

APPENDIX 1

Panel members' biographical details and secretariat details

Emeritus Professor Kwong Lee Dow AM

Kwong is Deputy Chair of Teaching Australia and was the Deputy Chair of the Interim Board of the National Institute for Quality Teaching and School Leadership (NIQTSL). In 2006, he was interim Vice-Chancellor of the University of Ballarat and was previously Vice-Chancellor of The University of Melbourne; Chair of the Commonwealth Review of Teaching and Teacher Education; a Member of the Higher Education Council of the National Board of Employment, Education and Training; Founding Member of the Hong Kong Council for Academic Accreditation; Adviser and Council Member of the Hong Kong Institute of Education; and Fellow of the Australian College of Educators. He has chaired the Board of the Victorian Curriculum and Assessment Authority, and its predecessors, the Board of Studies and the Victorian Institute of Secondary Education.

A recipient of the Australian Chinese Achievers' Award and the Sir James Darling Medal of the Australian College of Educators, Kwong is also an Honorary Life Member of the Australian Association for Research in Education. In 2005 he received a Gold Medal from the Australian Council for Educational Leaders (ACEL).

Dr Bronte Adams

Bronte is the Principal of Dandolo Partners, a consultancy firm which advises across a range of public policy issues, particularly in the areas of telecommunications and technology, education and training, health and the arts. She has worked in senior positions in both the public and private sectors and provided advice to government on a fundamental review of Victoria's education legislation in 2005. Bronte has also advised the government on improving collaborations between universities and Small and Medium Enterprises, and TAFE governance in Victoria.

Jennifer Dawson

Jenny is a member of the Victorian State Regional Development Advisory Council and has recently been appointed as the inaugural Chairman of the Regional Development Australia Committee for the Loddon Mallee Region.

She is an Independent Director on the Bendigo and Adelaide Bank Board, Chair of Sandhurst Trustees Limited and a director of Coliban Region Water Corporation and Community Sector Enterprises Pty Ltd. She spent 10 years with Arthur Andersen in the audit and IT controls division and has experience in the areas of corporate governance, financial audit and reporting, and risk management.

David Phillips

David is Chairman and Director of the education sector consultancy company PhillipsKPA. He is widely acknowledged as one of Australia's foremost experts in higher education management and policy and has provided consultancy services to all of Australia's public universities. David also has extensive experience in the vocational education and training sector and a distinguished career in government. David was the founder and Managing Director of Phillips Curran from late 1996 until the merger with KPA Consulting to form PhillipsKPA. Before establishing Phillips Curran, he was the head of the Higher Education Division in the Australian Government's Department of Employment, Education and Training. He was previously Senior Advisor and Consultant to two Australian Government Ministers for Employment, Education and Training. He was a key advisor on institutional and student financing for the Bradley Review.

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Secretariat to the Tertiary Education Expert Panel

(Some members were part-time and some participated for part of the project only.)

Kirsten Bright

Andy Butterfield (from September 2009)

Dr Carolyn Daniel

Kate Ritchie

Nick Thorburn (until August 2009)

The Panel was also assisted by the Higher Education Group in Skills Victoria, particularly Matthew Harris and Brendan Sheehan.

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APPENDIX 2

MINISTERIAL ROUNDTABLE MEETINGS

Location: Geelong**Host: Deakin University****Date: Wednesday, 12 August, 2009**

- > Professor Sally Walker, Vice-Chancellor, Deakin University
- > Bruce Anson, CEO, Warrnambool Shire Council
- > Robin Buckham, Deputy Vice-Chancellor (International and Development), Deakin University
- > Kean Selway, Pro Vice-Chancellor (Enterprise) and CEO of DeakinPrime, Deakin University
- > Professor Sue Kilpatrick, Pro Vice-Chancellor (Rural and Regional), Deakin University
- > Professor David Battersby, Vice-Chancellor, University of Ballarat
- > Grant Sutherland, CEO, The Gordon Institute of TAFE
- > Joe Piper, CEO, South West Institute of TAFE
- > David Cotsell, Golden Plains Shire Council
- > Ed Coppe, Chair, Geelong Region Alliance (G21)
- > Georgina Parker, BioGeelong Cluster Facilitator, Economic Development, City of Greater Geelong
- > Sue De Gilio, CEO, Barwon Health
- > Lucy Cuddiny, Barwon Health
- > Ian Trezise, MP
- > Paul Younis, CEO, Corangamite Shire Council
- > Toni Hancock, CEO, South West LLEN
- > Leigh Bartlett, Cluster Coordinator, Barwon Regional Youth Advisory Network

Location: Melton**Host: Victoria University****Date: Wednesday, 19 August, 2009**

- > Professor Elizabeth Harman, Vice-Chancellor, Victoria University
- > Claire Brown, Senior Advisor, Office of the Vice-Chancellor, Victoria University
- > Neville Smith, CEO, Melton Shire Council
- > Geoff Ryan, Principal, Westbourne Grammar
- > Lionel Newman, Director, Workforce Planning, Government Relations, Victoria University
- > Sharon Winocur, Executive Director, Business Higher Education Roundtable Table (BHERT)
- > Anton Mayer, CEO, LeadWest
- > Professor Wayne Robinson (Deputy Vice-Chancellor, Higher Education) , University of Ballarat

- > Sheila Fitzgerald, Director Strategic Development, Swinburne TAFE
- > Professor Margaret Mazzolini, Pro Vice-Chancellor (Learning & Teaching), Swinburne University
- > Professor Marnie Hughes-Warrington, Pro Vice-Chancellor (Learning and Teaching), Monash University
- > Colleen Bergin, Chair, Melton Education Steering Committee
- > Peter Harrison, General Manager, Knowledge and Information Management, Kangan Batman Institute of TAFE
- > Peter Blundon, Lifelong Learning, Melton Shire Council
- > Associate Professor Tony Kruger, Head of School of Education, Victoria University
- > Greg Haines, Project Director, Western Corridor Feasibility, University of Ballarat
- > Don Nardella, MP
- > Professor Terry Lloyd, (Deputy Vice-Chancellor, TAFE), University of Ballarat
- > Andrew Rimington, Senior Manager, Employment, Education & Training, Victorian Employers' Chamber of Commerce and Industry (VECCI)

Location: Churchill**Host: Monash University****Date: Wednesday, 26 August, 2009**

- > Professor Helen Bartlett, Pro Vice Chancellor, Gippsland, Monash University
- > Paul Buckley, CEO, Latrobe City Council
- > Bernadette O'Connor, CEO, Education Centre Gippsland
- > Loretta Hambly, Executive Officer, Gippsland Education Precinct
- > Ben Leigh, CEO, Latrobe Community Health
- > Angela Hutson, CEO East Gippsland Institute of TAFE
- > Peter Whitley, CEO, Central Gippsland Institute of TAFE
- > Brad Shaw, GippsTAFE
- > Annabel Barbara, Executive Officer, Gippsland Regional Development Strategy
- > Michelle Reid-Metcalf, Assistant Principal, Kurnai College
- > Wes Palmer, Mirboo North Secondary School
- > Michonne Van Rees, Regional Director, Gippsland Regional Office, DEECD
- > Annabel Barbara, Executive Officer, Gippsland Regional Development Strategy
- > Danielle Auldish, Executive Officer, GippsDairy
- > Christopher Lord, Regional Manager, Victorian Business Centre - Gippsland Region

Location: Melbourne CBD**Host: Department of Innovation, Industry and Regional Development****Date: Wednesday, 26 August, 2009**

- > Professor Adam Shoemaker, Deputy Vice-Chancellor Education, Monash University
- > Professor Sally Walker, Vice-Chancellor, Deakin University
- > Professor Ian Young, Vice-Chancellor, Swinburne University

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- > Professor Greg Craven, Vice-Chancellor, Australian Catholic University
- > Professor Linda Rosenman, Acting Vice-Chancellor, Victoria University
- > Lionel Newman, Director, Government Liaison Unit, Victoria University
- > Professor Glyn Davis, Vice-Chancellor, The University of Melbourne
- > Professor Paul Johnson, Vice-Chancellor, La Trobe University
- > Professor Margaret Gardner, Vice-Chancellor, RMIT University
- > Professor David Battersby, Vice-Chancellor, University of Ballarat
- > Geoff Howard, MP, Chair, Education and Training Committee

Location: Bendigo**Host: Bendigo Senior Secondary College****Date: Wednesday, 26 August, 2009**

- > Professor Hal Swerissen, Pro Vice-Chancellor (Regional), La Trobe University
- > Andrew Skewes, Executive Director, Bendigo Campus, La Trobe University
- > Paul Caulpin, CEO, Goulburn Ovens Institute of TAFE
- > Doug Ivins, Training Activity Manager, Bendigo Regional Institute of TAFE
- > Jim Dannock Regional Manager, Australian Industry Group
- > Craig Niemann, CEO, City of Greater Bendigo
- > Phil Pearce, CEO, City of Greater Shepparton
- > Derek de Vrieze, Director, Bendigo Business Council
- > Dale Pearce, Principal, Bendigo Senior Secondary College
- > Meredith Fettling, Assistant Principal, Bendigo Senior Secondary College
- > Mark Zulian, Careers and Pathways Coordinator, Bendigo Senior Secondary College
- > Stephen Brain, Pathways and Transitions Manager, Bendigo Senior Secondary College
- > Rosalie Lake, Vocational Learning Manager, Bendigo Senior Secondary College
- > Paul Seery, VCE and Special Programs Manager, Bendigo Senior Secondary College
- > Jarryd Redwood, Student, Bendigo Senior Secondary College
- > Melanie Rosier, Student, Bendigo Senior Secondary College
- > Noah Taylor, Student, Bendigo Senior Secondary College
- > Caitlyn Anderson, Student, Bendigo Senior Secondary College
- > Jaymie Vear, Student, Bendigo Senior Secondary College
- > Edwin Spark, Student, Bendigo Senior Secondary College
- > Darren McGregor, Principal, Catholic College Bendigo
- > Eli Geary, Student, Catholic College Bendigo
- > Anthea Gomez, Student, Catholic College Bendigo
- > Les Evans, Senior Master, Girton Grammar School
- > Tharanya Mohanathas, Student, Girton Grammar School
- > Samuel Walter, Student, Girton Grammar School
- > Chris Bromley, Career Advisor, Kynton Secondary College

- > Michael Farnsworth, Student, Kynton Secondary College
- > Lauren Monaghan, Student, Kynton Secondary College
- > Scott Burton, Mooroopna Secondary College
- > Caitlyn Cormick, Student, Mooroopna Secondary College
- > Mason Argus, student, Mooroopna Secondary College
- > Andrew Whatley, Principal, Spring Gully Primary School
- > Chris Barker, Assistant Principal, Camp Hill Primary School

Location: Mildura**Host: Sunraysia TAFE****Date: Friday, 18 September 2009, 2009**

- > Dennis Norton, Principal, Mildura Senior College
- > John Hiskins, Centre Leader, Mildura & Mallee, Department Primary Industries
- > Marian Luehmann, CEO, Sunraysia Residential Services, Mildura Development Corporation
- > Helena Howe, Economic Development Project Officer, Mildura Development Corporation
- > Darren Atkinson, Principal, St Joseph's College
- > Angela Hutson, CEO, East Gippsland Institute of TAFE
- > Kent Farrell, Executive Director, La Trobe University
- > Dr John Cooke, Southern Irrigation Region, La Trobe University Regional Advisory Board
- > Ian Westhead, Business Manager, Sunraysia Institute of TAFE
- > Michael Schooneveldt, Sunraysia Institute of TAFE
- > Ray Cadmore, Pathways Project Co-ordinator, Sunraysia Institute of TAFE
- > Janice Kelly, Board Director, Sunraysia Institute of TAFE
- > Kassie Hocking, Planning & Reporting Co-ordinator, Board Director, Sunraysia Institute of TAFE
- > Jenny Grigg, Director: Business Development, Sunraysia Institute of TAFE
- > Tracey Forbes, Director, Education, Sunraysia Institute of TAFE
- > Wendy Thomson, Board President, Sunraysia Institute of TAFE

APPENDIX 3

THE GROWTH OF HIGHER EDUCATION IN AUSTRALIA

Within sixty-five years of white settlement at Botany Bay, two institutions of higher education had been established, one in Sydney and the other in Melbourne. The University of Sydney was founded in 1851 and admitted its first students the following year. In 1853, the University of Melbourne was founded as a direct result of the wealth generated by the gold rush; it began teaching in 1855. By way of comparison, there were at this time four established universities in England, four in Scotland and one in Ireland.¹⁵⁸

By the time of the outbreak of World War II, the Australian higher education sector comprised six universities, one in each capital city, and two university colleges with a total enrolment of 14,236 students, of whom 8,240 were enrolled at the universities of Sydney and Melbourne.¹⁵⁹

The immediate post-war period saw the first wave of growth in Australian higher education, which resulted from the Australian Government funding of returned servicemen's and women's fees and living allowances; the population bulge of the 1940s and '50s; and rising expectations resulting from better educated young people and increases in school retention rates.¹⁶⁰ During this period, enrolments in universities more than doubled compared to numbers at the beginning of the war – from 14,236 in 1939 to 30,630 by 1950.¹⁶¹ Many new institutions of higher education were created, including the Australian National University in Canberra, and many existing institutions were expanded.

In each of the years 1958, 1959 and 1960 there was an increase in enrolments in universities of over 13 per cent. In Victoria, Monash University was established in 1958 and began teaching, with its first intake of 347 students, in Clayton in 1961.

During the decade 1956-66, the second wave of the growth of higher education in Australia saw the number of Australian universities expand from nine to fourteen and the student population in universities treble.¹⁶² Prime Minister Robert Menzies then took the education portfolio and, following the Martin Report, the establishment of a binary higher education system was announced, which comprised the existing universities plus five new ones (including three in metropolitan Melbourne) and Colleges of Advanced Education (CAEs). Both types of institutions were able to award degrees, but college courses were intended to be more vocationally specific. TAFEs provided technical and further education.¹⁶³

The third wave of growth occurred in the decade following the abolition of tertiary fees by the Whitlam Government in 1974; total student numbers grew from 100,000 in 1968 to 159,600 in 1978, an increase of 59% and, by 1975, there were nineteen universities in Australia

The CAEs were originally designed to fill the gap between universities and TAFE and to concentrate on sub-degree courses based on vocational skills, but with the rising expectations of staff and students their role changed and by the late 1970s, the larger CAEs especially closely resembled universities in many respects. Nationally, almost 70% of all CAE students were enrolled in bachelor degrees and postgraduate courses. The total number of CAE students increased by 242% between 1968 and 1978, with an increase of 18.7% in 1973 alone.¹⁶⁴ In the decade leading to the late 1980s, school retention rates to year 12 doubled and demand for tertiary education continued to rise.

¹⁵⁹ *National Report*, p. 4.

¹⁶⁰ Janet A. Sinclair-Jones, *The Idea of the University in Australia in the 1990s*, PhD thesis, Curtin University of Technology, September 1996: pp. 127-8.

¹⁶¹ *National Report*, p. 8.

¹⁶² *Ibid*, p.10.

¹⁶³ *Ibid*, pp. 10-12.

¹⁶⁴ *National Report*, p. 13.



The reforms initiated in 1987 by John Dawkins¹⁶⁵ in response to rising demand and the Hawke Government's major thrust of economic reconstruction, restructured Australian higher education abolishing the binary system and merging many of the CAEs with universities. In Victoria, for example, the University of Melbourne merged with the Melbourne College of Advanced Education and the Victorian College of Agriculture and Horticulture, broadening its curriculum and research base. TAFEs continued to teach vocational and preparatory courses to advanced diploma level.¹⁶⁶

The Dawkins reforms also included substantial increases in the provision of student places and various efforts to increase the output of graduates; an increased emphasis on fields such as applied science, technologies, computer science and business studies – which were perceived to be of crucial importance for economic recovery and growth; and allocating some of the financial burden for higher education to individuals and the private sector and encouraging institutions to generate some of their own income.¹⁶⁷

The Higher Education Contribution Scheme (HECS) was introduced in 1989 following a funding review. The HECS scheme, described by James (2007) as 'a powerful equity device', was a move to a user pays principle, but it allowed students to defer paying their contributions through income contingent loans with low rates of interest.¹⁶⁸

During the two decades from 1987, the total number of higher education enrolments in Australia more than doubled from around 394,000 in 1987 (including students in Colleges of Advanced Education) to over 638,000 in 1996 and around 1.03 million in 2007.¹⁶⁹ The number included a significant growth in international students studying here and at offshore campuses of Australian universities.

In 2003 the Crossroads Review, initiated by the Education Minister, Dr Brendan Nelson, partially deregulated the higher education system and introduced performance-based incentives. These measures were intended to create a competitive and diverse environment by enabling universities to capitalise on their particular strengths and determine the value of their course offerings. There was renewed emphasis on learning and teaching outcomes, greater recognition of the role of regional campuses and institutions and a framework for research in which all Australian Government funding was either competitive or performance-based. The HECS system continued to allow eligible students to defer their fees; there was support for greater access for disadvantaged groups; and the market for private higher education was opened up.¹⁷⁰

There is international agreement that a nation's higher education system is crucial to its economic and social wellbeing. The 2008 Bradley Review established that the Australian higher education sector is losing ground against a number of competitor countries on a range of indicators and that significant institutional reform is required with an emphasis on a more 'holistic approach to planning and provision'.¹⁷¹ Bradley has set the scene for the fourth major wave of growth in Australian higher education.

165 John Dawkins, Federal Minister for Employment, Education and Training, 1987-1991.

166 Grant Harman, 1989, *The Dawkins Reconstruction of Australian Higher Education*, paper presented to the Annual Meeting of the American Educational Research Association, March 1989: p. 4.

167 *Ibid.*, p. 6.

168 Richard James, 2007, 'Social equity in a mass, globalised higher education environment: the unresolved issue of widening access to university', Dean's Lecture Series 2007, Faculty of Education, University of Melbourne, p. 5.

169 Bradley Review, 2008, p. 70.

170 www.backingaustraliasfuture.gov.au/reforms.htm

171 Denise Bradley, Peter Noonan, Helen Nugent & Bill Scales, *Review of Australian Higher Education: Final Report* (Bradley Review), Department of Education, Employment and Workplace Relations, Canberra, December 2008, pp. xi-xii.



APPENDIX 4

VICTORIA'S UNIVERSITIES

The following information about Victoria's universities has been obtained from their websites and from the *Good Universities Guide 2010*.

Australian Catholic University

The institutions that merged to form the Australian Catholic University (ACU) in 1991 had their origins in the mid-1800s, when religious orders and institutes became involved in preparing teachers for Catholic schools and nurses for Catholic hospitals. Through a series of amalgamations, relocations and diocesan initiatives, more than twenty historical entities contributed to the creation of the University.

The University's constitution identifies education, scholarship and research as part of the mission of the Catholic Church and it explicitly engages the social, ethical and religious dimensions of the questions it faces in teaching, research and service.

ACU has campuses in Brisbane, North Sydney, Strathfield, Canberra, Ballarat and Melbourne.

The Ballarat Campus had its beginnings in the establishment of the Aquinas Training College by the Ballarat East Sisters of Mercy in 1909. It continued in various guises until it became the Institute of Catholic Education. While initially the Institute was concerned predominantly with the preparation of primary teachers for Catholic schools, by 1980 it had accredited courses concerned with post-primary education, nursing, religious education, church music, educational administration, guidance and welfare, educational studies and multicultural studies. At the end of 1990 the Institute formally handed responsibility for the Institute and its operations to ACU. Programs currently include education, nursing, paramedicine and theology.

The Melbourne Campus at Fitzroy was established in 2000 after ACU's existing two Melbourne campuses were formally amalgamated. Mercy and Christ had both been colleges of the Victorian Institute of Catholic Education between 1975 and 1990. Programs currently include arts, business, business information systems, education, exercise science, midwifery, nursing, music, psychology, religious education, social science, theology and youth work.

University of Ballarat

The University of Ballarat was founded in 1994, but is located on the third oldest site of tertiary education in Australia. Its history begins with the foundation of the School of Mines and Industries in 1870. In 1926 the Ballarat Teachers College was established (although it closed temporarily because of the Depression). The Ballarat College of Advanced Education was formed in 1975 and the teacher education students moved to the Mount Helen campus. In 1998, the University was merged with the School of Mines and Industries Ballarat and with the Wimmera Institute of TAFE.

The University of Ballarat is a regional, multi-sector, comprehensive university with provision for secondary schooling, TAFE, higher education, further education and research students. It services communities in Central and Western Victoria, as well as other students nationally and internationally.

The University has 25,000 students including 7,500 international students. It draws its 17,500 domestic students from a broad area of regional Victoria including Ballarat, Ararat, Stawell, Horsham, Nhill, Hamilton, Maryborough, Warrnambool, Portland, Bacchus Marsh, Bendigo, Mildura and Swan Hill. All of these communities have significantly lower participation rates in post-secondary education than the national average.

Ballarat has recently extended its Regional Education Entry Program – which was designed to increase the participation rates of students from regional areas – to include all of rural Victoria and selected interstate and outer-metropolitan schools. The program enables students to get an early offer using alternative entry criteria. The University also offers a one-semester preparation program for those who do not meet the standard entry requirements. As a dual-sector institution the University of Ballarat focuses on the articulation of students from TAFE to higher education; in many areas students can articulate directly from a TAFE diploma into the third year of a relevant degree.

The University has the highest proportion of regional students (72 per cent) as a percentage of its Commonwealth-supported places of any university in Victoria and of all regional universities in Australia. Approximately three in every four of its undergraduate Commonwealth-supported students find their first employment in regional and rural areas following graduation.

The University is the first in Australia to provide students with the option of completing an undergraduate degree program within TAFE with a Commonwealth-supported Place (CSP). It is the only regional university in Australia to achieve a top 10 rating from the Australian Government's Learning and Teaching Performance Scheme in 2005, 2006 and 2007, and it is the only regional university in Australia with its own technology park, ecology park and an art academy for TAFE and higher education students.

According to data supplied by Graduate Careers Australia to the *Good Universities Guide 2010*, the University of Ballarat earns good overall satisfaction ratings and excellent teaching ratings.

The University has campuses in:

- > Ararat – providing pathways for secondary college students into TAFE programs and opportunities for higher education programs. It runs courses in computing, business studies, electronics, further education, social and community studies and engineering
- > Horsham – delivering training throughout the Wimmera. Programs include business studies, computing, further education, industrial studies, hospitality, rural studies, vocational arts and health, social and community services and some higher education units.
- > Mount Helen campus – located 10 km from the centre of Ballarat. Facilities include an indoor aquatic centre and a range of other sporting and leisure facilities. Fifty specialised areas of study are available through seven schools, including behavioural and social sciences, humanities, business, education, human movement and sport sciences, information technology and mathematical sciences, nursing, science and engineering.
- > SMB campus – located in the heart of Ballarat, the campus includes a Brewery Complex. Programs include applied science, building studies, business studies, hospitality, further education, manufacturing and technology, health, social and community studies, hair and beauty, physical recreation, rural studies and vocational arts.
- > Camp Street Campus – this is the main site for the arts academy and creative arts education training for TAFE and higher education and includes studios, labs and multimedia facilities, performance spaces, including a 150-seat theatre, a residential complex, a professional gallery and exhibition spaces.

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Deakin University

Deakin University, named after former Prime Minister Alfred Deakin, was established in 1974 as a regional university incorporating two existing Geelong-based institutions, the Geelong State College and the Gordon Institute of Technology. Teaching began in 1977 with 2,500 students. In 1990 the University was amalgamated with the Warrnambool Institute of Advanced Education and in 1991 with Victoria College in Burwood. The Waterfront campus in Geelong was opened in 1996.

In 1991, Deakin's Institute of Koorie Education was opened which provides community-based learning model that provides a holistic approach to education through a combination of both on and off-campus teaching, designed to enable Indigenous students to study without being removed from their communities for substantial periods of time. In 2007, Deakin had the highest number of Indigenous students of any Victorian higher education provider.

Deakin has over 34,000 higher education students: more than 10,000 study off campus; more than 7,000 are international students from over 100 different countries; 21 per cent study at regional campuses in Geelong and Warrnambool; 35 per cent study part-time. Of Deakin's domestic students, 22 per cent are from regional or remote areas; 13 per cent come from a low socio-economic status background; 2 per cent are from a non-English speaking background; and nearly 2 per cent are Indigenous.

Deakin is well-known for its flexible delivery models, particularly off-campus and online learning and it has set the benchmark for the new technologies and materials used for off-campus delivery. Its new *Deakin at Your Doorstep* project will deliver a two-year associate degree course providing an accessible pathway to higher education for students in rural and regional areas. The course will be delivered, through partnerships with TAFEs, from the Warrnambool campus. The University has also recently introduced a 12-week trimester system. Study in the third trimester is not compulsory and a full-time load will continue to be two semesters, but a student may fast-track their degree by studying for three trimesters a year if they wish.

Deakin offers special consideration for entry to students who apply through their Access and Equity Program. It offers special programs to Aboriginal and Torres Strait Islander students in a range of courses, support programs for students from non-English speaking backgrounds and have credit transfer options for students articulating from TAFE, Open Universities Australia or other institutions in Deakin's advanced-standing database.

The University has twice won the Australian University of the Year award and in the 2007 Carrick Awards (now the Australian Learning and Teaching Council Awards) was commended with nine citations for Outstanding Contributions to Student Learning.

The University has campuses in:

- > Burwood – located in Melbourne's eastern suburbs, the campus caters for 13,000 undergraduate and postgraduate students. Areas of study include arts, business and management, communications and media, environment, health and community services, information technology, law, nursing, nutrition, psychology, science, sport, teaching, visual, performing and creative arts. The campus also provides accommodation for 200 students.
- > Warrnambool – located on the western edge of Geelong, the campus caters for more than 4,000 on-campus students. In 2008, a new 4-year Bachelor of Medicine/ Bachelor of Surgery course was introduced with an emphasis on training medical students who are motivated to work in rural and regional areas. The campus is also the location of the Geelong Technology Precinct which provides research and development capabilities and opportunities for university/industry partnerships and new enterprises in the region. Areas of study also include arts, business and

- management, communications and media, engineering, health and community services, information technology, law, nursing, psychology, science and teaching. The campus provides accommodation for 447 students.
- > Waterfront – located on the foreshore of Corio Bay in Geelong the campus is the base for 1,200 students. The Dennys Lascelles Building is currently undergoing a \$37 million redevelopment, which will allow the University to provide an expanded range of courses. Included in the new development will be an interdisciplinary teaching and research centre covering political science, public policy and governance, international relations, globalisation, journalism and communications. Other areas of study include architecture and construction management, nursing, occupational therapy and social work.
- > Warrnambool – located 188 kilometres from Geelong and 264 kilometres from Melbourne, the campus has a population of around 1,200. Its proximity to a range of marine and freshwater aquatic environments enables specialist studies in aquaculture and marine biology. Other areas of study include arts, business and management, communication and media, environment, health and community services, law, nursing, psychology, teaching, tourism management and hospitality. The campus provides accommodation for 240 students.

The University of Melbourne

The University of Melbourne was founded very early in the history of the colony of Victoria, less than 20 years after Batman and Fawkner arrived and less than two years after the discovery of gold. The University was established in 1853; classes started in 1855 with four professors and 16 male students; women were admitted in 1881. In the 1980s and '90s, the University amalgamated with the Melbourne College of Advanced Education, the Hawthorn Institute of Education and the Victorian College of Agriculture and Horticulture.

In 2008, the University introduced the 'Melbourne Model' replacing 96 traditional degree courses with six 'new-generation' undergraduate degrees focusing on academic breadth and depth. The University currently has more than 44,500 students including 11,000 international students from 115 countries. In 2008, the median ENTER of its domestic students was 93.9.

Access Melbourne is a special entry and scholarship scheme for students whose circumstances may have affected their chance of getting a place at the university. There are also alternative entry arrangements for mature age students and an arts degree extended to four rather than three years for aspiring Indigenous students who do not achieve direct entry.

The University has twice received grants from the Australian Government's Learning and Teaching Performance Fund for Australian universities that demonstrate excellence in undergraduate teaching and learning. It was also one of only three Australian universities to win ten citations under the Carrick Citations for Outstanding Contributions to Student Learning. The citations recognise commitment by staff who have shown outstanding leadership and innovation in teaching and dedication and enthusiasm for student learning.

The University of Melbourne is Australia's number one research university according to key indicators used by the Australian Government to allocate competitive funding, and it is the second-largest research organisation in Australia after the CSIRO (Commonwealth Scientific and Industrial Research Organisation).

The University's main campus is in Parkville and it has campuses at Werribee (the Veterinary Clinical Centre, opened in 1966, which provides clinical instruction to third and fourth-year undergraduate students and veterinary services to the community); Creswick

(the School of Forest and Ecosystem Science, situated between Ballarat and Daylesford), Shepparton (a new Medical Centre due to be completed in 2009 opposite Goulburn Valley Health), and Dookie (School of Land and Environment, situated halfway between Shepparton and Benalla).

Monash University

Named after prominent Australian Sir John Monash, the University was established in 1958 and began teaching in 1961 with 347 students. It grew so rapidly that by 1967 students numbered 7,000.

In 1990, Monash merged with the Chisholm Institute of Technology, creating the University's Caulfield and Peninsula campuses; in 1991 the campus at Gippsland was established; the following year the Victorian College of Pharmacy joined Monash University as the Parkville campus; the Berwick campus was added in 1994 with the growth of Melbourne's south-eastern corridor; Monash University Malaysia was set up in 1998; and South Africa in 2001. Monash now has a network of campuses around the world with more than 55,000 students from more than 130 countries.

The University's Special Admission Scheme aims to improve the participation of prospective students from disadvantaged SES backgrounds, rural or isolated areas, an Aboriginal or Torres Strait Islander or non-English speaking background, difficult family circumstances, illness or disability. The University has also been trialling the use of GAT scores to select students whose VCE results are just below the cut-off.

Monash's new Passport Program, and a recent agreement with Oxfam will provide further opportunities to foster community and international engagement through student exchanges, internships, leadership training and volunteer programs.

The University's domestic campuses:

- > Clayton – this is Monash's original campus located 20 kilometres south east of Melbourne. The campus caters for 24,000 students studying in eight faculties: arts, business and economics, education, engineering, information technology, law, medicine, nursing and health sciences and science.
- > Gippsland – located in Churchill, Victoria, 160 kilometres south-east of Melbourne, the Gippsland campus is home to 2,000 on-campus students, 5,000 off-campus students and nearly 400 staff. Courses on offer include science (medical bioscience and biotechnology), nursing practice, business and commerce, journalism, primary education, arts (criminal justice), civil and environmental engineering, information and technology systems, psychology and business, sports promotion and event management and visual and media arts. A number of associate degree programs are on offer and a diploma of tertiary studies (minimum ENTER of 50) plus distance education programs. The campus has more than 300 fully-furnished units available for on-campus living.
- > Berwick – this is the only university campus currently located in Melbourne's outer south-east growth corridor. Established in 1996, the campus is located in a region which includes the Cities of Casey and Greater Dandenong, the Shires of Cardinia and Mornington Peninsula and parts of western Gippsland, which has significant pockets of educational disadvantage, low socioeconomic status and low aspiration for higher education. Courses include a diploma in tertiary studies plus single and double degrees in communications, information technology and systems, and business and commerce.

- > Caulfield – originally opened in 1922 as the Caulfield Technical School offering courses in carpentry and blacksmithing. Caulfield is now Monash’s second largest campus with 14,000 students, of which 9.3 per cent study off campus and 35.5 per cent are international. The campus offers undergraduate and postgraduate courses in arts, art and design, business and economics, information technology, medicine, nursing and health services.
- > Parkville – located on Royal Parade in Melbourne, the campus is home to the Faculty of Pharmacy and Pharmaceutical Sciences and has undergone a \$45 million redevelopment in the last two years. The Faculty runs two undergraduate programs, four postgraduate coursework and two higher degree by research courses for 1,100 students.
- > Peninsula – originally a teachers’ college at Frankston, the Peninsula campus has more than 3,000 students with a teaching, research and community focus on health and wellbeing. Courses are available to undergraduates and postgraduates and include subjects in business and economics, education, health sciences and nursing.

RMIT University

In 2007, RMIT University celebrated 120 years since its doors opened in 1887 as the Working Men’s College. From the boom of the 1880s through periods of war, depression and renewed prosperity during the latter half of the twentieth century, the University has seen many changes. Since the 1990s, the institution has acquired campuses in Bundoora and Brunswick, in the city’s northern suburbs, and in Ho Chi Minh City and Hanoi in Vietnam. Now there are more than 60,000 students studying at RMIT campuses in Melbourne and regional Victoria, in Vietnam, online, by distance education and at partner institutions throughout the world.

Thirty-five per cent of RMIT’s students are international, 67 per cent higher education and 33 per cent TAFE students. The largest percentage of students (23.6 per cent) study management and commerce with the second largest percentage (10.6 per cent) studying engineering and related technologies.

The University has special entry access schemes for Aboriginal and Torres Strait Islander applicants, students with disabilities, mature age students, refugees and students who have experienced disadvantage during their schooling. The Schools Network Access Program allows for applications from disadvantaged students from participating schools across Victoria to be assessed on the basis of an applicant statement and teacher report and recommendations.

RMIT offers a number of distance learning courses – mainly Graduate Diplomas and Certificates – in a range of subjects and it has a partnership with Open Universities Australia through which it offers a range of bachelor and master degrees and a juris doctor program, with 3.7 per cent of its students studying off-campus.

The university has strong relationships with industry and focuses on work-integrated learning with work placements and practical experience embedded into most of its courses. RMIT also offers students a ‘global passport’ to learning and work through overseas study opportunities, including through its Vietnam campuses.

The University’s domestic campuses:

- > City – a wide range of TAFE, undergraduate and postgraduate programs and short courses are offered at the city campus as well as an accredited foundation studies program that prepares students for university-level study. Sixty-two per cent of the University’s students study at the city campus.

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- > Bundoora – located 18 kilometres north-east of Melbourne, the campus offers specialist programs in nursing, science, education, Chinese medicine and sport and caters for 9 per cent of the University’s students.
- > Brunswick – located 5 kilometres north of Melbourne city centre and catering for 3.9 per cent of the University’s students, this campus offers programs in fashion, textiles, electronic publishing and printing, TAFE apprenticeships and traineeships and undergraduate and postgraduate courses in a range of subjects including art and design, manufacturing and processing, computing and information technology, education, science and mathematics.
- > Point Cook – located 20 kilometres south-west of the centre of Melbourne at the site of the world’s first military air base, the University’s flight training programs, spanning diploma to postgraduate level, are conducted at Point Cook Airfield.
- > Hamilton - situated approximately 4 kilometres from the centre of Hamilton in the Southern Grampians Shire, the campus includes a clinical learning environment. It runs short courses, undergraduate, postgraduate and research programs including a Bachelor of Nursing and courses in economic development and education. Vocational courses are available to certificate level in workplace training and assessment and real estate practice and the campus provides professional development for educators and courses customised for the workplace.

Swinburne University

From its establishment as a tertiary institution in 1908 in Melbourne’s eastern suburb of Hawthorn, Swinburne has grown from being a local provider of technical education for plumbers and carpenters into a multi-disciplined, multi-campus provider of higher education proclaimed in 1992 as Swinburne University of Technology.

Swinburne runs an extensive range of programs for school leavers from pre-apprenticeships through to PhDs. The University provides students with a number of well-defined ‘pathways’ allowing them to move from TAFE-based VCE studies into full TAFE courses, between TAFE and higher education and from degree courses into TAFE studies. There are several categories for special entry covering prospective students who are from non-English speaking or low SES status backgrounds; disabled; from rural or isolated areas; and women enrolling in non-traditional areas. Bridging courses are available to boost maths and language skills.

Many Swinburne undergraduate courses emphasise ‘real-world’ learning and have an applied vocational emphasis and direct industry application through Industry Based Learning programs. Over the last few years, the University has extended the vocational emphasis of its undergraduate programs by introducing an inter-curricular Professional Learning Model which integrates into the curriculum opportunities for industry and project-based learning, general elective sequences to diversify students’ skills, opportunities for international study and career management classes. All final-year students complete a Capstone Project, which is intended to provide real-world authentic challenges and an Electives Plus sequence allows students from all disciplines to broaden their knowledge into areas such as sustainability or establishing and running a business.

As well as a campus in Sarawak, Malaysia, the University has domestic campuses in:

- > Croydon – located in the foothills of Mount Dandenong, the campus offers TAFE programs in the areas of social sciences, business, community services, children’s services, computing, building, recreation and a large variety of short courses. There is a particular focus on youth and the campus offers the Victorian Certificate

of Applied Learning (VCAL), VCE and VET in the VCE programs, a range of apprenticeships and 'First Stop', which is a free service that provides personalised assistance to help young people and/or their parents make decisions about further education, training and employment options. International projects management and English language training are also available at the Croydon campus.

- > Hawthorn – located seven kilometres east of the city of Melbourne, the campus has undergone a major redevelopment in recent years. It is home to the University's central administration, many of its undergraduate and postgraduate programs, TAFE courses and short courses.
- > Healesville – this small campus has been part of the local community for the last 17 years. It offers a flexible delivery approach to study for both young and mature age students. Accredited programs currently being offered include courses to develop return to work skills, as well as personal interest courses. Short courses, workshops and seminars on various subjects are also on offer.
- > Lilydale – located in a scenic 24-hectare rural setting with views across the Lilydale Lake to the Yarra Valley hills, the campus offers TAFE, undergraduate and postgraduate courses including business, communications, psychology, technology, tourism and writing.
- > Prahran – known as Swinburne's 'arts campus', Prahran houses a number of arts areas including the National Institute of Circus Arts and the Faculty of Design, which offers a range of graphic, industrial, interior/exhibition and multimedia design courses at undergraduate and postgraduate level. At the TAFE level, it also has graphic design, multimedia design, costume, performing arts and makeup courses.
- > Wantirna – just off the Burwood Highway in Melbourne's eastern suburbs, Wantirna is Swinburne's 'green' campus, with extensive horticulture facilities and a planned specialist sustainability building. Courses offered range from apprenticeships to diploma and certificate courses in the area of art and design, automotive, business and management, computing and information technology, engineering and electrical, horticulture and health and human services.

La Trobe University

In 1967, 552 students enrolled at La Trobe University, the third university to open in Victoria. Now it caters for more than 26,000 students including around 3,500 international students from more than 90 countries. The University has a network of campuses with 15,000 students at Bundoora and over 7,000 at regional campuses.

La Trobe is broadening the student experience in a number of ways including building up its use of supporting learning technologies; industry-based and field learning and cadetships; overseas exchange mobility grants; community volunteering opportunities; leadership training; and mentoring programs.

The University has recently extended its arrangements with local TAFEs at several regional campuses. There are special entry pathways for school leavers and adults who don't meet minimum requirements and bonus points for school leavers living in and around regional campuses. La Trobe also has a guaranteed entry scheme that offers automatic acceptance into more than 40 degree courses for year 12 students who meet certain course and score prerequisites.

Recently La Trobe launched a five-year dentistry course at the Bendigo campus and a major in sustainable resource management in the business degree at Albury-Wodonga. A major Biosciences Research Centre is expected to be fully operational at Bundoora in 2012.

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The University has campuses in:

- > Bundoora – located 14 kilometres from Melbourne’s city centre, the campus is set on 330 hectares of bushland. Five faculties are represented at Bundoora and students can choose from more than 300 undergraduate and/or postgraduate courses in humanities, law, management, education, science, engineering, technology, health and social sciences. The campus has strong connections with industry and is able to offer a wide variety of work placements, internships and other types of industry experience with many courses, some of which are overseas.
- > Bendigo – the University’s second largest campus catering to more than 4,000 local and international students is set in 33 hectares of native bushland only 3 kilometres from the centre of Bendigo, approximately two hours drive from Melbourne. The campus has a TAFE pathways agreement with Bendigo Regional Institute of TAFE and provides courses for undergraduate, postgraduate and international students with key strengths in health sciences, education and visual arts.
- > Albury-Wodonga – situated in 26 hectares of bushland just 3 kilometres from Wodonga, the campus offers undergraduate and postgraduate courses with several courses unique to the campus. Courses are designed to meet the needs of professions that are in demand both regionally and nationally. With around 1,100 students, the campus is home to significant research expertise in areas such as freshwater ecology, resource management and issues around ageing in regional communities. Study credit agreements exist with TAFE institutes near to the campus.
- > Beechworth – La Trobe at Beechworth is a multi-purpose function and accommodation centre.
- > Mildura – located in the centre of Mildura, in the north west of Victoria, the campus caters to over 330 students providing undergraduate and postgraduate courses in education, accounting, social work, arts, visual arts, graphic design and business. The campus also offers a range of short courses including customised courses for local organisations and a number of free short courses available every year for members of the local community.
- > Melbourne City – located in the heart of the CBD, the City campus provides facilities for a number of postgraduate Health Sciences and Law and Management courses and is home to several research centres. A range of short courses and single subjects may also be studied there.
- > Shepparton – located in the centre of Shepparton, 180 kilometres north of Melbourne in the Goulburn Valley. Courses are available at diploma, bachelor, graduate diploma and master levels from the faculties of education, health sciences, law and management, and humanities and social sciences.

Victoria University

Victoria University was established in 1992, from predecessor institutions dating back to the Footscray Technical School founded in 1916. It is one of only five multi-sector universities in Australia offering TAFE and higher education courses.

The University's original mandate was to serve the western region of Melbourne and it has established strong links with local communities, government and industry. The University has a total student body of more than 47,000 with nearly 12,000 international students. Nearly half of the University's students are from non-English speaking backgrounds and it is well-known for its cultural diversity, its work with newly-arrived migrants and extensive community outreach programs in the western suburbs.

Footscray Park, the University's largest campus, which is home to almost half the University's total student population, is currently undergoing a major \$62.5 million redevelopment which will create 1,300 learning spaces. Among a range of initiatives the University has recently introduced a 25 per cent workplace component target for all courses.

The University is relatively accessible with entry requirements generally at or below the average. Its pathways approach and entry requirements provide flexibility and open up access in many areas. Its Portfolio Partnership Program is an alternative entry scheme available to students in participating schools in the western metropolitan and north western outer urban regions. The University also runs a number of bridging programs which can provide credit toward degrees.

The University has campuses in:

- > City Flinders – overlooking the Yarra River in the centre of Melbourne the campus is home to the University's multimedia courses, postgraduate business courses and a conference centre.
- > City King – located on King Street in the centre of Melbourne, close to Southern Cross Station, this campus provides training for a range of industries including hairdressing, health and beauty, office administration and retail.
- > City Queen – on Queen Street in the centre of Melbourne, the campus houses the University's School of Law, the Law Library, The Sir Zelman Cowen Centre for Continuing Legal Education and Victoria University's Judicial Administration and Justice Studies Institute. The building also contains two moot courts, computer laboratories, lecture theatres and seminar rooms. The campus is home to some of the University's business and law activities, including postgraduate business programs, undergraduate law and continuing legal education.
- > Footscray Nicholson – located in Footscray, the campus is situated in one of Melbourne's most culturally diverse centres and provides facilities for an extensive range of TAFE programs.
- > Footscray Park – located on a seven-hectare site next to the Maribyrnong River, the campus is the administrative centre of the University and the largest of all its campuses.
- > Melton – while undergraduate programs are being gradually phased out at the Melton campus and its function within the Melton community is yet to be finalised, the campus will retain its affiliation with the University.
- > Newport – this campus runs TAFE programs such as cabinet and furniture making and boat building.

- > St Albans – located on a 32-hectare site, the campus consists of contemporary buildings encircling a large piazza. As well as arts and science programs, the campus has state-of-the-art research centres, including a sleep laboratory and a ‘wet lab’ for marine studies.
- > Sunbury - while undergraduate programs are being gradually phased out at the Sunbury campus and its function within the Sunbury community is yet to be finalised, the campus will retain its affiliation with the University.
- > Sunshine – situated in the centre of Sunshine, the campus hosts a broad range of business, trade and retail studies. It features two new building complexes and a convention centre.
- > Werribee - situated in the Werribee technology precinct, the Werribee campus is a major contributor to the local scientific community. Spread over 16 hectares, it features specialised facilities for teaching and research including major research centres for the Faculty of Health Engineering and Science and a recently completed animal care and breeding facility.

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APPENDIX 5

Maps showing the location of Victoria's tertiary education institutions

FIGURE 7: MAP SHOWING REGIONAL UNIVERSITY CAMPUSES

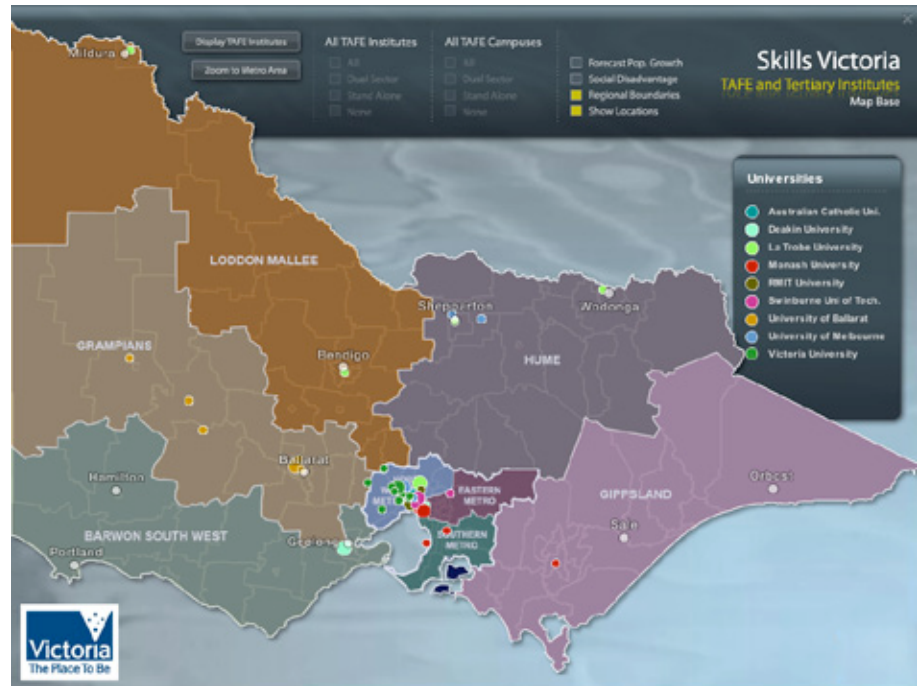
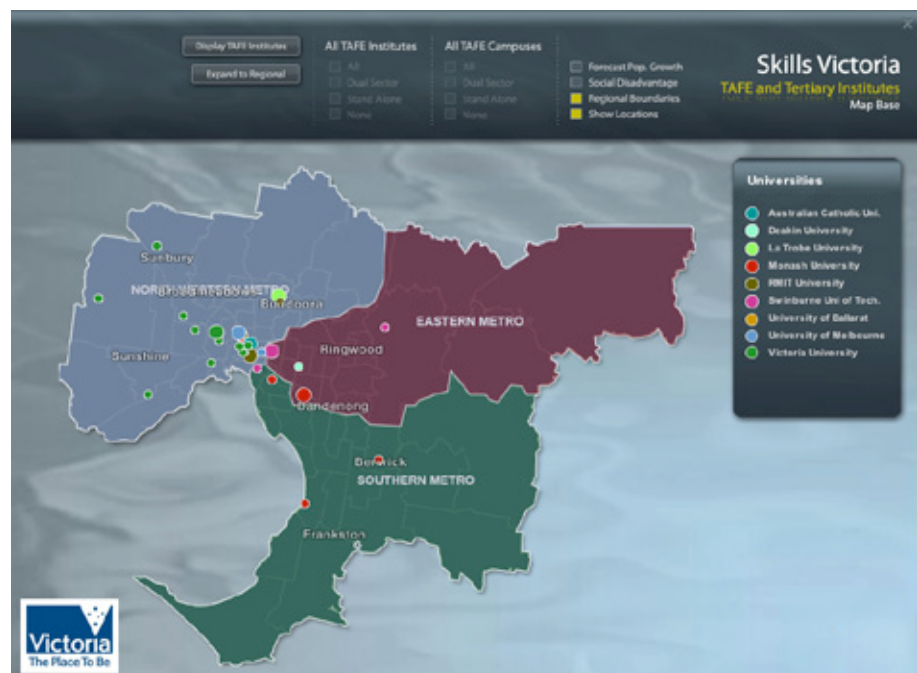


FIGURE 8: MAP SHOWING METROPOLITAN UNIVERSITY CAMPUSES



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FIGURE 9: MAP SHOWING METROPOLITAN AND OUTER URBAN TAFES

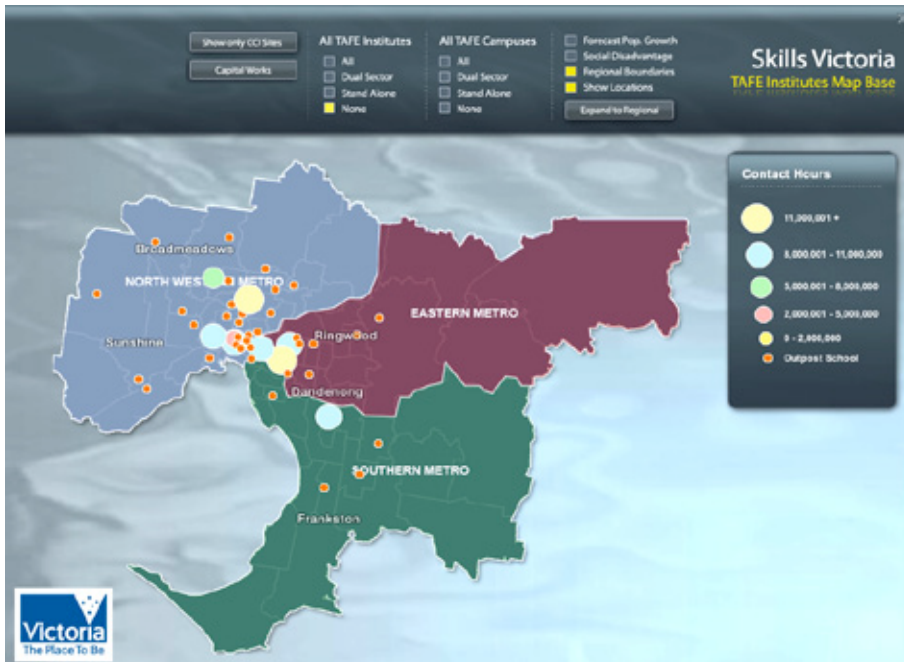
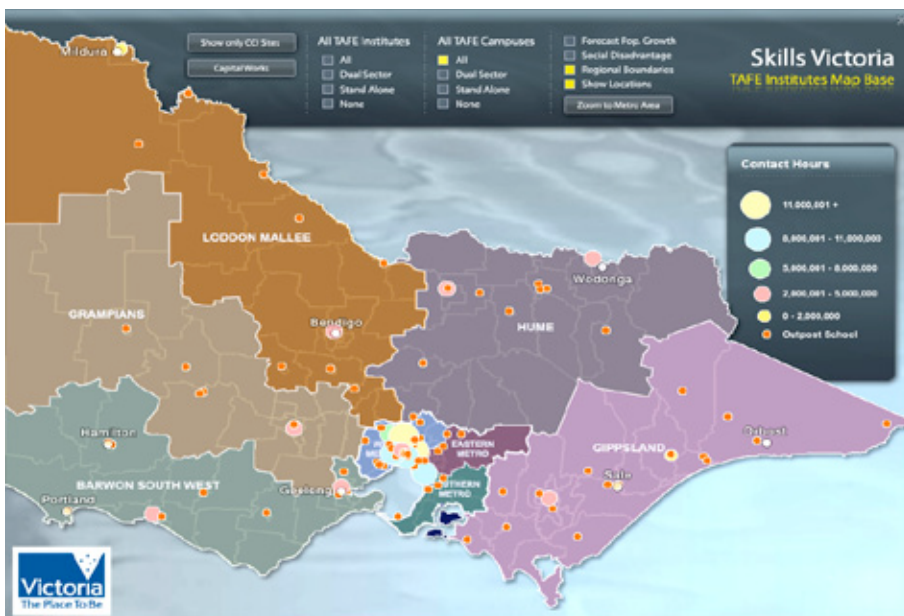


FIGURE 10: MAP SHOWING VICTORIAN TAFE CAMPUSES



172 Interface refers to the fringes of Melbourne between the metropolitan area and rural Victoria. The nine municipalities which make up the interface area cover a population that has aspects of both urban and rural communities and are considerably larger than their neighbouring municipalities closer to the city. In each of the municipalities approximately 70 per cent of the population lives in about 30 per cent of the area. The Interface municipalities cover an arc around Melbourne and comprise of the following LGAs: Cardinia Shire Council; City of Casey; City of Whittlesea; Hume City Council; Melton Shire Council; Mornington Peninsula Shire Council; Nillumbik Shire Council; Shire of Yarra Ranges; and, Wyndham City Council. The Interface municipalities have high rates of population growth and are characterised by young families, and in particular young people, living in the concentration of urban areas as well as rural townships. Typically, in such high growth areas, there is a shortfall of infrastructure where services are not able to meet the demands of the growing community. (Access Economics, 2008, *Staying Connected: A Cost Benefit Analysis of Early Intervention*, report produced for the Interface Councils Group.)

173 *Victorian Population Bulletin 2009*, Spatial Research & Analysis, DPCD, May 2009.

174 Access Economics Pty Ltd, 2008, *Staying Connected: A Cost Benefit Analysis of Early Intervention*, report prepared for the Interface Councils Group, p.i-15 www.accesseconomics.com.au/publicationsreports/getreport.php?report=184&id=237

175 *Ibid*, p. 9.

176 *Ibid*, p. 20.

APPENDIX 6

VICTORIA'S DIVERSE REGIONS

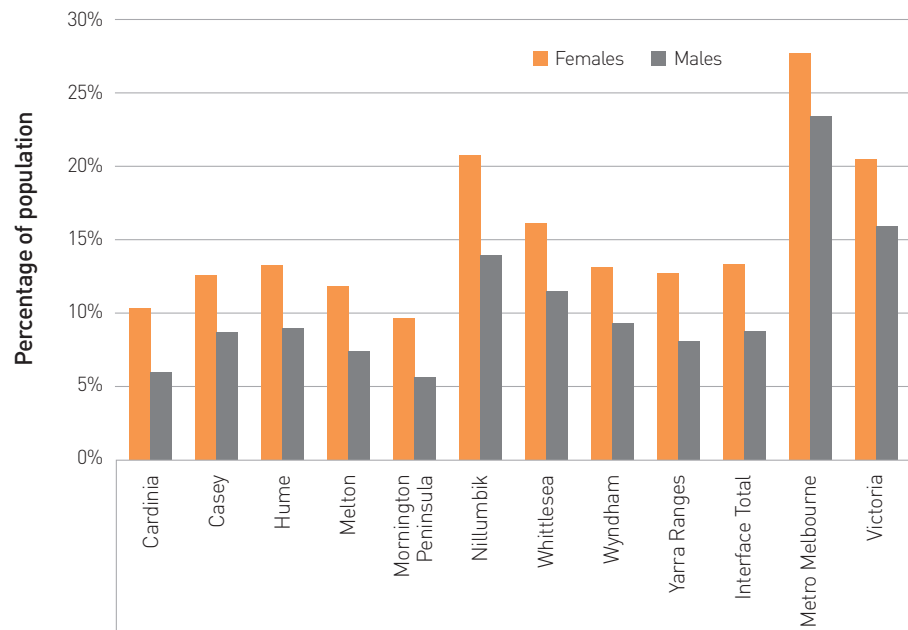
Melbourne's outer urban fringe

Three of Melbourne's outer urban, or interface,¹⁷² Local Government Areas (LGAs) were among the three largest growing municipalities in Australia for the year ending 30 June 2008. These were Wyndham (up 7.2 per cent), Casey (3.5 per cent) and Melton (up 7 per cent).¹⁷³

Casey, Hume and Melton are all interface municipalities, which together with Cardinia, Whittlesea, Mornington Peninsula, Nillumbik and Yarra Ranges make up an arc around Melbourne. With high population growth these LGAs are largely characterised by young families, and in particular young people. Typically in high growth areas such as these, there is a shortfall of infrastructure where services (including tertiary education provision) are not able to meet the demands of the growing local communities.

Young people across the interface municipalities attend post-secondary education at much lower rates than those living in metropolitan Melbourne. (Figure 11 below). Overall, 19.8 per cent of 15-24 year olds living in the interface areas attended university or TAFE institutions, compared to 33.5 per cent for metropolitan Melbourne. The Mornington Peninsula area has the lowest proportion attending post-secondary education.¹⁷⁴

FIGURE 11: YOUNG PEOPLE (15-24 YEAR OLDS) FROM INTERFACE MUNICIPALITIES ATTENDING POST-SECONDARY EDUCATION, 2006.¹⁷⁵



SOURCE: ABS CENSUS 2006, ACCESS ECONOMICS

All the interface areas (with the exception of Nillumbik) show higher youth disengagement rates than metro Melbourne. Disengagement is defined as not being fully involved in either further education or full time employment. Those who do not remain fully engaged run the risk of long-term employment or of not developing the skills required that help with long-term engagement in the labour market.¹⁷⁶

Regional Victoria

Regional Victoria is by no means homogenous and it is worth undertaking a brief overview of the broad patterns and trends across geographic areas in order to build up a picture of the range of issues that relate to the provision of tertiary education in Victoria as a whole.

Employment has generally grown in regional Victoria, with 9 per cent growth between 2001 and 2006. However, much of this growth has occurred in cities and large towns and is related to public service providers, large-scale retailers and the construction industry.¹⁷⁷

Modern economies tend to favour large cities where there are diverse economic and social environments and young people generally tend to favour the cosmopolitan nature of large cities like Melbourne, which provide not only education and job opportunities but also access to recreational, cultural and retail services. While regional cities with university campuses may offer local benefits in terms of research and development for local industry and the provision of education for local communities, and these cities have a higher retention of young people of university age, there is evidence that this delays migration to Melbourne rather than stopping it.¹⁷⁸

While real median incomes have increased over the last two decades in both metropolitan and regional areas, median incomes in Melbourne are consistently higher than the rest of Victoria. Between 1981 and 2001, the gap grew with the median income of regional Victoria falling from 85 per cent to 73 per cent of the median for Melbourne households. In the five years to 2006, regional incomes increased to 76 per cent of metropolitan median income, but this was largely due to the movement of well-to-do households into regional areas close to Melbourne (e.g. the Surf Coast). While the municipalities of Central Goldfields, Loddon and Buloke show a high proportion of households in the lowest income quartiles, those closer to Melbourne such as Golden Plains and Macedon Ranges show much smaller proportions in the low income quartiles.¹⁷⁹

It is expected that Victoria will become hotter and drier as a result of climate change, particularly in the north western parts of the State. One suggested outcome is the migration of people from the drier to the wetter parts of Victoria. In general, however, migration decisions tend to result in people moving short distances only in order to maintain social networks. Young people also tend to be more mobile than older people. Dry conditions also act as a disincentive for attracting people to regional areas.¹⁸⁰

Projections for the Barwon region, which includes Geelong, Ocean Grove, Colac and Lara, show 1.3 per cent annual growth from 2006 to 2036. This is 1 per cent higher than for the rest of regional Victoria and is the result of migration from Melbourne and overseas migration.

The Western District, which includes Warrnambool, is projected to grow annually at a rate of 0.5 per cent which is less than the average for the rest of regional Victoria.

The Central Highlands, which includes Ballarat and Bacchus Marsh, is projected to grow at a rate of 1.2 per cent annually, while in the Wimmera region, which includes Horsham, the population is projected to decline at an average annual rate of -0.3 per cent and to age so that 19.6 per cent of the population is aged 75 and above by 2036, compared to the average for the rest of regional Victoria which is expected to be 15 per cent.

In the Mallee region, which includes Mildura, annual population growth of 0.1 per cent is projected, which would be less than the average for the rest of regional Victoria. Again, the population in the Mallee region is ageing, with 16.9 per cent expected to be 75 years old or above by 2036.

177 McKenzie & Frieden, 2009, pp. 21-4.

178 Ibid, p. 25.

179 Ibid.

180 Ibid, p. 27-8.

In the Loddon region, including Bendigo, annual population growth of 1.3 per cent is expected. Areas in and around Bendigo and along the Bendigo-Melbourne corridor are popular locations for people moving out of Melbourne. The location of Bendigo enables greater retention of young people and the ageing trend is projected to be less than for regional Victoria as a whole.

The Goulburn region, including Shepparton and Echuca, is expected to grow by 1.1 per cent. This region also attracts people from Melbourne seeking a change of lifestyle and areas along the Murray River are popular with retirees. Southern parts of the region are also projected to experience strong growth due to metropolitan proximity.

The Ovens-Murray region, which includes Wodonga and Wangaratta, is projected to grow annually by 0.7 per cent. Wodonga is likely to attract future growth as a large service centre for the region and the adjacent NSW city of Albury adds to the attraction.

East Gippsland, which includes Sale and Bairnsdale, is expected to grow annually by 0.9 per cent. The proportion of the population aged 75 years and above is expected to be 16.7 per cent by 2036.

Lastly, the Gippsland region, including Traralgon, Morwell, Moe and Warragul, can expect the same growth rate as regional Victoria overall (1 per cent). The region's proportion of the population aged 75 years and above (15.6 per cent) in 2036 is expected to be only slightly higher than the proportion for regional Victoria overall (15 per cent).

Significantly, however, McKenzie & Frieden (2009) argue that trying to forecast population growth with any degree of accuracy is notoriously difficult:

perhaps more than ever, the future is likely to be affected by uncertainty. The risks and opportunities presented by such issues as climate change are ones for which historical trends are no longer adequate predictors for the future. In the face of such uncertainty, regional populations, economies and settlements will need to be adaptable and resilient.¹⁸¹

Trying to forecast the trends and needs in tertiary education in the regions is similarly fraught with difficulties and providers in these areas will also have to be responsive to changes, flexible and innovative in their management strategies.

¹⁸¹ Ibid, pp. 33-47.

APPENDIX 7

TABLE 11: THE DISTRIBUTION OF 2008 ENTERS BY REGION, SHOWING VICTORIAN REGIONS BY POSTCODE.

Region	ENTER Band																	Overall	
	[95,100]	[90,95]	[85,90]	[80,85]	[75,80]	[70,75]	[65,70]	[60,65]	[55,60]	[50,55]	[45,50]	[40,45]	[35,40]	[30,35]	[25,30]	[20,25]	[10,20]		[0,10]
Barwon	104	149	165	174	187	175	207	206	169	181	174	151	130	84	44	48	48	21	2417
Central Highlands	75	68	68	73	92	96	93	91	75	94	74	86	76	47	40	22	44	21	1235
East Gippsland	27	27	22	43	48	63	42	52	57	48	44	58	31	16	19	10	17	5	629
Gippsland	57	101	88	122	144	143	155	162	137	132	130	125	111	69	42	31	42	22	1813
Goulburn	59	72	90	99	113	135	120	139	128	128	137	125	105	85	51	44	64	19	1713
Loddon	61	83	114	132	122	113	129	139	136	110	96	91	87	61	43	36	37	13	1603
Mallee	25	32	35	34	56	68	61	58	56	66	71	59	45	39	19	10	16	11	761
Ovens-Murray	23	35	42	67	55	70	55	66	56	56	43	57	33	33	16	15	9	6	737
Western District	26	54	54	66	77	81	75	91	77	77	77	50	39	20	20	16	16	2	918
Wimmera	14	19	28	32	40	33	40	46	29	32	33	27	20	17	10	7	9	3	439
Melbourne: City	28	37	26	40	31	18	39	33	17	19	21	18	12	11	6	4	2	5	367
Melbourne: NE suburbs	1060	888	745	719	601	498	454	469	366	304	308	262	199	129	73	58	69	36	7238
Melbourne: SE suburbs	640	560	497	493	453	420	440	408	340	349	374	314	231	176	97	78	149	71	6090
Melbourne: Outskirts	157	217	264	302	369	370	373	402	408	364	380	372	321	215	155	147	196	83	5095
Melbourne: N suburbs	457	476	499	530	534	500	482	547	497	438	442	408	356	276	170	135	236	116	7099
Melbourne: S suburbs	324	332	335	311	299	273	249	296	224	179	187	127	108	76	54	39	49	16	3478
Melbourne: W suburbs	221	224	253	295	379	326	329	379	295	309	368	320	266	227	161	145	215	116	4828
Victoria - Total	3358	3374	3325	3532	3600	3382	3343	3584	3067	2886	2959	2650	2170	1581	1020	845	1218	566	46460
ACT	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
NSW	14	38	44	44	33	25	22	18	13	19	14	13	9	9	4	2	7	3	331
NT	0	0	2	0	0	0	1	1	0	1	1	0	0	1	0	1	0	0	8
Queensland	0	2	1	3	0	1	2	0	3	0	0	0	1	0	0	0	0	0	13
SA	0	1	1	3	2	1	2	0	3	1	0	0	0	0	1	0	0	0	15
Tasmania	1	0	2	0	0	1	2	3	0	0	0	0	0	0	0	0	0	0	9
WA	0	0	1	1	0	1	0	2	1	0	0	2	0	0	0	0	0	0	8
Interstate - Total	15	41	51	51	35	30	29	24	20	21	15	15	10	10	5	3	7	3	385
Unknown	40	38	37	38	30	20	28	27	20	20	15	10	7	6	2	4	3	0	345
Total	3413	3453	3413	3621	3665	3432	3400	3635	3107	2927	2989	2675	2187	1597	1027	852	1228	569	47190

Victorian regions in terms of postcode:

Barwon: 3210-3256, 3321-3322, 3328-3333, 3352, 3360.
 Central Highlands: 3334, 3340-3351, 3353-3357, 3363-3370, 3373-3379, 3384, 3458-3461, 3467-3469.
 East Gippsland: 3847-3851, 3857-3867, 3873-3909, 3971.
 Gippsland: 3765-3775, 3779, 3787-3799, 3816-3845, 3852-3856, 3869-3872, 3921-3925, 3945-3967, 3979, 3984-3996.
 Goulburn: 3521-3522, 3559-3566, 3572, 3606-3673, 3710-3730, 3753, 3758, 3762-3764, 3777-3778.
 Loddon: 3371, 3430-3456, 3462-3465, 3472-3476, 3515-3520, 3523, 3535-3539, 3550-3558, 3570-3571, 3573-3576, 3751, 3756.
 Mallee: 3480-3485, 3490-3512, 3525-3533, 3540-3549, 3567-3568, 3578-3599.
 Ovens-Murray: 3675-3709, 3732-3749.
 Western District: 3260-3315, 3323-3325, 3361, 3406-3407.
 Wimmera: 3317-3319, 3380-3381, 3385-3402, 3409-3424, 3477-3478, 3487-3489.
 Melbourne – City: 3000-3008, 8001-8010, 8300, 8500.
 Melbourne – NE suburbs: 3101-3148.
 Melbourne – SE suburbs: 3149-3180.
 Melbourne – outskirts: 3335-3338, 3425, 3427-3429, 3750, 3752, 3754-3755, 3757, 3759-3761, 3781-3786, 3800-3815, 3910-3920, 3926-3944, 3973, 3975-3978, 3980-3983.
 Melbourne – N suburbs: 3039-3099, 8507, 8538.
 Melbourne – S suburbs: 3181-3209, 8865.
 Melbourne – W suburbs: 3010-3038.



