage more vulnerable and disadvantaged learners than any other type of provider and deliver similar or better training and employment outcomes.

Highly skilled in reaching disadvantaged groups, the innovative approaches of community providers have strong impacts on regional economic development and social cohesion.

Embedded in their communities, NSW ACE providers deliver local solutions for local people through targeted "place-based" training.

NSW ACE providers support the Premier's policy priorities to: provide high quality education, break the cycle of disadvantage and contribute to a strong economy.

Community Colleges Australia

Community Colleges Australia (CCA) is the peak national body that represents community-owned not-for-profit education and training providers. Our vision is for dynamic and vibrant communities informed and empowered through learning. Our members provide flexible and dynamic education and training opportunities to individuals, groups and businesses. These activities help build self esteem, re-engage "missing" learners and create and sustain social and community networks, all of which help reinforce and sustain their communities.

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Appendix B: Impacts of NSW Government 2019/20 Funded ACE Infrastructure Projects

In April 2020, each of the NSW ACE providers below answered the following question:

What impact do you expect the infrastructure maintenance project to have?

ACE Colleges (Lismore)

Huge improvement on training environment for students. Boosted Wi-Fi and new smart TVs make everything more professional and on par with what students should be expecting of the training providers. The renovations will assist more than 100 students, and everyone will benefit from the kitchen facilities.

Albury Wodonga Community College

This grant provides us with the opportunity to create a modern, fun, interactive and engaging experience that excites our cohort back into learning and education. It also enables our trainers to be more creative in meeting the many learning styles and improving students' language, literacy, numeracy and employability skills.

Atwea College (WEA Hunter)

The grant improves the overall environment of the learning space and a regular maintenance program of a heritage building, reducing the likelihood of costly and disruptive major restoration in the future.

Byron Community College

A significant improvement for the student experience, providing for better audio visual in all classrooms, more shade in student/common areas, better reception facilities for students and visitors, and an improvement for staff in upgrading administration and VET offices.

Camden Haven Community College

Improved training environment, training resources, technology for both students and administration, professional appearance of college, work health and safety at college premises; and will assist everyone at college – at least 1000 students and 20 workers and trainers each year.

Central Coast Community College

The student reception area upgrade, new student interview office, renovated staff kitchen and bathroom, improved beauty training rooms, replacement of damaged doors and outdated signage together provide a much safer, more productive and inviting environment for our onsite students: 1,000 students in total.

City East Community College

The upgrade and replacement of our entire IT backbone infrastructure, cabled network and local area wireless network greatly improves accessibility for students in computer-based settings. It also gives the college important security enhancements; improved governance, accreditation and audit capabilities; better file management and storage; and scalability for future expansion and needs.

Coffs Coast Community College

The project has improved accessibility for staff and students, as we now have a defined staff area and student area within the training section. The training environment has been improved with additional equipment and technology for increased learning and performance. Changes will assist and benefit at least 300 students, many of whom have commented postively on the changes.

Community College Northern Inland

The grant enabled us to complete stage 1 of Moree campus renovations, including a classroom expansion, fixing walls cracked due to black soil movement, new carpeting and air conditioning. Without these upgrades we would have been forced to use external venues, and training would be both limited and expensive.

Guyra Adult Learning Association (New England Community College)

The refurbishment and modernisation of the main training room creates a more inclusive learning environment in which all students form networks and increase their ability to achieve training outcomes. We expect a 10% increase in student numbers over the next six months. (See images below.)
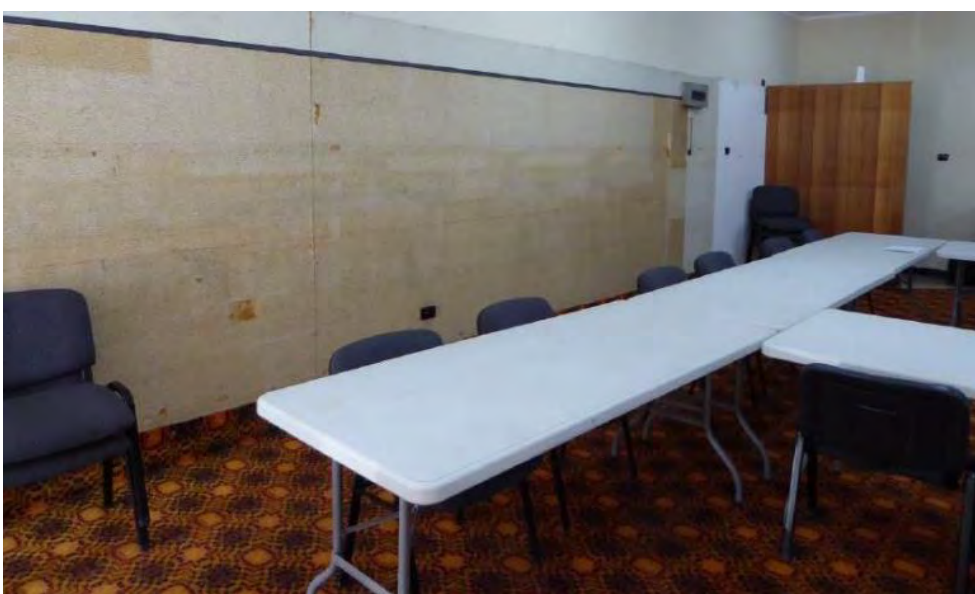

Guyra (New England Community College) reception space before renovations

Guyra reception space after removations

Guyra training room before renovations

Guyra training room after renovations

Hornsby Ku-ring-gai Community College

The refurbishments and AV upgrades for our Hornsby HQ and St Ives site will mprove training equipment and environments, resulting in more effective learning sessions. The refreshed result will create a more positive learning environment.

JobQuest (Penrith Skills for Jobs Ltd)

The new training space and break-out area at our Newcastle site will enable JobQuest to provide a larger number of VET opportunities to prospective candidates on site, doubling the site's onsite training capacity. (See images below.)

JobQuest storage space before converted to training room

JobQuest new training room in the space of the former storage room

Kiama Community College

The computer room fit-out will allow greater flexibility, so that it can be used as a computer lab or traditional classroom. IT equipment including plasma screens and retail POS equipment allow students to learn on modern equipment. Improved storage capacity, whiteboards and air conditioning for Aboriginal support workers office all great additions.

Macarthur Community College

MCC installed a new computer room, instead of living with old out-dated computers. Our new premises and training rooms are now both inviting and state of the art. We have improved the teaching learning process with access to resources not previously available. (See image below.)
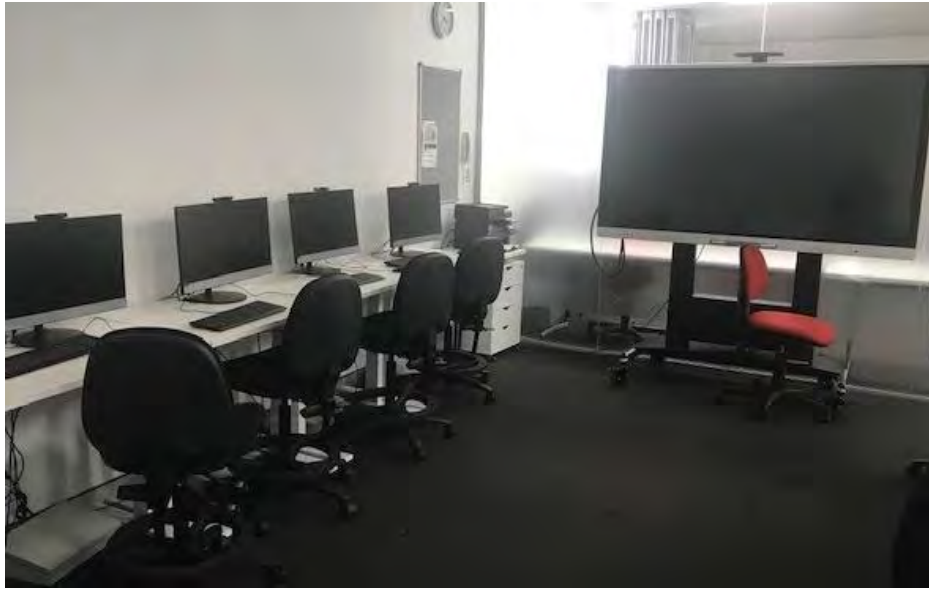
Macarthur Community College new computer classroom and Smart Board

Macquarie Community College

Our redesigned, reconstructed, resealed and repainted large Carlingford carpak has Increased pedestrian safety for students and staff, provided smooth surface access for individuals with disability or mobility issues, provided safer parking to avoid collisions and property damage and better managed environmental rainwater flow, which brought community benefits to residential neighbours and hundreds of pedestrians walking past. (See images below.)

Macquarie Community College carpark, before and after

Mid North Coast Community College (Port Macquarie)

The major IT upgrades will enhance internet security and privacy, and will assist 500 students each year through improved accessibility and enhanced training environments.

Murwillumbah Community College

We undertook a large number of small building and renovation works, including   r refurbishment of public areas, painting throughout, carpet replacement, commercial dishwasher for hospitality training, new archive room, décor for simulated café, training resources, new computers, new desks, AV modifications and new IT infrastructure.

North Coast Community College

We installed eight new computers at our Ballina campus, and a commercial training kitchen (repurposed from a disused laboratory) at our Alstonville campus. The new kitchen gives the College the opportunity to expand the courses on offer and create a modern, practical and safe place. Upgrading computers has allowed us to upgrade our Student Management System and enabled greater efficiency and flexibility, as we operate over three campuses.

Northern Beaches & Mosman Community College

New air conditioning dramatically improved the Brookvale Campus environment and comfort for trainers and students: approximately 2000 students/year. An updated computer room provides state of the art equipment necessary to deliver industry standard computer training: approximately 400 students/year. Laptops for offsite training or to use in general training room for computer related training: approximately 400 students/year. Aged care/nursing training new equipment is now industry current, vital to delivery of aged care/community care/nursing training: approximately 300 students/year will benefit. (See images below.)

Northern Beaches CC aged care and nursing patient lifter

Northern Beaches CC vital signs monitor and stand

Nepean Community College

Our four separate projects included updated photocopiers, a completely new telephone system, an upgraded computer room – which services more than 250 students/year – and equipping a Disability Aged Care Simulated Environment.

The Parramatta College

We upgraded equipment at the Skills Hub with new PCs, laptops and flip top tables to increase the flexibility of the learning spaces. We also invested in mobile outreach IT infrastructure including a Wi-Fi hot spot modem, which will allow us to reach more students in disadvantaged communities by bringing the technology and learning to them.

Riverina Community College

We upgraded technology-related infrastructure, created a student learning centre and a mobile learning lab. The upgrades will greatly aid digital literacy and commitment to learning while improving the overall atmosphere and accessibility of the learning spaces.

Robinson College (Broken Hill)

We purchased a forklift truck, excavator and trailer to transport machinery for training delivery in Broken Hill and more remote areas and communities across Far West NSW.

Sydney Community College

We upgraded plant and equipment (computer equipment, especially laptops, tables and chairs) to provide flexibility in delivery and capacity to take plant and equipment wth us. We also undertook essential repairs and maintenance to lifts and upgraded our second floor teaching kitchen to contemporary training standard.

Sydney Community College upgraded new kitchen

Sydney Community College new lift

Tamworth Community College

We conducted a major IT upgrade, installing a new college server and video conferencing facilities that will enable the introduction of virtual classrooms for students located in remote and regional NSW, particularly where transport is not readily accessible. We anticipate that almost all of our 4000 students each year will benefit. The timeliness of this IT upgrade has meant our response to the challenges of COVID-19 has been quicker and more effective: we have been able to assist learners, stakeholders and employers across our network and our community to continue to operate in these strange times.

Tamworth Community College new IT infrastructure

Tomaree Community College

This funding has had a major impact for our students. The improvements – to a building that was extremely run down and old – has made students more comfortable with big changes to painting, storage, lighting, visual aids and equipment. New courses are now in development because of up-to-date equipment.
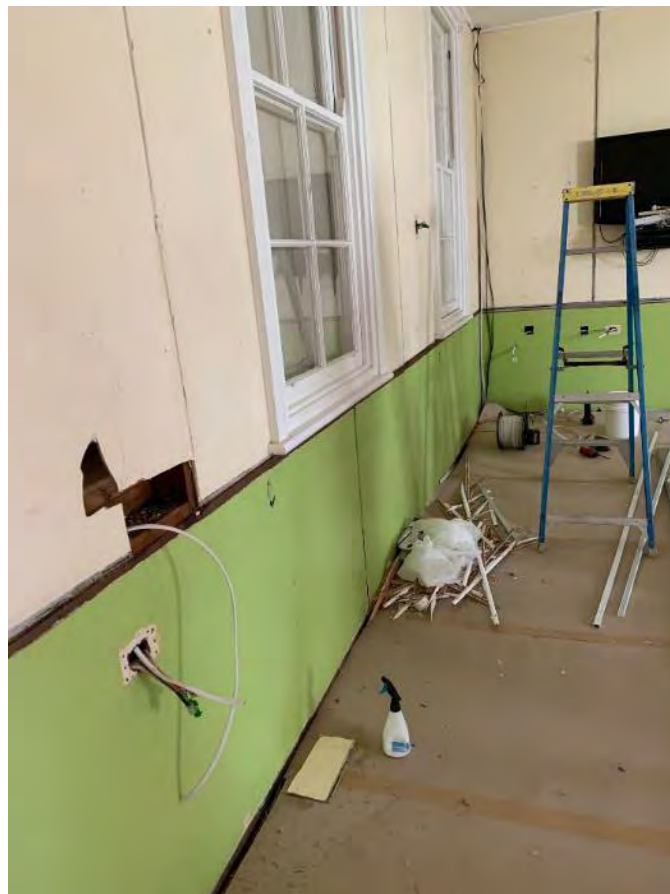
Tomaree Community College before cabinets installed

Tomaree Community College with new cabinets

TLK Community College

We have turned a dedicated computer training room into a multipurpose room. Laptops can be mobilised to other training sites when required. The result is a flexible training environment, helping our ability to increase in enrolment with additional resources.

VERTO

VERTO's 2019 Digital Inclusion Project has allowed us to increase our capacity to deliver training and assessment on digital devices using our Learning Management System. Access has created additional capacity to complete face-to-face training and assessment via video conferencing and live chat for remote individuals. The addition of these 60 devices across both the Central West and Far West/Orana regions has created new opportunities for the 3000+ ACE Program learners and 450 Tech Savvy Seniors that access our services each year.

WEA Illawarra

The ACE maintenance infrastructure program grant allowed us to complete critical upgrades which would have taken many years to be delivered without the grant. We upgraded legacy analogue security cameras, upgraded one of our computer labs, replace a number of workstatios, installed of new airconditioning units to our main learning space and new roof

sheeting, and replaced student chairs as well as some damaged and aging toilets. We can now use some rooms that were unusable on very hot or cold days and utilise modernised software in teaching. The upgrades have assist more than 50 full-time students and 100 part-time students.