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Informing future locations for Regional University Centres

Companion report to the Regional Needs Model/Dashboard and Regional Readiness Factsheets

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Access **Economics**

Background to this work

- Regional University Centres (RUCs, Centres) are designed to support access to, and outcomes from, tertiary education for regional and remote learners. RUCs are able to provide a wide range of services and facilities to support and stimulate local education and career path connections. They are characterised by their community leadership and community-tailored approach to meeting local tertiary education needs.

- As part of the *Job Ready Graduates* package, funding was announced for up to eight additional Centres as well as an accompanying scoping study to support the selection of locations for future Centres. The tool developed through this project is intended as a key input into those scoping considerations.

- Past decisions on the location of Centres were made predominately on the basis of a community's funding application, as a means of determining which communities were most ready to establish a Centre.

- It is understood that the next round of location decisions is intended to be informed by a more balanced consideration and analysis of both need for a Centre and community readiness to operate a Centre. Where need considers which communities are the most under-represented in their access to and achievement of tertiary education, and which communities have the largest volume of potential Centre users – and thus identifying communities where a Centre may have the most impact.

- Ultimately, success of the RUCs program will require government and community partnerships, and importantly, community 'buy-in' and ownership of the Centre.

**Figure i: Organisation of this work within a broader scoping study**

The outputs of this work

- Deloitte Access Economics was engaged by the Australian Government Department of Education, Skills and Employment (DESE, the Department) to undertake research and analysis to inform the potential locations of future Centres – representing the initial work and first steps to the scoping study. This work has produced three key outputs:

  1. The development of a **conceptual framework** for identifying and assessing local regional needs for tertiary education and readiness for the RUCs program.

  2. The development of the ***Regional Needs Model***, a rigorous and flexible tool that captures multi-faceted indicators of needs and readiness across the country, and in doing so, supports greater levels of transparency around government objectives and decision-making. The outputs of this model are summarised for each region as part of a ***Regional Needs Dashboard***.

  3. The application of the frameworks and tool to identify a **preliminary shortlist of 30 regions** and further assess their relative readiness. This partial readiness assessment has relied only on desktop research. It is summarised for each region as part of a ***Regional Readiness Factsheet***. This shortlist and the factsheets are intended to exemplify the use of previous outputs and motivate further analysis of need and readiness by the Department.

Key considerations

- The data underpinning these outputs is live and expected to change, such that the findings are necessarily limited to a point in time, as of November 2021. For continued confidence in policy decision making it is anticipated that the underlying data is updated regularly. A supporting user guide provides the Department with the practical steps to updating the model.

- These outputs represent a strong empirical starting point for comparing the relativities of the needs and readiness of communities across all of regional Australia. Narrowing the number of regions to assess also supports more focused, targeted and informed decision-making by key stakeholders. However, not all evidence and insight can be codified or identified in objectively accessible data. Communities are living environments and frequently changing, and so a broader understanding of community need and readiness would strengthen the richness of this tool and its outputs.

- One of the intended outcomes of this work is to prompt deeper engagement with the complexity of communities and encourage local conversations and input into community outcomes. Evidence based policy considerations for communities requires direct engagement. A consultation program would best reveal broader elements of community readiness and identify the local knowledge, leaders and advocates (including existing or planned community initiatives) that have been identified as critical elements of success for the RUCs program.

- Finally, the ongoing COVID-19 pandemic and associated border controls and uncertainties have meant this work has proceeded without the benefit of community engagement. In the absence of this important input, the focus of this work has been to emphasise the quantitative assessment and strength of the analytical tool. Community perspectives and inputs remain an essential future inputs for the Department.
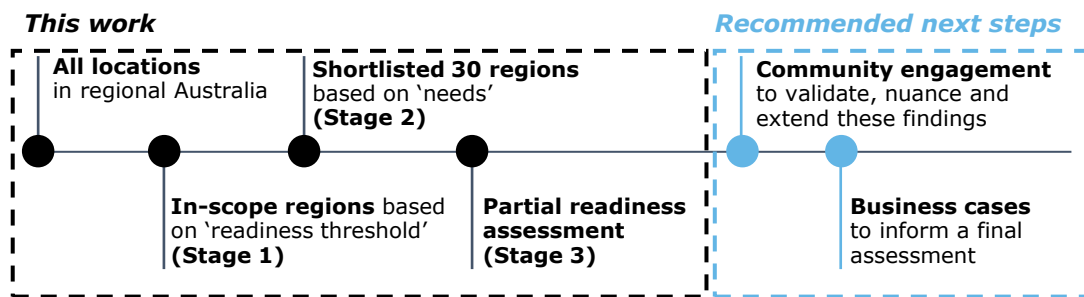
Structure of this work and the report

The remainder of this summary and broader report are organised around three stages (Figure ii):

- **Stage 1** involves an initial *readiness threshold* assessment to identify in-scope regions for further analysis. This is intended as preliminary assessment for identifying regions that have the likely necessary settings for enabling success in the RUCs program.
- **Stage 2** involves a *relative needs* and *needs volume* assessment to compare and rank the needs of in-scope regions. This analysis informs a preliminary shortlist of 30 higher needs regions, which also incorporate Government commitments and priorities to ensure the geographic diversity of RUC locations. The model settings and application of government objectives could, and in fact are intended to, be used to develop other shortlists.
  - The **Regional Needs Model** and **Regional Needs Dashboard** underpin the analysis and output of these first two stages.
  - The **Shortlisted 30 Regions** represent one potential output from the Model.
- **Stage 3** involves a *relative readiness* assessment to compare the readiness of the shortlisted 30 regions, and identify which regions are likely to be better equipped versus requiring more supports and/or capacity-building.
  - The **Regional Readiness Factsheets** summarise the readiness findings for each of these 30 shortlisted regions.

Figure ii: The key analytical components and outputs of this work

Analysis

Stage 1: Apply the readiness threshold to determine in-scope regions

Using 6 readiness thresholds to identify the in-scope regions for further assessment based on the likely necessary settings for enabling success in the RUCs program.

Stage 2: Assess and rank regions by needs scores

Using 17 indicators of relative need and 8 indicators of needs volume to systematically score and rank the needs of all regional communities.

Stage 3: Analyse and compare the relative readiness of regions

Using 12 indicators of relative readiness to assess and compare the context, capacity and aspirations of the the 30 shortlisted regions.

Outputs

Regional Needs Model & Dashboard

The Model provides a tool for assessing every region based on Stages 1 and 2. The outputs are presented as part of the Dashboard.

Preliminary shortlisted 30 regions

Represents a practical application of the Model tool to identify the highest needs regions that meet government commitments and priorities for ensuring geographic diversity in the RUCs program.

Regional Readiness Factsheets

The Factsheets summarise the relative readiness assessments for each shortlisted region, and also include considerations for the potential operating model design.

Stage 1: Identifying in-scope regions with the 'readiness threshold' assessment

- Regions must pass each of six tests in order to be considered in-scope for further assessment. They relate to existing university presence (including RUCs), population size and growth, and existing schooling attainment (see page 21 for details, including descriptions of each test).

- The thresholds are set at relatively conservative values (developed with the Department) to ensure that regions that are least likely to realise the benefits of a Centre are excluded. Applying these settings, less than half of all regions meet all the threshold settings (43%; 256 of 597 regions). The factor contributing most to that result is (quite appropriately) the local presence of an existing university campus or RUC (40% of regions).

Stage 2: Assessing and ranking regions by 'needs'

- The second stage represents the core analytical efforts in collecting, processing, aggregating and assessing data on needs for all 597 regions across regional Australia (i.e. data is analysed for all regions, including those that do not pass the readiness thresholds).

- Two dimensions of need are considered to compare and rank all regions (see page 24 for details, including description of the indicators):
  - 'Relative need' refers to the levels of disadvantage and under-representation across key tertiary education outcomes, including access and participation, retention and engagement, and transitions and outcomes (17 indicators).
  - 'Needs volume' refers to the aggregate scale of need and potential Centre users, including both current and potential demand (8 indicators).

Output: The Regional Needs Model and Dashboard

- The first two stages are processed within the *Regional Needs Model* and then summarised by the *Regional Needs Dashboard* (see example in Figure iii). The Dashboard provides a digestible and consistent summary of the key inputs and outputs relevant for each region. This includes key contextual information, needs scores and rankings, readiness threshold results, and the underlying measures (i.e. the raw data underpinning the various assessments).

- The Model and Dashboard are designed to be updated over time as more detailed and contemporary data progressively becomes available (including, for example, the ABS Census 2021). It is also designed to be flexible for key user changes to parameter settings, to allow decision-makers to update the Model settings to reflect changing objectives or focus areas for Government and the RUCs program.

Figure iii: The Regional Needs Dashboard
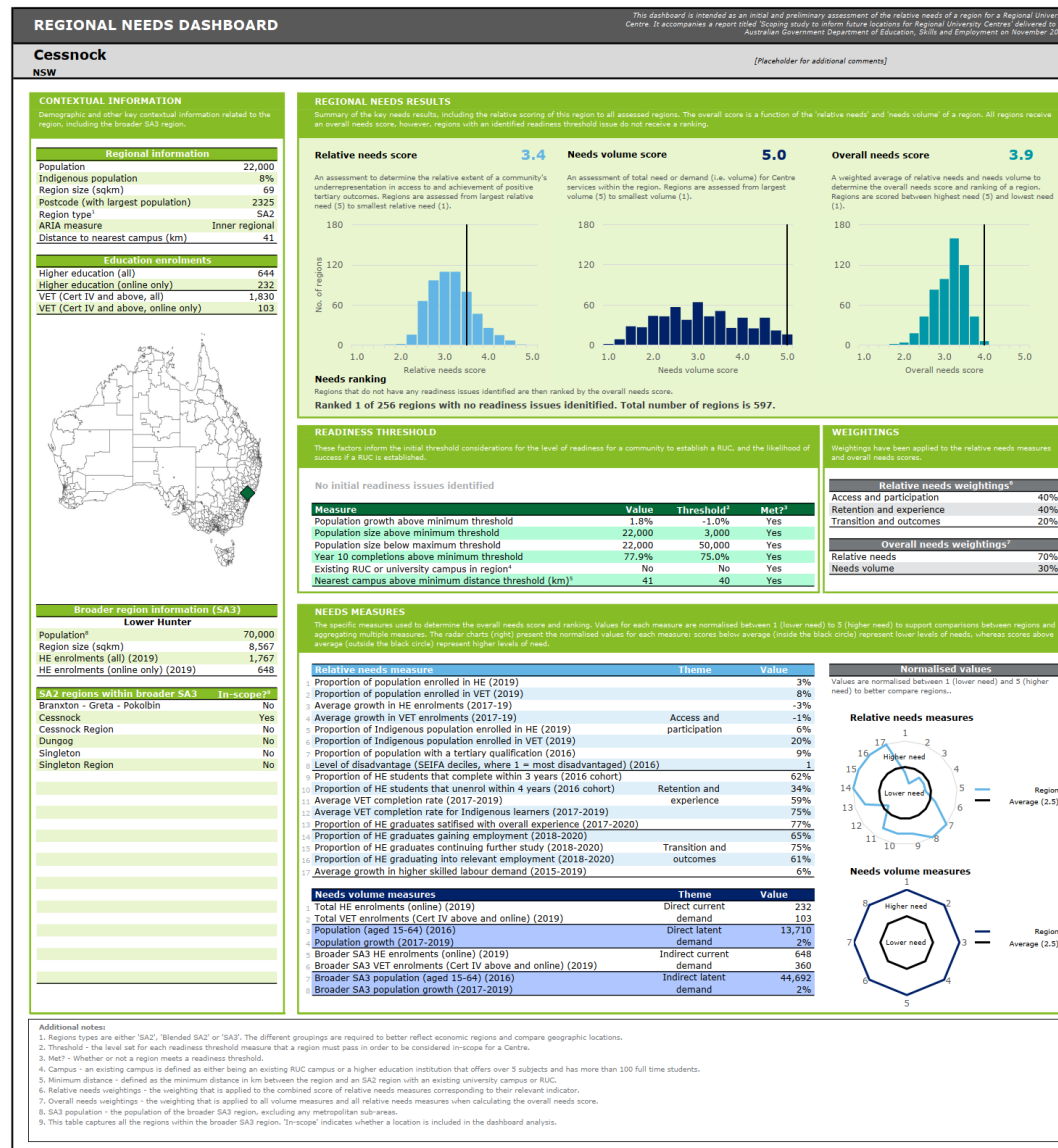
Output: A preliminary shortlist of 30 regions

- A shortlist (Table i) is developed for this work based on the highest needs regions that meet key government strategic objectives – namely, ensuring representation in Northern Australia and South Australia (as determined by the Department).

- Consequently, while the shortlist includes many of the top-ranked regions, it also includes regions with relatively lower rankings in order to meet strategic objectives. It is noted that ordinal rankings do not reveal the absolute differences in need, whether small or large.

- This preliminary shortlist of 30 regions achieves a diverse mix of locations, landmass and population sizes (Figure iv).
  - Notably, none of the 23 regions in the Northern Territory (NT) are shortlisted. This is predominately a function of the readiness threshold, whereby only 4 of the 23 NT regions are considered in-scope. The 19 out-of-scope regions predominately do not meet the minimum population size or minimum Year 10 completion rate thresholds.
  - Similarly, fewer 'in-land' regions pass the population thresholds, such that many of these regions are considered out-of-scope and are not captured by the shortlist.

Table i: The shortlisted 30 regions

#	Region	Needs ranking
1	Cessnock	1
2	Tamworth Region	2
3	Mukinbudin	3
4	Plantagenet	4
5	Narooma – Bermagui	5
6	Loddon	6
7	Lithgow Region	7
8	Casino Region	8
9	Branxton - Greta - Pokolbin	9
10	Yea	10
11	Gingin - Dandaragan	11
12	George Town	12
13	York - Beverley	13
14	Cowra	16
15	Merredin	17
16	Gunnedah	18

#	Region	Needs ranking
17	Derby - West Kimberley	40
18	Cape York	83
19	Ashburton (WA)	96
20	Daintree	121
21	Bowen	128
22	Tully	131
23	Broome	133
24	Innisfail	141
25	Tablelands	143
26	Atherton	146
27	Penola	14
28	Goolwa – Port Elliot	15
29	Tatiara	19
30	Whyalla	21

Figure iv: The shortlisted 30 regions

Rest of Australia
Northern Australia
South Australia

Stage 3: A targeted analysis of 'relative readiness'

- This third stage involves a targeted analysis of the relative readiness of each of the 30 shortlisted regions. This analysis recognises that readiness is a more subjective and nuanced assessment than 'need', and so requires a more considered and qualitative approach. As noted, the pandemic restricted this work to desktop research only, which placed limitations on the level of community data and hence the analysis.

- 12 relative readiness indicators organised across three themes (social and economic context, community capabilities, and community aspirations) are used to assess each region's relative readiness (see page 38 for more detail, including descriptions of each indicator). The findings of this analysis reveal the following:

  - Five regions are assessed with relatively *higher* readiness (Tamworth Region, Branxton–Greta–Pokolbin, Broome, Lithgow Region and Gunnedah). These regions represent communities that exhibit evidence of greater capabilities, capacity and likelihood to successfully establish and operate a RUC.

  - Six regions are assessed with relative *lower* readiness (Mukinbudin, Casino Region, Goolwa-Port Elliot, Tatiara, Daintree and Tablelands). These regions represent communities where the evidence suggested relatively weaker readiness and would likely require greater supports and capacity building.

  - The remaining 19 regions are assessed as *medium* readiness, where the available evidence does not support a differentiated assessment. Noting that this analysis considers medium as the 'starting point', where sufficient evidence is required to inform a higher or lower assessment.

- The findings of this desktop research are valuable and informative, although necessarily partial, with limited direct assessment of the local area. Communities are deeply informed by local personalities and are subject to wide variability. Community engagement should necessarily be considered an essential pre-requisite to informing the future locations for the RUCs program.

Output: The Regional Readiness Factsheets

- The information and assessment on relative readiness is presented across 30 'Regional Readiness Factsheets'. These provide a summary of the assessments and details on each of the 12 indicators, including the relative positioning of the region to the rest of regional Australia and within the 30 shortlisted regions (Figure v).

- Each factsheet is accompanied by additional operating model considerations. These are organised around six key design dimensions that help to position the different decisions and elements of an overarching operating model (Figure vi).

- These operating model options are intended to support decision-makers to consider the potential design of future Centres, acknowledging that this represents a preliminary assessment based on the available information (i.e. the needs and readiness measures). Further evidence and community consultation is expected for any decision-making regarding the design of the operating model.
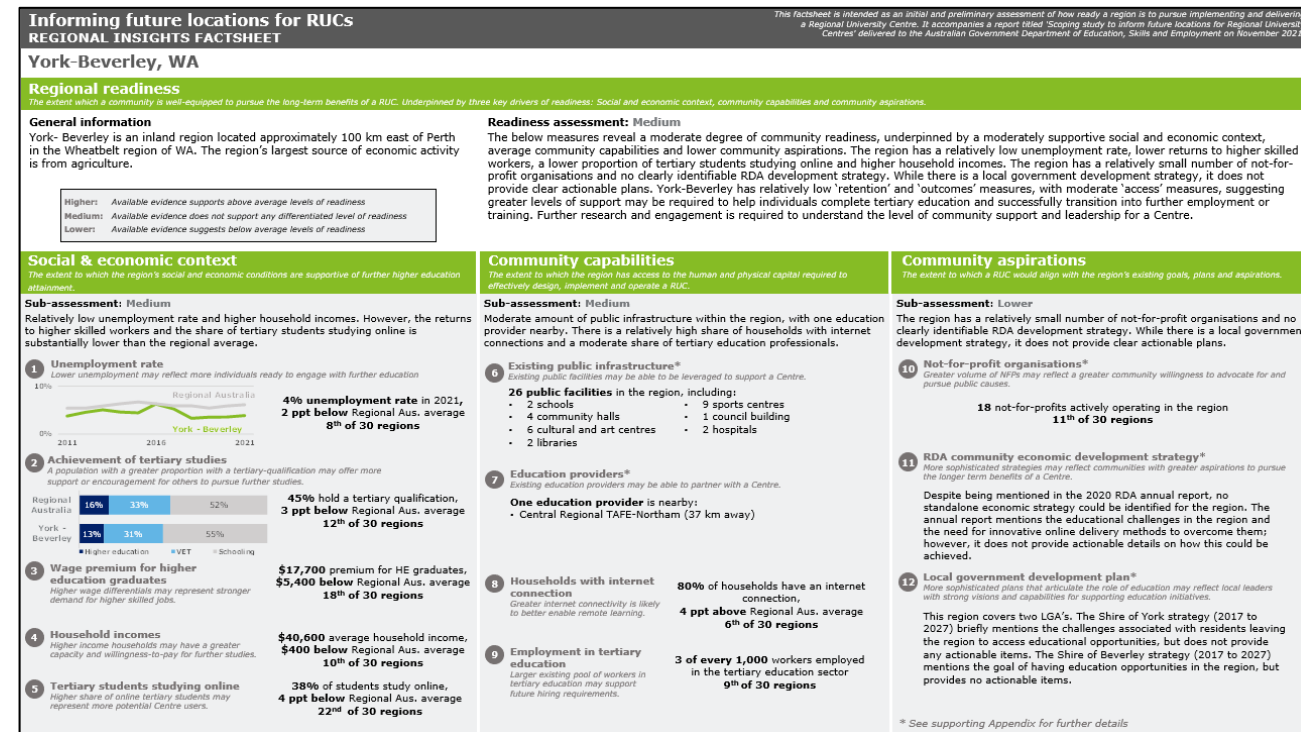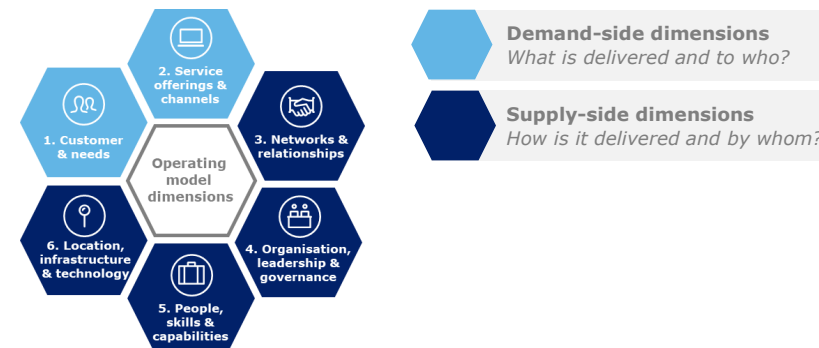
Figure v: The Regional Readiness Factsheets

Figure vi: Operating model dimensions

Demand-side dimensions
What is delivered and to who?

Supply-side dimensions
How is it delivered and by whom?

Concluding remarks

- The RUCs program has been shown in previous research to have success in supporting regional students to access tertiary education, to have more positive experiences during their studies, and achieve positive post-graduation outcomes.

- This work has now become a wider lens for the Department to use in identifying and shortlisting regions. Wider in both the conceptual frameworks for considering need and readiness, and the practical implementation of applying these frameworks with data to generate insight.

- The tool provides a stronger empirical evidence base for systematically comparing the needs of communities across all of regional Australia. By providing this evidence base, it supports the capacity for the Department and others to focus efforts in examining the complexities and diversity of regional Australia.

- Notwithstanding the empirical rigour of the tool and related outputs, it is not without its limitation (see page 49 for a more detailed discussion).

- These outputs are innovative but they are limited by the immediacy of the data and the likelihood of changes in communities that will affect their future prioritisation. These outputs should be considered as fit-for-purpose within this context, relying on data that is best available and current as of November 2021. All findings from this work should be appropriately caveated as such.

- In order to make well-informed choices and to best position public investments for positive outcomes, it will be necessary to deeply consider the vitality and readiness of a community. In this regard, real consultation and engagement with the community will be critical for decision-makers.

- Indeed, it would be a mistake to assume that communities can be reduced to objective data. Communities are living environments and their vibrancy is a consequence of multiple components, often including individual personalities and leadership. Broader metrics of these community dynamics would likely strengthen the richness of this process and complement the outputs of the quantitative Model and Dashboard, developed as part of this work.

- One of the intended outcomes of this work is to prompt deeper engagement with the complexity of communities and encourage local conversations and community engagement. This will likely reveal the systemic elements of community strength and readiness and reveal the local knowledge, leaders and advocates (including existing or planned community initiatives) that may yet prove to be the critical element of success for the RUCs program.

Deloitte Access Economics

Introduction and background

Contents

Key terminology

Term	Definition
Need	The extent to which a region is under-represented in their access to and achievement of tertiary education, underpinned by high 'relative need' and a high 'needs volume'.
Relative need	A measure of a region's relative disadvantage and relative achievement across three student dimensions: access and participation, retention and engagement, and transitions and outcomes.
Needs volume	An aggregated scale of total disadvantaged and the potential serviceable demand that a region has for a future Centre.
Needs ranking	A ranking allocated to a region based on weighted relative needs and needs volume to identify a first-to-last ranking of regions, excluding regions that do not pass the readiness threshold.
Readiness	The extent to which a community is well-equipped to purse the long-term benefits of a Centre.
Threshold readiness	The minimum viable settings that are likely to be necessary for a region to succeed with a RUC (but not sufficient for determining success). All regions must pass these settings in order to be considered in-scope for further assessment.
Relative readiness	The qualitative measure of community readiness that is used to rank the 30 shortlisted regions. A ranking of 'higher', 'medium' or 'lower' is assigned.
Indicators	The specific measures used to identify and assess each of the various needs and readiness assessments.
Shortlist	A preliminary list of 30 regions that represents an application of this work and a starting point for identifying high needs regions, while taking into consideration strategic government objectives to ensure diversity in locations in the RUCs program.
Operating model	The overarching organisation, systems and design of a Centre and how it is intended to function and meet the needs of students and the community.
Operating model dimensions	Six operating model dimensions underpin the design of the operating model. They are broadly organised by considerations relating to what services are being delivered and to who (Demand) and how are these services being delivered and by whom (Supply).

Context to this work

Background

- Regional University Centres (RUCs, Centres) are designed to support access to and outcomes from tertiary education for regional learners. They provide a wide range of services and facilities from academic and wellbeing supports, enabling administrative functions, to the physical infrastructure and campus-style facilities that would otherwise not be available for many online learners in regional and remote areas. RUCs are both community-led and tailored to the local needs of the community, and while they may have stronger relationships with specific universities, they are open to all students.

- As part of the broader *Job Ready Graduates* package, funding was announced in 2020 for establishing up to eight additional Centres, as well as a scoping study to inform the location of future Centres (among other related initiatives). This report represents a key input into that scoping study and the decision-making process for identifying potential locations.

- This report, and the approach adopted, recognises that previous investments have predominately relied upon regions and communities being 'ready' to establish and/or operate a Centre – that is, these communities have been well-equipped to pursue the long-term benefits of a Centre, measured by the way they make their case in funding applications.

- The Australian Government's aspirations for future investments are to continue targeting diversity in the locations of Centres, while maintaining a focus on addressing need – that is, communities that are the most under-represented in their access to and achievement of positive tertiary education outcomes, and communities with the largest potential volumes of Centre users.

- Ultimately, ensuring the success of the RUCs program requires a balance of targeting both needs and readiness among regions, and the importance of government in supporting a Centre, but also the requirement for community 'buy-in' and ownership, among other preconditions.

This report

- Deloitte Access Economics was engaged by the Australian Government Department of Education, Skills and Employment (DESE, the Department) to undertake research and analysis into informing the locations of future Centres – representing the initial work and first steps to the scoping study.

- The work produces three key outputs:
  - (1) Conceptual frameworks for identifying and assessing regional needs and readiness.
  - (2) A *Regional Needs Model* that captures multi-faceted indicators of need and readiness across the country, and whose outputs are summarised as part of a *Regional Needs Dashboard*.
  - (3) The application of the frameworks and tool to identify a preliminary shortlist of 30 regions that are further assessed using a partial relative readiness assessment, which are then summarised as part of *Regional Readiness Factsheets*.

- This work relies on desktop research and analysis, and is intended to prompt deeper engagement with communities as a next step. The ongoing COVID-19 pandemic and associated border controls and uncertainties have disrupted part of the original intent of this work, including the desire to undertake in-person consultations with local communities.

- The findings of this work are underpinned by data that is subject to change and necessarily limited to this point in time, as of November 2021.

- The remainder of this report is organised as follows (see figure, over page):
  - Section 1 presents the conceptual frameworks for identifying and assessing needs and readiness.
  - Section 2 provides the analysis underpinning the Regional Needs Model and Dashboard.
  - Section 3 presents a preliminary shortlist of 30 regions as one application of the framework and tool.
  - Section 4 provides the analysis underpinning the Regional Readiness Factsheets, applied to the shortlisted 30 regions.
  - Section 5 introduces an approach to considering potential operating model designs.
  - Section 6 concludes with limitations of the work, extensions to the work and sensitivity tests on the analysis and findings.
  - Appendices are included with key outputs for each of the 30 shortlisted regions.

Organisation of the work and approach on a page

The approach to this analysis and the presentation of this report are structured along five substantive analytical components and five report sections. The initial conceptual frameworks underpin the approach, and are used to develop the Regional Needs Model and Dashboard, which ultimately inform the shortlisted 30 regions (alongside strategic government objectives). More detailed readiness analysis is conducted on the 30 regions, as well as developing operating model considerations.

Conceptual frameworks (Section 1)

Frameworks

Assessing needs

A conceptual framework for informing the approach to identifying, assessing and measuring the needs of regional communities.

Two assessments of need:
- Relative need (17 measures)
- Needs volume (8 measures)

Assessing readiness

A conceptual framework for informing the approach to comparing the relative readiness of regional communities.

Two assessments of readiness:
- Threshold readiness (6 measures)
- Relative readiness (12 measures)

Developing the Regional Needs Model and Dashboard (Section 2), and identifying a preliminary shortlist (Section 3)

Analysis

Stage 1: Apply the readiness threshold to determine in-scope regions

Using 6 readiness thresholds to identify the in-scope regions for further assessment based on the likely necessary settings for enabling success in the RUCs program.

Stage 2: Assess and rank regions by needs scores

Using 17 measures of relative need and 8 measures of needs volume to systematically score and rank the needs of all regional communities.

Outputs

Regional Needs Model & Dashboard

The Model provides a tool for assessing every region based on Stages 1 and 2. The outputs are presented as part of the Dashboard.

Preliminary shortlisted 30 regions

Represents a practical application of the Model tool to identify the highest needs regions that meet government strategic objectives for ensuring geographic diversity in the RUCs program.

Developing Regional Readiness Factsheets for the shortlisted regions (Section 4)

Stage 3: Analyse and compare the relative readiness of regions

Using 12 measures of relative readiness to assess and compare the context, capacity and aspirations of the the 30 shortlisted regions.

Regional Readiness Factsheets

The Factsheets summarise the relative readiness assessments for each shortlisted region, and also include considerations for the potential operating model design.

Operating models (Section 5)

Frameworks

Informing the potential operating model design

A practical framework and approach to informing the potential operating model design of future Centres.

Six operating model dimensions:
1. Customer and needs
2. Service offerings and channels
3. Networks and relationships
4. Organisation, leadership and governance
5. People, skills and capabilities
6. Location, infrastructure & technology

Regional University Centres in Australia

Regional University Centres provide an opportunity for students in regional communities to study tertiary courses delivered by any Australian institution, while remaining in their local community.
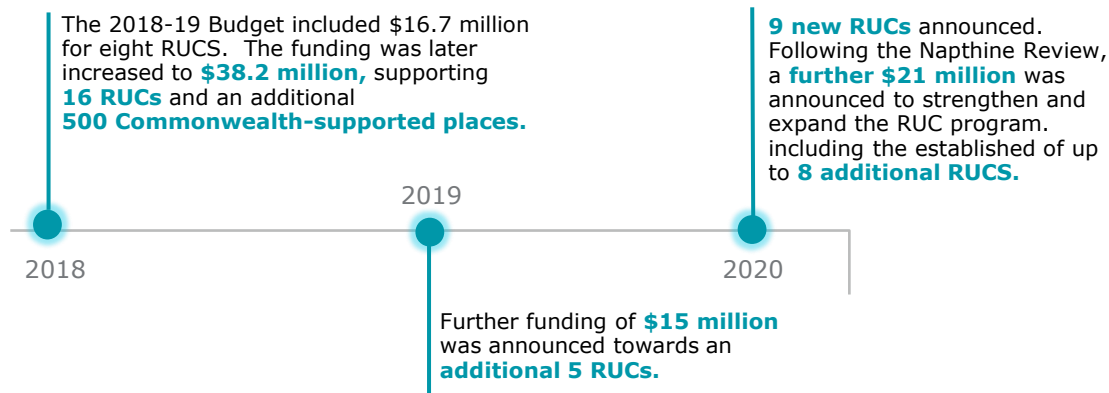
Background

RUCs were implemented in response to the 2016 report Future Role and Contribution of Regional Capitals to Australia. The aim of the RUCs' establishment was to increase accessibility and participation for students in regional, rural and remote communities who wish to remain in their local community for tertiary study.

RUCs are a facility regional students can use to study tertiary courses locally delivered by distance from any Australian institution. There are currently 24 RUCs established across Australia, with two more opening over 2021-22.

RUCs have received a range of federal funding in recent years - $74.2 million between 2018-19 and 2020 – see below.

Figure: Timeline of the RUCs program and funding

The 2018-19 Budget included $16.7 million for eight RUCS. The funding was later increased to **$38.2 million,** supporting **16 RUCs** and an additional **500 Commonwealth-supported places.**

9 new RUCs announced. Following the Napthine Review, a **further $21 million** was announced to strengthen and expand the RUC program. including the established of up to **8 additional RUCS.**

2019

2018

2020

Further funding of **$15 million** was announced towards an **additional 5 RUCs.**

Services provided by RUCs

RUCs have been established in every state and the Northern Territory in areas ranging from inner regional to very remote. Each RUC is unique and custom-designed by the community it is located in.

The services provided by RUCs include internet connectivity, a study space, student services (such as career support, pastoral care, administrative services and local industry connections), access to network of like-minded students, and some also provide face-to-face tutorials.

RUC operating models

Centres can be categorised into the following types or operating models (see over page for more details):

- Regional campus model: Operates as a 'mini-campus' style offering student administrative supports, pastoral and generalised academic supports, but also strongly identify themselves with a specific set of supported courses through the facility itself.

- Country Universities Centre: A centrally supported operating model with a strong focus on tertiary pathways. Generally, operates with a 'BYO course' approach with generalised academic support. However, some Centres offer a small number of supported courses through partner universities.

- Indigenous student focus: More remote locations with a focus on creating a bridge between Aboriginal communities and mainstream educational frameworks. There is an explicit focus on Indigenous students.

- Vocational and non-accredited training integration: The Centres provide access to VET or non-accredited training as part of a generalist focus on educational pathways.

- Tertiary hub: The Centres emphasis flexibility in access to a large range of tertiary courses. Although they provide limited course-specific support on site, they offer a platform of generalist administrative and academic support.

Other models that have been considered include:

- 'Umbrella' model – Each RUC is affiliated with an aggregate body that provides access to the experience and knowledge of the parent body and support across the network. However, each RUC remains locally governed.

- Hub-and-spoke model – This model is used to deliver a coordinated approach to a breadth of regional communities, where an existing RUC (the hub) can service wider communities (the spokes).

Existing types of Centres

Model type and description	Key metrics	Example
Regional campus *Operates as a "mini-campus" style offering student administrative supports, pastoral and generalised academic supports, but also strongly identify themselves with a specific set of supported courses through the facility itself.* Community aspiration focus: Regional development Delivery focus: Tertiary education, industry/employment	No. of RUCs: 6 Range of student size 2019: 26 – 283 Range of student size 2021: 28 – 270	**Geraldton Universities Centre (GUC)** GUC is an independent, not-for-profit, incorporated body. GUC's purpose is to enable and empower residents of the mid-west to gain university qualifications locally. It offers students a mixed-mode and supported distance education model on behalf of their partner universities (CQU, USQ and Curtin University). The Centre meets the community's need for tertiary education support that alleviates the stress of moving away to access high education and meets the needs of sectors by upskilling and producing local professionals in the community. Additionally, GUC benefits from its strong links with local industry in Geraldton, this is primarily achieved by GUC staff and board members who are well connected in the community or have/had careers in local industries.
Country Universities Centre *A centrally supported operating model with a strong focus on tertiary pathways. Generally, operates with a 'BYO course' approach with generalised academic support. However, some Centres offer a small number of supported courses through partner universities.* Community aspiration focus: Human capital Delivery focus: Tertiary education	No. of RUCs: 12 Range of student size 2019: 31 – 147 Range of student size 2021: 4 – 169	**Country Universities Centre- Parkes** The RUC at Parkes is a part of the Country Universities Centre (CUC) network. CUC Parkes is a Cohort 2 centre that opened in November 2020, however due to flooding in the region, the Centre didn't become fully operational until February 2021. The Centre aims to address the issue of accessibility and connection to tertiary education in Parkes and the surrounding region by providing an effective study space. The key distinguishing features at the Centre's early stages appear to be the co-location of the Centre in the library, the Centre's strong relationship with the Parkes Shire Council, and the support the Centre receives from CUC Central.
Indigenous student focus *More remote locations with a focus on creating a bridge between Aboriginal communities and mainstream educational frameworks. There is an explicit focus on Indigenous students.* Community aspiration focus: Human capital Delivery focus: General education, tertiary education	No. of RUCs: 2 Range of student size 2019: 40 – 41 Range of student size 2021: 46 – 63	**Wuyagiba Regional Study Hub** The Wuyagiba Study Hub is a community led and driven model, where the Traditional Owners and Aboriginal community members are heavily involved in the operations and decision making. The Study Hub offers a 10-week Pre-University Course where students develop academic and cultural skills needed to successfully undertake a degree at Macquarie University, where afterwards they have the option to go to Sydney to complete their tertiary education. The Course blends Western and traditional cultural education. At the Study Hub students receive co-delivered support from Macquarie University staff and Traditional Owners and Elders.
Vocational and non-accredited training integration *The Centres provide access to VET or non-accredited training as part of a generalist focus on educational pathways.* Community aspiration focus: Human capital Delivery focus: General education, tertiary education	No. of RUCs: 3 Range of student size 2019: 24 – 55 Range of student size 2021: 50 – 105	**RUC Goondiwindi** Goondiwindi SILO Inc, trading as 'Gateway to Training' (GTT), is an operation that is driven by and centred on students and community members. RUC Goondiwindi is considered by GTT as a complementary offering to its existing program offerings. The organisation has an overall goal of ensuring support and service delivery for students who express an interest in undertaking tertiary studies. The staff at RUC Goondiwindi provide 'light touch' support to students, however there is no professional or academic support for dedicated courses. Goondiwindi's model is based on student freedom regarding education pathways, taking an agnostic view on education preferences.
Tertiary hub *The Centres emphasis flexibility in access to a large range of tertiary courses. Although they provide limited course-specific support on site, they offer a platform of generalist administrative and academic support.* Community aspiration focus: Regional development, human capital Delivery focus: General education, tertiary education, industry employment	No. of RUCs: 2 Range of student size 2019: 13 – 72 Range of student size 2021: 50 – 241	**Murray River Study Hub** The Murray River Study Hub provides opportunities for regional students to pursue tertiary education and VET alternatives. Both students and employers can take advantage of the hub to bridge real career pathways and equip students with a skillset to meet the demands of the local workforce. Students are able to enrol in any online course, including those offered by partners Flinders University and Central Queensland University.

Interjurisdictional scan

No similar programs have been implemented to support regional tertiary study outcomes across four key international jurisdictions explored.

United Kingdom

Background

Students in rural areas within the United Kingdom achieve, on average, better grades in Maths and English in the General Certificate for Secondary Education, but fewer go on to Higher Education than their metropolitan counterparts.

46 per cent of rural students went on to Higher Education compared to 51 per cent in urban areas.[1]

Relevant strategies or policies:

The United Kingdom's Department of Education *Single Departmental Plan* does not outline a plan specifically for regional or rural areas, with a focus instead on supporting access for all students.[2]

Wales has a *Rural Education Action Plan*, however that policy predominately focuses on school education. [3]

No similar programs to RUCs have been implemented.

New Zealand

Background

While there remains a gap in education outcomes between rural and urban areas in New Zealand, the size of this outcome (at least for literacy outcomes) is smaller relative to Australia.[4]

Relevant strategies or policies:

The 2020 *National Education Learning Priorities* and the *Tertiary Education Strategy* both outline access as a priority. However, neither strategy specifically mentions regional students.

The strategies focus on reducing barriers to education for all, including for Māori and Pacific learners, disabled learners and those with learning support needs.[5,6]

The relatively low focus on rural education is possibly due to New Zealand being a relatively small landmass country and having a strong spread of universities and tertiary institutes in both urban and regional settings. The distances between rural, remote and urban settings are much larger in Australia than New Zealand.[7]

No similar programs to RUCs have been implemented.

United States

Background

Between 2000 and 2015 the high school education gap narrowed, with just approximately as likely to attain high-school diploma regardless if they live in a rural or an urban environment. However, the tertiary education gap has widened by 4 per cent, possibly due to students leaving rural areas after college in search of jobs.[8]

Relevant strategies or policies:

The Department of Education Strategy includes supporting populations in rural communities with a focus on transitioning school students successfully to college and careers.[9]

No similar programs to RUCs have been implemented.

Canada

Background

Literature indicates rural and urban education gap exists in Canada. For example, students from rural and remote communities do not, on average, perform as well on reading assessments as students living in urban communities. There was an approximately 10-11 point gap, favouring urban students. [10]

Relevant strategies or policies:

Canada's Métis Nation Post-Secondary Education Strategy aims to close the post-secondary education attainment gap between Métis Nation students and non-Indigenous students in Canada.

The Strategy includes providing information technology and remote locations access to allow students the opportunity to complete distance education or online courses from their home communities. [11]

No similar programs to RUCs have been implemented.

[1] Rural England, *Challenges facing rural 16-10 year olds in accessing appropriate education and work based learning,* 2019
[2] United Kingdom Department of Education, *Single Departmental Plan,* 2019
[3] Welsh Government, *Rural Education Action Plan,* 2018
[4] Sullivan, K; McConney, A; Perry, L, 'A Comparison of Rural Education Disadvantage in Australia, Canada and New Zealand Using OECD's PISA',,SAGE Open, 1-12, 2018
[5] New Zealand Ministry of Education, *The Statement of National Education and Learning Priorities,* 2020
[6] New Zealand Ministry of Education, *The Tertiary Education Strategy,* 2020
[7] Sullivan, K; McConney, A; Peery, L, above n 4
[8] Harris, A. 'The Education Deserts of Rural America,', *The Atlantic,* 1 July 2019.
[9] United States Department of Education, *Department of Education Strategic Plan for Fiscal Years 2018-2022,* 2018
[10] Canadian Council on Learning, *Closing Canada's Rural/Urban Literacy Gap,* 2008
[11] Government of Canada, *Métis Nation Post-Secondary Education Strategy: National Program Guidelines*, 2020

1 | Conceptual frameworks

Informing the approach to identifying and assessing needs and readiness

Conceptual frameworks

Two conceptual frameworks underpin the approach to this work. The frameworks are organised by the drivers of need and readiness, and provide a conceptual structure and 'starting point' to identify and define practical indicators that are used to measure these two concepts.

This section presents the conceptual frameworks of need and readiness developed and refined for the purposes of the RUCs program.

Each framework begins with the definition of need and readiness, and outlines the most impactful drivers underpinning these concepts.

Practical measures for assessing and measuring these drivers are then identified. Noting that more measures are likely to exist, in particular, where other research tools can be applied (e.g. surveys, community consultation).

Components to this section

- The conceptual framework for assessing needs (Figure A, Page 18).

- The conceptual framework for assessing readiness (Figure B, Page 19).

Figure A: Conceptual framework for assessing regional need for a Centre

Relative need: *The extent to which a community is underrepresented in its access to and achievement of tertiary education outcomes.*

Access and participation
Can individuals readily participate in tertiary education?

Retention and experience
Do students have a positive study experience and complete their studies?

Transitions and outcomes
Do students successfully transition into employment or further training post-study?

Needs volume: *An aggregated scale of total disadvantage or potential serviceable demand that a region has for a potential Centre.*

Current and latent demand
What is the current and potential demand of students that could be engage?

Direct and indirect servicing
To what extent is regular and infrequent servicing suitable for the immediate and wider catchment area?
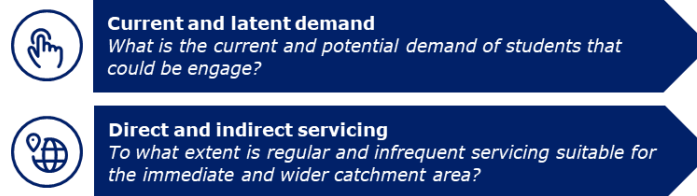
Figure B: Conceptual framework for assessing regional readiness for a Centre

How have social, cultural and economic forces influenced the community?

Does a Centre align with the community's aspirations, and does the community have the human and physical capital required to effectively operate a centre?

The vitality and energy of a community.

The extent to which a community is well-equipped to pursue the long-term benefits of a Centre.
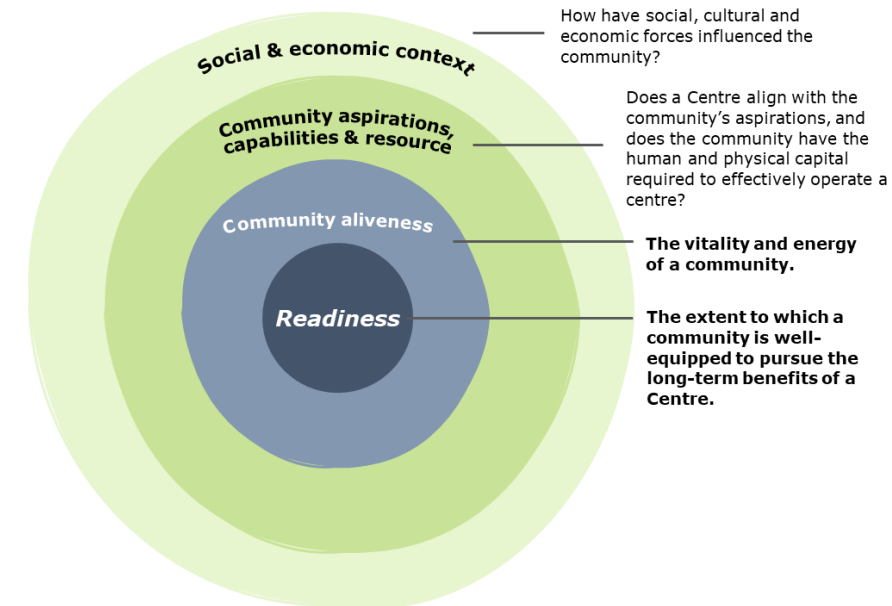
Conceptual framework for assessing needs

Two dimensions of need: 'Relative need' refers to the disadvantage and relative achievement across three student outcomes (access and participation, retention and engagement, transitions and outcomes), while 'Needs volume' refers to the aggregate scale of need and potential Centre users. 25 indicators are used to measure needs and inform the needs assessment.

Drivers of community need	Needs indicators

Needs

The extent to which a region is under-represented in their access to and achievement of positive tertiary education outcomes

Relative need: *The extent to which a community is underrepresented in its access to and achievement of tertiary education outcomes.*

Access and participation
Can individuals readily participate in tertiary education?

Retention and experience
Do students have a positive study experience and complete their studies?

Transitions and outcomes
Do students successfully transition into employment or further training post-study?

Needs volume: *An aggregated scale of total disadvantage or potential serviceable demand that a region has for a potential Centre.*

Current and latent demand
What is the current and potential demand of students that could be engage?

Direct and indirect servicing
To what extent is regular and infrequent servicing suitable for the immediate and wider catchment area?

1. Proportion of population enrolled in HE (2019)
2. Proportion of population enrolled in VET (2019)
3. Average growth in HE enrolments (2017-19)
4. Average growth in VET enrolments (2017-19)
5. Proportion of Indigenous population enrolled in HE (2019)
6. Proportion of Indigenous population enrolled in VET (2019)
7. Proportion of population with a tertiary qualification (2016)
8. Level of disadvantage (SEIFA deciles, where 1 = most disadvantaged) (2016)
9. Proportion of HE students that complete within 3 years (2016 cohort)
10. Proportion of HE students that unenrol within 4 years (2016 cohort)
11. Average VET completion rate (2017-2019)
12. Average VET completion rate for Indigenous learners (2017-2019)
13. Proportion of HE graduates satifised with overall experience (2017-2020)
14. Proportion of HE graduates gaining employment (2018-2020)
15. Proportion of HE graduates continuing further study (2018-2020)
16. Proportion of HE graduating into relevant employment (2018-2020)
17. Average growth in higher skilled labour demand (2015-2019)

1. Total HE enrolments (online) (2019)
2. Total VET enrolments (Cert IV above and online) (2019)
3. Population (aged 15-64) (2016)
4. Population growth (2017-2019)
5. Broader SA3 HE enrolments (online) (2019)
6. Broader SA3 VET enrolments (Cert IV above and online) (2019)
7. Broader SA3 population (aged 15-64) (2016)
8. Broader SA3 population growth (2017-2019)

Conceptual framework for assessing readiness

Readiness is a fundamentally complex and multifaceted concept, such that these assessments remain partial in-nature. Limited by desktop research only, this work has sought to practically assess readiness in two stagesstages: 'readiness threshold' first considers whether a community has the likely necessary settings for supporting a Centre, 'relative readiness' is then used to compare and contrast community readiness in greater depth.

Drivers of community readiness

Readiness indicators

Social & economic context

How have social, cultural and economic forces influenced the community?

Community aspirations, capabilities & resource

Does a Centre align with the community's aspirations, and does the community have the human and physical capital required to effectively operate a centre?

Community aliveness

The vitality and energy of a community.

Readiness

The extent to which a community is well-equipped to pursue the long-term benefits of a Centre.

Readiness is a complex and multifaceted concept that attempts to assess the vitality of a community and how well it is placed to gain the most value from a Centre.

Readiness threshold

1. No existing campus
2. Minimum distance to nearest campus
3. Minimum population size
4. Maximum population size
5. Minimum population growth
6. Minimum year 10 completion level

Relative readiness

Social & economic context

1. Lower unemployment rates
2. Higher share of population with Certificate III or above
3. Higher wage premium for workers with a tertiary qualification relative to workers without
4. Higher average household income
5. Higher proportion of tertiary students studying online

Community capabilities & resources

6. Existing public infrastructure that could be leveraged
7. Existing education providers that could be leveraged
8. Higher share of households with internet connection
9. Higher share of people employed in tertiary education sector

Community aspirations

10. Higher volume of not-for-profit organisations
11. Stronger RDA economic development strategy
12. Stronger local government economic development strategy

2 | Regional Needs Model & Dashboard

The analysis and tool underpinning the initial assessment of readiness and needs

Approach | Regional Needs Model and Dashboard

The Regional Needs Model and Dashboard analyses readiness thresholds and needs for all locations across regional Australia.

The Regional Needs Model provides a tool for policy-makers to systematically assess regions and narrow the pool of potential regions to support more tractable and more transparent decision-making by government.

The Regional Need Dashboard summarises the information and outputs of the model into a digestible format to support analysis of regions.

Components to this section

- The model assesses regions as in-scope based on a readiness threshold assessment (page 21). This assessment relies on six threshold test that all regions must pass for further consideration.

- The model assesses and ranks the needs of regions based on 'relative needs' and 'needs volume' (pages 22-23). Each region is assigned a score (out of 5, where 5 is highest needs) and a ranking (where 1st is the highest needs).

- 17 measures underpin relative needs, and a further 8 measures underpin the needs volume assessment (page 24). These 25 measures are weighted based on a data assessment criteria (page 25).

- Regions are defined by ABS Statistical Area (SA) boundaries, using a combination of SA2 and SA3 level boundaries, noting that the landmass of these SA2/3 groupings can vary substantially and efforts are made for regions to reflect functional economic and community areas (page 26-27).

- A schematic of the logic to the Regional Needs Model is provided for reference (page 28) and notes for navigating the Regional Needs Dashboard (page 29).

Figure: Regional Needs Dashboard for Cessnock (NSW)
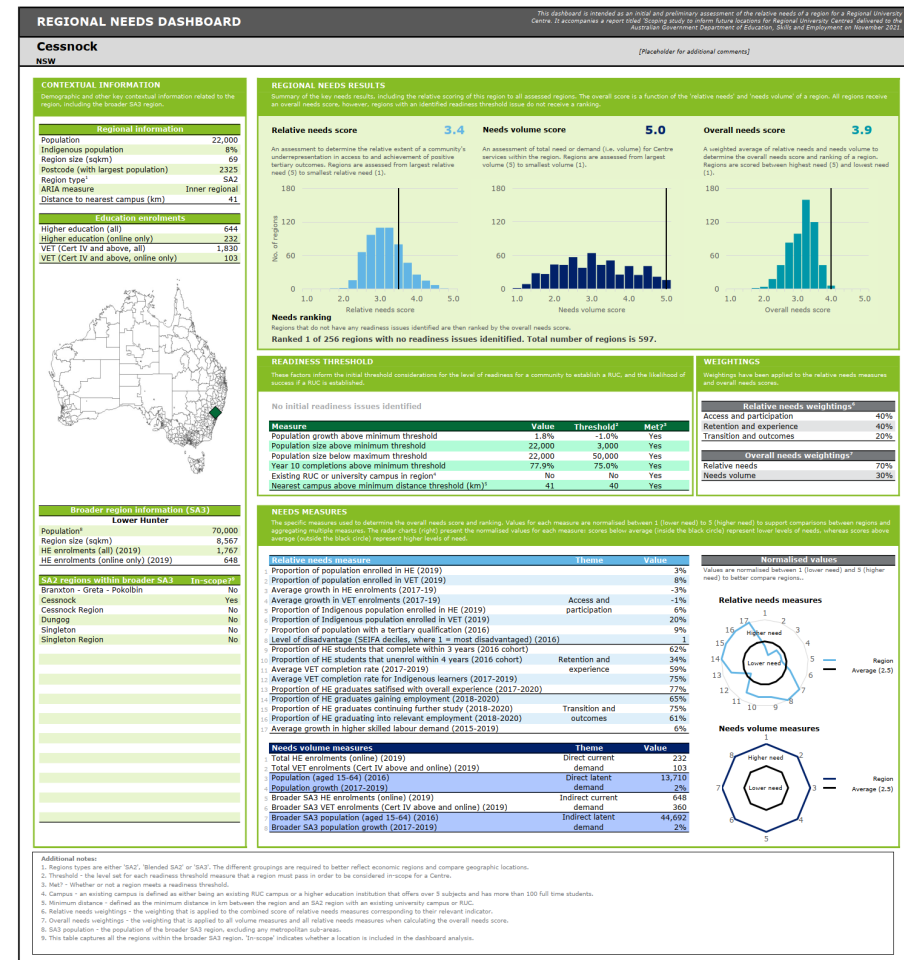
Readiness threshold assessment

An initial readiness threshold assessment is used to determine which regions should be considered in-scope for further analysis: 256 of 597 regions are considered in-scope (43%).

The purpose

The initial readiness threshold is intended to identify and then exclude regions that do not meet a set of minimum viable standards or thresholds for assessing the suitability of potential locations. These thresholds are set conservatively so as to ensure that only the regions that are least likely to have the enablers of success are excluded as out-of-scope.

This first assessment is also intended to narrow the number of regions for further consideration, which supports greater tractability in decision-making.

The approach: six thresholds

Regions must pass each of the six thresholds in order to be determined in-scope. The rules are set based on the characteristics of existing Centres, as well as the distributions of the measure – noting the Model has flexibility to allow users to adjust these settings.

1. No existing university campus (including RUCs) within the region – where the presence of an existing campus may results in low uptake of a Centre. Noting only sufficiently large campuses are included here, where the campus delivers at least either 100 student load or more than 5 disciplines (defined by narrow fields of education).

2. No existing university campus (including RUCs) within 40 km – similar to above, where a proximate campus may result in low uptake of a Centre.[1]

3. A minimum population size of 3,000 – whereby regions smaller than this threshold are unlikely to have sufficient scale for a Centre.

4. A maximum population size of 50,000 – whereby regions larger than this threshold are likely to warrant a different option to the RUCs program to support tertiary outcomes.

5. A minimum population growth of negative 1 percent – whereby regions in-decline are unlikely to have the ongoing scale for a Centre or support positive outcomes for students.

6. A minimum Year 10 schooling attainment of 75 percent – whereby regions with poor schooling outcomes likely require different earlier interventions on the education continuum.

The result

Each region receives a binary assessment of either in- or out-of-scope. Regions must pass all threshold settings to be considered in-scope and included in the needs ranking.

Of the 597 regions defined as part of this work (see pages 27-28), only 256 (43%) pass all six thresholds, noting that the presence of an existing campus is the most commonly failed threshold (and appropriately so).

Chart: Readiness threshold settings
Proportion of regions ruled in and out of scope (total 597 regions)

	Met		Not met
No existing university campus (including RUCs) within the region	84%		16%
No existing university campus (including RUCs) within 40km	60%		40%
A minimum population size of 3,000	88%		12%
A maximum population size of 50,000	95%		5%
A minimum population growth of negative 1 percent	89%		11%
A minimum Year 10 schooling attainment of 75 percent	93%		7%
All readiness thresholds	43%		57%

■ In scope ■ Out of scope

Figure: Defining in-scope regions

2,293 SA2 regions

917 non-metro SA2s — *Filtering for only non-metro SA2s*

597 regions — *Consolidating SA2s based on community groupings and proximity to neighbouring regions*

256 regions — *In-scope regions based on the readiness thresholds*

[1] The 40 km threshold is informed by analysis by the Productivity Commission on the demand-driven higher education system.
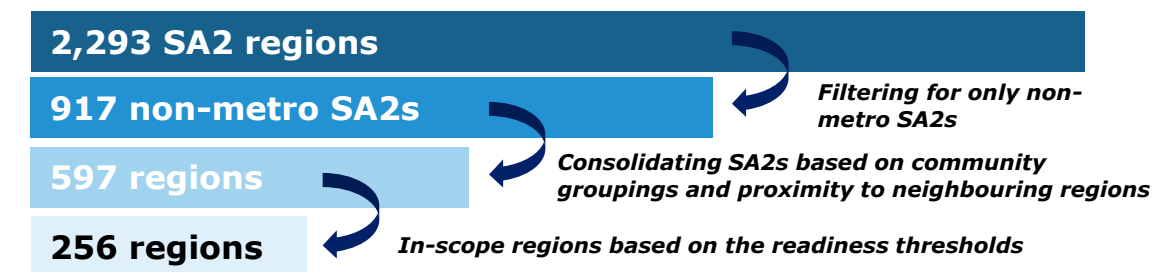
Needs assessment

All regions receive a needs score and assessment based on 'relative needs' and 'needs volume'. The in-scope regions (i.e. those that pass the readiness thresholds) are then ranked from highest need score (i.e. 1st) to lowest (i.e. 256th).

The purpose

The needs assessment provides a basis for systematically assessing and comparing the relative needs (i.e. levels of disadvantage) and needs volume (i.e. number of users) of different regions.

This assessment provides a key basis for determining a potential shortlist of regions for further and more detailed consideration.

The approach: indicators

The analysis relies on an 'indicator approach', where the existence of multiple indicators of need are used to differentiate between regions. This approach allows for greater *simplicity, transparency and tractability* in comparing and assessing regions. It trades-away precision, such that this approach is best used for separating groups of regions into higher and lower need – as opposed to comparing two similar higher needs regions, and whether one is strictly higher needs that the other (noting that these comparisons can still be made).

This approach reflects the many dimensions and drivers of need and the practical difficulties in measuring and collectively considering these different origins of need. It also emphasises the importance of undertaking consultation and engagement with a region to validate these findings with the community and reveal additional nuance and gaps in the data.

- **Relative needs** determines the relative extent of a community's underrepresentation in access to and achievement of positive tertiary education outcomes across 17 indicators (Table A, page 25). The indicators are organised three student achievements: access and participation, retention and engagement, and transitions and outcomes,
- **Needs volume** determines the potential demand for a Centre and the aggregate scale of need across eight (8) indicators (Table B, page 25). These indicators are organised by current versus latent demand (i.e. whether the user is already a student or is a potential students) and direct versus indirect servicing (i.e. whether the potential user is in the direct servicing area or belongs to a broader region for consideration).

The result

Each region receives a needs score from higher need (5) to lower need (1), which is a function of two similar 5-point scores for assessing relative needs and needs volume (see Table right for the top 10 regions, see over page for distribution). The relative needs score has a higher weighting, which reflects the more granular indicators used, compared to relatively more blunt measures used as part of the needs volume. This weighting however can also be a policy decision and the model allows for user functionality to adjust this weighting.

Table: Top 10 highest needs regions (in-scope only)

Region	State	Rank	Need	Relative needs	Needs volume
Cessnock	NSW	1	3.9	3.4	5.0
Tamworth Region	NSW	2	3.8	3.5	4.4
Mukinbudin	WA	3	3.7	4.6	1.7
Plantagenet	WA	4	3.7	4.0	3.1
Narooma – Bermagui	NSW	5	3.7	3.6	3.9
Loddon	VIC	6	3.6	4.4	1.9
Lithgow Region	NSW	7	3.6	3.5	4.0
Casino Region	NSW	8	3.6	3.8	3.1
Branxton – Greta – Pokolbin	NSW	9	3.6	3.2	4.6
Yea	VIC	10	3.6	4.1	2.5

Distribution of needs scores

The needs assessment results in a relative 'bell-shaped' distribution. There is a prominent group of very high needs regions to potentially target (the 'right tail', scoring 3.6 or more), and a prominent group of very low needs regions that may be less desirable to target (the 'left tail, scoring 2.6 or less).

Chart: Distribution of needs scores
Number of regions by needs score (total 256 regions, score from 1 to 5, excluding regions not meeting the threshold settings)
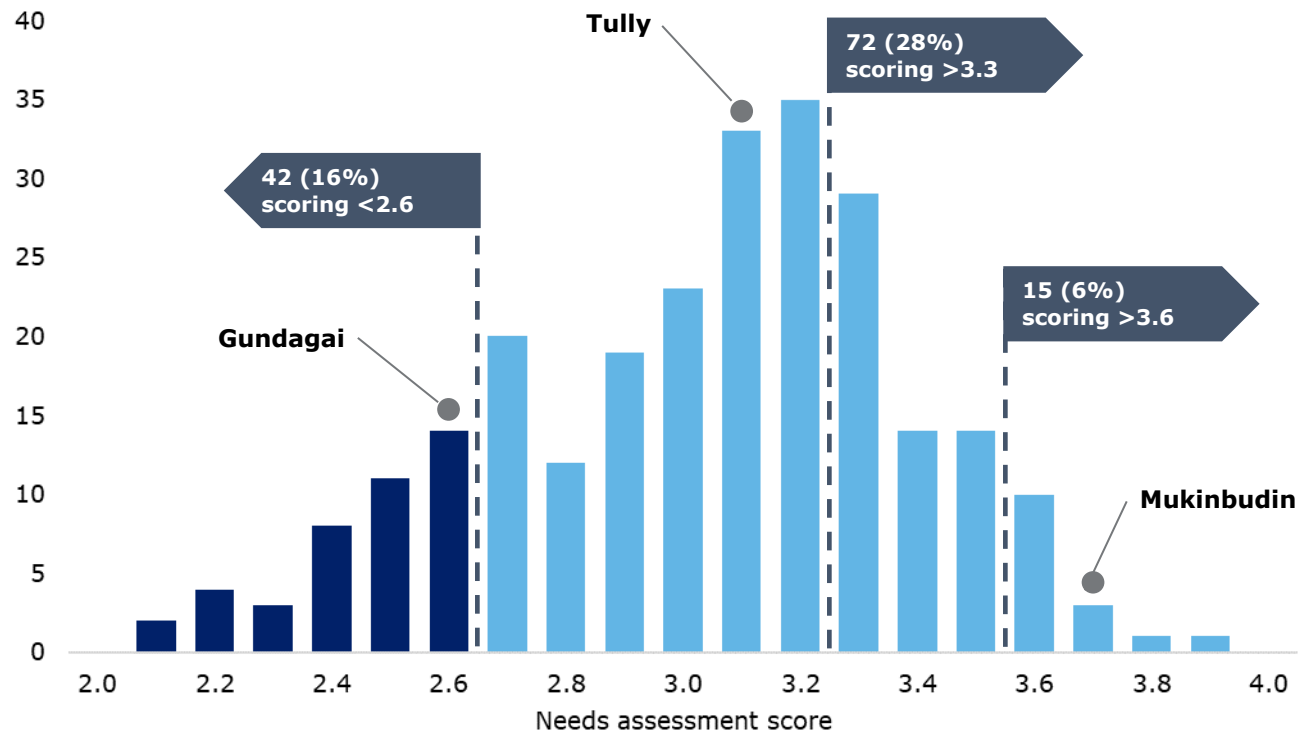
Three example regions are identified in the distribution (right) and table (below). These provide an indication of regions at different points in the distribution, where those to the right tend to have poorer outcomes (only 3 of 25 indicators shown).

Chart annotations:
- Tully
- Gundagai
- Mukinbudin
- 42 (16%) scoring <2.6
- 72 (28%) scoring >3.3
- 15 (6%) scoring >3.6
- Y-axis: 0 to 40
- X-axis: Needs assessment score, 2.0 to 4.0

Table: Three example regions and 3 of 25 needs indicators

Mukinbudin (WA)
- *Needs score: 3.7*
- *Needs ranking: 3*
- *Relative needs: 4.6*
- *Needs volume: 1.7*

Tully (QLD)
- *Needs score: 3.1*
- *Needs ranking: 131*
- *Relative needs: 3.1*
- *Needs volume: 3.0*

Gundagai (NSW)
- *Needs score: 2.6*
- *Needs ranking: 215*
- *Relative needs: 2.6*
- *Needs volume: 2.8*
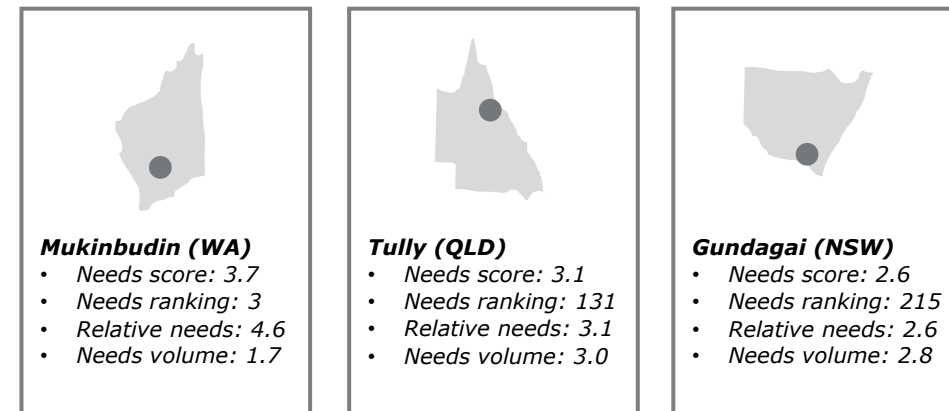
	Mukinbudin	Cape York	Gundagai	Average (all regions)
Proportion of population enrolled in HE	1.4%	1.2%	1.6%	2.6%
Proportion of HE graduates transitioning to employment or further study	75%	83%	87%	81%
Total online HE enrolments	20	60	30	120

Relative needs and needs volume indicators

17 indicators are used to inform relative needs and 8 indicators are used to inform needs volume.

Table A: Relative needs indicators (17 indicators)

Needs indicators		Relative needs measures (indicating higher needs)
Access and participation	1	Lower proportion of enrolments in higher education
	2	Lower proportion of enrolments in VET
	3	Lower growth in higher education enrolments
	4	Lower growth in VET enrolments
	5	Lower proportion of Indigenous population enrolled in higher education
	6	Lower proportion of Indigenous population enrolled in VET
	7	Lower proportion of population with tertiary education qualifications
	8	Higher assessment of socio-economic disadvantage (SEIFA)
Retention and experience	9	Lower proportion of higher education students completing a degree within three years
	10	Higher proportion of higher education students exiting studies within four years
	11	Lower proportion of VET course completions
	12	Lower proportion of VET course completions by Indigenous students
	13	Lower satisfaction of higher education with overall education experience
Transitions and outcomes	14	Lower proportion of higher education graduates in employment the year after finishing
	15	Lower proportion of higher education graduates continuing to further study or employment the year after finishing
	16	Lower proportion of higher education graduates in employment that is relevant to their qualification the year after finishing
	17	Lower growth in higher skilled labour

Table B: Needs volume indicators (8 indicators)

	Direct servicing Measures of the immediate catchment area for more regular servicing	Indirect servicing Measures of a wider catchment area for more infrequent servicing
Current demand Measures of current demand from current students	• SA2 higher education enrolments (online only) • SA2 VET (Cert IV and above) enrolments (online only)	• SA3 higher education enrolments (online only) • SA3 VET (Cert IV and above) enrolments (online only)
Latent demand Measures of potential demand that could be engaged	• SA2 population (aged 15-64)* • SA2 population growth	• SA3 population (aged 15-64)* • SA3 population growth

* This recognises the difficulties in forecasting potential higher education enrolments, and given the lack of precision, the likely correlation of using a reasonably proxy, such as population.

Data assessment criteria

Five criteria are used assess the underlying data used to measure each of the indicators. This criteria also informs the indicator weights, which are used to aggregate the multiple indicators into a single relative needs or needs volume assessment.

The five data assessment criteria (described right) provide a basis for comparing different indicators (and the underlying data sources) for inclusion. Higher quality data receives a 3-point score for each of the criteria, whereas lower quality data receives a 1-point score.

- Where alternative indicators (of the same concept) exist, this criteria provides a basis for selecting a preferred indicator and data source.

- It also provides a basis for weighting indicators as they are aggregated to inform a needs assessment (as part of the indicator approach).

Sensitivity testing of the indicator weights is presented in section 6.

Data assessment criteria

1 - Recency
How timely is the data to the current period? Preference for more recent data.

3	= within three years
2	= within five years
1	= greater than five years

2 - Granularity
How detailed is the data for identifying regions? Preference for more granular data matching the SA2 level regions.

3	= SA2-level data
2	= SA4-level data
1	= Greater than SA4-level data

3 - Relevance
How well conceptually aligned is the indicator and underlying data to the definition of need?

3	= highly relevant
2	= mostly relevant
1	= low relevance

4 - Completeness
How many regions are missing data? Less complete data makes comparisons more challenging and less useful.

3	= less than 10%
2	= between 10% and 25%
1	= greater than 25%

5 - Uniqueness
How correlated is the indicator to other indicators of need? Higher correlations may result in double-counting.

3	= less than 0.5
2	= between 0.5 and 0.7
1	= greater than 0.7

Choice of 'unit of geography'

As part of this work, regions are defined by ABS ASGS SA2 boundaries – noting that smaller SA2 regions were consolidated into larger groupings to reflect their relative proximity and the likelihood that the community is more functionally serviced by the broader region.

The ABS Australian Statistical Geography Standards (ASGS) 'Statistical Area' (SA) structure is the most widely and consistently used geographic boundary used by the ABS and Australian researchers (Figure A). The SA2 unit was chosen as the preferred starting point for assessing regions.

It is attractive as SAs:

- Typically align with most datasets, including key ABS datasets.

- Are the same geographic unit used by the Country Universities Centre model.

- Typically reflect economic and social zones for more rural areas.

However, SAs may not align as closely to local government boundaries (as other structures) and do not align perfectly to postcodes, which are used by the Department to identify higher education enrolments (noting no statistical area aligns perfectly with postcodes).

In order to better reflect functional areas for a potential Centre, smaller neighbouring SA2s were joined where the relative proximity and size of major population centres suggested that the community may be more appropriately serviced by a broader region (Figure B).

Notwithstanding these efforts, ultimately these boundaries are statistical artefacts and will not always accurately represent true community areas and should be subject to further interrogation as part of determining a Centre location.

Figure A: ABS ASGS SA2 boundaries
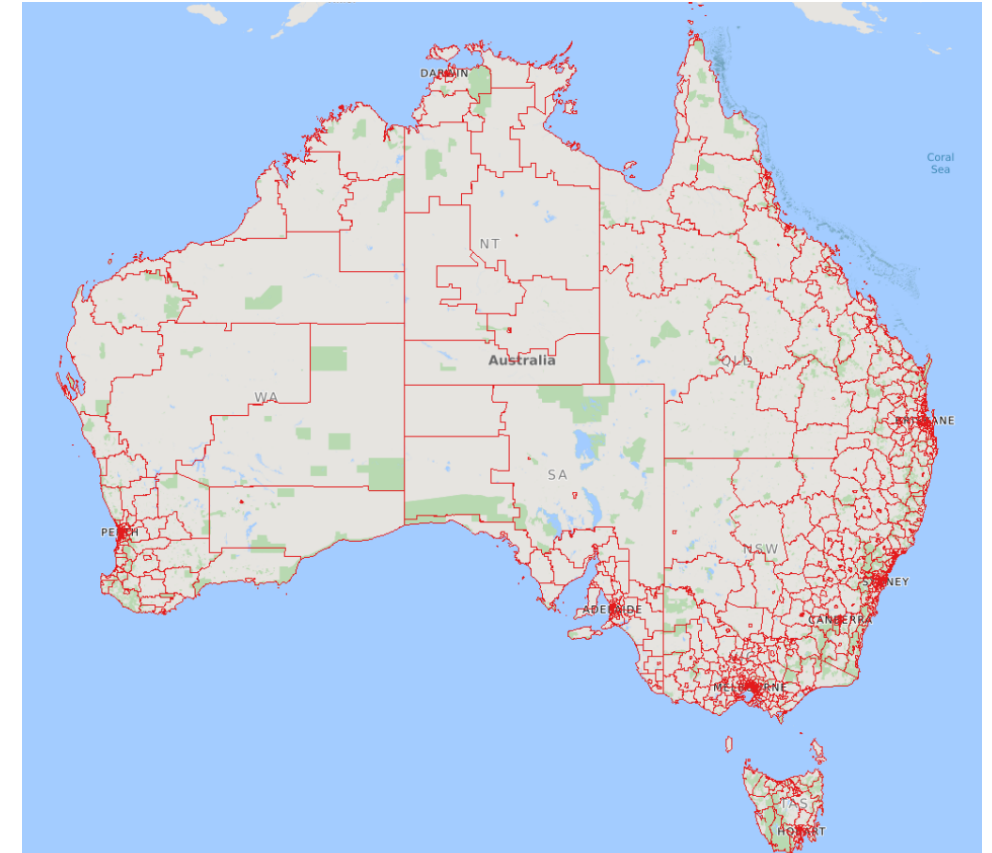
Figure B: Defining in-scope regions

2,293 SA2 regions	
917 non-metro SA2s	*Filtering for only non-metro SA2s*
597 regions	*Consolidating SA2s based on community groupings and proximity to neighbouring regions*

Defining and consolidating regions

SA2 regions are the preferred and most consistently used definition for analysing regions. Some SA2 regions are consolidated into the broader and larger SA3 region (i.e. the standard ABS aggregation), whereas others are grouped using a custom collection of SA2s.

There are 2,293 SA2 regions across Australia, where 1,376 are defined as metropolitan regions and removed from the analysis (excluding 'migratory offshore and no usual address' categories), to leave 917 non-metropolitan SA2 regions. Of these 917:

- 335 are consolidated into their broader SA3 region
- 33 are consolidated into a custom grouping of SA2 regions.

These groupings are based on the landmass and size of each region and are intended to create more functional economic and social zones, and avoid instances of comparing two (or more) regions that are either likely to be the same community (e.g. Launceston) and/or represent a region that is likely serviced by organisations within the local area (e.g. Coffs Harbour). Notably, there are trade-offs that need to be balanced between precision and tractability of the analysis, and the comparability and reasonableness of different regions.

Figure: Examples of consolidating regions

Example 1 – Launceston
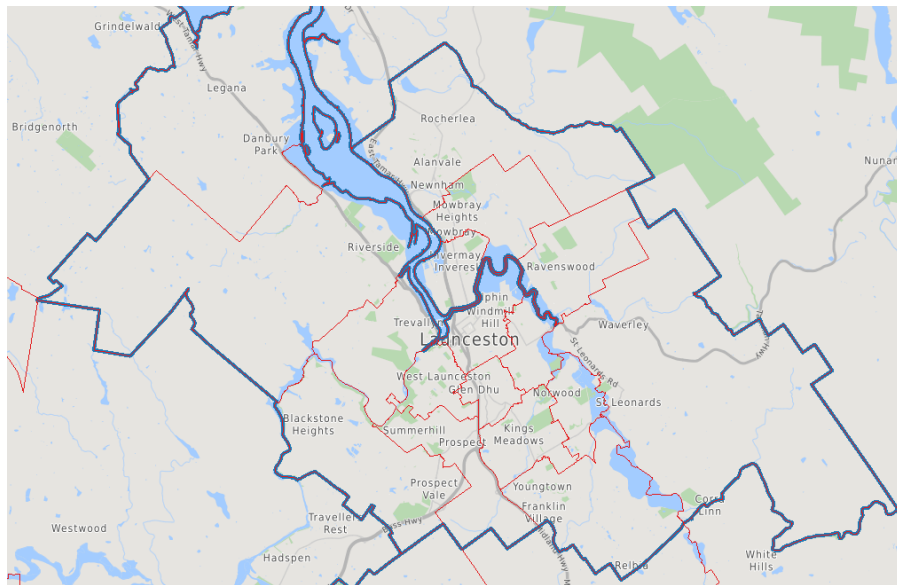
Example 2 – Coffs Harbour

SA3 boundary   SA2 boundary
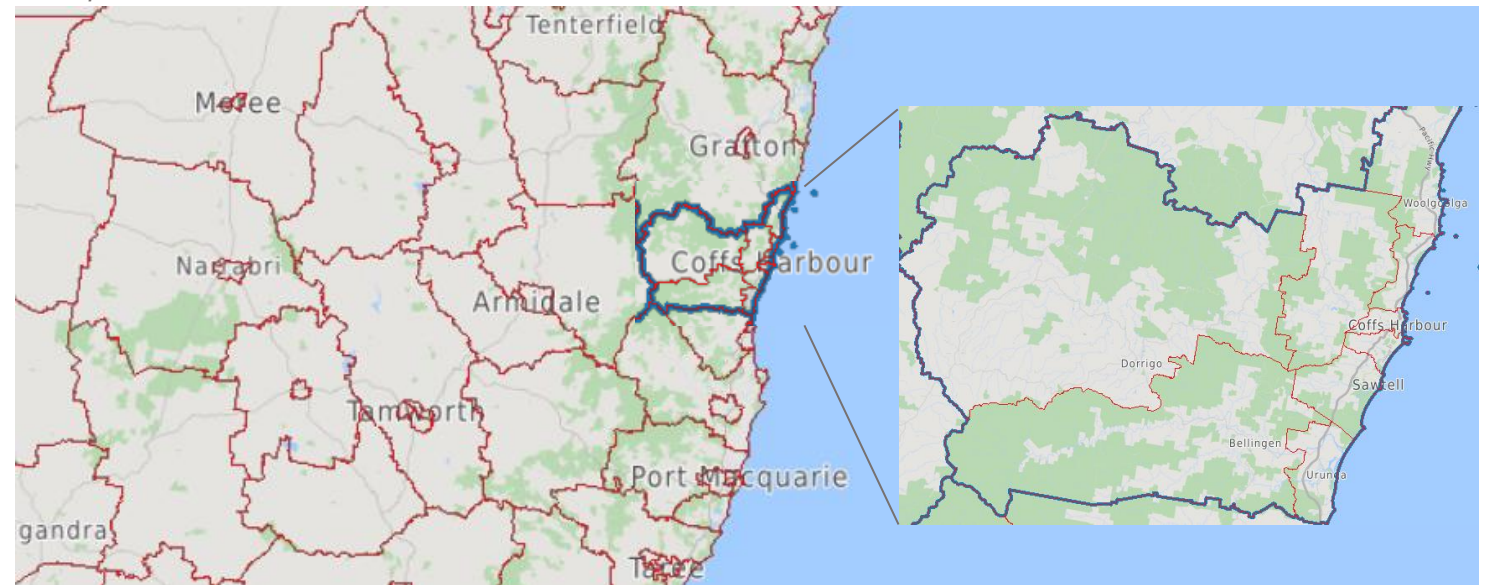
Four key steps organise the Regional Needs Model

The Model processes, aggregates and assess a suite of data inputs, in order to systematically assess the needs profile of each region. It allows for users to flexibly adjust key parameter settings, which promotes transparency to how decision-makers use and interpret large volumes of evidence. Further detail regarding the model is provided in a technical appendix and a separate technical user guide.

Step 1 Data input and processing	Step 2 Assessment	Step 3 Scoring and ranking	Step 4 Outputs

Step 1: Data input and processing

1a: Identifying data sources

Desktop research to identify potential data sources to populate the indicator framework

1b: Assessing the data

The data is assessed using five criteria.

1. **Relevance** – how well aligned to the conceptual indicator?
2. **Recency** – how timely is the data to the current period?
3. **Granularity** – how detailed is the data for identifying regions?
4. **Completeness** – what limitations are there to the data? (e.g. missing regions)
5. **Uniqueness** – How correlated is the measure with other measures of need?

1c: Defining the measure

Defining how the measure is used, and classifying how it will inform higher needs through either the:

1. **'readiness threshold'** – Identifies regions that lack the key characteristics for a Centre and are unlikely to succeed
2. **'relative needs'** – The extent to which a community is underrepresented in its access to and achievement of positive tertiary education outcomes.
3. **'needs volume'** - An aggregated scale of total need or serviceable demand that a region has for a potential Centre.

Step 2: Assessment

2a: Readiness threshold

The initial readiness threshold assessment of which regions to consider 'in-scope' for assessment.

E.g. minimum **population size**

Below minimum: out-of-scope | Above minimum: in-scope

User functionality
Changing the settings to determine the **thresholds** for in-scope regions.

2b: Relative needs assessment

Converting relevant indicators into intensity assessments of need based on relative need across five scores:

3

1, Very low — 5, Very high

2c: Needs volume assessment

A separate assessment, where volume indicators are converted into scores from lowest to highest amounts.

3

1, Very low — 5, Very high

Step 3: Scoring and ranking

3a: Relative needs aggregation

Each of the relative needs indicators are aggregated to inform a score/assessment.

I_1 4.0 | I_2 4.1 | I_3 3.7 | Relative needs 4.0

3b: Needs volume aggregation

Each of the volume indicators are then aggregated to form a volume score.

I_1 3.5 | I_2 4.1 | I_3 3.7 | Needs volume 3.8

3c: Weighting to develop a needs score and rank

Relative needs and needs volume are then weighted to determine a final needs score and ranking.

Relative needs → Weighting → Needs score and rank
Needs volume → Weighting → Needs score and rank

User functionality
Changing the **weightings** on 'relative need' and 'needs volume' to inform the needs score and ranking.

Step 4: Outputs

4a: Ranking final output

The final output is a ranking of regions by needs rank, with supporting data to inform the rank and score.

Rank	Region	Relative needs	Needs volume	Needs score
1	Region A	4.3	4.1	4.2
2	Region B	4.1	3.9	4.0
3	Region C	4.1	3.9	4.0
...	...	....	...	...
596	Region D	2.2	1.9	2.1
597	Region E	1.9	2.0	1.9

4b: Shortlisting regions

A list of regions based on needs rankings and other key policy considerations (decided outside the model), such as targeting locations.

User functionality
To inform **key policy considerations**, regions are shortlisted based on key categories, such as targeting locations in South Australia or Northern Australia.

Navigating the Regional Needs Dashboard

The Dashboard summarises the key inputs and outputs from the Model for each region. It automatically updates to reflect any changes in data or settings to the Model.

Contextual information

Demographic and key characteristics related to the region, such as population.

Map

Displays the location of the selected region in Australia.

SA3 table

Displays contextual information regarding the selected region's aggregated SA3 region, and which regions are comprised in the SA3.

Footnotes

Footnotes that provide specific detail on certain aspects of the dashboard.
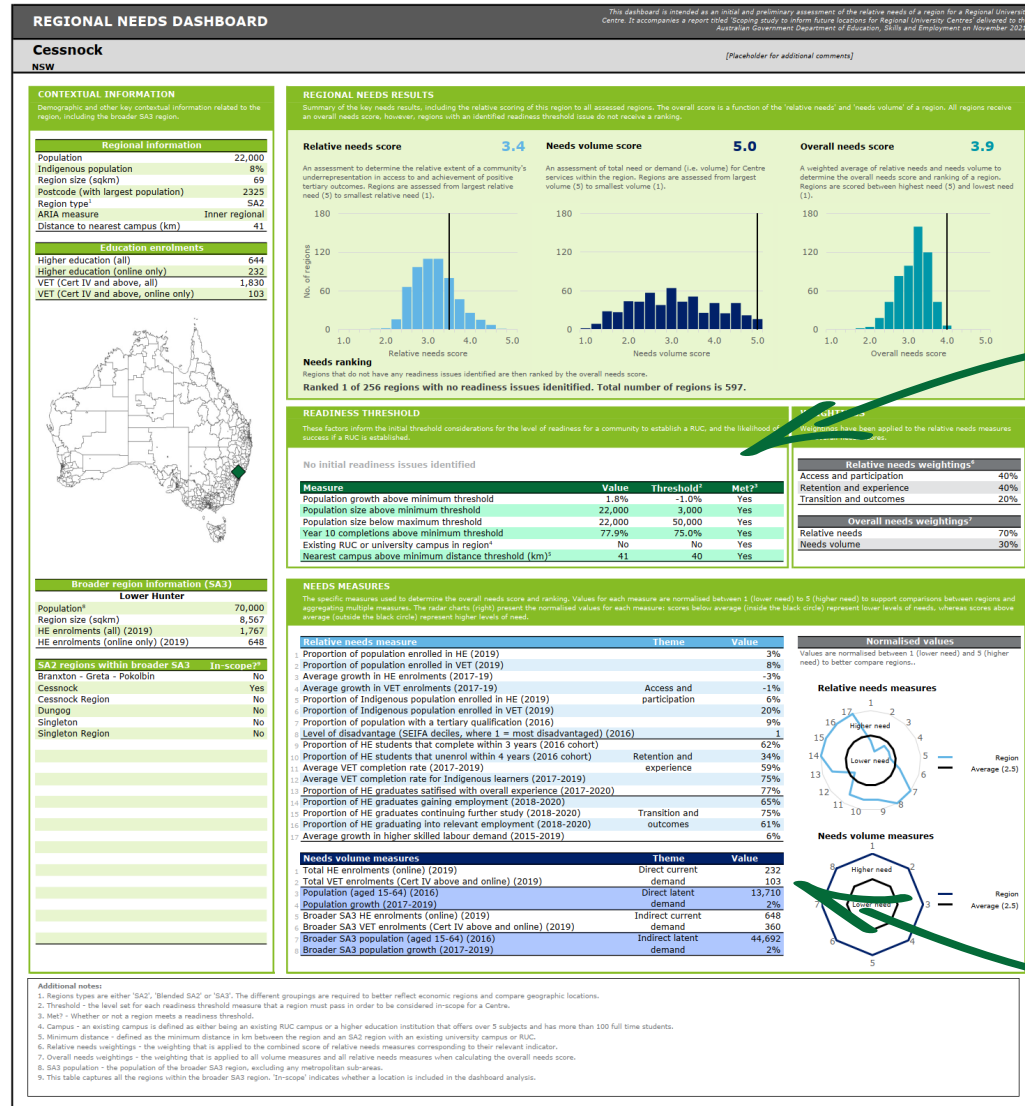
Needs scores and rankings

Summarises key needs results, including the relative scoring of the region to all assessed regions.

Readiness threshold results

Presents the region's level of readiness, including if any readiness issues are identified.

Weightings

The specific weighting values that are applied throughout the model.

Radar charts

The radar charts present normalised values for each 'needs' measure and shows which needs measures indicate a higher or lower levels of need.

Underlying measures

Outlines the specific measures used to determine the overall needs score and ranking.

3 | Preliminary shortlist of 30 regions

The application of the frameworks and tool to identify a shortlist of regions for further assessment

Informing a preliminary shortlist of 30 regions

As an example of using the analysis and tool, a preliminary shortlist of 30 regions is identified based on finding regions that (i) pass all the readiness thresholds, (ii) have the highest needs, and (iii) align with Government commitments and priorities for ensuring geographic diversity in the RUCs program (as determined by the Department).

This section showcases an application of the analysis and tool (i.e. the Regional Needs Model) to identify and shortlist regions for further consideration. A preliminary shortlist of 30 regions is identified based on finding regions that (i) pass all the readiness thresholds, (ii) have the highest needs, and (iii) align with Government commitments and priorities for ensuring geographic diversity in the RUCs program, particularly for South Australian and Northern Australia (as determined by the Department).

This shortlist (either the number of regions or the specific regions) is not a precise decision, but instead provides a reasonable starting point for narrowing the number of regions for more detailed and in-depth consideration. That is, reducing the options from almost 600 regions to only 30 regions.

Notably, the ultimately shortlist is highly dependent on the strategic government objectives, which are based on ensuring diversity in the RUCs program and are described in detail in the figure right.

Components to this section

- The location, needs scores and rankings of the shortlisted 30 regions (page 33).
- The relative scoring of the shortlist across all other in-scope regions (page 34).
- More detailed tabulated information regarding each of the 30 regions (pages 35-36).
- Appendix A includes a snapshot of the Regional Needs Dashboard for each of the 30 regions.

Figure: Incorporating Government commitments and priorities for informing the shortlisted 30 regions

10 regions from Northern Australia *(all of the NT and above the Tropic of Capricorn in QLD and WA)*

4 regions from South Australia

16 regions from the rest of Australia *(excluding Northern Australia and South Australia)*
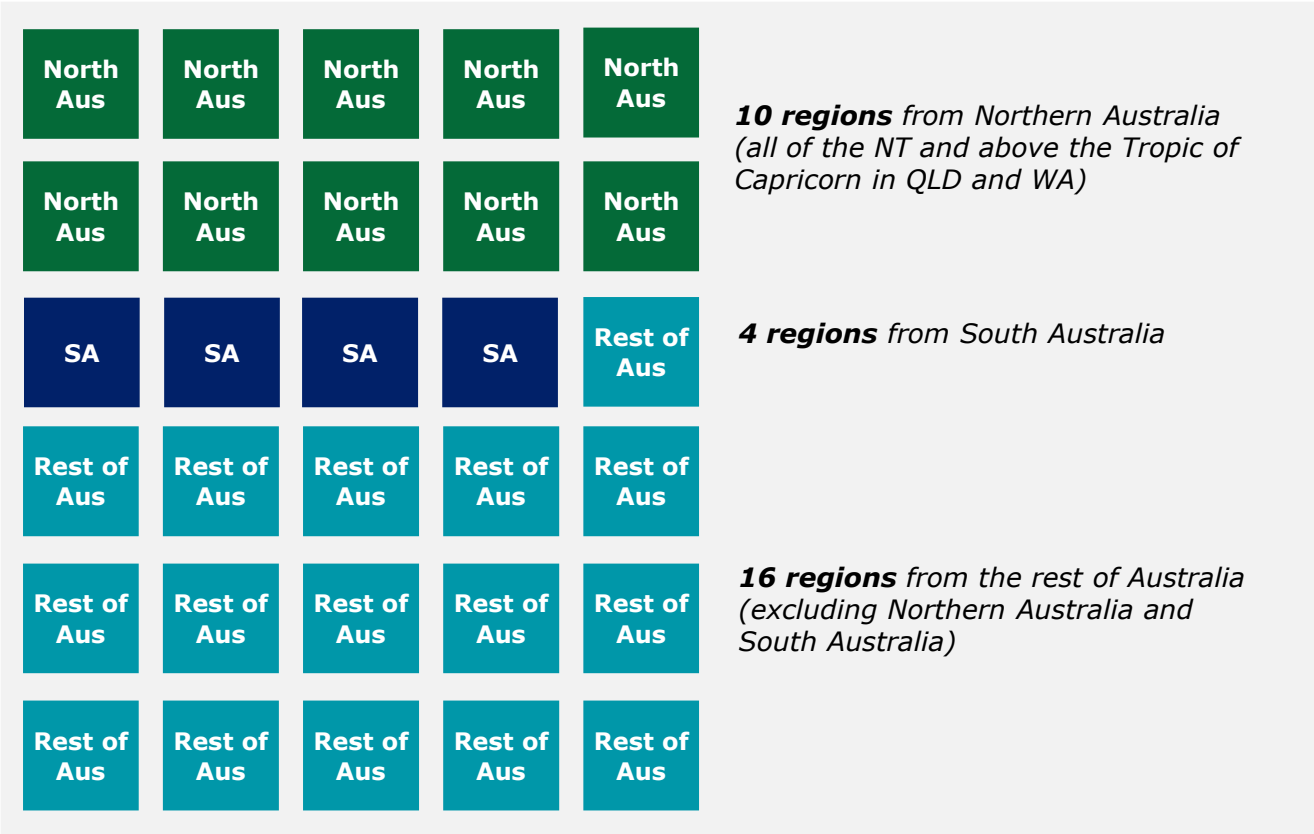
The shortlist

The shortlisting of 30 regions is based on assessments using (i) 6 measures informing a readiness threshold, (ii) 17 measures informing relative needs, and (iii) 8 measures informing needs volume – which are then applied to the Department's strategic objectives for ensuring a variety of geographic regions are captured.

Rest of Australia

#	Region	Needs score	Needs ranking
1	Cessnock	3.9	1
2	Tamworth Region	3.8	2
3	Mukinbudin	3.7	3
4	Plantagenet	3.7	4
5	Narooma – Bermagui	3.7	5
6	Loddon	3.6	6
7	Lithgow Region	3.6	7
8	Casino Region	3.6	8
9	Branxton - Greta - Pokolbin	3.6	9
10	Yea	3.6	10
11	Gingin - Dandaragan	3.6	11
12	George Town	3.6	12
13	York - Beverley	3.6	13
14	Cowra	3.5	16
15	Merredin	3.5	17
16	Gunnedah	3.5	18

Northern Australia

#	Region	Needs score	Needs ranking
17	Derby - West Kimberley	3.4	40
18	Cape York	3.2	83
19	Ashburton (WA)	3.2	96
20	Daintree	3.1	121
21	Bowen	3.1	128
22	Tully	3.1	131
23	Broome	3.1	133
24	Innisfail	3.0	141
25	Tablelands	3.0	143
26	Atherton	3.0	146

South Australia

#	Region	Needs score	Needs ranking
27	Penola	3.6	14
28	Goolwa – Port Elliot	3.6	15
29	Tatiara	3.5	19
30	Whyalla	3.5	21

Figure: Map of 30 shortlisted regions
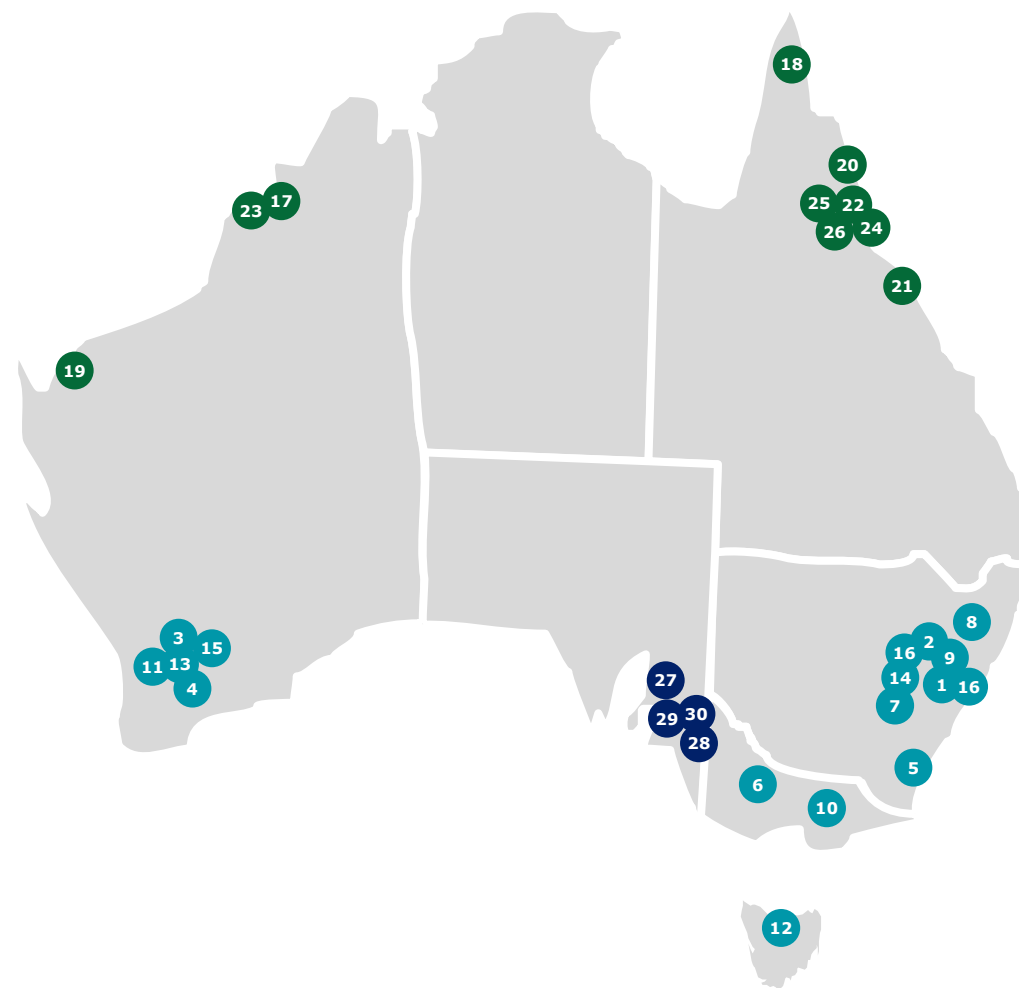
Distribution of needs scores for shortlisted regions

The shortlisted regions are typically the highest needs regions (the 'right tail' of the distribution). Noting that to ensure geographic diversity, some regions with lower needs scores are included, noting that all shortlisted regions have a needs score of at least 3.

Chart: Distribution of needs assessment
Number of regions by needs assessment score (total 256 in-scope regions, score from lowest need (1) to highest need (5), excluding out-of-scope regions not meeting the threshold settings)

All 30 shortlisted regions score at least 3

There are a number of shortlisted regions with relatively lower needs scores. These are entirely regions in Northern Australia.

All 15 regions scoring 3.6+ are included in the shortlist

All of the highest needs regions are included in the shortlist. These are predominately 'rest of Australia', but also include two from South Australia.

Needs assessment score

■ Shortlisted regions ■ Other regions

Key details informing the shortlist (1 of 2)

Rest of Australia

#	Region	State	Relative needs	Needs volume	Needs score	Needs rank	Access and participation	Retention and experience	Transitions and outcomes	Population	Higher education enrolments	VET enrolments	Distance to nearest campus (km)
1	Cessnock	NSW	3.4	5.0	3.9	1	2.6	3.4	5.0	21,900	640	1830	40
2	Tamworth Region	NSW	3.5	4.4	3.8	2	3.2	3.4	4.2	18,400	220	1360	90
3	Mukinbudin	WA	4.6	1.7	3.7	3	4.3	5.0	4.6	3,100	50	110	250
4	Plantagenet	WA	4.0	3.1	3.7	4	3.6	4.3	4.2	5,000	90	280	50
5	Narooma – Bermagui	NSW	3.6	3.9	3.7	5	3.5	3.7	3.4	8,900	120	450	90
6	Loddon	VIC	4.4	1.9	3.6	6	3.6	4.9	5.0	7,000	130	420	60
7	Lithgow Region	NSW	3.5	4.0	3.6	7	3.3	4.3	2.2	8,200	100	680	40
8	Casino Region	NSW	3.8	3.1	3.6	8	3.5	3.7	4.8	6,900	110	430	50
9	Branxton - Greta - Pokolbin	NSW	3.2	4.6	3.6	9	1.9	3.9	4.4	10,100	300	1020	50
10	Yea	VIC	4.1	2.5	3.6	10	4.1	5.0	2.4	3,500	40	190	50
11	Gingin - Dandaragan	WA	4.0	2.8	3.6	11	4.2	3.4	4.6	8,400	120	350	110
12	George Town	TAS	3.8	3.2	3.6	12	3.7	4.1	3.2	6,800	190	400	90
13	York - Beverley	WA	4.1	2.5	3.6	13	3.5	4.3	4.6	5,300	80	310	80
14	Cowra	NSW	3.4	3.9	3.5	16	3.2	4.1	2.4	9,100	170	750	70
15	Merredin	WA	3.9	2.7	3.5	17	3.4	4.0	4.6	5,000	90	270	230
16	Gunnedah	NSW	3.1	4.5	3.5	18	2.2	3.6	4.2	9,100	240	970	80

Key details informing the shortlist (2 of 2)

Northern Australia

#	Region	State	Relative needs	Needs volume	Needs score	Needs rank	Access and participation	Retention and experience	Transitions and outcomes	Population	Higher education enrolments	VET enrolments	Distance to nearest campus (km)
1	Derby - West Kimberley	WA	3.6	2.8	3.4	40	3.7	4.7	1.4	7,700	80	390	620
2	Cape York	QLD	3.2	3.3	3.2	83	4.2	2.4	2.6	7,500	190	430	400
3	Ashburton (WA)	WA	3.0	3.5	3.2	96	3.1	3.7	1.6	13,000	140	420	190
4	Daintree	QLD	3.5	2.3	3.1	121	3.1	3.0	5.0	6,300	140	330	90
5	Bowen	QLD	3.1	3.1	3.1	128	3.5	3.6	1.2	9,100	120	820	170
6	Tully	QLD	3.1	3.0	3.1	131	3.8	2.3	3.4	10,600	140	630	140
7	Broome	WA	2.7	3.9	3.1	133	2.2	3.7	1.8	13,900	380	970	470
8	Innisfail	QLD	3.0	3.1	3.0	141	3.7	2.1	3.4	9,300	180	720	80
9	Tablelands	QLD	3.3	2.4	3.0	143	4.5	2.5	2.6	5,900	50	230	190
10	Atherton	QLD	2.7	3.8	3.0	146	2.5	2.3	3.8	10,700	250	820	50

South Australia

#	Region	State	Relative needs	Needs volume	Needs score	Needs rank	Access and participation	Retention and experience	Transitions and outcomes	Population	Higher education enrolments	VET enrolments	Distance to nearest campus (km)
1	Penola	SA	3.9	2.8	3.6	14	4.1	4.5	2.4	3,100	70	160	50
2	Goolwa – Port Elliot	SA	3.6	3.6	3.6	15	3.4	3.3	4.6	11,100	250	490	60
3	Tatiara	SA	3.6	3.5	3.5	19	4.0	3.7	2.4	6,600	100	410	170
4	Whyalla	SA	3.3	4.0	3.5	21	3.3	4.0	2.0	21,700	490	1560	50

4 | Regional Readiness Factsheets

Assessing the relative readiness of the shortlisted 30 regions

Assessing relative readiness for the 30 shortlisted regions

The readiness framework and indicators are applied to the 30 shortlisted regions as a practical example. The findings are presented as a series of Regional Readiness Factsheets that summarise the overall readiness assessments (as higher, medium or lower) and the underlying indicators that underpin the assessments.

The relative readiness assessment is intended as a partial and preliminary assessment of the readiness of each of the 30 shortlisted regions – that is, how well-equipped are these communities to pursue the long-term benefits of a Centre.

This analysis recognises that readiness is far more subjective, nuanced and less well-defined assessment, and so requires a more qualitative and holistic approach.

Notably, there is a likely balance required between readiness and needs assessments, where the 'most ready' communities may also be relatively less in need of a Centre.

Components to this section

- 12 underlying readiness indicators collectively inform the qualitative assessment of readiness (organised across social and economic context, community capabilities and community aspirations) (page 38).

- These assessments result in three groupings for the shortlisted regions: relatively higher, medium or lower readiness. Noting that these results reflect where there is sufficient evidence to deviate away from a 'medium' rating, i.e. where there is sufficient evidence to support a higher or lower relative readiness assessment (page 39).

- Noting that this reflects only a partial readiness assessment, potential further lines of enquiry are offered for further research and analysis (page 40).

- Guides to navigating the Regional Readiness Factsheets and also to comparing the analysis across regions are provided (pages 41-42).

- The Regional Readiness Factsheets for all 30 shortlisted regions are included in Appendix B. Additional details to the indicators are provided in Appendix D.

The Regional Readiness Factsheets

The factsheets are intended to assist policymakers by providing basic contextual information on each of the regions and presenting their overall readiness assessments. In addition, the factsheets identify the particular strengths and weaknesses of each community as they relate to readiness, to assist policymakers in understanding which aspects of a particular community should be leveraged as part of a RUC or what specific challenges would need to be overcome.

Supporting each factsheet is a table presenting a series of operating model considerations for the region and more detailed supporting tables that provide further information on the public infrastructure, education providers, not-for-profits and RDA and local government development plans in the region.

Limitations

The findings of this desktop research – although valuable and insightful – is relatively narrow in scope, and likely requires community consultation to better assess each community and its context.

Consultation is expected to be useful for validating findings, providing nuance, and filling information gaps from this report – and should be considered a essential pre-requisite to informing the future locations for the RUCs program.

Further lines of enquiry that would be supported by greater consultation and more targeted analysis are provided as potential next steps (slide 40).

The factsheets primarily focus on the levels of relative readiness across the 30 shortlisted regions, not comparing the absolute levels of readiness across all regions in Australia.

Relative readiness indicators

12 indicators of readiness are used to inform a partial assessment of how well-equipped a local community is for a Centre, recognising that a more holistic view of both readiness and needs, and other inputs (beyond this work) are likely required for a final assessment.

Drivers	#	Indicators	Rationale
Social and economic context (5)	1	Lower unemployment rates (2019)	*Lower unemployment rates suggest a local economy is closer to its productive capacity and full employment, which may reflect more individuals ready to engage in further studies and with tertiary education.*
	2	Higher share of population with tertiary qualifications (2016 Census)	*Regions with a higher share of tertiary-qualified individuals are more likely to be able to facilitate and encourage others to pursue tertiary studies. It can also reflect a greater requirement from the local job market to have a tertiary qualification for employment.*
	3	Higher wage premiums for workers with a tertiary qualification (2016 Census)	*Higher wage premiums provide a 'price signal' to indicate stronger demand for higher-skill jobs in the local economy, and indicates businesses seeking tertiary-qualified workers.*
	4	Higher average household income (2016 Census)	*Higher income households are more likely, on average, to have the capacity and willingness-to-pay for further studies. This includes the willingness to undertake debt and any lost potential wages from taking time out to study.*
	5	Higher proportion of tertiary students studying online (2019)	*Regions with a higher share of tertiary education students studying online may have a greater potential for future users of a Centre.*
Community capabilities (4)	6	Existing public infrastructure (2021)	*Existing public facilities such as libraries, community centres and public halls may provide more cost-effective existing infrastructure to support the capital footprint of a future Centre. Further, schools and hospitals provide key placement positions for many in-demand studies.*
	7	Education providers (2021)	*Existing education facilities may be easier and more cost effective to be re-purposed as part of a future Centre and/or support the development of a Centre. These facilities could also provide work placement opportunities for students studying education, which a high number of existing Centre users study.*
	8	Household internet connectivity (2016 Census)	*Stronger internet connectivity may support more remote learning opportunities, where a Centre can then support those students with campus-like facilities.*
	9	Employment in the tertiary education sector (2016 Census)	*A larger existing pool of tertiary education professionals may support any hiring required for a future Centre to provide academic or student supports.*
Community aspirations (3)	10	Higher volume of not-for-profit organisations (2021)	*The presence of more not-for-profits may reflect a greater community willingness to advocate for and pursue public causes (such as education), and may also be potential champions and supports for a Centre.*
	11	Stronger RDA economic development strategy (2021)	*A more sophisticated Regional Development Australia (RDA) economic development strategy, particularly where aligned with the education sector, may reflect aligned aspirations for future investment in the community.*
	12	Stronger local government economic development strategy (2021)	*A more sophisticated development plan, particularly where aligned with the education sector, may reflect local leaders with strong visions for supporting the region and education as a driver of its future prosperity.*

Assessing relative readiness

Five regions are identified to have relatively higher readiness. The 'social and economic context' and 'community capabilities' themes are generally aligned with the overall assessment, while the 'community aspirations' assessment is more variable – recognising that aspirations can be the most difficult to measure from desktop research.

Table: Summary of overall readiness ranking assessments

Higher (5)	1. Tamworth Region (NSW) 2. Branxton - Greta – Pokolbin (NSW) 3. Broome (WA) 4. Lithgow Region (NSW) 5. Gunnedah (NSW)
Medium (19)	6. Cessnock (NSW) 15. Gingin – Dandaragan (WA) 7. Plantagenet (WA) 16. George Town (Tas) 8. Narooma – Bermagui (NSW) 17. York-Beverley (WA) 9. Loddon (Vic) 18. Merredin (WA) 10. Penola (SA) 19. Atherton (QLD) 11. Yea (Vic) 20. Whyalla (SA) 12. Cowra (NSW) 21. Bowen (QLD) 13. Derby – West Kimberly (WA) 22. Cape York (QLD) 23. Innisfail (QLD) 14. Ashburton (WA) 24. Tully (QLD)
Lower (6)	25. Mukinbudin (WA) 26. Casino Region (NSW) 27. Goolwa-Port Elliot (SA) 28. Tatiara (SA) 29. Daintree (QLD) 30. Tablelands (QLD)

The majority (around two-thirds) of the shortlisted regions are assigned a relative readiness assessment of 'Medium' – noting that this is in-part by design, as a *relative* assessment. That is, 'Medium' is considered the default characterisation of a region, and there requires sufficiently strong and clear evidence to characterise a region as relatively 'Higher' or 'Lower' among the shortlist.

In total, **five (5) regions are assessed with a 'Higher' readiness assessment**. These regions are generally characterised by:

- **A supportive social and economic context** - All of the regions ranked 'higher' in this theme, suggesting that the landscape and settings among the community are broadly supportive and enabling of greater access to and achievement of higher education outcomes. These regions typically have lower unemployment rates, higher household incomes, higher levels of educational attainment, higher wage premiums and a higher share of students studying online.

- **Higher community capabilities** – All of the regions with the exception of Gunnedah ranked 'higher' in this theme, indicating a considerable amount of existing public infrastructure and proximity to several education providers, as well as existing internet connectivity (to support online study) and an existing skills base for employing skilled workers for a Centre. This suggests that there exists more of the foundational elements to establishing a RUC and/or existing physical and human capital supports to leverage in developing a Centre.

- **Mixed community aspirations** – Only Gunnedah achieved a ranking of 'higher' in this theme, where a detailed RDA and local government development plan with clear education-specific strategies was found. The remaining regions achieved a score of 'medium' and generally had moderately detailed RDA and local government development plans, but either no education-specific strategies or a relatively low volume of not-for-profit organisations. This analysis would benefit from community consultation that could reveal stronger aspirations than the document plans reveal.

In contrast, there were **six (6) regions with a 'Lower' readiness assessment**. These communities typically have an unsupportive 'social and economic contexts', lower 'community capabilities' and varied 'community aspirations'.

Potential further lines of enquiry

Despite the wide range of measures that already examined in the existing approach, community readiness is a fundamentally complex concept, and there numerous additional lines of enquiry that could be pursued. Notably, a wide-ranging stakeholder consultation exercise would likely be useful.

Driver	#	Measure	Further lines of enquiry
Social and economic context	1	Lower unemployment rates	• *Analyse and identify the key industries / employers in the region.* • *Conduct consultations with major employers to understand the specific areas of high skills demand / need.*
	2	Higher share of population with tertiary qualifications	• *Conduct consultations or a community survey to understand the attitudes towards education and further study within the community.*
	3	Higher wage premiums for workers with a tertiary qualification	• *Analyse the variation in the wage premium by industry of employment and field of study.*
	4	Higher average household income	• *Conduct consultations with community members to understand the extent to which lower income levels may act as a barrier to further study.* • *Conduct further research on the relationship between income levels and 'debt avoidance' / interest in further study.*
	5	Higher proportion of tertiary students studying online	• *Identify the top courses and universities that students from the region are currently studying at online.* • *Conduct consultations with tertiary education students currently studying within the region to understand the key barriers and enablers to them completing their studies.* • *Analyse the mix and popularity of different higher education delivery modes within the region (i.e. online, in-person, blended).*
	Other		• *Conduct a media scan of local community news stories.* • *Conduct consultations with local Indigenous community groups (where possible) to understand their education challenges and aspirations.* • *Analyse labour market information (such as that from the National Skills Commission) to understand specific skill shortages in the region.* • *Analyse COVID-19 vaccination rates to understand the extent to which the community can safely meet in-person / actively follows health advice.*
Community capabilities	6	Existing public infrastructure	• *Conduct further analysis on the key pieces of public infrastructure that have been identified to assess their potential relevance to a Centre.* • *Analyse government infrastructure plans to understand if major projects are planned for the region or are being considered.*
	7	Education providers	• *Conduct consultations with individual education providers in or nearby the region, to understand potential partnership opportunities with a Centre.*
	8	Household internet connectivity	• *Analyse additional datasets relating to internet connectivity and speed (e.g. NBN coverage).*
	9	Employment in the tertiary education sector	• *Analyse job vacancy data to assess the difficulty in hiring new tertiary education professionals in the region.* • *Conduct consultations with tertiary education professionals in the region to understand how practical it is to attract new workers.*
	Other		• *Analyse the feasibility and cost of building a new Centre in a particular community.*
Community aspirations	10	Higher volume of not-for-profit organisations	• *Conduct further desktop research and consultations with identified not-for-profits in the community to identify potential synergies between individual organisations and a potential RUC.*
	11	Stronger RDA economic development strategy	• *Conduct consultations with local RDA committee members to further understand the strategies in place for the region and their alignment with a Centre.*
	12	Stronger local government economic development strategy	• *Conduct consultations with local government officials, to further understand the strategies in place for the region and their alignment with a Centre.*
	Other		• *Conduct consultations with leading employers and community groups in the region to assess their level of support for a Centre.* • *Conduct further research and consultation to understand whether the region has previously engaged with DESE or another government department about similar higher education initiatives.*

Navigating the Regional Readiness Factsheets

Each factsheet is organised by an overall assessment of relatively 'higher', 'medium' or 'lower' readiness (compared to the other 30 shortlisted regions), which is underpinned by sub-assessments across the three readiness themes: social and economic context, community capabilities, and community aspirations. Alongside the measures themselves, benchmarks to the rest of regional Australia and the other 30 shortlisted regions are also provided.

Overall assessment

A region is assigned an overall ranking of 'medium' unless two of the three themes are assigned a score of either 'higher' or 'lower'.

Social & economic context

The social and economic context theme is only assigned a score of 'higher' if the majority of the five indicators are ranked in the top third of the shortlisted regions.

Similarly, if the majority of the indicators are ranked in the bottom third, a score of 'lower' is assigned.

Community capabilities

The community capabilities theme score is predominantly based off the number of pieces of public infrastructure in the community, and whether there are nearby education providers. The share of tertiary education professionals and share of households with internet connection measures are given slightly less weight.

Quantitative ranking

Quantitative comparison of the region's measure to the average for Regional Australia, and the relative ranking of the region among the shortlisted regions.

Theme summary text

Qualitative summary of the below indicators, articulating why the theme has been assigned a particular assessment.
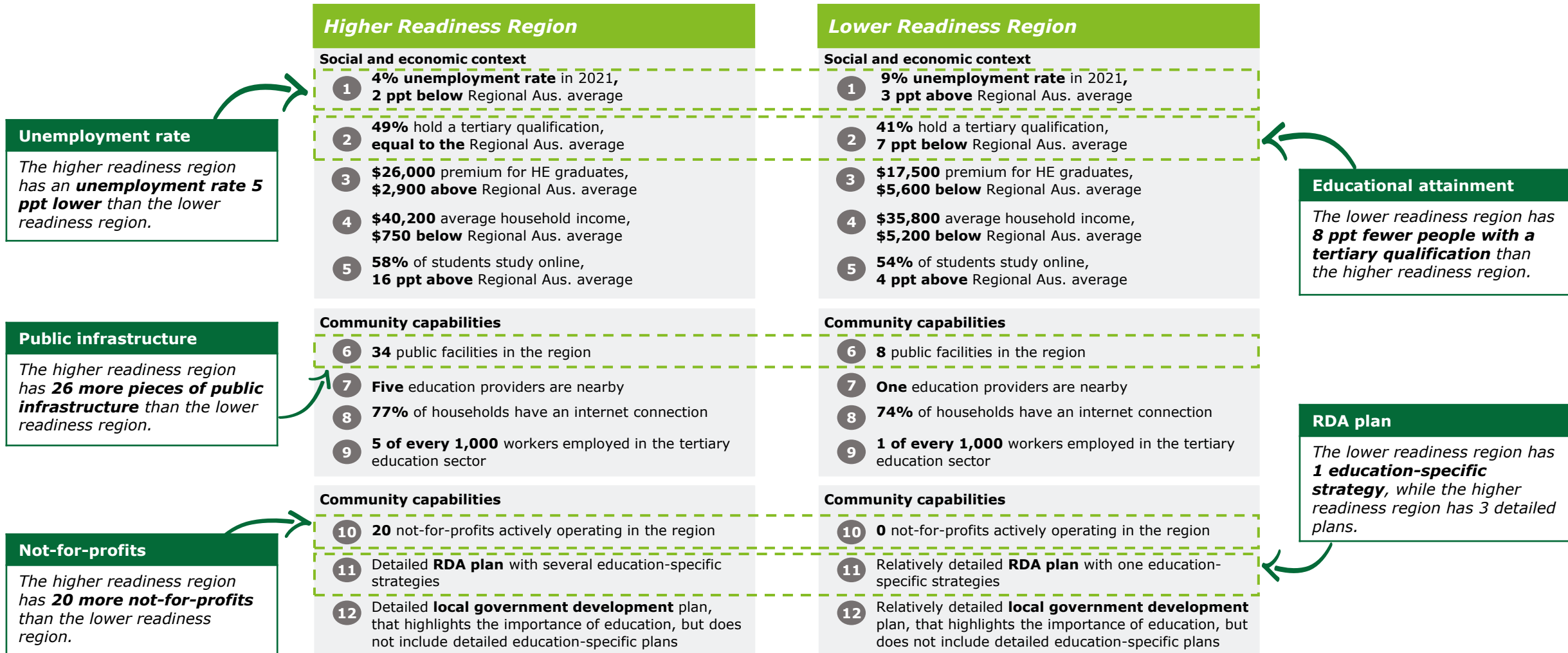
Community aspirations

The community aspirations theme score is predominantly based off a qualitative assessment of how detailed and education-specific the RDA and local government development strategies are. The volume of not-for-profits measure is given slightly less weight.

Informing future locations for RUCs
REGIONAL INSIGHTS FACTSHEET

This factsheet is intended as an initial and preliminary assessment of how ready a region is to pursue implementing and delivering a Regional University Centre. It accompanies a report titled 'Scoping study to inform future locations for Regional University Centres' delivered to the Australian Government Department of Education, Skills and Employment on November 2021.

York-Beverley, WA

Regional readiness
The extent which a community is well-equipped to pursue the long-term benefits of a RUC. Underpinned by three key drivers of readiness: social and economic context, community capabilities and community aspirations.

General information
York- Beverley is an inland region located approximately 100 km east of Perth in the Wheatbelt region of WA. The region's largest source of economic activity is from agriculture.

Higher:	Available evidence supports above average levels of readiness
Medium:	Available evidence does not support any differentiated level of readiness
Lower:	Available evidence suggests below average levels of readiness

Readiness assessment: Medium
The below measures reveal a moderate degree of community readiness, underpinned by a moderately supportive social and economic context, average community capabilities and lower community aspirations. The region has a relatively low unemployment rate, lower returns to higher skilled workers, a lower proportion of tertiary students studying online and higher household incomes. The region has a relatively small number of not-for-profit organisations and no clearly identifiable RDA development strategy. While there is a local government development strategy, it does not provide clear actionable plans. York-Beverley has relatively low 'retention' and 'outcomes' measures, with moderate 'access' measures, suggesting greater levels of support may be required to help individuals complete tertiary education and successfully transition into further employment or training. Further research and engagement is required to understand the level of community support and leadership for a Centre.

Social & economic context
The extent to which the region's social and economic conditions are supportive of further higher education attainment.

Sub-assessment: Medium
Relatively low unemployment rate and higher household incomes, however the returns to higher skilled workers and the share of tertiary students studying online is substantially lower than the regional average.

1. **Unemployment rate***
   Lower unemployment may reflect more individuals ready to engage with further education
   4% unemployment rate in 2021, 2 ppt below Regional Aus. average
   8th of 30 regions

2. **Achievement of tertiary studies**
   A population with a greater proportion with a tertiary-qualification may offer more support or encouragement for others to pursue further studies.
   Regional Australia: 16% | 33% | 52%
   York - Beverley: 13% | 31% | 55%
   ■ Higher education ■ VET ■ Schooling
   45% hold a tertiary qualification, 3 ppt below Regional Aus. average
   12th of 30 regions

3. **Wage premium for higher education graduates**
   Higher wage differentials may represent stronger returns to higher skilled jobs.
   $17,700 premium for HE graduates, $5,400 below Regional Aus. average
   18th of 30 regions

4. **Household incomes**
   Higher income households may have a greater capacity and willingness-to-pay for further education.
   $40,600 average household income, $400 below Regional Aus. average
   10th of 30 regions

5. **Tertiary students studying online**
   Higher share of online tertiary students may represent more potential Centre users.
   38% of students study online, 4 ppt below Regional Aus. average
   22nd of 30 regions

Community capabilities
The extent to which the region has access to the human and physical capital required to effectively design, implement and operate a RUC.

Sub-assessment: Medium
Moderate amount of public infrastructure within the region, with one education provider nearby. There is a relatively high share of households with internet connections and a moderate share of tertiary education professionals.

6. **Existing public infrastructure***
   Existing public facilities may be able to be leveraged to support a Centre.
   26 public facilities in the region, including:
   - 2 schools
   - 4 community halls
   - 6 cultural and art centres
   - 2 libraries
   - 9 sports centres
   - 1 council building
   - 2 hospitals

7. **Education providers***
   Existing education providers may be able to partner with a Centre.
   One education provider is nearby:
   - Central Regional TAFE-Northam (37 km away)

8. **Households with internet connection**
   Greater internet connectivity is likely to better enable remote learning.
   80% of households have an internet connection, 4 ppt above Regional Aus. average
   6th of 30 regions

9. **Employment in tertiary education**
   Larger existing pool of workers in tertiary education may support future hiring requirements.
   3 of every 1,000 workers employed in the tertiary education sector
   9th of 30 regions

Community aspirations
The extent to which a RUC would align with the region's stated goals, plans and aspirations.

Sub-assessment: Lower
The region has a relatively small number of not-for-profit organisations and no clearly identifiable RDA development strategy. While there is a local government development strategy, it does not provide clear actionable plans.

10. **Not-for-profit organisations***
    Greater volume of NFPs may reflect a greater community willingness to advocate for and pursue public causes.
    18 not-for-profits actively operating in the region
    11th of 30 regions

11. **RDA community economic development strategy***
    More sophisticated strategies may reflect communities with greater aspirations to pursue the longer term benefits of a Centre.
    Despite being mentioned in the 2020 RDA annual report, no standalone economic strategy could be identified for the region. The annual report mentions the educational challenges in the region and the need for innovative online delivery methods to overcome them; however, it does not provide actionable details on how this could be achieved.

12. **Local government development plan***
    More sophisticated plans that articulate the role of education may reflect local leaders with strong visions and capabilities for supporting education initiatives.
    This region covers two LGA's. The Shire of York strategy (2017 to 2027) briefly mentions the challenges associated with residents leaving the region to access educational opportunities, but does not provide any actionable items. The Shire of Beverley strategy (2017 to 2027) mentions the goal of having education opportunities in the region, but provides no actionable items.

* See supporting Appendix for further details

Making comparisons between the factsheets

The relatively higher readiness regions typically have lower unemployment rates, higher levels of educational attainment, more existing public infrastructure, a greater presence of not-for-profits, and more detailed RDA plans.

Higher Readiness Region

Social and economic context

1. **4% unemployment rate** in 2021, **2 ppt below** Regional Aus. average
2. **49%** hold a tertiary qualification, **equal to the** Regional Aus. average
3. **$26,000** premium for HE graduates, **$2,900 above** Regional Aus. average
4. **$40,200** average household income, **$750 below** Regional Aus. average
5. **58%** of students study online, **16 ppt above** Regional Aus. average

Community capabilities

6. **34** public facilities in the region
7. **Five** education providers are nearby
8. **77%** of households have an internet connection
9. **5 of every 1,000** workers employed in the tertiary education sector

Community capabilities

10. **20** not-for-profits actively operating in the region
11. Detailed **RDA plan** with several education-specific strategies
12. Detailed **local government development** plan, that highlights the importance of education, but does not include detailed education-specific plans

Lower Readiness Region

Social and economic context

1. **9% unemployment rate** in 2021, **3 ppt above** Regional Aus. average
2. **41%** hold a tertiary qualification, **7 ppt below** Regional Aus. average
3. **$17,500** premium for HE graduates, **$5,600 below** Regional Aus. average
4. **$35,800** average household income, **$5,200 below** Regional Aus. average
5. **54%** of students study online, **4 ppt above** Regional Aus. average

Community capabilities

6. **8** public facilities in the region
7. **One** education providers are nearby
8. **74%** of households have an internet connection
9. **1 of every 1,000** workers employed in the tertiary education sector

Community capabilities

10. **0** not-for-profits actively operating in the region
11. Relatively detailed **RDA plan** with one education-specific strategies
12. Relatively detailed **local government development** plan, that highlights the importance of education, but does not include detailed education-specific plans

Unemployment rate

*The higher readiness region has an **unemployment rate 5 ppt lower** than the lower readiness region.*

Public infrastructure

*The higher readiness region has **26 more pieces of public infrastructure** than the lower readiness region.*

Not-for-profits

*The higher readiness region has **20 more not-for-profits** than the lower readiness region.*

Educational attainment

*The lower readiness region has **8 ppt fewer people with a tertiary qualification** than the higher readiness region.*

RDA plan

*The lower readiness region has **1 education-specific strategy**, while the higher readiness region has 3 detailed plans.*

5 | Operating models

Informing the potential design of a Centre operating model

The approach to informing design considerations

Six operating model design dimensions are used to organise considerations for a potential operating model. The Regional Needs Dashboard and Regional Readiness Factsheets summarise and codify a breadth of information for each region, and provide insights that can also be used to inform considerations relating to the type of operating model for a potential Centre within the community.

Operating model dimensions *What defines an operating model design?*	**Data and information** *What data and information can inform the design?*	**Design considerations** *What options to consider for informing each operating model design dimension?*
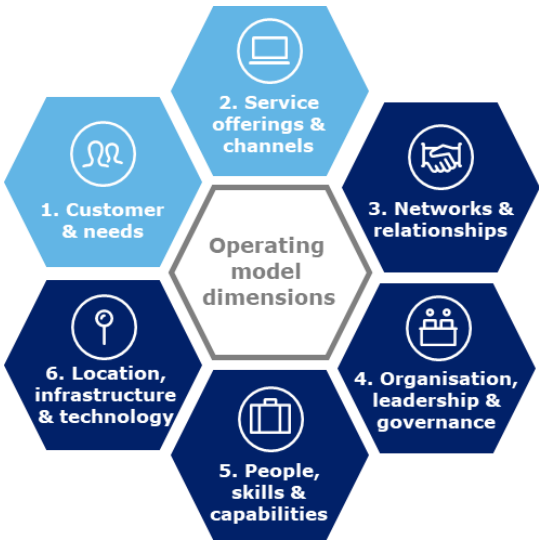
Six design dimensions below collectively inform the potential operating model. They are broadly organised by considerations relating to what services are being delivered and to who (Demand) and how are these services being delivered and by whom (Supply).

Operating model dimensions:
1. Customer & needs
2. Service offerings & channels
3. Networks & relationships
4. Organisation, leadership & governance
5. People, skills & capabilities
6. Location, infrastructure & technology

Operating model dimensions

Demand-side dimensions
What is delivered and to who?

Supply-side dimensions
How is it delivered and by whom?

The Regional Needs Dashboard and Regional Readiness Factsheets form the two key inputs and information sources for providing considerations on the type of operating model design for a potential Centre within the community.

These considerations are neither comprehensive or conclusive, and instead prompt readers to consider the type of operating model designs that could be considered.

Moreover, further information is required from additional desktop research and community consultation – in order to achieve:

- *Greater depth* on informing and understanding design consideration identified
- *Greater breadth* to capture insights from a more fulsome scoping of a region, including issues relating beyond needs and readiness, and
- *Validating insights* developed as part of this work and research, in order to build confidence.

Regional Needs Dashboard

Quantitative data and measures on relative needs, needs volume, readiness thresholds and other contextual information

Reagional Readiness Factsheets

Mix of quantitative and qualitative insights relating to community readiness

Consultations and additional research (outside of the scope of this work)

Further focused research and analysis, and importantly, consultation with the local community is expected to be critical for more fulsomely informing a proposed operating model design for a future Centre.

The insights from this work provide 'lines of enquiry' and suggestions for potential design considerations.

Examples of how different lines of enquiry and information gathered can be used to inform design considerations are provided below and further detailed over the following pages.

Additional lines of enquiry are also provided for the Department to consider as further research and consultation beyond this work.

Enquiry	Consideration
Demographics	
What proportion of the community identifies as Indigenous?	A relatively large Indigenous population may warrant a **greater focus on a culturally appropriate design**, including close relationships with Indigenous community members, culturally tailored content, and Indigenous support staff/mentors.
Networks and relationships	
Does a university have an existing presence in the region?	The close proximity to a university may provide a **potential partnership opportunity for the Centre.**
Location, infrastructure and technology	
How many households have internet connectivity?	Lower household internet connectivity levels may support greater demand for **onsite ICT and internet services.**

Operating model design dimensions

These six design dimensions are used to consider different aspects of an overarching operating model design.

Demand-side dimensions
What is delivered and to who?

Supply-side dimensions
How is it delivered and by whom?

The services provided to customers in order to meet their needs, and the ways they are provided to best facilitate access and delivery.

Motivating questions: What services do the Centres provide and offer? How do Centres provide their services?

Examples: Pastoral care, student administrative services, library services

The individuals, groups or institutions that are targeted by the organisation, and the needs that are being sought for or anticipated to be met, including the organisation's aspirations and vision.

Motivating questions: Who are the Centres servicing? What are the needs of the customers?

Examples: Affiliated university students located in the community

The assets, tools and equipment to support all aspects of delivery, including the physical location, capital and infrastructure; the consumables and day-to-day resources; and the enabling technologies and systems.

Motivating questions: Where is the Centre located? What physical and technological assets does the Centre need?

Examples: Opportunities for new facilities or retrofitting and complementing existing facilities.

The linkages and communication between the organisation and the broader community, including both social and economic groups, which foster stronger, more current and more agile understanding and information.

Motivating questions: How do Centres maintain currency and agility to meet the needs of the community and industry? How do Centres know what's work and how needs and outcomes are changing? What is the capacity for Centres to receive financial and in-kind supports from partners?

Examples: Community and industry relationships, employment pathways, mentoring programs

The overarching structure, hierarchies and operating units that form the organisation, including functions, roles and responsibilities; decision-making processes and accountability mechanisms; risk management; and internal policies.

Motivating questions: How are the Centres organised and how are they governed? Who do the Centres report to and how do they report?

Examples: Identifying potential community groups or leaders to operate, lead and/or govern the Centre

The staffing requirements, including the number and type of staff and their skillsets, and the processes for maintaining skills currency and promoting professional development.

Motivating questions: What types of and how many staff are required to service the Centre? What staff capabilities are needed to deliver the services and operate the Centre?

Examples: Administrative staff, academic support staff

2. Service offerings & channels

1. Customer & needs

Design dimensions

3. Networks & relationships

6. Location, infrastructure & technology

5. People, skills & capabilities

4. Organisation, leadership & governance

Examples of informing design using the regional dashboard and factsheet

The Regional Needs Dashboard and the Regional Readiness Factsheet form the two key inputs and information sources for informing each design consideration. These considerations are tabulated for each shortlisted 30 regions on a 'second-page' to the Factsheets.

Source: Regional Needs Dashboard

Enquiry	Design consideration	Relevant dimensions
What proportion of the population identifies as Indigenous?	A relatively large Indigenous population may warrant a greater focus on a culturally appropriate design, including close relationships with Indigenous community, culturally tailored content, and Indigenous support staff/mentors.	1, 2, 3, 4, 5
Does the region have greater need in access, retention or outcomes?	Lower 'access' measures for students, suggests a focus on admission and information services, careers counselling, building relationships with local schools, and providing guidance on accessing financial supports.	1, 3
	Lower student 'retention' measures may reflect a need to provide more intense ongoing support to students during their studies.	1, 2, 5
	Lower 'outcomes' measures may suggest that a greater focus is required on post-study pathways. This may warrant trying to build stronger relationships with local industry and employers, as well as providing more employment-support services.	1, 2, 3
How remote is the region?	The remoteness of the region may require a Centre to target a wider catchment area.	1, 2, 6
How many tertiary education students are in the region?	A large volume of potential students may imply that a large RUC is required.	1, 2

Source: Regional Readiness Factsheet

Enquiry	Design consideration	Relevant dimensions
Is there a RUC nearby?	The presence of a nearby RUC may imply the development of a satellite centre, with the ability to leverage the existing RUC to expand services into nearby community.	1, 3, 4, 6
What proportion of tertiary students study online?	A higher proportion of tertiary students studying online may imply a greater need for computer labs and ICT services, and virtual meetings room to complement study spaces.	1, 2, 6
What is the wage premium?	The relatively high wage premium for local workers with higher education qualifications may warrant building strong relationships with local industry and employers to identify the best study opportunities for graduates to attract those wages.	1, 3
Are there tertiary education professionals in the region?	The absence of education professionals in the region may imply the need for the development of a workforce management strategy and a staff attraction plan.	1, 5
What proportion of households have an internet connection?	Lower household internet connectivity levels suggests that greater provision of onsite ICT and internet services may be required.	1, 6
What is the previous level of education in the region (e.g. year 10 completion, high school, VET, university)?	Lower rates of Year 12 completion may reflect a greater need for VET courses, foundational numeracy and literacy skill programs or transition programs.	1, 2

Examples of further informing design in future research and consultation

The choice of operating model for a potential Centre requires significantly more research and consultation than the scope of these works, and will be heavily determined by the capabilities and specific needs of the community served by the Centre. Additional lines of enquiry are provided to motivate further engagement and analysis to inform the most appropriate operating model design.

Potential enquiry	Design option	Relevant dimensions
What is the aspiration of the local community?	• Aligning Centre services with the strategic priorities and objectives of the region.	1 Customer and needs
What proportion of the population identifies as culturally and linguistically diverse (CALD)?	• Greater proportion of CALD cohorts may imply a greater need for English-language teaching services and more foundational language support staff. • More face-to-face service modes may be more appropriate for some CALD cohorts. • CALD cohorts may be better supported by staff with specific language skills and cultural awareness. • This may also support establishing partnerships with diverse and local community groups, religious groups and other culturally important leaders.	1 Customer and needs 2 Service offerings and channels 3 Networks and relationships 5 People, skills and capabilities
Does the region have a high proportion of mature aged students?	• Greater proportion of mature age students may imply a greater need for more mature age services. A Centre could establish relationships with local child care providers or seek to offer after-hours access to Centre services.	1 Customer and needs 2 Service offerings and channels
Does the region have a high proportion of people with disabilities?	• Greater proportion of people with disabilities may imply a greater need for accessible facilities and support services.	1 Customer and needs 2 Service offerings and channels
What subjects are students in the region currently studying?	• Regions with more targeted studies may support, in the short term, providing focused study experiences and services. In the long term, there may be a need for supporting greater diversity and access to a range of study disciplines.	1 Customer and needs 2 Service offerings and channels

6 | Limitations and sensitivity testing

Concluding remarks regarding the limitations of this work, and sensitivity testing of the analysis and results

Limitations of this work

The approach to this work provides the Department with a rigorous and transparent approach to considering regions for future Centres, underpinned by a strong empirical evidence-base and a flexible tool for systematically assessing regions. However, importantly, this analysis remains partial in nature – the most prominent limitation being the lack of community consultation and stakeholder engagement.

The shortlist of 30 regions

This analysis and its findings have been developed under the context of the Department's aspirations for targeting high needs regions and geographic diversity. To that end, the findings are fit-for-purpose under this context, and should be cautiously used or considered for any other context.

These findings are based on an understanding of Centres based on their current delivery profile, recognising that as the RUCs program grows, the nature of the purpose and design of Centres may also change. This would have implications for how the findings are developed and interpreted.

While these findings are underpinned by a strong evidence-base, they are ultimately a partial assessment, and ensuring these findings are validated and refined with stakeholder consultation and engagement is a critical next step.

The Regional Readiness Factsheets

The readiness assessments for the shortlisted 30 regions provide greater insight and a breadth of considerations to understanding the likely capacity and capabilities of these communities. However, this ultimately remains a preliminary assessment, given:

- **The need for community consultation:** While the desktop research findings provide important insights, they are also limited by the lack of community engagement. Conversation and dialogue within each community will be critical to validate, or equally, contradict these findings, generate greater depth and nuance, and assess information gaps.

- **The need for community ownership:** Given the well-recognised importance of community buy-in, leadership and ownership to the success of the RUCs program so far, engagement within the community also has an important function for identifying leaders and advocates for a potential local Centre. Local champions are a necessary condition for success.

- **A relative versus absolute assessment of readiness**: These limitations also mean that the assessments made as part of this work are ultimately relative, partial comparisons between the shortlisted 30 regions, and further assessment is required to determine a view on the absolute readiness of each community (noting this, by its nature, is unlikely to ever be entirely objective).

The Regional Needs Model and Dashboard

This work provides the Department with an approach, an evidence-base and a flexible tool for assessing the needs of every regional community across Australia. Notwithstanding the rigour and depth this tool provides, it is limited and determined by:

- **User settings that ultimately define the final output from the model:** The result (in terms of a shortlist) is fundamentally influenced by policy-maker (user) inputs. For example, the strategic policy objective to ensure diversity for Northern Australia results in the inclusion of many regions with relatively lower needs assessments and rankings (for example, the Daintree region ranked 121 of 297). Noting, that it can be difficult to assess the absolute differences in need across rankings, whether they are small or large.

- **Regions are defined statistically, as opposed to functionally:** The ABS 'Statistical Area' (or SA) structure is the most widely and consistently used geographic boundaries in Australian research of this type. However, they are ultimately statistical artefacts and will not always accurately represent functional economic and social zones.

- **Departmental higher education data is organised by a non-ABS structure:** Related to the above, while the SA structure generally allows for consistent comparisons across data, some data is organised by non-ABS structures that are imperfectly aligned to SA boundaries. The most prominent is the Department's higher education data, which is organised by postcodes (this is a well-known challenge by Department data users).

Overview of key sensitivity testing

This section presents some of the key sensitivity testing performed on the regional needs modelling and analysis. Overall it shows that the modelling is relatively stable and that the readiness threshold settings and government strategic objectives are the most sensitive inputs into the modelling.

Page	Sensitivity test	Key findings
51	A summary of an in-depth technical review of the analytical approach to generating a needs score, including testing different weights, different threshold settings, different aggregation approaches and a standardisation approach.	*The highest needs regions are relatively insensitive to variations to the approach, such that they are consistently identified as high needs.*
52	Examining the needs scores of out of scope regions.	*11 out-of-scope regions have relative high needs scores (i.e. greater than 3.7). However, these regions also have characteristics that suggest they would not be appropriate for further consideration.*
53-54	Examining each state and territory, including a closer examination of the Northern Territory.	*Representation across states and territories varies, with greater representation for NSW, Queensland and Western Australia, noting that the government strategic objectives for greater geographic diversity result in more representation for the latter two states.* *The Northern Territory has very few in-scope regions (only 4) and each of these regions has relatively lower needs.*
55	Examining in-land regions.	*Many in-land regions are assessed out-of-scope, as they typically do not meet the minimum population size and minimum population growth thresholds.*

A technical review of the analytical approach to need scores

The sensitivity testing undertaken supports the robustness of the approach and the relative stability of identifying high needs regions. While there are changes to the top 50 regions, this is not unexpected, and the majority of those regions stay within the top 100 needs rankings.

An in-depth technical review of the analytical modelling and approach to developing the needs scores was undertaken by a senior Deloitte Access Economics modeller.

The purpose of this review was to interrogate the sensitivity of the results to the various modelling decisions and inputs – namely, testing whether the top needs ranked regions changed (i.e. where no longer assessed as high needs) and by how much (i.e. the drop in rankings).

The results of these tests are summarised to the table right.

While some of the results show a larger movement in the top 50 regions (by needs score), overall the results are relatively stable.

This reflects the advantages of an indicator approach, whereby an individual indicator may be imperfect in isolation to assessing needs, but the combined weight of many indicators will more consistently reveal high needs regions collectively, even as the approach is modified.

Finally, the approach undertaken to this modelling achieves a balance between analytical complexity and precision, versus transparency and communicability – where the results of this sensitivity testing support a more simple approach where possible.

Sensitivity test	Description	Outcome	Number of top 50 regions now outside top 50
Relative needs measure weights	Equal weights applied across relative needs measures instead of DAC approach.	Moderate change in shortlisted and top 50 regions reinforcing importance of weighting in region selection.	7
Needs volume measure weights	Zero weights applied to SA3 measures.	Major change in shortlist and top 50 regions reinforcing importance of SA3-level data.	13
Readiness threshold setting (relaxed thresholds)	Relaxed thresholds for population growth (-1.5%), min. population size (2,000), max population size (70,000) and year 10 completion rate (70%)	Seven additional regions are selected, alongside 23 of the 30 on the original shortlist, which are regions now meet the relaxed threshold settings.	7
Readiness threshold setting (stricter thresholds)	Stricter thresholds for population growth (-0.5%), min. population size (4,000), max population size (40,000) and year 10 completion rate (77%)	Five of the 30 shortlisted regions are no longer selected due to not meeting at least one of the stricter criteria.	13
Aggregation method (10-point scale)	Measures are allocated into ten performance categories, rather than five.	Minor changes to the number of shortlisted and top 50 regions indicates robustness of quintile approach.	5
Aggregation method (100-point scale)	Measures are allocated into 100 performance categories, rather than five.	Similar to above, minor changes to the number of shortlisted and top 50 regions indicates robustness of quintile approach.	3
Standardisation approach	The sensitivity of shortlisted regions where indicators are standardised ahead of aggregation to the relative needs score.	The model is most sensitivity to changes in this specification as more weight is put on regions located in lower and upper percentiles. This is particularly the case for the indicator "Access and Participation" which has eight underlying data measures (see chart on next slide).	10

Needs scores of out-of-scope regions

11 out-of-scope regions have very high needs scores (3.7+). 10 already have a university campus (or RUC) in the region or within 40 km, while the 11th has a population growth of −1.1%.

Over half of all regions (341 of 597) are assessed as out-of-scope as they do not pass the readiness thresholds. Some of these regions have relatively higher needs scores, including 11 that have needs scores of 3.7 or higher (reflecting very high relative needs). However, these 11 regions have characteristics that would unlikely be suitable for a RUC:

- 10 of the 11 already have a campus within the region or within 40 km.
- 1 of 11 has a population growth of −1.1%.

The majority of out-of-scope regions have relatively lower needs: 264 of the 341 out-of-scope regions (77%) have needs scores of 3.3 or less.

Chart: Distribution of needs assessment
Number of regions by needs assessment score (total 597 regions, score from 1 to 5)
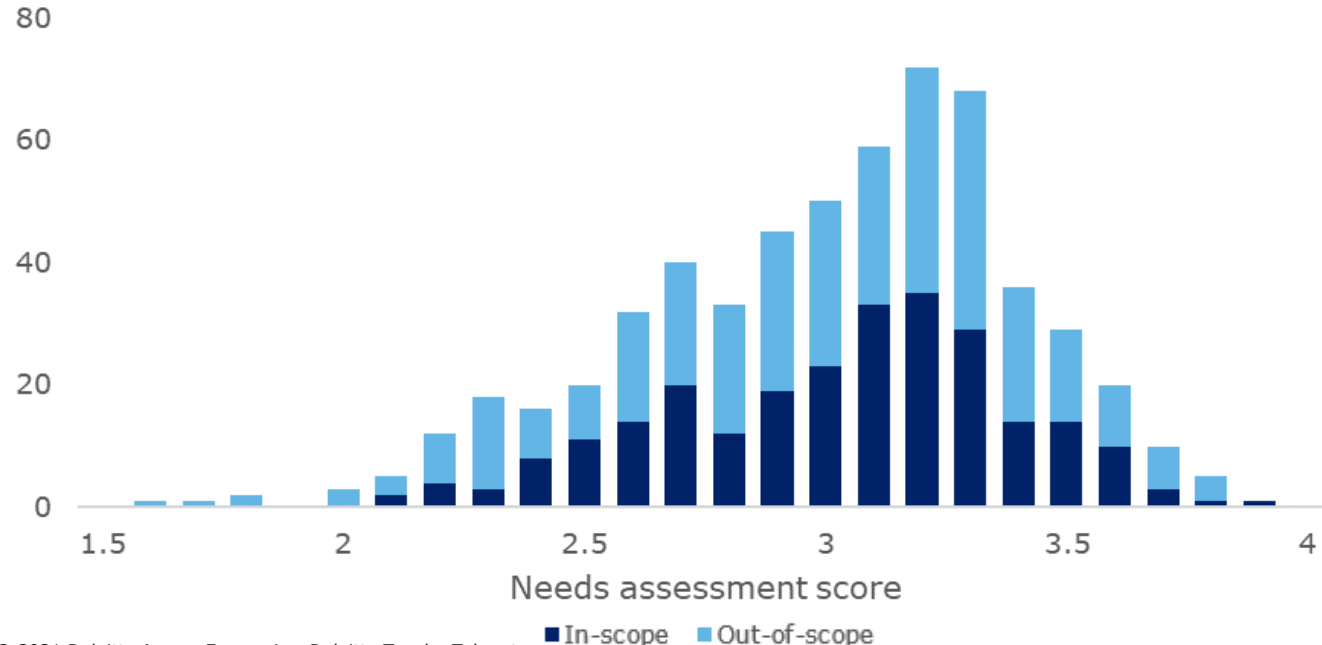
Examples of out-of-scope regions with high need

Bendigo (VIC)
- **Needs score: 3.7**

Does not meet readiness thresholds:
- *Population: 94,400 (>50,000)*
- *Existing campus in the region*

Lavington (NSW)
- **Needs score: 3.8**

Does not meet readiness thresholds:
- *Nearest campus 5km (<40km)*

Examining each state and territory

NSW has the largest representation, but is also the largest state. Victoria is another large state, but is relatively under-represented, whereas Queensland and Western Australia have relatively high representation (a likely function of the Northern Australia targeting).

State or territory	Average needs score	Total regional regions	Total in-scope regions	Shortlisted 30 regions	Regions in the top 100 needs	# of regions with any existing campus or RUC	Average region population	Average region HE enrolments	Notes
NSW	3.1	156	76 (49%)	8	40	27	11,900	470	The largest number of shortlisted regions, however also the largest number of total regions, in-scope regions and regions in the top 100 needs.
VIC	3.1	119	52 (44%)	2	22	16	11,300	360	Relatively few shortlisted regions despite the total number of regions.
QLD	2.8	116	55 (47%)	7	6	9	15,000	360	High representation, relative to the number of regions in the top 100 needs.
SA	3.1	70	27 (39%)	4	15	8	6,200	170	Relatively low proportion of regions in-scope, however many are in the top 100 needs.
WA	3.0	60	23 (38%)	8	10	6	9,000	210	High representation, relative to the number of in-scope regions and regions in the top 100 needs.
NT	2.8	23	4 (17%)	0	0	5	9,800	260	No regions shortlisted, only four in-scope regions and none in the top 100 needs.
TAS	3.0	45	19 (42%)	1	7	6	11,300	470	Only one shortlisted region, despite seven in the top 100 and 19 in-scope regions.
Total	**3.0**	**597**	**256 (43%)**	**30**	**100**	**77**	**11,100**	**350**	

Examining the Northern Territory

Only 4 of 23 regions in the Northern Territory pass all readiness thresholds and are considered in-scope, where the majority of regions do not meet the minimum Year 10 completion levels and/or the minimum population size. These four in-scope regions have relatively lower needs scores of less than 3.0. This underpins no NT regions in the shortlist.

Chart A: Select regions in the Northern Territory
Four in-scope NT regions and five out-of-scope regions that have a needs scores of more than 3.0.

Regions	Needs score	Relative needs	Needs volume	Population	Population growth	Year 10 completion
4 in-scope regions						
Palmerston	2.8	2.8	2.9	33,700	1.2%	91%
Litchfield	2.8	2.4	3.6	23,500	0.0%	92%
Katherine	2.6	2.3	3.4	9,700	0.3%	85%
Alice Springs – Custom	2.4	2.8	2.4	24,700	-0.3%	87%
Five out-of-scope regions with higher needs scores (>3.0)						
Anindilyakwa	3.3	4.1	1.2	2,400	-0.5%	83%
Daly	3.1	3.19	1.2	1,800	0.1%	68%
East Arnhem	3.6	4.1	2.4	7,400	0.2%	61%
Tanami	3.4	4.2	1.7	2,700	2.0%	41%
Yuendumu – Anmatjere	3.4	4.2	1.5	2,000	0.8%	42%

Note: Highlighted cells indicates where out-of-scope regions have not met threshold settings.

Chart B: Readiness threshold settings
Proportion of NT regions ruled in and out of scope (total 23 regions)

Threshold	In scope	Out of scope
No existing campus	78%	22%
Min. distance to nearest campus	78%	22%
Min. population size	52%	48%
Max. population size	96%	4%
Min. population growth	87%	13%
Min. year 10 completion	48%	52%
Combined	17%	83%

■ In scope ■ Out of scope
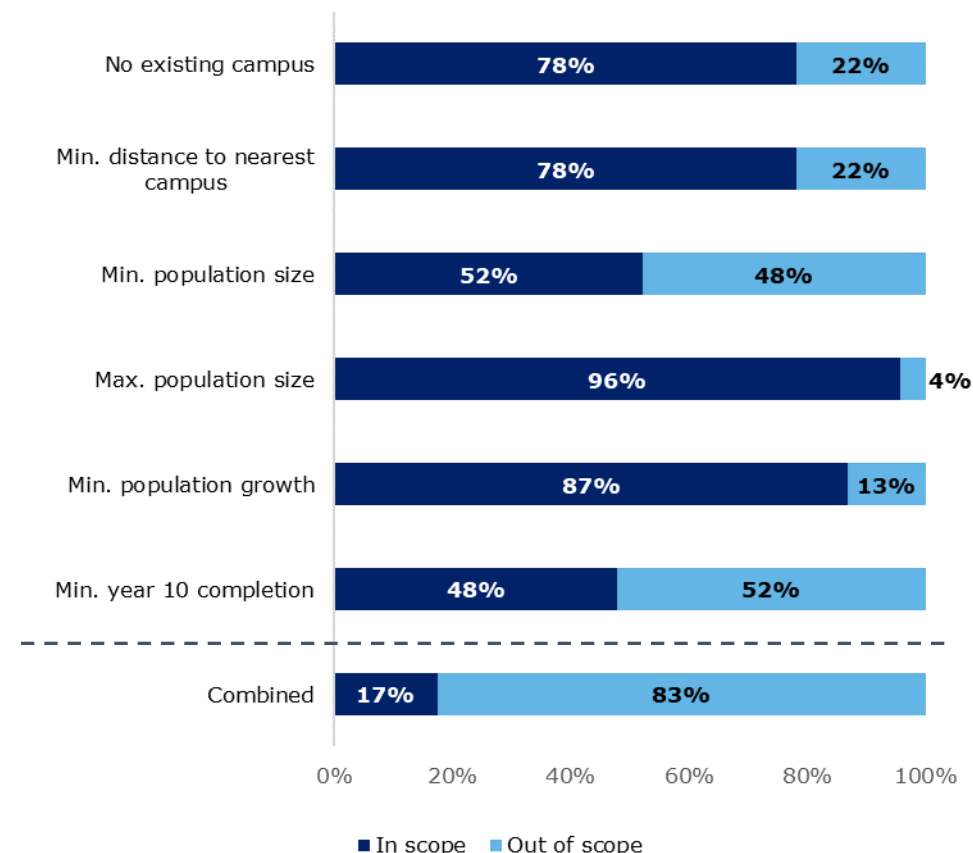
Examining in-land regions

Many in-land regions are assessed as out-of-scope (particularly closer to the centre of Australia) and hence are not captured in the shortlisted 30 regions. These regions typically do not meet the minimum population size (3,000) or minimum population growth (-1%) thresholds.

Figure: Comparison of in-scope and out-of-scope regions

East Pilbara (WA)
- Relative needs: 4.1
- Needs volume: 2.3
- Needs score: 3.5
- **Population growth: -1.2% (threshold -1.0%)**

Barkly (NT)
- Relative needs: 3.5
- Needs volume: 1.1
- Needs score: 2.8
- **Population: 2,500 (threshold: 3,000)**
- **Y10 completion rate: 53% (threshold: 75%)**

Charleville (QLD)
- Relative needs: 2.3
- Needs volume: 1.5
- Needs score: 2.1
- **Population growth: -0.1% (avg. 0.0%)**
- **HE graduates gaining employment: 90% (avg. 74%)**

Cobar (NSW)
- Relative needs: 2.8
- Needs volume: 2.5
- Needs score: 2.7
- **Population enrolled in VET: 9% (avg. 7%)**
- **HE graduates gaining employment: 89% (avg. 74%)**

In-scope   Out-of-scope

Deloitte.

Appendix A
Regional Needs Dashboard: Shortlisted 30 regions

REGIONAL NEEDS DASHBOARD

This dashboard is intended as an initial and preliminary assessment of the relative needs of a region for a Regional University Centre. It accompanies a report titled 'Scoping study to inform future locations for Regional University Centres' delivered to the Australian Government Department of Education, Skills and Employment on November 2021.

Cessnock
NSW

CONTEXTUAL INFORMATION
Demographic and other key contextual information related to the region, including the broader SA3 region.

Regional information	
Population	22,000
Indigenous population	8%
Region size (sqkm)	69
Postcode (with largest population)	2325
Region type[1]	SA2
ARIA measure	Inner regional
Distance to nearest campus (km)	41

Education enrolments	
Higher education (all)	644
Higher education (online only)	232
VET (Cert IV and above, all)	1,830
VET (Cert IV and above, online only)	103
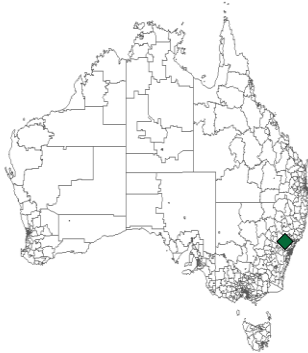
Broader region information (SA3)	
Lower Hunter	
Population[8]	70,000
Region size (sqkm)	8,567
HE enrolments (all) (2019)	1,767
HE enrolments (online only) (2019)	648

SA2 regions within broader SA3	In-scope?[9]
Branxton - Greta - Pokolbin	No
Cessnock	Yes
Cessnock Region	No
Dungog	No
Singleton	No
Singleton Region	No

REGIONAL NEEDS RESULTS
Summary of the key needs results, including the relative scoring of this region to all assessed regions. The overall score is a function of the 'relative needs' and 'needs volume' of a region. All regions receive an overall needs score, however, regions with an identified readiness threshold issue do not receive a ranking.

Relative needs score **3.4**

An assessment to determine the relative extent of a community's underrepresentation in access to and achievement of positive tertiary outcomes. Regions are assessed from largest relative need (5) to smallest relative need (1).

Needs volume score **5.0**

An assessment of total need or demand (i.e. volume) for Centre services within the region. Regions are assessed from largest volume (5) to smallest volume (1).

Overall needs score **3.9**

A weighted average of relative needs and needs volume to determine the overall needs score and ranking of a region. Regions are scored between highest need (5) and lowest need (1).

Needs ranking
Regions that do not have any readiness issues identified are then ranked by the overall needs score.

Ranked 1 of 256 regions with no readiness issues idenitified. Total number of regions is 597.

READINESS THRESHOLD
These factors inform the initial threshold considerations for the level of readiness for a community to establish a RUC, and the likelihood of success if a RUC is established.

No initial readiness issues identified

Measure	Value	Threshold[2]	Met?[3]
Population growth above minimum threshold	1.8%	-1.0%	Yes
Population size above minimum threshold	22,000	3,000	Yes
Population size below maximum threshold	22,000	50,000	Yes
Year 10 completions above minimum threshold	77.9%	75.0%	Yes
Existing RUC or university campus in region[4]	No	No	Yes
Nearest campus above minimum distance threshold (km)[5]	41	40	Yes

WEIGHTINGS
Weightings have been applied to the relative needs measures and overall needs scores.

Relative needs weightings[6]	
Access and participation	40%
Retention and experience	40%
Transition and outcomes	20%

Overall needs weightings[7]	
Relative needs	70%
Needs volume	30%

NEEDS MEASURES
The specific measures used to determine the overall needs score and ranking. Values for each measure are normalised between 1 (lower need) to 5 (higher need) to support comparisons between regions and aggregating multiple measures. The radar charts (right) present the normalised values for each measure: scores below average (inside the black circle) represent lower levels of needs, whereas scores above average (outside the black circle) represent higher levels of need.
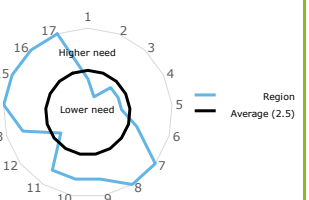
Relative needs measure	Theme	Value
1 Proportion of population enrolled in HE (2019)		2.9%
2 Proportion of population enrolled in VET (2019)		8%
3 Average growth in HE enrolments (2017-19)		-3%
4 Average growth in VET enrolments (2017-19)	Access and participation	-1%
5 Proportion of Indigenous population enrolled in HE (2019)		6%
6 Proportion of Indigenous population enrolled in VET (2019)		20%
7 Proportion of population with a tertiary qualification (2016)		9%
8 Level of disadvantage (SEIFA deciles, where 1 = most disadvantaged) (2016)		1
9 Proportion of HE students that complete within 3 years (2016 cohort)		62%
10 Proportion of HE students that unenrol within 4 years (2016 cohort)	Retention and experience	34%
11 Average VET completion rate (2017-2019)		59%
12 Average VET completion rate for Indigenous learners (2017-2019)		75%
13 Proportion of HE graduates satified with overall experience (2017-2020)		77%
14 Proportion of HE graduates gaining employment (2018-2020)		65%
15 Proportion of HE graduates continuing further study (2018-2020)	Transition and outcomes	75%
16 Proportion of HE graduating into relevant employment (2018-2020)		61%
17 Average growth in higher skilled labour demand (2015-2019)		6%

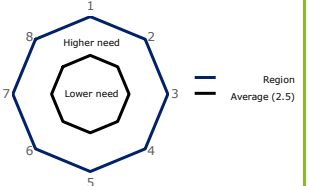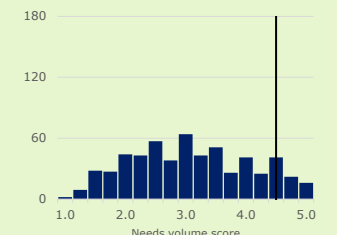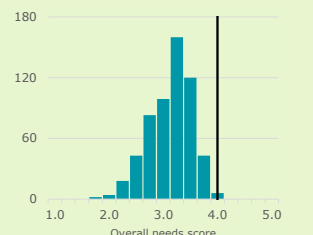| Needs volume measures	Theme	Value
1 Total HE enrolments (online) (2019)	Direct current demand	232
2 Total VET enrolments (Cert IV above and online) (2019)		103
3 Population (aged 15-64) (2016)	Direct latent demand	13,710
4 Population growth (2017-2019)		1.8%
5 Broader SA3 HE enrolments (online) (2019)	Indirect current demand	648
6 Broader SA3 VET enrolments (Cert IV above and online) (2019)		360
7 Broader SA3 population (aged 15-64) (2016)	Indirect latent demand	44,692
8 Broader SA3 population growth (2017-2019)		1.5%

Normalised values
Values are normalised between 1 (lower need) and 5 (higher need) to better compare regions.

Relative needs measures

Region
Average (2.5)

Needs volume measures

Region
Average (2.5)

Additional notes:
1. Region types are either 'SA2', 'Blended SA2' or 'SA3'. The different groupings are required to better reflect economic regions and compare geographic locations.
2. Threshold - the level set for each readiness threshold measure that a region must pass in order to be considered in-scope for a Centre.
3. Met? - Whether or not a region meets a readiness threshold.
4. Campus - an existing campus is defined as either being an existing RUC campus or a higher education institution that offers over 5 subjects and has more than 100 full time students.
5. Minimum distance - defined as the minimum distance in km between the region and an SA2 region with an existing university campus or RUC.
6. Relative needs weightings - the weighting that is applied to the combined score of relative needs measures corresponding to their relevant indicator.
7. Overall needs weightings - the weighting that is applied to all volume measures and all relative needs measures when calculating the overall needs score.
8. SA3 population - the population of the broader SA3 region, excluding any metropolitan sub-areas.
9. This table captures all the regions within the broader SA3 region. 'In-scope' indicates whether a location is included in the dashboard analysis.

REGIONAL NEEDS DASHBOARD

This dashboard is intended as an initial and preliminary assessment of the relative needs of a region for a Regional University Centre. It accompanies a report titled 'Scoping study to inform future locations for Regional University Centres' delivered to the Australian Government Department of Education, Skills and Employment on November 2021.

Tamworth Region
NSW

CONTEXTUAL INFORMATION
Demographic and other key contextual information related to the region, including the broader SA3 region.

Regional information	
Population	18,500
Indigenous population	7%
Region size (sqkm)	8,980
Postcode (with largest population)	2338
Region type[1]	SA2
ARIA measure	Outer regional
Distance to nearest campus (km)	86

Education enrolments	
Higher education (all)	219
Higher education (online only)	128
VET (Cert IV and above, all)	1,360
VET (Cert IV and above, online only)	89
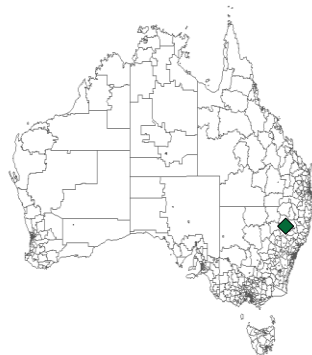
Broader region information (SA3)	
Tamworth - Gunnedah	
Population[8]	80,500
Region size (sqkm)	20,155
HE enrolments (all) (2019)	2,063
HE enrolments (online only) (2019)	1,203

SA2 regions within broader SA3	In-scope?[9]
Gunnedah	No
Gunnedah Region	No
Quirindi	No
Tamworth - East	No
Tamworth - North	No
Tamworth - West	No
Tamworth Region	Yes

REGIONAL NEEDS RESULTS
Summary of the key needs results, including the relative scoring of this region to all assessed regions. The overall score is a function of the 'relative needs' and 'needs volume' of a region. All regions receive an overall needs score, however, regions with an identified readiness threshold issue do not receive a ranking.

Relative needs score   **3.5**

An assessment to determine the relative extent of a community's underrepresentation in access to and achievement of positive tertiary outcomes. Regions are assessed from largest relative need (5) to smallest relative need (1).

Needs volume score   **4.4**

An assessment of total need or demand (i.e. volume) for Centre services within the region. Regions are assessed from largest volume (5) to smallest volume (1).

Overall needs score   **3.8**

A weighted average of relative needs and needs volume to determine the overall needs score and ranking of a region. Regions are scored between highest need (5) and lowest need (1).

Needs ranking
Regions that do not have any readiness issues identified are then ranked by the overall needs score.
Ranked 2 of 256 regions with no readiness issues idenitified. Total number of regions is 597.

READINESS THRESHOLD
These factors inform the initial threshold considerations for the level of readiness for a community to establish a RUC, and the likelihood of success if a RUC is established.

No initial readiness issues identified

Measure	Value	Threshold[2]	Met?[3]
Population growth above minimum threshold	0.5%	-1.0%	Yes
Population size above minimum threshold	18,500	3,000	Yes
Population size below maximum threshold	18,500	50,000	Yes
Year 10 completions above minimum threshold	81.4%	75.0%	Yes
Existing RUC or university campus in region[4]	No	No	Yes
Nearest campus above minimum distance threshold (km)[5]	86	40	Yes

WEIGHTINGS
Weightings have been applied to the relative needs measures and overall needs scores.

Relative needs weightings[6]	
Access and participation	40%
Retention and experience	40%
Transition and outcomes	20%

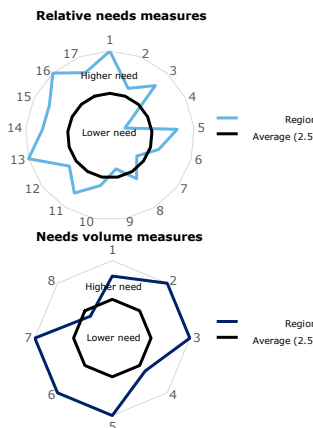| Overall needs weightings[7]	
Relative needs	70%
Needs volume	30%

NEEDS MEASURES
The specific measures used to determine the overall needs score and ranking. Values for each measure are normalised between 1 (lower need) to 5 (higher need) to support comparisons between regions and aggregating multiple measures. The radar charts (right) present the normalised values for each measure: scores below average (inside the black circle) represent lower levels of needs, whereas scores above average (outside the black circle) represent higher levels of need.

Relative needs measure	Theme	Value
1 Proportion of population enrolled in HE (2019)		1.2%
2 Proportion of population enrolled in VET (2019)		7%
3 Average growth in HE enrolments (2017-19)		1%
4 Average growth in VET enrolments (2017-19)	Access and participation	-9%
5 Proportion of Indigenous population enrolled in HE (2019)		2%
6 Proportion of Indigenous population enrolled in VET (2019)		21%
7 Proportion of population with a tertiary qualification (2016)		16%
8 Level of disadvantage (SEIFA deciles, where 1 = most disadvantaged) (2016)		4
9 Proportion of HE students that complete within 3 years (2016 cohort)		54%
10 Proportion of HE students that unenrol within 4 years (2016 cohort)	Retention and experience	30%
11 Average VET completion rate (2017-2019)		60%
12 Average VET completion rate for Indigenous learners (2017-2019)		78%
13 Proportion of HE graduates satified with overall experience (2017-2020)		74%
14 Proportion of HE graduates gaining employment (2018-2020)		66%
15 Proportion of HE graduates continuing further study (2018-2020)	Transition and outcomes	76%
16 Proportion of HE graduating into relevant employment (2018-2020)		62%
17 Average growth in higher skilled labour demand (2015-2019)		5%

Needs volume measure	Theme	Value
1 Total HE enrolments (online) (2019)	Direct current demand	128
2 Total VET enrolments (Cert IV above and online) (2019)	Direct current demand	89
3 Population (aged 15-64) (2016)	Direct latent demand	10,996
4 Population growth (2017-2019)	Direct latent demand	0.5%
5 Broader SA3 HE enrolments (online) (2019)	Indirect current demand	1203
6 Broader SA3 VET enrolments (Cert IV above and online) (2019)	Indirect current demand	440
7 Broader SA3 population (aged 15-64) (2016)	Indirect latent demand	48,867
8 Broader SA3 population growth (2017-2019)	Indirect latent demand	0.1%

Normalised values
Values are normalised between 1 (lower need) and 5 (higher need) to better compare regions.

Relative needs measures

Region / Average (2.5)

Needs volume measures

Region / Average (2.5)

Additional notes:
1. Region types are either 'SA2', 'Blended SA2' or 'SA3'. The different groupings are required to better reflect economic regions and compare geographic locations.
2. Threshold - the level set for each readiness threshold measure that a region must pass in order to be considered in-scope for a Centre.
3. Met? - Whether or not a region meets a readiness threshold.
4. Campus - an existing campus is defined as either being an existing RUC campus or a higher education institution that offers over 5 subjects and has more than 100 full time students.
5. Minimum distance - defined as the minimum distance in km between the region and an SA2 region with an existing university campus or RUC.
6. Relative needs weightings - the weighting that is applied to the combined score of relative needs measures corresponding to their relevant indicator.
7. Overall needs weightings - the weighting that is applied to all volume measures and all relative needs measures when calculating the overall needs score.
8. SA3 population - the population of the broader SA3 region, excluding any metropolitan sub-areas.
9. This table captures all the regions within the broader SA3 region. 'In-scope' indicates whether a location is included in the dashboard analysis.
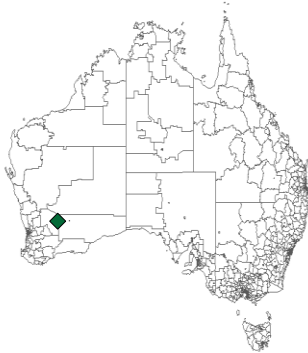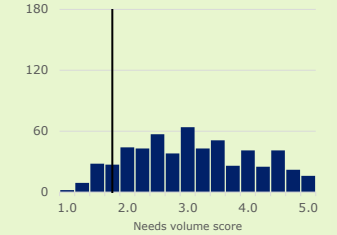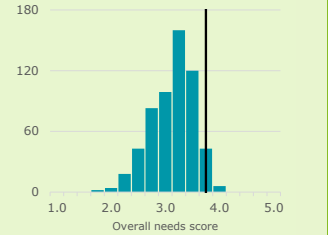
REGIONAL NEEDS DASHBOARD

This dashboard is intended as an initial and preliminary assessment of the relative needs of a region for a Regional University Centre. It accompanies a report titled 'Scoping study to inform future locations for Regional University Centres' delivered to the Australian Government Department of Education, Skills and Employment on November 2021.

Mukinbudin
WA

CONTEXTUAL INFORMATION
Demographic and other key contextual information related to the region, including the broader SA3 region.

Regional information	
Population	3,200
Indigenous population	4%
Region size (sqkm)	50,177
Postcode (with largest population)	6421
Region type[1]	SA2
ARIA measure	Remote
Distance to nearest campus (km)	249

Education enrolments	
Higher education (all)	46
Higher education (online only)	18
VET (Cert IV and above, all)	110
VET (Cert IV and above, online only)	6

Broader region information (SA3)	
Wheat Belt - North	
Population[8]	55,900
Region size (sqkm)	110,695
HE enrolments (all) (2019)	1,103
HE enrolments (online only) (2019)	378

SA2 regions within broader SA3	In-scope?[9]
Chittering	No
Cunderdin	No
Dowerin	No
Gingin - Dandaragan	No
Merredin	No
Moora	No
Mukinbudin	Yes
Northam	No
Toodyay	No
York - Beverley	No

REGIONAL NEEDS RESULTS
Summary of the key needs results, including the relative scoring of this region to all assessed regions. The overall score is a function of the 'relative needs' and 'needs volume' of a region. All regions receive an overall needs score, however, regions with an identified readiness threshold issue do not receive a ranking.

Relative needs score   4.6

An assessment to determine the relative extent of a community's underrepresentation in access to and achievement of positive tertiary outcomes. Regions are assessed from largest relative need (5) to smallest relative need (1).

Needs volume score   1.7

An assessment of total need or demand (i.e. volume) for Centre services within the region. Regions are assessed from largest volume (5) to smallest volume (1).

Overall needs score   3.7

A weighted average of relative needs and needs volume to determine the overall needs score and ranking of a region. Regions are scored between highest need (5) and lowest need (1).

Needs ranking
Regions that do not have any readiness issues identified are then ranked by the overall needs score.

Ranked 3 of 256 regions with no readiness issues idenitified. Total number of regions is 597.

READINESS THRESHOLD
These factors inform the initial threshold considerations for the level of readiness for a community to establish a RUC, and the likelihood of success if a RUC is established.

No initial readiness issues identified

Measure	Value	Threshold[2]	Met?[3]
Population growth above minimum threshold	-0.9%	-1.0%	Yes
Population size above minimum threshold	3,200	3,000	Yes
Population size below maximum threshold	3,200	50,000	Yes
Year 10 completions above minimum threshold	85.4%	75.0%	Yes
Existing RUC or university campus in region[4]	No	No	Yes
Nearest campus above minimum distance threshold (km)[5]	249	40	Yes

WEIGHTINGS
Weightings have been applied to the relative needs measures and overall needs scores.

Relative needs weightings[6]	
Access and participation	40%
Retention and experience	40%
Transition and outcomes	20%

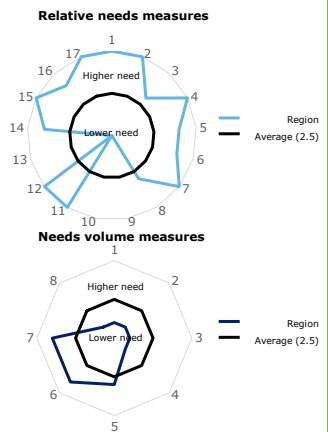| Overall needs weightings[7]	
Relative needs	70%
Needs volume	30%

NEEDS MEASURES
The specific measures used to determine the overall needs score and ranking. Values for each measure are normalised between 1 (lower need) to 5 (higher need) to support comparisons between regions and aggregating multiple measures. The radar charts (right) present the normalised values for each measure: scores below average (inside the black circle) represent lower levels of needs, whereas scores above average (outside the black circle) represent higher levels of need.

Relative needs measure	Theme	Value
1 Proportion of population enrolled in HE (2019)		1.4%
2 Proportion of population enrolled in VET (2019)		4%
3 Average growth in HE enrolments (2017-19)		0%
4 Average growth in VET enrolments (2017-19)	Access and	39%
5 Proportion of Indigenous population enrolled in HE (2019)	participation	1%
6 Proportion of Indigenous population enrolled in VET (2019)		16%
7 Proportion of population with a tertiary qualification (2016)		10%
8 Level of disadvantage (SEIFA deciles, where 1 = most disadvantaged) (2016)		4
9 Proportion of HE students that complete within 3 years (2016 cohort)		NA
10 Proportion of HE students that unenrol within 4 years (2016 cohort)	Retention and	NA
11 Average VET completion rate (2017-2019)	experience	67%
12 Average VET completion rate for Indigenous learners (2017-2019)		91%
13 Proportion of HE graduates satisfied with overall experience (2017-2020)		NA
14 Proportion of HE graduates gaining employment (2018-2020)		69%
15 Proportion of HE graduates continuing further study (2018-2020)	Transition and	75%
16 Proportion of HE graduating into relevant employment (2018-2020)	outcomes	64%
17 Average growth in higher skilled labour demand (2015-2019)		7%

Needs volume measure	Theme	Value
1 Total HE enrolments (online) (2019)	Direct current	18
2 Total VET enrolments (Cert IV above and online) (2019)	demand	6
3 Population (aged 15-64) (2016)	Direct latent	2,111
4 Population growth (2017-2019)	demand	-0.9%
5 Broader SA3 HE enrolments (online) (2019)	Indirect current	378
6 Broader SA3 VET enrolments (Cert IV above and online) (2019)	demand	198
7 Broader SA3 population (aged 15-64) (2016)	Indirect latent	34,654
8 Broader SA3 population growth (2017-2019)	demand	-0.5%

Normalised values
Values are normalised between 1 (lower need) and 5 (higher need) to better compare regions.

Relative needs measures

Region / Average (2.5)

Needs volume measures

Region / Average (2.5)

Additional notes:
1. Region types are either 'SA2', 'Blended SA2' or 'SA3'. The different groupings are required to better reflect economic regions and compare geographic locations.
2. Threshold - the level set for each readiness threshold measure that a region must pass in order to be considered in-scope for a Centre.
3. Met? - Whether or not a region meets a readiness threshold.
4. Campus - an existing campus is defined as either being an existing RUC campus or a higher education institution that offers over 5 subjects and has more than 100 full time students.
5. Minimum distance - defined as the minimum distance in km between the region and an SA2 region with an existing university campus or RUC.
6. Relative needs weightings - the weighting that is applied to the combined score of relative needs measures corresponding to their relevant indicator.
7. Overall needs weightings - the weighting that is applied to all volume measures and all relative needs measures when calculating the overall needs score.
8. SA3 population - the population of the broader SA3 region, excluding any metropolitan sub-areas.
9. This table captures all the regions within the broader SA3 region. 'In-scope' indicates whether a location is included in the dashboard analysis.

REGIONAL NEEDS DASHBOARD

This dashboard is intended as an initial and preliminary assessment of the relative needs of a region for a Regional University Centre. It accompanies a report titled 'Scoping study to inform future locations for Regional University Centres' delivered to the Australian Government Department of Education, Skills and Employment on November 2021.

Plantagenet
WA

CONTEXTUAL INFORMATION
Demographic and other key contextual information related to the region, including the broader SA3 region.

Regional information	
Population	5,100
Indigenous population	3%
Region size (sqkm)	4,384
Postcode (with largest population)	6323
Region type[1]	SA2
ARIA measure	Outer regional
Distance to nearest campus (km)	54

Education enrolments	
Higher education (all)	85
Higher education (online only)	34
VET (Cert IV and above, all)	275
VET (Cert IV and above, online only)	18

Broader region information (SA3)	
Albany	
Population[8]	59,200
Region size (sqkm)	37,888
HE enrolments (all) (2019)	1,227
HE enrolments (online only) (2019)	490

SA2 regions within broader SA3	In-scope?[9]
Albany	No
Albany Region	No
Bayonet Head - Lower King	No
Denmark	No
Gnowangerup	No
Katanning	No
Kojonup	No
Little Grove - Elleker	No
McKail - Willyung	No
Plantagenet	Yes

REGIONAL NEEDS RESULTS
Summary of the key needs results, including the relative scoring of this region to all assessed regions. The overall score is a function of the 'relative needs' and 'needs volume' of a region. All regions receive an overall needs score, however, regions with an identified readiness threshold issue do not receive a ranking.

Relative needs score   4.0
An assessment to determine the relative extent of a community's underrepresentation in access to and achievement of positive tertiary outcomes. Regions are assessed from largest relative need (5) to smallest relative need (1).

Needs volume score   3.1
An assessment of total need or demand (i.e. volume) for Centre services within the region. Regions are assessed from largest volume (5) to smallest volume (1).

Overall needs score   3.7
A weighted average of relative needs and needs volume to determine the overall needs score and ranking of a region. Regions are scored between highest need (5) and lowest need (1).

Needs ranking
Regions that do not have any readiness issues identified are then ranked by the overall needs score.

Ranked 4 of 256 regions with no readiness issues idenitified. Total number of regions is 597.

READINESS THRESHOLD
These factors inform the initial threshold considerations for the level of readiness for a community to establish a RUC, and the likelihood of success if a RUC is established.

No initial readiness issues identified

Measure	Value	Threshold[2]	Met?[3]
Population growth above minimum threshold	0.9%	-1.0%	Yes
Population size above minimum threshold	5,100	3,000	Yes
Population size below maximum threshold	5,100	50,000	Yes
Year 10 completions above minimum threshold	87.1%	75.0%	Yes
Existing RUC or university campus in region[4]	No	No	Yes
Nearest campus above minimum distance threshold (km)[5]	54	40	Yes

WEIGHTINGS
Weightings have been applied to the relative needs measures and overall needs scores.

Relative needs weightings[6]	
Access and participation	40%
Retention and experience	40%
Transition and outcomes	20%

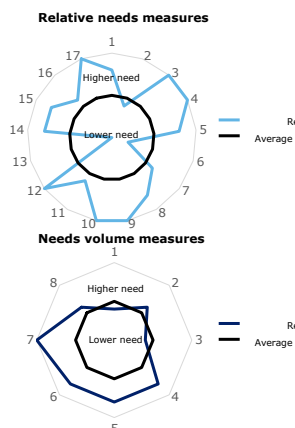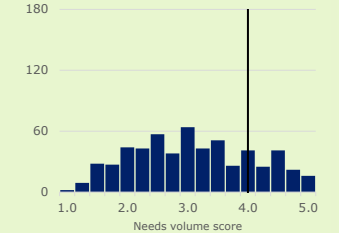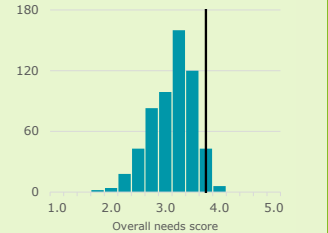| Overall needs weightings[7]	
Relative needs	70%
Needs volume	30%

NEEDS MEASURES
The specific measures used to determine the overall needs score and ranking. Values for each measure are normalised between 1 (lower need) to 5 (higher need) to support comparisons between regions and aggregating multiple measures. The radar charts (right) present the normalised values for each measure: scores below average (inside the black circle) represent lower levels of needs, whereas scores above average (outside the black circle) represent higher levels of need.

#	Relative needs measure	Theme	Value
1	Proportion of population enrolled in HE (2019)		1.7%
2	Proportion of population enrolled in VET (2019)		7%
3	Average growth in HE enrolments (2017-19)		4%
4	Average growth in VET enrolments (2017-19)	Access and participation	38%
5	Proportion of Indigenous population enrolled in HE (2019)		2%
6	Proportion of Indigenous population enrolled in VET (2019)		43%
7	Proportion of population with a tertiary qualification (2016)		15%
8	Level of disadvantage (SEIFA deciles, where 1 = most disadvantaged) (2016)		3
9	Proportion of HE students that complete within 3 years (2016 cohort)		67%
10	Proportion of HE students that unenrol within 4 years (2016 cohort)	Retention and experience	37%
11	Average VET completion rate (2017-2019)		57%
12	Average VET completion rate for Indigenous learners (2017-2019)		88%
13	Proportion of HE graduates satisfied with overall experience (2017-2020)		NA
14	Proportion of HE graduates gaining employment (2018-2020)		70%
15	Proportion of HE graduates continuing further study (2018-2020)	Transition and outcomes	78%
16	Proportion of HE graduating into relevant employment (2018-2020)		71%
17	Average growth in higher skilled labour demand (2015-2019)		7%

#	Needs volume measures	Theme	Value
1	Total HE enrolments (online) (2019)	Direct current demand	34
2	Total VET enrolments (Cert IV above and online) (2019)		18
3	Population (aged 15-64) (2016)	Direct latent demand	3,140
4	Population growth (2017-2019)		0.9%
5	Broader SA3 HE enrolments (online) (2019)	Indirect current demand	490
6	Broader SA3 VET enrolments (Cert IV above and online) (2019)		187
7	Broader SA3 population (aged 15-64) (2016)	Indirect latent demand	36,053
8	Broader SA3 population growth (2017-2019)		0.2%

Normalised values
Values are normalised between 1 (lower need) and 5 (higher need) to better compare regions.

Relative needs measures

Region / Average (2.5)

Needs volume measures

Region / Average (2.5)

Additional notes:
1. Region types are either 'SA2', 'Blended SA2' or 'SA3'. The different groupings are required to better reflect economic regions and compare geographic locations.
2. Threshold - the level set for each readiness threshold measure that a region must pass in order to be considered in-scope for a Centre.
3. Met? - Whether or not a region meets a readiness threshold.
4. Campus - an existing campus is defined as either being an existing RUC campus or a higher education institution that offers over 5 subjects and has more than 100 full time students.
5. Minimum distance - defined as the minimum distance in km between the region and an SA2 region with an existing university campus or RUC.
6. Relative needs weightings - the weighting that is applied to the combined score of relative needs measures corresponding to their relevant indicator.
7. Overall needs weightings - the weighting that is applied to all volume measures and all relative needs measures when calculating the overall needs score.
8. SA3 population - the population of the broader SA3 region, excluding any metropolitan sub-areas.
9. This table captures all the regions within the broader SA3 region. 'In-scope' indicates whether a location is included in the dashboard analysis.

REGIONAL NEEDS DASHBOARD

Narooma - Bermagui
NSW

CONTEXTUAL INFORMATION
Demographic and other key contextual information related to the region, including the broader SA3 region.

Regional information	
Population	9,000
Indigenous population	5%
Region size (sqkm)	253
Postcode (with largest population)	2546
Region type[1]	SA2
ARIA measure	Outer regional
Distance to nearest campus (km)	86

Education enrolments	
Higher education (all)	119
Higher education (online only)	63
VET (Cert IV and above, all)	450
VET (Cert IV and above, online only)	38

Broader region information (SA3)	
South Coast	
Population[8]	70,600
Region size (sqkm)	9,865
HE enrolments (all) (2019)	2,287
HE enrolments (online only) (2019)	973

SA2 regions within broader SA3	In-scope?[9]
Batemans Bay	No
Batemans Bay - South	No
Bega-Eden Hinterland	No
Bega - Tathra	No
Broulee - Tomakin	No
Deua - Wadbilliga	No
Eden	No
Eurobodalla Hinterland	No
Merimbula - Tura Beach	No
Moruya - Tuross Head	No
Narooma - Bermagui	Yes

REGIONAL NEEDS RESULTS
Summary of the key needs results, including the relative scoring of this region to all assessed regions. The overall score is a function of the 'relative needs' and 'needs volume' of a region. All regions receive an overall needs score, however, regions with an identified readiness threshold issue do not receive a ranking.

Relative needs score   **3.6**
An assessment to determine the relative extent of a community's underrepresentation in access to and achievement of positive tertiary outcomes. Regions are assessed from largest relative need (5) to smallest relative need (1).

Needs volume score   **3.9**
An assessment of total need or demand (i.e. volume) for Centre services within the region. Regions are assessed from largest volume (5) to smallest volume (1).

Overall needs score   **3.7**
A weighted average of relative needs and needs volume to determine the overall needs score and ranking of a region. Regions are scored between highest need (5) and lowest need (1).

Needs ranking
Regions that do not have any readiness issues identified are then ranked by the overall needs score.
Ranked 5 of 256 regions with no readiness issues idenitified. Total number of regions is 597.

READINESS THRESHOLD
These factors inform the initial threshold considerations for the level of readiness for a community to establish a RUC, and the likelihood of success if a RUC is established.

No initial readiness issues identified

Measure	Value	Threshold[2]	Met?[3]
Population growth above minimum threshold	0.2%	-1.0%	Yes
Population size above minimum threshold	9,000	3,000	Yes
Population size below maximum threshold	9,000	50,000	Yes
Year 10 completions above minimum threshold	82.8%	75.0%	Yes
Existing RUC or university campus in region[4]	No	No	Yes
Nearest campus above minimum distance threshold (km)[5]	86	40	Yes

WEIGHTINGS
Weightings have been applied to the relative needs measures and overall needs scores.

Relative needs weightings[6]	
Access and participation	40%
Retention and experience	40%
Transition and outcomes	20%

Overall needs weightings[7]	
Relative needs	70%
Needs volume	30%

NEEDS MEASURES
The specific measures used to determine the overall needs score and ranking. Values for each measure are normalised between 1 (lower need) to 5 (higher need) to support comparisons between regions and aggregating multiple measures. The radar charts (right) present the normalised values for each measure: scores below average (inside the black circle) represent lower levels of needs, whereas scores above average (outside the black circle) represent higher levels of need.
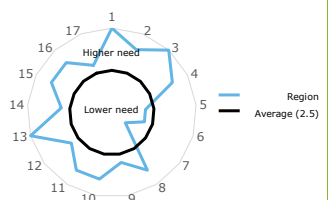
Relative needs measure	Theme	Value
1 Proportion of population enrolled in HE (2019)		1.4%
2 Proportion of population enrolled in VET (2019)		5%
3 Average growth in HE enrolments (2017-19)		5%
4 Average growth in VET enrolments (2017-19)	Access and participation	11%
5 Proportion of Indigenous population enrolled in HE (2019)		6%
6 Proportion of Indigenous population enrolled in VET (2019)		24%
7 Proportion of population with a tertiary qualification (2016)		20%
8 Level of disadvantage (SEIFA deciles, where 1 = most disadvantaged) (2016)		3
9 Proportion of HE students that complete within 3 years (2016 cohort)		55%
10 Proportion of HE students that unenrol within 4 years (2016 cohort)	Retention and experience	34%
11 Average VET completion rate (2017-2019)		61%
12 Average VET completion rate for Indigenous learners (2017-2019)		79%
13 Proportion of HE graduates satisfied with overall experience (2017-2020)		73%
14 Proportion of HE graduates gaining employment (2018-2020)		72%
15 Proportion of HE graduates continuing further study (2018-2020)	Transition and outcomes	79%
16 Proportion of HE graduating into relevant employment (2018-2020)		66%
17 Average growth in higher skilled labour demand (2015-2019)		4%

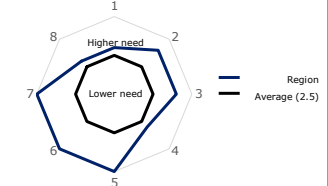| Needs volume measures	Theme	Value
1 Total HE enrolments (online) (2019)	Direct current demand	63
2 Total VET enrolments (Cert IV above and online) (2019)		38
3 Population (aged 15-64) (2016)	Direct latent demand	4,730
4 Population growth (2017-2019)		0.2%
5 Broader SA3 HE enrolments (online) (2019)	Indirect current demand	973
6 Broader SA3 VET enrolments (Cert IV above and online) (2019)		344
7 Broader SA3 population (aged 15-64) (2016)	Indirect latent demand	39,989
8 Broader SA3 population growth (2017-2019)		0.4%

Normalised values
Values are normalised between 1 (lower need) and 5 (higher need) to better compare regions.

Additional notes:
1. Region types are either 'SA2', 'Blended SA2' or 'SA3'. The different groupings are required to better reflect economic regions and compare geographic locations.
2. Threshold - the level set for each readiness threshold measure that a region must pass in order to be considered in-scope for a Centre.
3. Met? - Whether or not a region meets a readiness threshold.
4. Campus - an existing campus is defined as either being an existing RUC campus or a higher education institution that offers over 5 subjects and has more than 100 full time students.
5. Minimum distance - defined as the minimum distance in km between the region and an SA2 region with an existing university campus or RUC.
6. Relative needs weightings - the weighting that is applied to the combined score of relative needs measures corresponding to their relevant indicator.
7. Overall needs weightings - the weighting that is applied to all volume measures and all relative needs measures when calculating the overall needs score.
8. SA3 population - the population of the broader SA3 region, excluding any metropolitan sub-areas.
9. This table captures all the regions within the broader SA3 region. 'In-scope' indicates whether a location is included in the dashboard analysis.

REGIONAL NEEDS DASHBOARD

Loddon
VIC

CONTEXTUAL INFORMATION

Demographic and other key contextual information related to the region, including the broader SA3 region.

Regional information

Population	7,100
Indigenous population	1%
Region size (sqkm)	6,193
Postcode (with largest population)	3463
Region type[1]	SA2
ARIA measure	Outer regional
Distance to nearest campus (km)	60

Education enrolments

Higher education (all)	126
Higher education (online only)	29
VET (Cert IV and above, all)	415
VET (Cert IV and above, online only)	11

Broader region information (SA3)
Loddon - Elmore

Population[8]	11,400
Region size (sqkm)	7,634
HE enrolments (all) (2019)	171
HE enrolments (online only) (2019)	40

SA2 regions within broader SA3	In-scope?[9]
Bendigo Region - North	No
Loddon	Yes

REGIONAL NEEDS RESULTS

Summary of the key needs results, including the relative scoring of this region to all assessed regions. The overall score is a function of the 'relative needs' and 'needs volume' of a region. All regions receive an overall needs score, however, regions with an identified readiness threshold issue do not receive a ranking.

Relative needs score   **4.4**

An assessment to determine the relative extent of a community's underrepresentation in access to and achievement of positive tertiary outcomes. Regions are assessed from largest relative need (5) to smallest relative need (1).

Needs volume score   **1.9**

An assessment of total need or demand (i.e. volume) for Centre services within the region. Regions are assessed from largest volume (5) to smallest volume (1).

Overall needs score   **3.6**

A weighted average of relative needs and needs volume to determine the overall needs score and ranking of a region. Regions are scored between highest need (5) and lowest need (1).

Needs ranking

Regions that do not have any readiness issues identified are then ranked by the overall needs score.

Ranked 6 of 256 regions with no readiness issues idenitified. Total number of regions is 597.

READINESS THRESHOLD

These factors inform the initial threshold considerations for the level of readiness for a community to establish a RUC, and the likelihood of success if a RUC is established.

No initial readiness issues identified

Measure	Value	Threshold[2]	Met?[3]
Population growth above minimum threshold	-0.1%	-1.0%	Yes
Population size above minimum threshold	7,100	3,000	Yes
Population size below maximum threshold	7,100	50,000	Yes
Year 10 completions above minimum threshold	75.2%	75.0%	Yes
Existing RUC or university campus in region[4]	No	No	Yes
Nearest campus above minimum distance threshold (km)[5]	60	40	Yes

WEIGHTINGS

Weightings have been applied to the relative needs measures and overall needs scores.

Relative needs weightings[6]	
Access and participation	40%
Retention and experience	40%
Transition and outcomes	20%

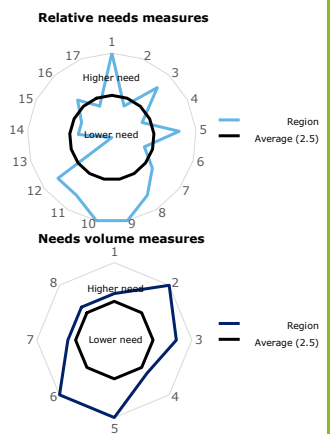| Overall needs weightings[7]	
Relative needs	70%
Needs volume	30%

NEEDS MEASURES

The specific measures used to determine the overall needs score and ranking. Values for each measure are normalised between 1 (lower need) to 5 (higher need) to support comparisons between regions and aggregating multiple measures. The radar charts (right) present the normalised values for each measure: scores below average (inside the black circle) represent lower levels of needs, whereas scores above average (outside the black circle) represent higher levels of need.

	Relative needs measure	Theme	Value
1	Proportion of population enrolled in HE (2019)		1.7%
2	Proportion of population enrolled in VET (2019)		6%
3	Average growth in HE enrolments (2017-19)		8%
4	Average growth in VET enrolments (2017-19)	Access and	-1%
5	Proportion of Indigenous population enrolled in HE (2019)	participation	7%
6	Proportion of Indigenous population enrolled in VET (2019)		15%
7	Proportion of population with a tertiary qualification (2016)		13%
8	Level of disadvantage (SEIFA deciles, where 1 = most disadvantaged) (2016)		3
9	Proportion of HE students that complete within 3 years (2016 cohort)		63%
10	Proportion of HE students that unenrol within 4 years (2016 cohort)	Retention and	37%
11	Average VET completion rate (2017-2019)	experience	69%
12	Average VET completion rate for Indigenous learners (2017-2019)		89%
13	Proportion of HE graduates satisfied with overall experience (2017-2020)		71%
14	Proportion of HE graduates gaining employment (2018-2020)		NA
15	Proportion of HE graduates continuing further study (2018-2020)	Transition and	NA
16	Proportion of HE graduating into relevant employment (2018-2020)	outcomes	NA
17	Average growth in higher skilled labour demand (2015-2019)		8%

	Needs volume measures	Theme	Value
1	Total HE enrolments (online) (2019)	Direct current	29
2	Total VET enrolments (Cert IV above and online) (2019)	demand	11
3	Population (aged 15-64) (2016)	Direct latent	4,040
4	Population growth (2017-2019)	demand	-0.1%
5	Broader SA3 HE enrolments (online) (2019)	Indirect current	40
6	Broader SA3 VET enrolments (Cert IV above and online) (2019)	demand	19
7	Broader SA3 population (aged 15-64) (2016)	Indirect latent	6,796
8	Broader SA3 population growth (2017-2019)	demand	0.5%

Normalised values

Values are normalised between 1 (lower need) and 5 (higher need) to better compare regions.

Relative needs measures

Needs volume measures

Additional notes:

1. Region types are either 'SA2', 'Blended SA2' or 'SA3'. The different groupings are required to better reflect economic regions and compare geographic locations.
2. Threshold - the level set for each readiness threshold measure that a region must pass in order to be considered in-scope for a Centre.
3. Met? - Whether or not a region meets a readiness threshold.
4. Campus - an existing campus is defined as either being an existing RUC campus or a higher education institution that offers over 5 subjects and has more than 100 full time students.
5. Minimum distance - defined as the minimum distance in km between the region and an SA2 region with an existing university campus or RUC.
6. Relative needs weightings - the weighting that is applied to the combined score of relative needs measures corresponding to their relevant indicator.
7. Overall needs weightings - the weighting that is applied to all volume measures and all relative needs measures when calculating the overall needs score.
8. SA3 population - the population of the broader SA3 region, excluding any metropolitan sub-areas.
9. This table captures all the regions within the broader SA3 region. 'In-scope' indicates whether a location is included in the dashboard analysis.

REGIONAL NEEDS DASHBOARD

This dashboard is intended as an initial and preliminary assessment of the relative needs of a region for a Regional University Centre. It accompanies a report titled 'Scoping study to inform future locations for Regional University Centres' delivered to the Australian Government Department of Education, Skills and Employment on November 2021.

Lithgow Region
NSW

CONTEXTUAL INFORMATION
Demographic and other key contextual information related to the region, including the broader SA3 region.

Regional information
Population	8,300
Indigenous population	5%
Region size (sqkm)	2,514
Postcode (with largest population)	2785
Region type[1]	SA2
ARIA measure	Inner regional
Distance to nearest campus (km)	41

Education enrolments
Higher education (all)	100
Higher education (online only)	56
VET (Cert IV and above, all)	675
VET (Cert IV and above, online only)	49
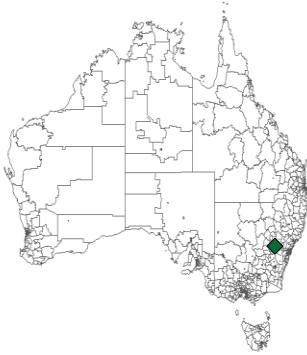
Broader region information (SA3)
Lithgow - Mudgee
Population[8]	46,600
Region size (sqkm)	16,045
HE enrolments (all) (2019)	1,419
HE enrolments (online only) (2019)	704

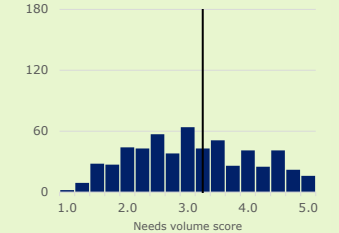| SA2 regions within broader SA3	In-scope?[9]
Lithgow	No
Lithgow Region	Yes
Mudgee	No
Mudgee Region - East	No
Mudgee Region - West	No

REGIONAL NEEDS RESULTS
Summary of the key needs results, including the relative scoring of this region to all assessed regions. The overall score is a function of the 'relative needs' and 'needs volume' of a region. All regions receive an overall needs score, however, regions with an identified readiness threshold issue do not receive a ranking.

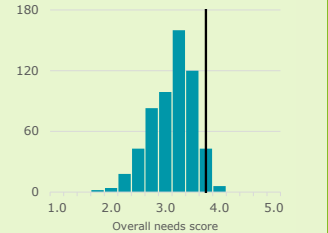**Relative needs score**   **3.5**

An assessment to determine the relative extent of a community's underrepresentation in access to and achievement of positive tertiary outcomes. Regions are assessed from largest relative need (5) to smallest relative need (1).

Needs volume score   **4.0**

An assessment of total need or demand (i.e. volume) for Centre services within the region. Regions are assessed from largest volume (5) to smallest volume (1).

Overall needs score   **3.6**

A weighted average of relative needs and needs volume to determine the overall needs score and ranking of a region. Regions are scored between highest need (5) and lowest need (1).
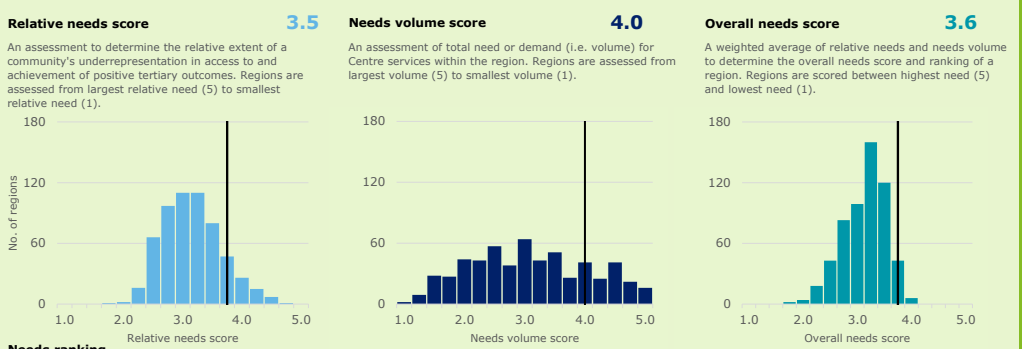
Needs ranking
Regions that do not have any readiness issues identified are then ranked by the overall needs score.

Ranked 7 of 256 regions with no readiness issues idenitified. Total number of regions is 597.

READINESS THRESHOLD
These factors inform the initial threshold considerations for the level of readiness for a community to establish a RUC, and the likelihood of success if a RUC is established.

No initial readiness issues identified

Measure	Value	Threshold[2]	Met?[3]
Population growth above minimum threshold	0.7%	-1.0%	Yes
Population size above minimum threshold	8,300	3,000	Yes
Population size below maximum threshold	8,300	50,000	Yes
Year 10 completions above minimum threshold	81.7%	75.0%	Yes
Existing RUC or university campus in region[4]	No	No	Yes
Nearest campus above minimum distance threshold (km)[5]	41	40	Yes

WEIGHTINGS
Weightings have been applied to the relative needs measures and overall needs scores.

Relative needs weightings[6]	
Access and participation	40%
Retention and experience	40%
Transition and outcomes	20%

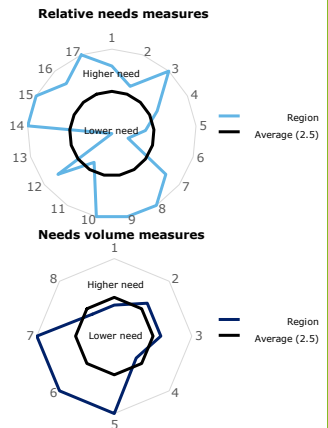| Overall needs weightings[7]	
Relative needs	70%
Needs volume	30%

NEEDS MEASURES
The specific measures used to determine the overall needs score and ranking. Values for each measure are normalised between 1 (lower need) to 5 (higher need) to support comparisons between regions and aggregating multiple measures. The radar charts (right) present the normalised values for each measure: scores below average (inside the black circle) represent lower levels of needs, whereas scores above average (outside the black circle) represent higher levels of need.

	Relative needs measure	Theme	Value
1	Proportion of population enrolled in HE (2019)		1.2%
2	Proportion of population enrolled in VET (2019)		8%
3	Average growth in HE enrolments (2017-19)		3%
4	Average growth in VET enrolments (2017-19)	Access and	-1%
5	Proportion of Indigenous population enrolled in HE (2019)	participation	2%
6	Proportion of Indigenous population enrolled in VET (2019)		26%
7	Proportion of population with a tertiary qualification (2016)		14%
8	Level of disadvantage (SEIFA deciles, where 1 = most disadvantaged) (2016)		3
9	Proportion of HE students that complete within 3 years (2016 cohort)		65%
10	Proportion of HE students that unenrol within 4 years (2016 cohort)	Retention and	38%
11	Average VET completion rate (2017-2019)	experience	61%
12	Average VET completion rate for Indigenous learners (2017-2019)		83%
13	Proportion of HE graduates satifised with overall experience (2017-2020)		NA
14	Proportion of HE graduates gaining employment (2018-2020)		77%
15	Proportion of HE graduates continuing further study (2018-2020)	Transition and	85%
16	Proportion of HE graduating into relevant employment (2018-2020)	outcomes	69%
17	Average growth in higher skilled labour demand (2015-2019)		3%

	Needs volume measures	Theme	Value
1	Total HE enrolments (online) (2019)	Direct current	56
2	Total VET enrolments (Cert IV above and online) (2019)	demand	49
3	Population (aged 15-64) (2016)	Direct latent	5,112
4	Population growth (2017-2019)	demand	0.7%
5	Broader SA3 HE enrolments (online) (2019)	Indirect current	704
6	Broader SA3 VET enrolments (Cert IV above and online) (2019)	demand	308
7	Broader SA3 population (aged 15-64) (2016)	Indirect latent	28,038
8	Broader SA3 population growth (2017-2019)	demand	0.3%

Relative needs measures

Normalised values
Values are normalised between 1 (lower need) and 5 (higher need) to better compare regions.

Needs volume measures

Additional notes:
1. Region types are either 'SA2', 'Blended SA2' or 'SA3'. The different groupings are required to better reflect economic regions and compare geographic locations.
2. Threshold - the level set for each readiness threshold measure that a region must pass in order to be considered in-scope for a Centre.
3. Met? - Whether or not a region meets a readiness threshold.
4. Campus - an existing campus is defined as either being an existing RUC campus or a higher education institution that offers over 5 subjects and has more than 100 full time students.
5. Minimum distance - defined as the minimum distance in km between the region and an SA2 region with an existing university campus or RUC.
6. Relative needs weightings - the weighting that is applied to the combined score of relative needs measures corresponding to their relevant indicator.
7. Overall needs weightings - the weighting that is applied to all volume measures and all relative needs measures when calculating the overall needs score.
8. SA3 population - the population of the broader SA3 region, excluding any metropolitan sub-areas.
9. This table captures all the regions within the broader SA3 region. 'In-scope' indicates whether a location is included in the dashboard analysis.

REGIONAL NEEDS DASHBOARD

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Casino Region
NSW

CONTEXTUAL INFORMATION

Demographic and other key contextual information related to the region, including the broader SA3 region.

Regional information
Population	7,000
Indigenous population	5%
Region size (sqkm)	3,950
Postcode (with largest population)	2469
Region type[1]	SA2
ARIA measure	Inner regional
Distance to nearest campus (km)	46

Education enrolments
Higher education (all)	113
Higher education (online only)	45
VET (Cert IV and above, all)	430
VET (Cert IV and above, online only)	18

Broader region information (SA3)
Richmond Valley - Hinterland
Population[8]	70,000
Region size (sqkm)	7,391
HE enrolments (all) (2019)	4,396
HE enrolments (online only) (2019)	1,800

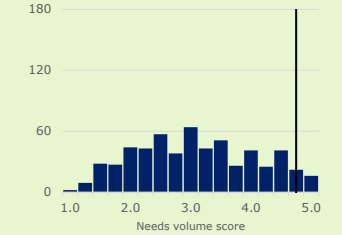| SA2 regions within broader SA3	In-scope?[9]
Casino	No
Casino Region	Yes
Goonellabah	No
Kyogle	No
Lismore	No
Lismore Region	No

REGIONAL NEEDS RESULTS

Summary of the key needs results, including the relative scoring of this region to all assessed regions. The overall score is a function of the 'relative needs' and 'needs volume' of a region. All regions receive an overall needs score, however, regions with an identified readiness threshold issue do not receive a ranking.
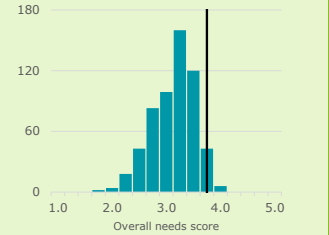
Relative needs score 3.8

An assessment to determine the relative extent of a community's underrepresentation in access to and achievement of positive tertiary outcomes. Regions are assessed from largest relative need (5) to smallest relative need (1).

Needs volume score 3.1

An assessment of total need or demand (i.e. volume) for Centre services within the region. Regions are assessed from largest volume (5) to smallest volume (1).

Overall needs score 3.6

A weighted average of relative needs and needs volume to determine the overall needs score and ranking of a region. Regions are scored between highest need (5) and lowest need (1).

Needs ranking
Regions that do not have any readiness issues identified are then ranked by the overall needs score.
Ranked 8 of 256 regions with no readiness issues idenitified. Total number of regions is 597.

READINESS THRESHOLD

These factors inform the initial threshold considerations for the level of readiness for a community to establish a RUC, and the likelihood of success if a RUC is established.

No initial readiness issues identified

Measure	Value	Threshold[2]	Met?[3]
Population growth above minimum threshold	-0.2%	-1.0%	Yes
Population size above minimum threshold	7,000	3,000	Yes
Population size below maximum threshold	7,000	50,000	Yes
Year 10 completions above minimum threshold	78.0%	75.0%	Yes
Existing RUC or university campus in region[4]	No	No	Yes
Nearest campus above minimum distance threshold (km)[5]	46	40	Yes

WEIGHTINGS

Weightings have been applied to the relative needs measures and overall needs scores.

Relative needs weightings[6]	
Access and participation	40%
Retention and experience	40%
Transition and outcomes	20%

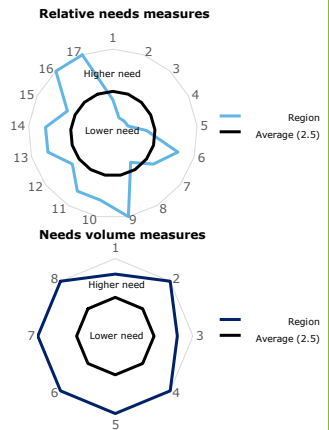| Overall needs weightings[7]	
Relative needs	70%
Needs volume	30%

NEEDS MEASURES

The specific measures used to determine the overall needs score and ranking. Values for each measure are normalised between 1 (lower need) to 5 (higher need) to support comparisons between regions and aggregating multiple measures. The radar charts (right) present the normalised values for each measure: scores below average (inside the black circle) represent lower levels of needs, whereas scores above average (outside the black circle) represent higher levels of need.

	Relative needs measure	Theme	Value
1	Proportion of population enrolled in HE (2019)		1.8%
2	Proportion of population enrolled in VET (2019)		6%
3	Average growth in HE enrolments (2017-19)		7%
4	Average growth in VET enrolments (2017-19)	Access and participation	4%
5	Proportion of Indigenous population enrolled in HE (2019)		6%
6	Proportion of Indigenous population enrolled in VET (2019)		29%
7	Proportion of population with a tertiary qualification (2016)		12%
8	Level of disadvantage (SEIFA deciles, where 1 = most disadvantaged) (2016)		2
9	Proportion of HE students that complete within 3 years (2016 cohort)		65%
10	Proportion of HE students that unenrol within 4 years (2016 cohort)	Retention and experience	43%
11	Average VET completion rate (2017-2019)		50%
12	Average VET completion rate for Indigenous learners (2017-2019)		81%
13	Proportion of HE graduates satisfied with overall experience (2017-2020)		NA
14	Proportion of HE graduates gaining employment (2018-2020)		60%
15	Proportion of HE graduates continuing further study (2018-2020)	Transition and outcomes	74%
16	Proportion of HE graduating into relevant employment (2018-2020)		66%
17	Average growth in higher skilled labour demand (2015-2019)		6%

	Needs volume measure	Theme	Value
1	Total HE enrolments (online) (2019)	Direct current demand	45
2	Total VET enrolments (Cert IV above and online) (2019)		18
3	Population (aged 15-64) (2016)	Direct latent demand	4,302
4	Population growth (2017-2019)		-0.2%
5	Broader SA3 HE enrolments (online) (2019)	Indirect current demand	1800
6	Broader SA3 VET enrolments (Cert IV above and online) (2019)		273
7	Broader SA3 population (aged 15-64) (2016)	Indirect latent demand	43,481
8	Broader SA3 population growth (2017-2019)		-0.2%

Normalised values
Values are normalised between 1 (lower need) and 5 (higher need) to better compare regions.

Additional notes:
1. Region types are either 'SA2', 'Blended SA2' or 'SA3'. The different groupings are required to better reflect economic regions and compare geographic locations.
2. Threshold - the level set for each readiness threshold measure that a region must pass in order to be considered in-scope for a Centre.
3. Met? - Whether or not a region meets a readiness threshold.
4. Campus - an existing campus is defined as either being an existing RUC campus or a higher education institution that offers over 5 subjects and has more than 100 full time students.
5. Minimum distance - defined as the minimum distance in km between the region and an SA2 region with an existing university campus or RUC.
6. Relative needs weightings - the weighting that is applied to the combined score of relative needs measures corresponding to their relevant indicator.
7. Overall needs weightings - the weighting that is applied to all volume measures and all relative needs measures when calculating the overall needs score.
8. SA3 population - the population of the broader SA3 region, excluding any metropolitan sub-areas.
9. This table captures all the regions within the broader SA3 region. 'In-scope' indicates whether a location is included in the dashboard analysis.

REGIONAL NEEDS DASHBOARD

This dashboard is intended as an initial and preliminary assessment of the relative needs of a region for a Regional University Centre. It accompanies a report titled 'Scoping study to inform future locations for Regional University Centres' delivered to the Australian Government Department of Education, Skills and Employment on November 2021.

Branxton - Greta - Pokolbin
NSW

CONTEXTUAL INFORMATION
Demographic and other key contextual information related to the region, including the broader SA3 region.

Regional information	
Population	10,100
Indigenous population	5%
Region size (sqkm)	392
Postcode (with largest population)	2320
Region type[1]	SA2
ARIA measure	Inner regional
Distance to nearest campus (km)	46

Education enrolments	
Higher education (all)	300
Higher education (online only)	112
VET (Cert IV and above, all)	1,020
VET (Cert IV and above, online only)	65
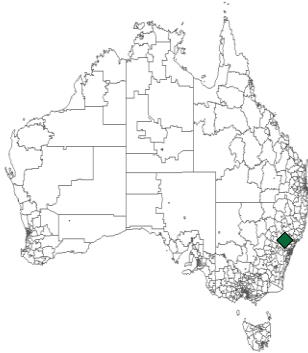
Broader region information (SA3)	
Lower Hunter	
Population[8]	70,000
Region size (sqkm)	8,567
HE enrolments (all) (2019)	1,767
HE enrolments (online only) (2019)	648

SA2 regions within broader SA3	In-scope?[9]
Branxton - Greta - Pokolbin	Yes
Cessnock	No
Cessnock Region	No
Dungog	No
Singleton	No
Singleton Region	No

REGIONAL NEEDS RESULTS
Summary of the key needs results, including the relative scoring of this region to all assessed regions. The overall score is a function of the 'relative needs' and 'needs volume' of a region. All regions receive an overall needs score, however, regions with an identified readiness threshold issue do not receive a ranking.

Relative needs score   **3.2**
An assessment to determine the relative extent of a community's underrepresentation in access to and achievement of positive tertiary outcomes. Regions are assessed from largest relative need (5) to smallest relative need (1).

Needs volume score   **4.6**
An assessment of total need or demand (i.e. volume) for Centre services within the region. Regions are assessed from largest volume (5) to smallest volume (1).

Overall needs score   **3.6**
A weighted average of relative needs and needs volume to determine the overall needs score and ranking of a region. Regions are scored between highest need (5) and lowest need (1).

Needs ranking
Regions that do not have any readiness issues identified are then ranked by the overall needs score.
Ranked 9 of 256 regions with no readiness issues idenitified. Total number of regions is 597.

READINESS THRESHOLD
These factors inform the initial threshold considerations for the level of readiness for a community to establish a RUC, and the likelihood of success if a RUC is established.

No initial readiness issues identified

Measure	Value	Threshold[2]	Met?[3]
Population growth above minimum threshold	3.2%	-1.0%	Yes
Population size above minimum threshold	10,100	3,000	Yes
Population size below maximum threshold	10,100	50,000	Yes
Year 10 completions above minimum threshold	84.3%	75.0%	Yes
Existing RUC or university campus in region[4]	No	No	Yes
Nearest campus above minimum distance threshold (km)[5]	46	40	Yes

WEIGHTINGS
Weightings have been applied to the relative needs measures and overall needs scores.

Relative needs weightings[6]	
Access and participation	40%
Retention and experience	40%
Transition and outcomes	20%

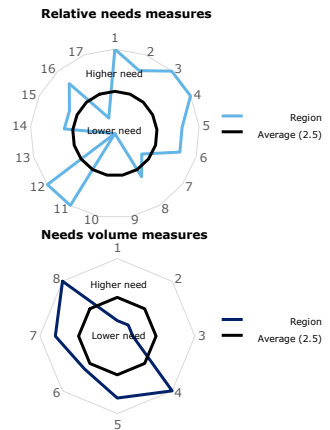| Overall needs weightings[7]	
Relative needs	70%
Needs volume	30%

NEEDS MEASURES
The specific measures used to determine the overall needs score and ranking. Values for each measure are normalised between 1 (lower need) to 5 (higher need) to support comparisons between regions and aggregating multiple measures. The radar charts (right) present the normalised values for each measure: scores below average (inside the black circle) represent lower levels of needs, whereas scores above average (outside the black circle) represent higher levels of need.

Relative needs measure	Theme	Value
1 Proportion of population enrolled in HE (2019)		2.7%
2 Proportion of population enrolled in VET (2019)		9%
3 Average growth in HE enrolments (2017-19)		-7%
4 Average growth in VET enrolments (2017-19)	Access and	-9%
5 Proportion of Indigenous population enrolled in HE (2019)	participation	5%
6 Proportion of Indigenous population enrolled in VET (2019)		17%
7 Proportion of population with a tertiary qualification (2016)		15%
8 Level of disadvantage (SEIFA deciles, where 1 = most disadvantaged) (2016)		5
9 Proportion of HE students that complete within 3 years (2016 cohort)		68%
10 Proportion of HE students that unenrol within 4 years (2016 cohort)	Retention and	34%
11 Average VET completion rate (2017-2019)	experience	62%
12 Average VET completion rate for Indigenous learners (2017-2019)		76%
13 Proportion of HE graduates satisfied with overall experience (2017-2020)		77%
14 Proportion of HE graduates gaining employment (2018-2020)		69%
15 Proportion of HE graduates continuing further study (2018-2020)	Transition and	80%
16 Proportion of HE graduating into relevant employment (2018-2020)	outcomes	63%
17 Average growth in higher skilled labour demand (2015-2019)		6%

Needs volume measures	Theme	Value
1 Total HE enrolments (online) (2019)	Direct current	112
2 Total VET enrolments (Cert IV above and online) (2019)	demand	65
3 Population (aged 15-64) (2016)	Direct latent	6,497
4 Population growth (2017-2019)	demand	3.2%
5 Broader SA3 HE enrolments (online) (2019)	Indirect current	648
6 Broader SA3 VET enrolments (Cert IV above and online) (2019)	demand	360
7 Broader SA3 population (aged 15-64) (2016)	Indirect latent	44,692
8 Broader SA3 population growth (2017-2019)	demand	1.5%

Normalised values
Values are normalised between 1 (lower need) and 5 (higher need) to better compare regions.

Relative needs measures

Needs volume measures

Additional notes:
1. Region types are either 'SA2', 'Blended SA2' or 'SA3'. The different groupings are required to better reflect economic regions and compare geographic locations.
2. Threshold - the level set for each readiness threshold measure that a region must pass in order to be considered in-scope for a Centre.
3. Met? - Whether or not a region meets a readiness threshold.
4. Campus - an existing campus is defined as either being an existing RUC campus or a higher education institution that offers over 5 subjects and has more than 100 full time students.
5. Minimum distance - defined as the minimum distance in km between the region and an SA2 region with an existing university campus or RUC.
6. Relative needs weightings - the weighting that is applied to the combined score of relative needs measures corresponding to their relevant indicator.
7. Overall needs weightings - the weighting that is applied to all volume measures and all relative needs measures when calculating the overall needs score.
8. SA3 population - the population of the broader SA3 region, excluding any metropolitan sub-areas.
9. This table captures all the regions within the broader SA3 region. 'In-scope' indicates whether a location is included in the dashboard analysis.

REGIONAL NEEDS DASHBOARD

Yea
VIC

CONTEXTUAL INFORMATION
Demographic and other key contextual information related to the region, including the broader SA3 region.

Regional information
Population	3,600
Indigenous population	1%
Region size (sqkm)	1,474
Postcode (with largest population)	3658
Region type[1]	SA2
ARIA measure	Inner regional
Distance to nearest campus (km)	54

Education enrolments
Higher education (all)	41
Higher education (online only)	8
VET (Cert IV and above, all)	185
VET (Cert IV and above, online only)	5
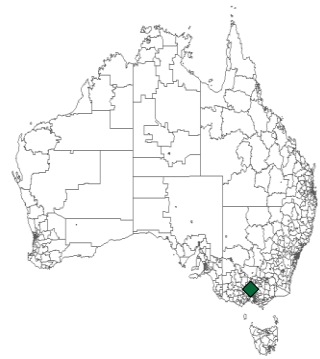
Broader region information (SA3)
Upper Goulburn Valley
Population[8]	53,800
Region size (sqkm)	13,959
HE enrolments (all) (2019)	1,280
HE enrolments (online only) (2019)	456

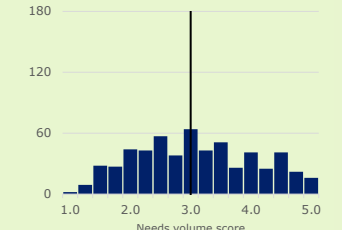| SA2 regions within broader SA3	In-scope?[9]
Alexandra	No
Euroa	No
Kilmore - Broadford	No
Mansfield (Vic.)	No
Nagambie	No
Seymour	No
Seymour Region	No
Upper Yarra Valley	No
Yea	Yes

REGIONAL NEEDS RESULTS
Summary of the key needs results, including the relative scoring of this region to all assessed regions. The overall score is a function of the 'relative needs' and 'needs volume' of a region. All regions receive an overall needs score, however, regions with an identified readiness threshold issue do not receive a ranking.
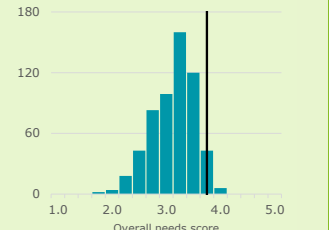
Relative needs score   **4.1**

An assessment to determine the relative extent of a community's underrepresentation in access to and achievement of positive tertiary outcomes. Regions are assessed from largest relative need (5) to smallest relative need (1).

Needs volume score   **2.5**

An assessment of total need or demand (i.e. volume) for Centre services within the region. Regions are assessed from largest volume (5) to smallest volume (1).

Overall needs score   **3.6**

A weighted average of relative needs and needs volume to determine the overall needs score and ranking of a region. Regions are scored between highest need (5) and lowest need (1).
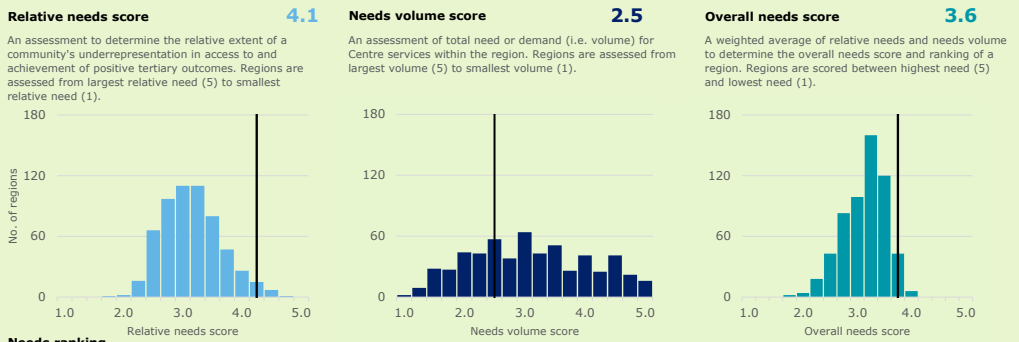
Needs ranking
Regions that do not have any readiness issues identified are then ranked by the overall needs score.

Ranked 10 of 256 regions with no readiness issues idenitified. Total number of regions is 597.

READINESS THRESHOLD
These factors inform the initial threshold considerations for the level of readiness for a community to establish a RUC, and the likelihood of success if a RUC is established.

No initial readiness issues identified

Measure	Value	Threshold[2]	Met?[3]
Population growth above minimum threshold	1.4%	-1.0%	Yes
Population size above minimum threshold	3,600	3,000	Yes
Population size below maximum threshold	3,600	50,000	Yes
Year 10 completions above minimum threshold	82.6%	75.0%	Yes
Existing RUC or university campus in region[4]	No	No	Yes
Nearest campus above minimum distance threshold (km)[5]	54	40	Yes

WEIGHTINGS
Weightings have been applied to the relative needs measures and overall needs scores.

Relative needs weightings[6]	
Access and participation	40%
Retention and experience	40%
Transition and outcomes	20%

Overall needs weightings[7]	
Relative needs	70%
Needs volume	30%

NEEDS MEASURES
The specific measures used to determine the overall needs score and ranking. Values for each measure are normalised between 1 (lower need) to 5 (higher need) to support comparisons between regions and aggregating multiple measures. The radar charts (right) present the normalised values for each measure: scores below average (inside the black circle) represent lower levels of needs, whereas scores above average (outside the black circle) represent higher levels of need.
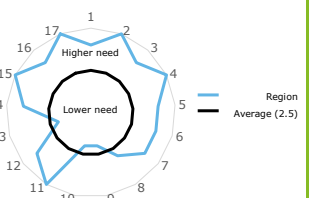
	Relative needs measure	Theme	Value
1	Proportion of population enrolled in HE (2019)		1.3%
2	Proportion of population enrolled in VET (2019)		6%
3	Average growth in HE enrolments (2017-19)		10%
4	Average growth in VET enrolments (2017-19)	Access and participation	13%
5	Proportion of Indigenous population enrolled in HE (2019)		2%
6	Proportion of Indigenous population enrolled in VET (2019)		14%
7	Proportion of population with a tertiary qualification (2016)		19%
8	Level of disadvantage (SEIFA deciles, where 1 = most disadvantaged) (2016)		4
9	Proportion of HE students that complete within 3 years (2016 cohort)		NA
10	Proportion of HE students that unenrol within 4 years (2016 cohort)	Retention and experience	NA
11	Average VET completion rate (2017-2019)		69%
12	Average VET completion rate for Indigenous learners (2017-2019)		100%
13	Proportion of HE graduates satisfied with overall experience (2017-2020)		NA
14	Proportion of HE graduates gaining employment (2018-2020)		71%
15	Proportion of HE graduates continuing further study (2018-2020)	Transition and outcomes	80%
16	Proportion of HE graduating into relevant employment (2018-2020)		64%
17	Average growth in higher skilled labour demand (2015-2019)		2%

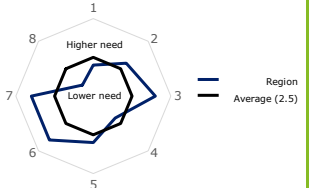|	Needs volume measures	Theme	Value
1	Total HE enrolments (online) (2019)	Direct current demand	8
2	Total VET enrolments (Cert IV above and online) (2019)		5
3	Population (aged 15-64) (2016)	Direct latent demand	2,039
4	Population growth (2017-2019)		1.4%
5	Broader SA3 HE enrolments (online) (2019)	Indirect current demand	456
6	Broader SA3 VET enrolments (Cert IV above and online) (2019)		105
7	Broader SA3 population (aged 15-64) (2016)	Indirect latent demand	32,458
8	Broader SA3 population growth (2017-2019)		1.4%

Normalised values

Values are normalised between 1 (lower need) and 5 (higher need) to better compare regions.

Relative needs measures

Needs volume measures

Additional notes:

1. Region types are either 'SA2', 'Blended SA2' or 'SA3'. The different groupings are required to better reflect economic regions and compare geographic locations.
2. Threshold - the level set for each readiness threshold measure that a region must pass in order to be considered in-scope for a Centre.
3. Met? - Whether or not a region meets a readiness threshold.
4. Campus - an existing campus is defined as either being an existing RUC campus or a higher education institution that offers over 5 subjects and has more than 100 full time students.
5. Minimum distance - defined as the minimum distance in km between the region and an SA2 region with an existing university campus or RUC.
6. Relative needs weightings - the weighting that is applied to the combined score of relative needs measures corresponding to their relevant indicator.
7. Overall needs weightings - the weighting that is applied to all volume measures and all relative needs measures when calculating the overall needs score.
8. SA3 population - the population of the broader SA3 region, excluding any metropolitan sub-areas.
9. This table captures all the regions within the broader SA3 region. 'In-scope' indicates whether a location is included in the dashboard analysis.

REGIONAL NEEDS DASHBOARD

This dashboard is intended as an initial and preliminary assessment of the relative needs of a region for a Regional University Centre. It accompanies a report titled 'Scoping study to inform future locations for Regional University Centres' delivered to the Australian Government Department of Education, Skills and Employment on November 2021.

Gingin - Dandaragan
WA

CONTEXTUAL INFORMATION
Demographic and other key contextual information related to the region, including the broader SA3 region.

Regional information	
Population	8,400
Indigenous population	2%
Region size (sqkm)	9,920
Postcode (with largest population)	6041
Region type[1]	SA2
ARIA measure	Outer regional
Distance to nearest campus (km)	112

Education enrolments	
Higher education (all)	123
Higher education (online only)	31
VET (Cert IV and above, all)	350
VET (Cert IV and above, online only)	23

Broader region information (SA3)	
Wheat Belt - North	
Population[8]	55,900
Region size (sqkm)	110,695
HE enrolments (all) (2019)	1,103
HE enrolments (online only) (2019)	378

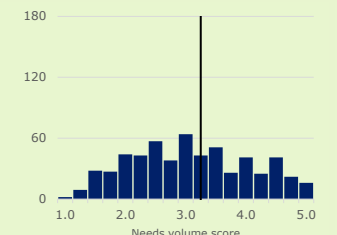| SA2 regions within broader SA3	In-scope?[9]
Chittering	No
Cunderdin	No
Dowerin	No
Gingin - Dandaragan	Yes
Merredin	No
Moora	No
Mukinbudin	No
Northam	No
Toodyay	No
York - Beverley	No

REGIONAL NEEDS RESULTS
Summary of the key needs results, including the relative scoring of this region to all assessed regions. The overall score is a function of the 'relative needs' and 'needs volume' of a region. All regions receive an overall needs score, however, regions with an identified readiness threshold issue do not receive a ranking.

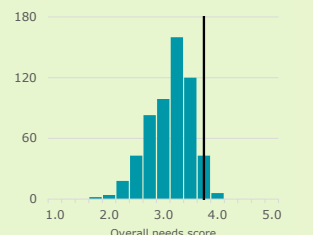**Relative needs score**   **4.0**

An assessment to determine the relative extent of a community's underrepresentation in access to and achievement of positive tertiary outcomes. Regions are assessed from largest relative need (5) to smallest relative need (1).

Needs volume score   **2.8**

An assessment of total need or demand (i.e. volume) for Centre services within the region. Regions are assessed from largest volume (5) to smallest volume (1).

Overall needs score   **3.6**

A weighted average of relative needs and needs volume to determine the overall needs score and ranking of a region. Regions are scored between highest need (5) and lowest need (1).

Needs ranking
Regions that do not have any readiness issues identified are then ranked by the overall needs score.
Ranked 11 of 256 regions with no readiness issues idenitified. Total number of regions is 597.

READINESS THRESHOLD
These factors inform the initial threshold considerations for the level of readiness for a community to establish a RUC, and the likelihood of success if a RUC is established.

No initial readiness issues identified

Measure	Value	Threshold[2]	Met?[3]
Population growth above minimum threshold	-0.3%	-1.0%	Yes
Population size above minimum threshold	8,400	3,000	Yes
Population size below maximum threshold	8,400	50,000	Yes
Year 10 completions above minimum threshold	86.4%	75.0%	Yes
Existing RUC or university campus in region[4]	No	No	Yes
Nearest campus above minimum distance threshold (km)[5]	112	40	Yes

WEIGHTINGS
Weightings have been applied to the relative needs measures and overall needs scores.

Relative needs weightings[6]	
Access and participation	40%
Retention and experience	40%
Transition and outcomes	20%

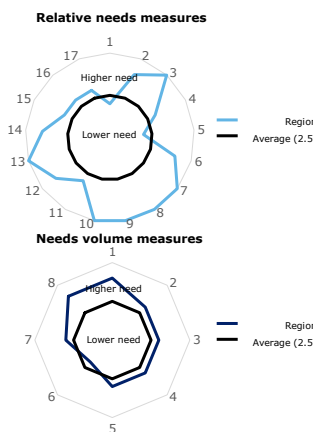| Overall needs weightings[7]	
Relative needs	70%
Needs volume	30%

NEEDS MEASURES
The specific measures used to determine the overall needs score and ranking. Values for each measure are normalised between 1 (lower need) to 5 (higher need) to support comparisons between regions and aggregating multiple measures. The radar charts (right) present the normalised values for each measure: scores below average (inside the black circle) represent lower levels of needs, whereas scores above average (outside the black circle) represent higher levels of need.

	Relative needs measure	Theme	Value
1	Proportion of population enrolled in HE (2019)		1.6%
2	Proportion of population enrolled in VET (2019)		5%
3	Average growth in HE enrolments (2017-19)		2%
4	Average growth in VET enrolments (2017-19)	Access and participation	18%
5	Proportion of Indigenous population enrolled in HE (2019)		2%
6	Proportion of Indigenous population enrolled in VET (2019)		15%
7	Proportion of population with a tertiary qualification (2016)		13%
8	Level of disadvantage (SEIFA deciles, where 1 = most disadvantaged) (2016)		4
9	Proportion of HE students that complete within 3 years (2016 cohort)		53%
10	Proportion of HE students that unenrol within 4 years (2016 cohort)	Retention and experience	28%
11	Average VET completion rate (2017-2019)		64%
12	Average VET completion rate for Indigenous learners (2017-2019)		81%
13	Proportion of HE graduates satisfied with overall experience (2017-2020)		80%
14	Proportion of HE graduates gaining employment (2018-2020)		69%
15	Proportion of HE graduates continuing further study (2018-2020)	Transition and outcomes	75%
16	Proportion of HE graduating into relevant employment (2018-2020)		64%
17	Average growth in higher skilled labour demand (2015-2019)		7%

	Needs volume measure	Theme	Value
1	Total HE enrolments (online) (2019)	Direct current demand	31
2	Total VET enrolments (Cert IV above and online) (2019)		23
3	Population (aged 15-64) (2016)	Direct latent demand	5,095
4	Population growth (2017-2019)		-0.3%
5	Broader SA3 HE enrolments (online) (2019)	Indirect current demand	378
6	Broader SA3 VET enrolments (Cert IV above and online) (2019)		198
7	Broader SA3 population (aged 15-64) (2016)	Indirect latent demand	34,654
8	Broader SA3 population growth (2017-2019)		-0.5%

Normalised values
Values are normalised between 1 (lower need) and 5 (higher need) to better compare regions.

Relative needs measures

Region / Average (2.5)

Needs volume measures

Region / Average (2.5)

Additional notes:
1. Region types are either 'SA2', 'Blended SA2' or 'SA3'. The different groupings are required to better reflect economic regions and compare geographic locations.
2. Threshold - the level set for each readiness threshold measure that a region must pass in order to be considered in-scope for a Centre.
3. Met? - Whether or not a region meets a readiness threshold.
4. Campus - an existing campus is defined as either being an existing RUC campus or a higher education institution that offers over 5 subjects and has more than 100 full time students.
5. Minimum distance - defined as the minimum distance in km between the region and an SA2 region with an existing university campus or RUC.
6. Relative needs weightings - the weighting that is applied to the combined score of relative needs measures corresponding to their relevant indicator.
7. Overall needs weightings - the weighting that is applied to all volume measures and all relative needs measures when calculating the overall needs score.
8. SA3 population - the population of the broader SA3 region, excluding any metropolitan sub-areas.
9. This table captures all the regions within the broader SA3 region. 'In-scope' indicates whether a location is included in the dashboard analysis.

REGIONAL NEEDS DASHBOARD

This dashboard is intended as an initial and preliminary assessment of the relative needs of a region for a Regional University Centre. It accompanies a report titled 'Scoping study to inform future locations for Regional University Centres' delivered to the Australian Government Department of Education, Skills and Employment on November 2021.

George Town
TAS

CONTEXTUAL INFORMATION
Demographic and other key contextual information related to the region, including the broader SA3 region.

Regional information
Population	6,800
Indigenous population	5%
Region size (sqkm)	747
Postcode (with largest population)	7252
Region type[1]	SA2
ARIA measure	Outer regional
Distance to nearest campus (km)	93

Education enrolments
Higher education (all)	191
Higher education (online only)	70
VET (Cert IV and above, all)	395
VET (Cert IV and above, online only)	16
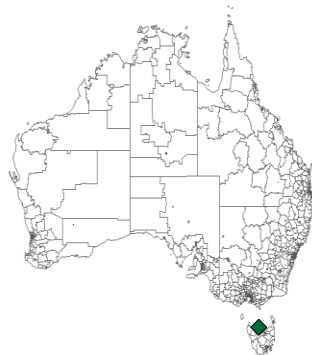
Broader region information (SA3)
North East
Population[8]	37,100
Region size (sqkm)	15,736
HE enrolments (all) (2019)	983
HE enrolments (online only) (2019)	382

SA2 regions within broader SA3	In-scope?[9]
Dilston - Lilydale	No
Flinders and Cape Barren Islands	No
George Town	Yes
Longford	No
Northern Midlands	No
Perth - Evandale	No
Scottsdale - Bridport	No
St Helens - Scamander	No

REGIONAL NEEDS RESULTS
Summary of the key needs results, including the relative scoring of this region to all assessed regions. The overall score is a function of the 'relative needs' and 'needs volume' of a region. All regions receive an overall needs score, however, regions with an identified readiness threshold issue do not receive a ranking.

Relative needs score — 3.8
An assessment to determine the relative extent of a community's underrepresentation in access to and achievement of positive tertiary outcomes. Regions are assessed from largest relative need (5) to smallest relative need (1).

Needs volume score — 3.2
An assessment of total need or demand (i.e. volume) for Centre services within the region. Regions are assessed from largest volume (5) to smallest volume (1).

Overall needs score — 3.6
A weighted average of relative needs and needs volume to determine the overall needs score and ranking of a region. Regions are scored between highest need (5) and lowest need (1).

Needs ranking
Regions that do not have any readiness issues identified are then ranked by the overall needs score.

Ranked 12 of 256 regions with no readiness issues idenitified. Total number of regions is 597.

READINESS THRESHOLD
These factors inform the initial threshold considerations for the level of readiness for a community to establish a RUC, and the likelihood of success if a RUC is established.

No initial readiness issues identified

Measure	Value	Threshold[2]	Met?[3]
Population growth above minimum threshold	0.4%	-1.0%	Yes
Population size above minimum threshold	6,800	3,000	Yes
Population size below maximum threshold	6,800	50,000	Yes
Year 10 completions above minimum threshold	81.9%	75.0%	Yes
Existing RUC or university campus in region[4]	No	No	Yes
Nearest campus above minimum distance threshold (km)[5]	93	40	Yes

WEIGHTINGS
Weightings have been applied to the relative needs measures and overall needs scores.

Relative needs weightings[6]	
Access and participation	40%
Retention and experience	40%
Transition and outcomes	20%

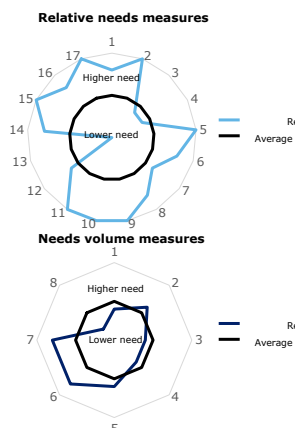| Overall needs weightings[7]	
Relative needs	70%
Needs volume	30%

NEEDS MEASURES
The specific measures used to determine the overall needs score and ranking. Values for each measure are normalised between 1 (lower need) to 5 (higher need) to support comparisons between regions and aggregating multiple measures. The radar charts (right) present the normalised values for each measure: scores below average (inside the black circle) represent lower levels of needs, whereas scores above average (outside the black circle) represent higher levels of need.

Relative needs measure	Theme	Value
1 Proportion of population enrolled in HE (2019)		2.8%
2 Proportion of population enrolled in VET (2019)		6%
3 Average growth in HE enrolments (2017-19)		4%
4 Average growth in VET enrolments (2017-19)	Access and	3%
5 Proportion of Indigenous population enrolled in HE (2019)	participation	6%
6 Proportion of Indigenous population enrolled in VET (2019)		17%
7 Proportion of population with a tertiary qualification (2016)		11%
8 Level of disadvantage (SEIFA deciles, where 1 = most disadvantaged) (2016)		1
9 Proportion of HE students that complete within 3 years (2016 cohort)		66%
10 Proportion of HE students that unenrol within 4 years (2016 cohort)	Retention and	43%
11 Average VET completion rate (2017-2019)	experience	55%
12 Average VET completion rate for Indigenous learners (2017-2019)		81%
13 Proportion of HE graduates satisfied with overall experience (2017-2020)		75%
14 Proportion of HE graduates gaining employment (2018-2020)		67%
15 Proportion of HE graduates continuing further study (2018-2020)	Transition and	82%
16 Proportion of HE graduating into relevant employment (2018-2020)	outcomes	69%
17 Average growth in higher skilled labour demand (2015-2019)		4%

Normalised values
Values are normalised between 1 (lower need) and 5 (higher need) to better compare regions.

Relative needs measures

Needs volume measures

Needs volume measures	Theme	Value
1 Total HE enrolments (online) (2019)	Direct current	70
2 Total VET enrolments (Cert IV above and online) (2019)	demand	16
3 Population (aged 15-64) (2016)	Direct latent	4,104
4 Population growth (2017-2019)	demand	0.4%
5 Broader SA3 HE enrolments (online) (2019)	Indirect current	382
6 Broader SA3 VET enrolments (Cert IV above and online) (2019)	demand	84
7 Broader SA3 population (aged 15-64) (2016)	Indirect latent	22,433
8 Broader SA3 population growth (2017-2019)	demand	0.9%

Additional notes:
1. Region types are either 'SA2', 'Blended SA2' or 'SA3'. The different groupings are required to better reflect economic regions and compare geographic locations.
2. Threshold - the level set for each readiness threshold measure that a region must pass in order to be considered in-scope for a Centre.
3. Met? - Whether or not a region meets a readiness threshold.
4. Campus - an existing campus is defined as either being an existing RUC campus or a higher education institution that offers over 5 subjects and has more than 100 full time students.
5. Minimum distance - defined as the minimum distance in km between the region and an SA2 region with an existing university campus or RUC.
6. Relative needs weightings - the weighting that is applied to the combined score of relative needs measures corresponding to their relevant indicator.
7. Overall needs weightings - the weighting that is applied to all volume measures and all relative needs measures when calculating the overall needs score.
8. SA3 population - the population of the broader SA3 region, excluding any metropolitan sub-areas.
9. This table captures all the regions within the broader SA3 region. 'In-scope' indicates whether a location is included in the dashboard analysis.

REGIONAL NEEDS DASHBOARD

This dashboard is intended as an initial and preliminary assessment of the relative needs of a region for a Regional University Centre. It accompanies a report titled 'Scoping study to inform future locations for Regional University Centres' delivered to the Australian Government Department of Education, Skills and Employment on November 2021.

York - Beverley
WA

CONTEXTUAL INFORMATION
Demographic and other key contextual information related to the region, including the broader SA3 region.

Regional information	
Population	5,400
Indigenous population	4%
Region size (sqkm)	4,502
Postcode (with largest population)	6302
Region type[1]	SA2
ARIA measure	Inner regional
Distance to nearest campus (km)	81

Education enrolments	
Higher education (all)	80
Higher education (online only)	30
VET (Cert IV and above, all)	310
VET (Cert IV and above, online only)	16

Broader region information (SA3)	
Wheat Belt - North	
Population[8]	55,900
Region size (sqkm)	110,695
HE enrolments (all) (2019)	1,103
HE enrolments (online only) (2019)	378

SA2 regions within broader SA3	In-scope?[9]
Chittering	No
Cunderdin	No
Dowerin	No
Gingin - Dandaragan	No
Merredin	No
Moora	No
Mukinbudin	No
Northam	No
Toodyay	No
York - Beverley	Yes

REGIONAL NEEDS RESULTS
Summary of the key needs results, including the relative scoring of this region to all assessed regions. The overall score is a function of the 'relative needs' and 'needs volume' of a region. All regions receive an overall needs score, however, regions with an identified readiness threshold issue do not receive a ranking.

Relative needs score   **4.1**

An assessment to determine the relative extent of a community's underrepresentation in access to and achievement of positive tertiary outcomes. Regions are assessed from largest relative need (5) to smallest relative need (1).

Needs volume score   **2.5**

An assessment of total need or demand (i.e. volume) for Centre services within the region. Regions are assessed from largest volume (5) to smallest volume (1).

Overall needs score   **3.6**

A weighted average of relative needs and needs volume to determine the overall needs score and ranking of a region. Regions are scored between highest need (5) and lowest need (1).

Needs ranking
Regions that do not have any readiness issues identified are then ranked by the overall needs score.
Ranked 13 of 256 regions with no readiness issues idenitified. Total number of regions is 597.

READINESS THRESHOLD
These factors inform the initial threshold considerations for the level of readiness for a community to establish a RUC, and the likelihood of success if a RUC is established.

No initial readiness issues identified

Measure	Value	Threshold[2]	Met?[3]
Population growth above minimum threshold	-0.2%	-1.0%	Yes
Population size above minimum threshold	5,400	3,000	Yes
Population size below maximum threshold	5,400	50,000	Yes
Year 10 completions above minimum threshold	87.3%	75.0%	Yes
Existing RUC or university campus in region[4]	No	No	Yes
Nearest campus above minimum distance threshold (km)[5]	81	40	Yes

WEIGHTINGS
Weightings have been applied to the relative needs measures and overall needs scores.

Relative needs weightings[6]	
Access and participation	40%
Retention and experience	40%
Transition and outcomes	20%

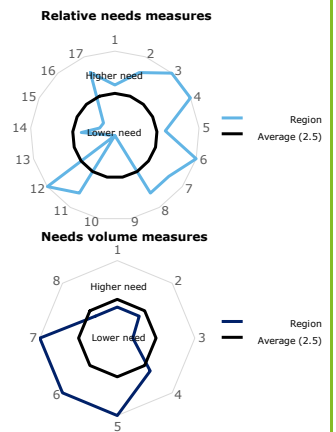| Overall needs weightings[7]	
Relative needs	70%
Needs volume	30%

NEEDS MEASURES
The specific measures used to determine the overall needs score and ranking. Values for each measure are normalised between 1 (lower need) to 5 (higher need) to support comparisons between regions and aggregating multiple measures. The radar charts (right) present the normalised values for each measure: scores below average (inside the black circle) represent lower levels of needs, whereas scores above average (outside the black circle) represent higher levels of need.

#	Relative needs measure	Theme	Value
1	Proportion of population enrolled in HE (2019)		1.4%
2	Proportion of population enrolled in VET (2019)		5%
3	Average growth in HE enrolments (2017-19)		-3%
4	Average growth in VET enrolments (2017-19)	Access and participation	-2%
5	Proportion of Indigenous population enrolled in HE (2019)		1%
6	Proportion of Indigenous population enrolled in VET (2019)		17%
7	Proportion of population with a tertiary qualification (2016)		15%
8	Level of disadvantage (SEIFA deciles, where 1 = most disadvantaged) (2016)		3
9	Proportion of HE students that complete within 3 years (2016 cohort)		69%
10	Proportion of HE students that unenrol within 4 years (2016 cohort)	Retention and experience	44%
11	Average VET completion rate (2017-2019)		66%
12	Average VET completion rate for Indigenous learners (2017-2019)		79%
13	Proportion of HE graduates satisfied with overall experience (2017-2020)		NA
14	Proportion of HE graduates gaining employment (2018-2020)		69%
15	Proportion of HE graduates continuing further study (2018-2020)	Transition and outcomes	75%
16	Proportion of HE graduating into relevant employment (2018-2020)		64%
17	Average growth in higher skilled labour demand (2015-2019)		7%

#	Needs volume measures	Theme	Value
1	Total HE enrolments (online) (2019)	Direct current demand	30
2	Total VET enrolments (Cert IV above and online) (2019)		16
3	Population (aged 15-64) (2016)	Direct latent demand	3,019
4	Population growth (2017-2019)		-0.2%
5	Broader SA3 HE enrolments (online) (2019)	Indirect current demand	378
6	Broader SA3 VET enrolments (Cert IV above and online) (2019)		198
7	Broader SA3 population (aged 15-64) (2016)	Indirect latent demand	34,654
8	Broader SA3 population growth (2017-2019)		-0.5%

Normalised values
Values are normalised between 1 (lower need) and 5 (higher need) to better compare regions.

Relative needs measures

Needs volume measures

Additional notes:
1. Region types are either 'SA2', 'Blended SA2' or 'SA3'. The different groupings are required to better reflect economic regions and compare geographic locations.
2. Threshold - the level set for each readiness threshold measure that a region must pass in order to be considered in-scope for a Centre.
3. Met? - Whether or not a region meets a readiness threshold.
4. Campus - an existing campus is defined as either being an existing RUC campus or a higher education institution that offers over 5 subjects and has more than 100 full time students.
5. Minimum distance - defined as the minimum distance in km between the region and an SA2 region with an existing university campus or RUC.
6. Relative needs weightings - the weighting that is applied to the combined score of relative needs measures corresponding to their relevant indicator.
7. Overall needs weightings - the weighting that is applied to all volume measures and all relative needs measures when calculating the overall needs score.
8. SA3 population - the population of the broader SA3 region, excluding any metropolitan sub-areas.
9. This table captures all the regions within the broader SA3 region. 'In-scope' indicates whether a location is included in the dashboard analysis.

REGIONAL NEEDS DASHBOARD

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Penola
SA

CONTEXTUAL INFORMATION

Demographic and other key contextual information related to the region, including the broader SA3 region.

Regional information	
Population	3,100
Indigenous population	2%
Region size (sqkm)	1,515
Postcode (with largest population)	5263
Region type[1]	SA2
ARIA measure	Outer regional
Distance to nearest campus (km)	47

Education enrolments	
Higher education (all)	71
Higher education (online only)	32
VET (Cert IV and above, all)	155
VET (Cert IV and above, online only)	10

Broader region information (SA3)	
Limestone Coast	
Population[8]	64,800
Region size (sqkm)	21,337
HE enrolments (all) (2019)	2,156
HE enrolments (online only) (2019)	868

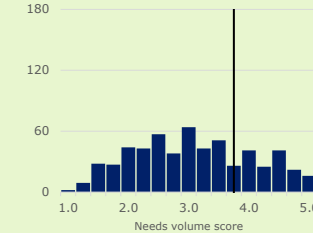| SA2 regions within broader SA3	In-scope?[9]
Grant	No
Kingston - Robe	No
Millicent	No
Mount Gambier - East	No
Mount Gambier - West	No
Naracoorte	No
Naracoorte Region	No
Penola	Yes
Tatiara	No
Wattle Range	No

REGIONAL NEEDS RESULTS

Summary of the key needs results, including the relative scoring of this region to all assessed regions. The overall score is a function of the 'relative needs' and 'needs volume' of a region. All regions receive an overall needs score, however, regions with an identified readiness threshold issue do not receive a ranking.
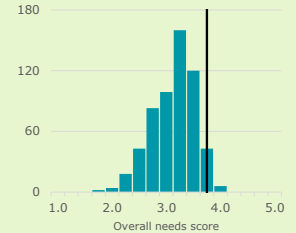
Relative needs score   **3.9**

An assessment to determine the relative extent of a community's underrepresentation in access to and achievement of positive tertiary outcomes. Regions are assessed from largest relative need (5) to smallest relative need (1).

Needs volume score   **2.8**

An assessment of total need or demand (i.e. volume) for Centre services within the region. Regions are assessed from largest volume (5) to smallest volume (1).

Overall needs score   **3.6**

A weighted average of relative needs and needs volume to determine the overall needs score and ranking of a region. Regions are scored between highest need (5) and lowest need (1).
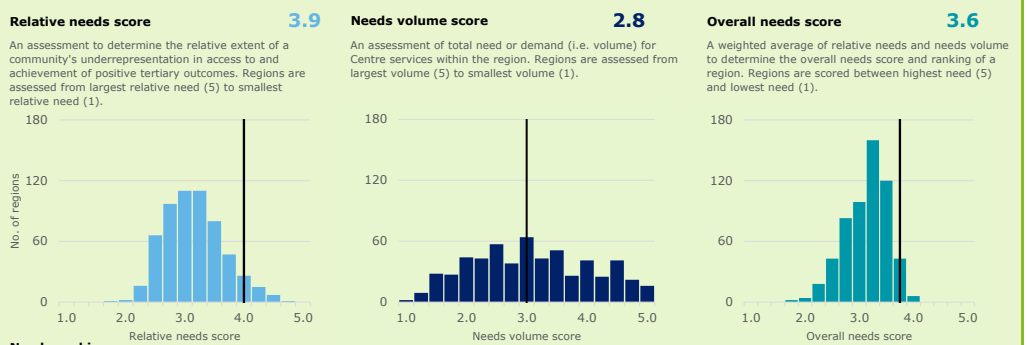
Needs ranking

Regions that do not have any readiness issues identified are then ranked by the overall needs score.

Ranked 14 of 256 regions with no readiness issues idenitified. Total number of regions is 597.

READINESS THRESHOLD

These factors inform the initial threshold considerations for the level of readiness for a community to establish a RUC, and the likelihood of success if a RUC is established.

No initial readiness issues identified

Measure	Value	Threshold[2]	Met?[3]
Population growth above minimum threshold	0.6%	-1.0%	Yes
Population size above minimum threshold	3,100	3,000	Yes
Population size below maximum threshold	3,100	50,000	Yes
Year 10 completions above minimum threshold	84.0%	75.0%	Yes
Existing RUC or university campus in region[4]	No	No	Yes
Nearest campus above minimum distance threshold (km)[5]	47	40	Yes

WEIGHTINGS

Weightings have been applied to the relative needs measures and overall needs scores.

Relative needs weightings[6]	
Access and participation	40%
Retention and experience	40%
Transition and outcomes	20%

Overall needs weightings[7]	
Relative needs	70%
Needs volume	30%

NEEDS MEASURES

The specific measures used to determine the overall needs score and ranking. Values for each measure are normalised between 1 (lower need) to 5 (higher need) to support comparisons between regions and aggregating multiple measures. The radar charts (right) present the normalised values for each measure: scores below average (inside the black circle) represent lower levels of needs, whereas scores above average (outside the black circle) represent higher levels of need.
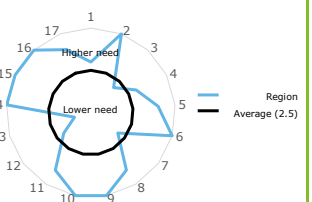
Relative needs measure	Theme	Value
1 Proportion of population enrolled in HE (2019)		2.4%
2 Proportion of population enrolled in VET (2019)		6%
3 Average growth in HE enrolments (2017-19)		5%
4 Average growth in VET enrolments (2017-19)	Access and participation	15%
5 Proportion of Indigenous population enrolled in HE (2019)		3%
6 Proportion of Indigenous population enrolled in VET (2019)		7%
7 Proportion of population with a tertiary qualification (2016)		13%
8 Level of disadvantage (SEIFA deciles, where 1 = most disadvantaged) (2016)		3
9 Proportion of HE students that complete within 3 years (2016 cohort)		NA
10 Proportion of HE students that unenrol within 4 years (2016 cohort)	Retention and experience	NA
11 Average VET completion rate (2017-2019)		59%
12 Average VET completion rate for Indigenous learners (2017-2019)		100%
13 Proportion of HE graduates satisfied with overall experience (2017-2020)		NA
14 Proportion of HE graduates gaining employment (2018-2020)		79%
15 Proportion of HE graduates continuing further study (2018-2020)	Transition and outcomes	88%
16 Proportion of HE graduating into relevant employment (2018-2020)		80%
17 Average growth in higher skilled labour demand (2015-2019)		5%

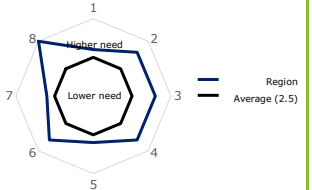| Needs volume measures	Theme	Value
1 Total HE enrolments (online) (2019)	Direct current demand	32
2 Total VET enrolments (Cert IV above and online) (2019)		10
3 Population (aged 15-64) (2016)	Direct latent demand	1,922
4 Population growth (2017-2019)		0.6%
5 Broader SA3 HE enrolments (online) (2019)	Indirect current demand	868
6 Broader SA3 VET enrolments (Cert IV above and online) (2019)		250
7 Broader SA3 population (aged 15-64) (2016)	Indirect latent demand	40,093
8 Broader SA3 population growth (2017-2019)		0.1%

Normalised values

Values are normalised between 1 (lower need) and 5 (higher need) to better compare regions.

Relative needs measures

Region / Average (2.5)

Needs volume measures

Region / Average (2.5)

Additional notes:

1. Region types are either 'SA2', 'Blended SA2' or 'SA3'. The different groupings are required to better reflect economic regions and compare geographic locations.
2. Threshold - the level set for each readiness threshold measure that a region must pass in order to be considered in-scope for a Centre.
3. Met? - Whether or not a region meets a readiness threshold.
4. Campus - an existing campus is defined as either being an existing RUC campus or a higher education institution that offers over 5 subjects and has more than 100 full time students.
5. Minimum distance - defined as the minimum distance in km between the region and an SA2 region with an existing university campus or RUC.
6. Relative needs weightings - the weighting that is applied to the combined score of relative needs measures corresponding to their relevant indicator.
7. Overall needs weightings - the weighting that is applied to all volume measures and all relative needs measures when calculating the overall needs score.
8. SA3 population - the population of the broader SA3 region, excluding any metropolitan sub-areas.
9. This table captures all the regions within the broader SA3 region. 'In-scope' indicates whether a location is included in the dashboard analysis.

REGIONAL NEEDS DASHBOARD

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Goolwa - Port Elliot
SA

CONTEXTUAL INFORMATION
Demographic and other key contextual information related to the region, including the broader SA3 region.

Regional information
Population	11,100
Indigenous population	2%
Region size (sqkm)	181
Postcode (with largest population)	5212
Region type[1]	SA2
ARIA measure	Inner regional
Distance to nearest campus (km)	59

Education enrolments
Higher education (all)	245
Higher education (online only)	66
VET (Cert IV and above, all)	490
VET (Cert IV and above, online only)	38
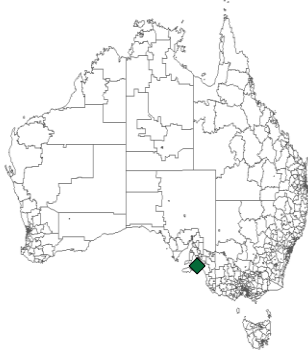
Broader region information (SA3)
Fleurieu - Kangaroo Island
Population[8]	50,400
Region size (sqkm)	7,364
HE enrolments (all) (2019)	1,287
HE enrolments (online only) (2019)	411

SA2 regions within broader SA3	In-scope?[9]
Goolwa - Port Elliot	Yes
Kangaroo Island	No
Strathalbyn	No
Strathalbyn Region	No
Victor Harbor	No
Yankalilla	No

REGIONAL NEEDS RESULTS
Summary of the key needs results, including the relative scoring of this region to all assessed regions. The overall score is a function of the 'relative needs' and 'needs volume' of a region. All regions receive an overall needs score, however, regions with an identified readiness threshold issue do not receive a ranking.

Relative needs score   **3.6**

An assessment to determine the relative extent of a community's underrepresentation in access to and achievement of positive tertiary outcomes. Regions are assessed from largest relative need (5) to smallest relative need (1).

Needs volume score   **3.6**

An assessment of total need or demand (i.e. volume) for Centre services within the region. Regions are assessed from largest volume (5) to smallest volume (1).

Overall needs score   **3.6**

A weighted average of relative needs and needs volume to determine the overall needs score and ranking of a region. Regions are scored between highest need (5) and lowest need (1).

Needs ranking
Regions that do not have any readiness issues identified are then ranked by the overall needs score.
Ranked 15 of 256 regions with no readiness issues idenitified. Total number of regions is 597.

READINESS THRESHOLD
These factors inform the initial threshold considerations for the level of readiness for a community to establish a RUC, and the likelihood of success if a RUC is established.

No initial readiness issues identified

Measure	Value	Threshold[2]	Met?[3]
Population growth above minimum threshold	0.9%	-1.0%	Yes
Population size above minimum threshold	11,100	3,000	Yes
Population size below maximum threshold	11,100	50,000	Yes
Year 10 completions above minimum threshold	86.4%	75.0%	Yes
Existing RUC or university campus in region[4]	No	No	Yes
Nearest campus above minimum distance threshold (km)[5]	59	40	Yes

WEIGHTINGS
Weightings have been applied to the relative needs measures and overall needs scores.

Relative needs weightings[6]	
Access and participation	40%
Retention and experience	40%
Transition and outcomes	20%

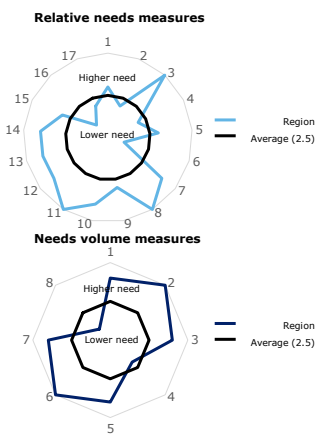| Overall needs weightings[7]	
Relative needs	70%
Needs volume	30%

NEEDS MEASURES
The specific measures used to determine the overall needs score and ranking. Values for each measure are normalised between 1 (lower need) to 5 (higher need) to support comparisons between regions and aggregating multiple measures. The radar charts (right) present the normalised values for each measure: scores below average (inside the black circle) represent lower levels of needs, whereas scores above average (outside the black circle) represent higher levels of need.

Relative needs measure	Theme	Value
1 Proportion of population enrolled in HE (2019)		2.2%
2 Proportion of population enrolled in VET (2019)		5%
3 Average growth in HE enrolments (2017-19)		-2%
4 Average growth in VET enrolments (2017-19)	Access and participation	4%
5 Proportion of Indigenous population enrolled in HE (2019)		1%
6 Proportion of Indigenous population enrolled in VET (2019)		10%
7 Proportion of population with a tertiary qualification (2019)		19%
8 Level of disadvantage (SEIFA deciles, where 1 = most disadvantaged) (2016)		3
9 Proportion of HE students that complete within 3 years (2016 cohort)		64%
10 Proportion of HE students that unenrol within 4 years (2016 cohort)	Retention and experience	43%
11 Average VET completion rate (2017-2019)		61%
12 Average VET completion rate for Indigenous learners (2017-2019)		73%
13 Proportion of HE graduates satisfied with overall experience (2017-2020)		84%
14 Proportion of HE graduates gaining employment (2018-2020)		57%
15 Proportion of HE graduates continuing further study (2018-2020)	Transition and outcomes	71%
16 Proportion of HE graduating into relevant employment (2018-2020)		62%
17 Average growth in higher skilled labour demand (2015-2019)		5%

Needs volume measures	Theme	Value
1 Total HE enrolments (online) (2019)	Direct current demand	66
2 Total VET enrolments (Cert IV above and online) (2019)		38
3 Population (aged 15-64) (2016)	Direct latent demand	5,420
4 Population growth (2017-2019)		0.9%
5 Broader SA3 HE enrolments (online) (2019)	Indirect current demand	411
6 Broader SA3 VET enrolments (Cert IV above and online) (2019)		156
7 Broader SA3 population (aged 15-64) (2016)	Indirect latent demand	27,192
8 Broader SA3 population growth (2017-2019)		1.2%

Normalised values
Values are normalised between 1 (lower need) and 5 (higher need) to better compare regions.

Relative needs measures

Region — Average (2.5)

Needs volume measures

Region — Average (2.5)

Additional notes:
1. Region types are either 'SA2', 'Blended SA2' or 'SA3'. The different groupings are required to better reflect economic regions and compare geographic locations.
2. Threshold - the level set for each readiness threshold measure that a region must pass in order to be considered in-scope for a Centre.
3. Met? - Whether or not a region meets a readiness threshold.
4. Campus - an existing campus is defined as either being an existing RUC campus or a higher education institution that offers over 5 subjects and has more than 100 full time students.
5. Minimum distance - defined as the minimum distance in km between the region and an SA2 region with an existing university campus or RUC.
6. Relative needs weightings - the weighting that is applied to the combined score of relative needs measures corresponding to their relevant indicator.
7. Overall needs weightings - the weighting that is applied to all volume measures and all relative needs measures when calculating the overall needs score.
8. SA3 population - the population of the broader SA3 region, excluding any metropolitan sub-areas.
9. This table captures all the regions within the broader SA3 region. 'In-scope' indicates whether a location is included in the dashboard analysis.
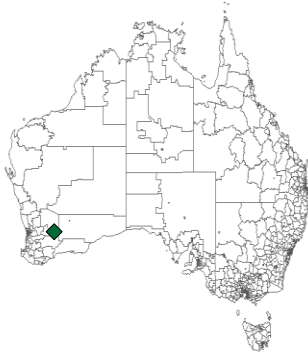
REGIONAL NEEDS DASHBOARD

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Cowra
NSW

CONTEXTUAL INFORMATION
Demographic and other key contextual information related to the region, including the broader SA3 region.

Regional information	
Population	9,100
Indigenous population	9%
Region size (sqkm)	242
Postcode (with largest population)	2794
Region type[1]	SA2
ARIA measure	Inner regional
Distance to nearest campus (km)	69

Education enrolments	
Higher education (all)	171
Higher education (online only)	78
VET (Cert IV and above, all)	745
VET (Cert IV and above, online only)	51

Broader region information (SA3)	
Lachlan Valley	
Population[8]	55,300
Region size (sqkm)	41,001
HE enrolments (all) (2019)	1,166
HE enrolments (online only) (2019)	545

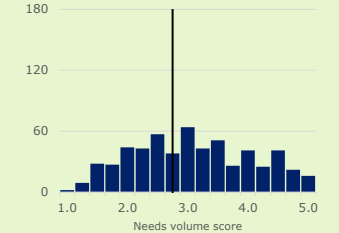| SA2 regions within broader SA3	In-scope?[9]
Condobolin	No
Cowra	Yes
Cowra Region	No
Forbes	No
Grenfell	No
Parkes (NSW)	No
Parkes Region	No
West Wyalong	No

REGIONAL NEEDS RESULTS
Summary of the key needs results, including the relative scoring of this region to all assessed regions. The overall score is a function of the 'relative needs' and 'needs volume' of a region. All regions receive an overall needs score, however, regions with an identified readiness threshold issue do not receive a ranking.
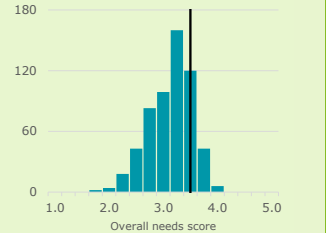
Relative needs score   3.4

An assessment to determine the relative extent of a community's underrepresentation in access to and achievement of positive tertiary outcomes. Regions are assessed from largest relative need (5) to smallest relative need (1).

Needs volume score   3.9

An assessment of total need or demand (i.e. volume) for Centre services within the region. Regions are assessed from largest volume (5) to smallest volume (1).

Overall needs score   3.5

A weighted average of relative needs and needs volume to determine the overall needs score and ranking of a region. Regions are scored between highest need (5) and lowest need (1).
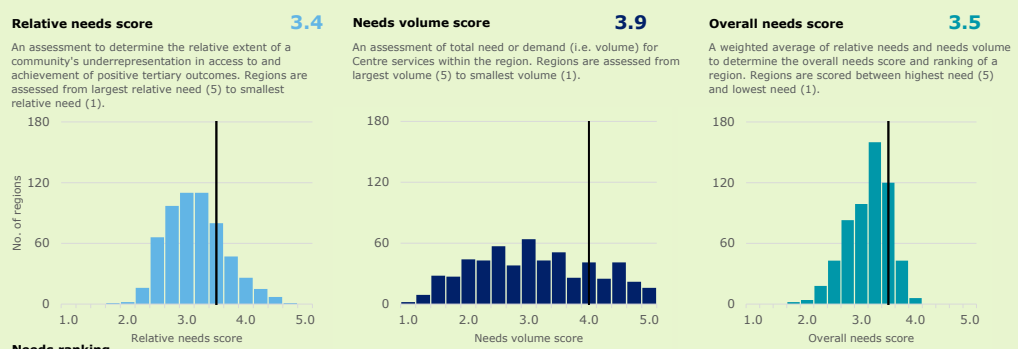
Needs ranking
Regions that do not have any readiness issues identified are then ranked by the overall needs score.
Ranked 16 of 256 regions with no readiness issue idenitified. Total number of regions is 597.

READINESS THRESHOLD
These factors inform the initial threshold considerations for the level of readiness for a community to establish a RUC, and the likelihood of success if a RUC is established.

No initial readiness issues identified

Measure	Value	Threshold[2]	Met?[3]
Population growth above minimum threshold	-0.1%	-1.0%	Yes
Population size above minimum threshold	9,100	3,000	Yes
Population size below maximum threshold	9,100	50,000	Yes
Year 10 completions above minimum threshold	77.1%	75.0%	Yes
Existing RUC or university campus in region[4]	No	No	Yes
Nearest campus above minimum distance threshold (km)[5]	69	40	Yes

WEIGHTINGS
Weightings have been applied to the relative needs measures and overall needs scores.

Relative needs weightings[6]	
Access and participation	40%
Retention and experience	40%
Transition and outcomes	20%

Overall needs weightings[7]	
Relative needs	70%
Needs volume	30%

NEEDS MEASURES
The specific measures used to determine the overall needs score and ranking. Values for each measure are normalised between 1 (lower need) to 5 (higher need) to support comparisons between regions and aggregating multiple measures. The radar charts (right) present the normalised values for each measure: scores below average (inside the black circle) represent lower levels of needs, whereas scores above average (outside the black circle) represent higher levels of need.
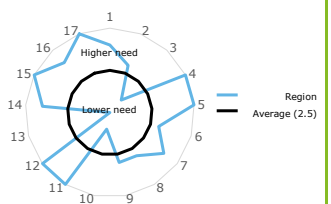
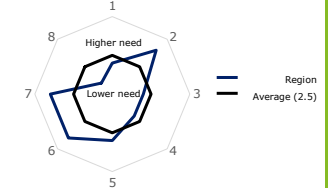| Relative needs measure	Theme	Value
1 Proportion of population enrolled in HE (2019)		2.0%
2 Proportion of population enrolled in VET (2019)		8%
3 Average growth in HE enrolments (2017-19)		5%
4 Average growth in VET enrolments (2017-19)	Access and	-2%
5 Proportion of Indigenous population enrolled in HE (2019)	participation	3%
6 Proportion of Indigenous population enrolled in VET (2019)		26%
7 Proportion of population with a tertiary qualification (2016)		12%
8 Level of disadvantage (SEIFA deciles, where 1 = most disadvantaged) (2016)		1
9 Proportion of HE students that complete within 3 years (2016 cohort)		58%
10 Proportion of HE students that unenrol within 4 years (2016 cohort)	Retention and	33%
11 Average VET completion rate (2017-2019)	experience	66%
12 Average VET completion rate for Indigenous learners (2017-2019)		80%
13 Proportion of HE graduates satisfied with overall experience (2017-2020)		76%
14 Proportion of HE graduates gaining employment (2018-2020)		71%
15 Proportion of HE graduates continuing further study (2018-2020)	Transition and	80%
16 Proportion of HE graduating into relevant employment (2018-2020)	outcomes	76%
17 Average growth in higher skilled labour demand (2015-2019)		3%

Normalised values
Values are normalised between 1 (lower need) and 5 (higher need) to better compare regions.

Relative needs measures

Needs volume measures	Theme	Value
1 Total HE enrolments (online) (2019)	Direct current	78
2 Total VET enrolments (Cert IV above and online) (2019)	demand	51
3 Population (aged 15-64) (2016)	Direct latent	5,200
4 Population growth (2017-2019)	demand	-0.1%
5 Broader SA3 HE enrolments (online) (2019)	Indirect current	545
6 Broader SA3 VET enrolments (Cert IV above and online) (2019)	demand	308
7 Broader SA3 population (aged 15-64) (2016)	Indirect latent	32,117
8 Broader SA3 population growth (2017-2019)	demand	-0.3%

Needs volume measures

Additional notes:
1. Region types are either 'SA2', 'Blended SA2' or 'SA3'. The different groupings are required to better reflect economic regions and compare geographic locations.
2. Threshold - the level set for each readiness threshold measure that a region must pass in order to be considered in-scope for a Centre.
3. Met? - Whether or not a region meets a readiness threshold.
4. Campus - an existing campus is defined as either being an existing RUC campus or a higher education institution that offers over 5 subjects and has more than 100 full time students.
5. Minimum distance - defined as the minimum distance in km between the region and an SA2 region with an existing university campus or RUC.
6. Relative needs weightings - the weighting that is applied to the combined score of relative needs measures corresponding to their relevant indicator.
7. Overall needs weightings - the weighting that is applied to all volume measures and all relative needs measures when calculating the overall needs score.
8. SA3 population - the population of the broader SA3 region, excluding any metropolitan sub-areas.
9. This table captures all the regions within the broader SA3 region. 'In-scope' indicates whether a location is included in the dashboard analysis.

REGIONAL NEEDS DASHBOARD

This dashboard is intended as an initial and preliminary assessment of the relative needs of a region for a Regional University Centre. It accompanies a report titled 'Scoping study to inform future locations for Regional University Centres' delivered to the Australian Government Department of Education, Skills and Employment on November 2021.

Merredin
WA

CONTEXTUAL INFORMATION

Demographic and other key contextual information related to the region, including the broader SA3 region.

Regional information	
Population	5,100
Indigenous population	5%
Region size (sqkm)	9,828
Postcode (with largest population)	6368
Region type[1]	SA2
ARIA measure	Outer regional
Distance to nearest campus (km)	234

Education enrolments	
Higher education (all)	85
Higher education (online only)	41
VET (Cert IV and above, all)	270
VET (Cert IV and above, online only)	31

Broader region information (SA3)	
Wheat Belt - North	
Population[8]	55,900
Region size (sqkm)	110,695
HE enrolments (all) (2019)	1,103
HE enrolments (online only) (2019)	378

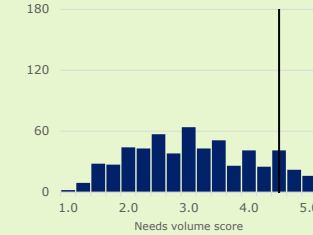| SA2 regions within broader SA3	In-scope?[9]
Chittering	No
Cunderdin	No
Dowerin	No
Gingin - Dandaragan	No
Merredin	Yes
Moora	No
Mukinbudin	No
Northam	No
Toodyay	No
York - Beverley	No

REGIONAL NEEDS RESULTS

Summary of the key needs results, including the relative scoring of this region to all assessed regions. The overall score is a function of the 'relative needs' and 'needs volume' of a region. All regions receive an overall needs score, however, regions with an identified readiness threshold issue do not receive a ranking.
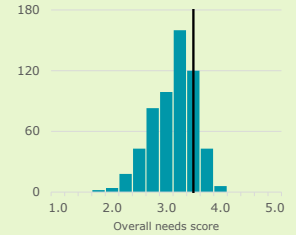
Relative needs score 3.9

An assessment to determine the relative extent of a community's underrepresentation in access to and achievement of positive tertiary outcomes. Regions are assessed from largest relative need (5) to smallest relative need (1).

Needs volume score 2.7

An assessment of total need or demand (i.e. volume) for Centre services within the region. Regions are assessed from largest volume (5) to smallest volume (1).

Overall needs score 3.5

A weighted average of relative needs and needs volume to determine the overall needs score and ranking of a region. Regions are scored between highest need (5) and lowest need (1).

Needs ranking

Regions that do not have any readiness issues identified are then ranked by the overall needs score.

Ranked 17 of 256 regions with no readiness issues idenitified. Total number of regions is 597.

READINESS THRESHOLD

These factors inform the initial threshold considerations for the level of readiness for a community to establish a RUC, and the likelihood of success if a RUC is established.

No initial readiness issues identified

Measure	Value	Threshold[2]	Met?[3]
Population growth above minimum threshold	-0.4%	-1.0%	Yes
Population size above minimum threshold	5,100	3,000	Yes
Population size below maximum threshold	5,100	50,000	Yes
Year 10 completions above minimum threshold	86.6%	75.0%	Yes
Existing RUC or university campus in region[4]	No	No	Yes
Nearest campus above minimum distance threshold (km)[5]	234	40	Yes

WEIGHTINGS

Weightings have been applied to the relative needs measures and overall needs scores.

Relative needs weightings[6]	
Access and participation	40%
Retention and experience	40%
Transition and outcomes	20%

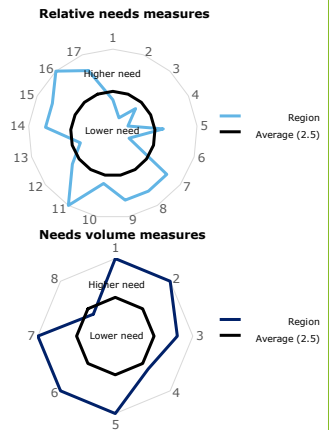| Overall needs weightings[7]	
Relative needs	70%
Needs volume	30%

NEEDS MEASURES

The specific measures used to determine the overall needs score and ranking. Values for each measure are normalised between 1 (lower need) to 5 (higher need) to support comparisons between regions and aggregating multiple measures. The radar charts (right) present the normalised values for each measure: scores below average (inside the black circle) represent lower levels of needs, whereas scores above average (outside the black circle) represent higher levels of need.

Relative needs measure	Theme	Value
1 Proportion of population enrolled in HE (2019)		1.5%
2 Proportion of population enrolled in VET (2019)		7%
3 Average growth in HE enrolments (2017-19)		-8%
4 Average growth in VET enrolments (2017-19)	Access and	32%
5 Proportion of Indigenous population enrolled in HE (2019)	participation	1%
6 Proportion of Indigenous population enrolled in VET (2019)		19%
7 Proportion of population with a tertiary qualification (2016)		12%
8 Level of disadvantage (SEIFA deciles, where 1 = most disadvantaged) (2016)		4
9 Proportion of HE students that complete within 3 years (2016 cohort)		57%
10 Proportion of HE students that unenrol within 4 years (2016 cohort)	Retention and	7%
11 Average VET completion rate (2017-2019)	experience	69%
12 Average VET completion rate for Indigenous learners (2017-2019)		88%
13 Proportion of HE graduates satisfied with overall experience (2017-2020)		NA
14 Proportion of HE graduates gaining employment (2018-2020)		69%
15 Proportion of HE graduates continuing further study (2018-2020)	Transition and	75%
16 Proportion of HE graduating into relevant employment (2018-2020)	outcomes	64%
17 Average growth in higher skilled labour demand (2015-2019)		7%

Needs volume measures	Theme	Value
1 Total HE enrolments (online) (2019)	Direct current	41
2 Total VET enrolments (Cert IV above and online) (2019)	demand	31
3 Population (aged 15-64) (2016)	Direct latent	3,175
4 Population growth (2017-2019)	demand	-0.4%
5 Broader SA3 HE enrolments (online) (2019)	Indirect current	378
6 Broader SA3 VET enrolments (Cert IV above and online) (2019)	demand	198
7 Broader SA3 population (aged 15-64) (2016)	Indirect latent	34,654
8 Broader SA3 population growth (2017-2019)	demand	-0.5%

Normalised values

Values are normalised between 1 (lower need) and 5 (higher need) to better compare regions.

Relative needs measures

Needs volume measures

Additional notes:

1. Region types are either 'SA2', 'Blended SA2' or 'SA3'. The different groupings are required to better reflect economic regions and compare geographic locations.
2. Threshold - the level set for each readiness threshold measure that a region must pass in order to be considered in-scope for a Centre.
3. Met? - Whether or not a region meets a readiness threshold.
4. Campus - an existing campus is defined as either being an existing RUC campus or a higher education institution that offers over 5 subjects and has more than 100 full time students.
5. Minimum distance - defined as the minimum distance in km between the region and an SA2 region with an existing university campus or RUC.
6. Relative needs weightings - the weighting that is applied to the combined score of relative needs measures corresponding to their relevant indicator.
7. Overall needs weightings - the weighting that is applied to all volume measures and all relative needs measures when calculating the overall needs score.
8. SA3 population - the population of the broader SA3 region, excluding any metropolitan sub-areas.
9. This table captures all the regions within the broader SA3 region. 'In-scope' indicates whether a location is included in the dashboard analysis.
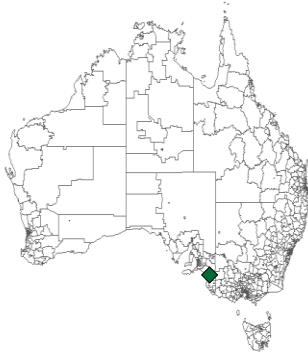
REGIONAL NEEDS DASHBOARD

This dashboard is intended as an initial and preliminary assessment of the relative needs of a region for a Regional University Centre. It accompanies a report titled 'Scoping study to inform future locations for Regional University Centres' delivered to the Australian Government Department of Education, Skills and Employment on November 2021.

Gunnedah
NSW

CONTEXTUAL INFORMATION

Demographic and other key contextual information related to the region, including the broader SA3 region.

Regional information	
Population	9,200
Indigenous population	14%
Region size (sqkm)	90
Postcode (with largest population)	2380
Region type[1]	SA2
ARIA measure	Outer regional
Distance to nearest campus (km)	81

Education enrolments	
Higher education (all)	244
Higher education (online only)	152
VET (Cert IV and above, all)	970
VET (Cert IV and above, online only)	64

Broader region information (SA3)	
Tamworth - Gunnedah	
Population[8]	80,500
Region size (sqkm)	20,155
HE enrolments (all) (2019)	2,063
HE enrolments (online only) (2019)	1,203

SA2 regions within broader SA3	In-scope?[9]
Gunnedah	Yes
Gunnedah Region	No
Quirindi	No
Tamworth - East	No
Tamworth - North	No
Tamworth - West	No
Tamworth Region	No

REGIONAL NEEDS RESULTS

Summary of the key needs results, including the relative scoring of this region to all assessed regions. The overall score is a function of the 'relative needs' and 'needs volume' of a region. All regions receive an overall needs score, however, regions with an identified readiness threshold issue do not receive a ranking.

Relative needs score   **3.1**

An assessment to determine the relative extent of a community's underrepresentation in access to and achievement of positive tertiary outcomes. Regions are assessed from largest relative need (5) to smallest relative need (1).

Needs volume score   **4.5**

An assessment of total need or demand (i.e. volume) for Centre services within the region. Regions are assessed from largest volume (5) to smallest volume (1).

Overall needs score   **3.5**

A weighted average of relative needs and needs volume to determine the overall needs score and ranking of a region. Regions are scored between highest need (5) and lowest need (1).

Needs ranking

Regions that do not have any readiness issues identified are then ranked by the overall needs score.

Ranked 18 of 256 regions with no readiness issues idenitified. Total number of regions is 597.

READINESS THRESHOLD

These factors inform the initial threshold considerations for the level of readiness for a community to establish a RUC, and the likelihood of success if a RUC is established.

No initial readiness issues identified

Measure	Value	Threshold[2]	Met?[3]
Population growth above minimum threshold	0.7%	-1.0%	Yes
Population size above minimum threshold	9,200	3,000	Yes
Population size below maximum threshold	9,200	50,000	Yes
Year 10 completions above minimum threshold	80.8%	75.0%	Yes
Existing RUC or university campus in region[4]	No	No	Yes
Nearest campus above minimum distance threshold (km)[5]	81	40	Yes

WEIGHTINGS

Weightings have been applied to the relative needs measures and overall needs scores.

Relative needs weightings[6]	
Access and participation	40%
Retention and experience	40%
Transition and outcomes	20%

Overall needs weightings[7]	
Relative needs	70%
Needs volume	30%

NEEDS MEASURES

The specific measures used to determine the overall needs score and ranking. Values for each measure are normalised between 1 (lower need) to 5 (higher need) to support comparisons between regions and aggregating multiple measures. The radar charts (right) present the normalised values for each measure: scores below average (inside the black circle) represent lower levels of needs, whereas scores above average (outside the black circle) represent higher levels of need.

	Relative needs measure	Theme	Value
1	Proportion of population enrolled in HE (2019)		2.7%
2	Proportion of population enrolled in VET (2019)		10%
3	Average growth in HE enrolments (2017-19)		-1%
4	Average growth in VET enrolments (2017-19)	Access and participation	-9%
5	Proportion of Indigenous population enrolled in HE (2019)		3%
6	Proportion of Indigenous population enrolled in VET (2019)		28%
7	Proportion of population with a tertiary qualification (2016)		13%
8	Level of disadvantage (SEIFA deciles, where 1 = most disadvantaged) (2016)		3
9	Proportion of HE students that complete within 3 years (2016 cohort)		59%
10	Proportion of HE students that unenrol within 4 years (2016 cohort)	Retention and experience	29%
11	Average VET completion rate (2017-2019)		67%
12	Average VET completion rate for Indigenous learners (2017-2019)		79%
13	Proportion of HE graduates satisfied with overall experience (2017-2020)		80%
14	Proportion of HE graduates gaining employment (2018-2020)		66%
15	Proportion of HE graduates continuing further study (2018-2020)	Transition and outcomes	76%
16	Proportion of HE graduating into relevant employment (2018-2020)		62%
17	Average growth in higher skilled labour demand (2015-2019)		5%

	Needs volume measures	Theme	Value
1	Total HE enrolments (online) (2019)	Direct current demand	152
2	Total VET enrolments (Cert IV above and online) (2019)		64
3	Population (aged 15-64) (2016)	Direct latent demand	5,438
4	Population growth (2017-2019)		0.7%
5	Broader SA3 HE enrolments (online) (2019)	Indirect current demand	1203
6	Broader SA3 VET enrolments (Cert IV above and online) (2019)		440
7	Broader SA3 population (aged 15-64) (2016)	Indirect latent demand	48,867
8	Broader SA3 population growth (2017-2019)		0.1%

Normalised values
Values are normalised between 1 (lower need) and 5 (higher need) to better compare regions.

Relative needs measures

Region
Average (2.5)

Needs volume measures
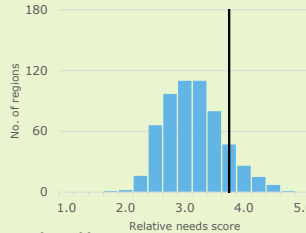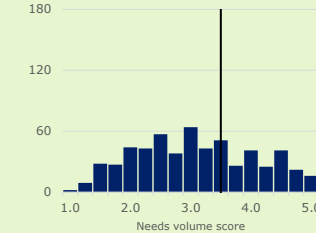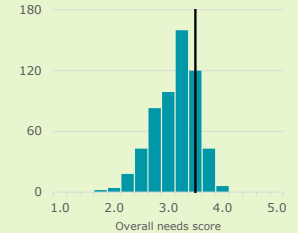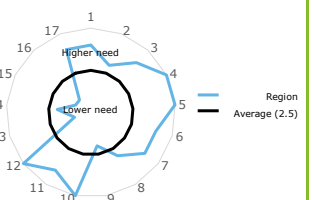

Region
Average (2.5)

Additional notes:

1. Region types are either 'SA2', 'Blended SA2' or 'SA3'. The different groupings are required to better reflect economic regions and compare geographic locations.
2. Threshold - the level set for each readiness threshold measure that a region must pass in order to be considered in-scope for a Centre.
3. Met? - Whether or not a region meets a readiness threshold.
4. Campus - an existing campus is defined as either being an existing RUC campus or a higher education institution that offers over 5 subjects and has more than 100 full time students.
5. Minimum distance - defined as the minimum distance in km between the region and an SA2 region with an existing university campus or RUC.
6. Relative needs weightings - the weighting that is applied to the combined score of relative needs measures corresponding to their relevant indicator.
7. Overall needs weightings - the weighting that is applied to all volume measures and all relative needs measures when calculating the overall needs score.
8. SA3 population - the population of the broader SA3 region, excluding any metropolitan sub-areas.
9. This table captures all the regions within the broader SA3 region. 'In-scope' indicates whether a location is included in the dashboard analysis.

REGIONAL NEEDS DASHBOARD

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Tatiara
SA

CONTEXTUAL INFORMATION
Demographic and other key contextual information related to the region, including the broader SA3 region.

Regional information	
Population	6,600
Indigenous population	1%
Region size (sqkm)	6,527
Postcode (with largest population)	5267
Region type[1]	SA2
ARIA measure	Outer regional
Distance to nearest campus (km)	172

Education enrolments	
Higher education (all)	96
Higher education (online only)	38
VET (Cert IV and above, all)	405
VET (Cert IV and above, online only)	33

Broader region information (SA3)	
Limestone Coast	
Population[8]	64,800
Region size (sqkm)	21,337
HE enrolments (all) (2019)	2,156
HE enrolments (online only) (2019)	868

SA2 regions within broader SA3	In-scope?[9]
Grant	No
Kingston - Robe	No
Millicent	No
Mount Gambier - East	No
Mount Gambier - West	No
Naracoorte	No
Naracoorte Region	No
Penola	No
Tatiara	Yes
Wattle Range	No

REGIONAL NEEDS RESULTS
Summary of the key needs results, including the relative scoring of this region to all assessed regions. The overall score is a function of the 'relative needs' and 'needs volume' of a region. All regions receive an overall needs score, however, regions with an identified readiness threshold issue do not receive a ranking.

Relative needs score   3.6

An assessment to determine the relative extent of a community's underrepresentation in access to and achievement of positive tertiary outcomes. Regions are assessed from largest relative need (5) to smallest relative need (1).

Needs volume score   3.5

An assessment of total need or demand (i.e. volume) for Centre services within the region. Regions are assessed from largest volume (5) to smallest volume (1).

Overall needs score   3.5

A weighted average of relative needs and needs volume to determine the overall needs score and ranking of a region. Regions are scored between highest need (5) and lowest need (1).

Needs ranking
Regions that do not have any readiness issues identified are then ranked by the overall needs score.
Ranked 19 of 256 regions with no readiness issues idenitified. Total number of regions is 597.

READINESS THRESHOLD
These factors inform the initial threshold considerations for the level of readiness for a community to establish a RUC, and the likelihood of success if a RUC is established.

No initial readiness issues identified

Measure	Value	Threshold[2]	Met?[3]
Population growth above minimum threshold	0.3%	-1.0%	Yes
Population size above minimum threshold	6,600	3,000	Yes
Population size below maximum threshold	6,600	50,000	Yes
Year 10 completions above minimum threshold	83.8%	75.0%	Yes
Existing RUC or university campus in region[4]	No	No	Yes
Nearest campus above minimum distance threshold (km)[5]	172	40	Yes

WEIGHTINGS
Weightings have been applied to the relative needs measures and overall needs scores.

Relative needs weightings[6]	
Access and participation	40%
Retention and experience	40%
Transition and outcomes	20%

Overall needs weightings[7]	
Relative needs	70%
Needs volume	30%

NEEDS MEASURES
The specific measures used to determine the overall needs score and ranking. Values for each measure are normalised between 1 (lower need) to 5 (higher need) to support comparisons between regions and aggregating multiple measures. The radar charts (right) present the normalised values for each measure: scores below average (inside the black circle) represent lower levels of needs, whereas scores above average (outside the black circle) represent higher levels of need.

	Relative needs measure	Theme	Value
1	Proportion of population enrolled in HE (2019)		1.4%
2	Proportion of population enrolled in VET (2019)		7%
3	Average growth in HE enrolments (2017-19)		2%
4	Average growth in VET enrolments (2017-19)	Access and	24%
5	Proportion of Indigenous population enrolled in HE (2019)	participation	1%
6	Proportion of Indigenous population enrolled in VET (2019)		17%
7	Proportion of population with a tertiary qualification (2016)		13%
8	Level of disadvantage (SEIFA deciles, where 1 = most disadvantaged) (2016)		4
9	Proportion of HE students that complete within 3 years (2016 cohort)		53%
10	Proportion of HE students that unenrol within 4 years (2016 cohort)	Retention and	42%
11	Average VET completion rate (2017-2019)	experience	61%
12	Average VET completion rate for Indigenous learners (2017-2019)		89%
13	Proportion of HE graduates satisfied with overall experience (2017-2020)		82%
14	Proportion of HE graduates gaining employment (2018-2020)		79%
15	Proportion of HE graduates continuing further study (2018-2020)	Transition and	88%
16	Proportion of HE graduating into relevant employment (2018-2020)	outcomes	80%
17	Average growth in higher skilled labour demand (2015-2019)		5%

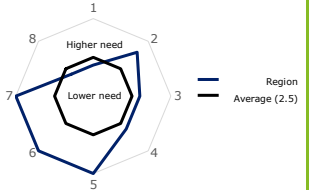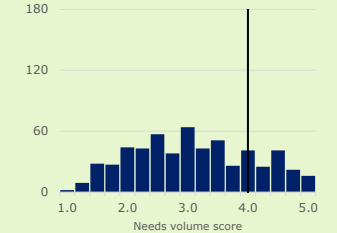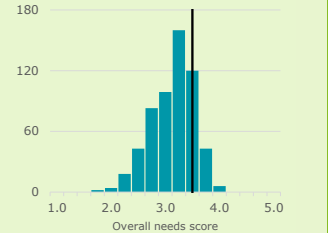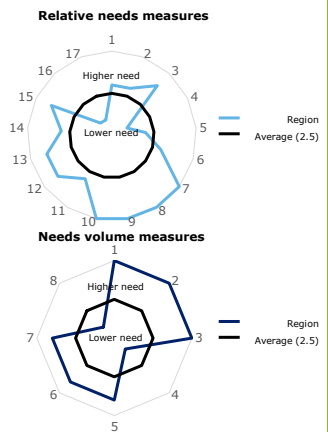|	Needs volume measures	Theme	Value
1	Total HE enrolments (online) (2019)	Direct current	38
2	Total VET enrolments (Cert IV above and online) (2019)	demand	33
3	Population (aged 15-64) (2016)	Direct latent	4,141
4	Population growth (2017-2019)	demand	0.3%
5	Broader SA3 HE enrolments (online) (2019)	Indirect current	868
6	Broader SA3 VET enrolments (Cert IV above and online) (2019)	demand	250
7	Broader SA3 population (aged 15-64) (2016)	Indirect latent	40,093
8	Broader SA3 population growth (2017-2019)	demand	0.1%

Normalised values
Values are normalised between 1 (lower need) and 5 (higher need) to better compare regions.

Relative needs measures

Needs volume measures

Additional notes:
1. Region types are either 'SA2', 'Blended SA2' or 'SA3'. The different groupings are required to better reflect economic regions and compare geographic locations.
2. Threshold - the level set for each readiness threshold measure that a region must pass in order to be considered in-scope for a Centre.
3. Met? - Whether or not a region meets a readiness threshold.
4. Campus - an existing campus is defined as either being an existing RUC campus or a higher education institution that offers over 5 subjects and has more than 100 full time students.
5. Minimum distance - defined as the minimum distance in km between the region and an SA2 region with an existing university campus or RUC.
6. Relative needs weightings - the weighting that is applied to the combined score of relative needs measures corresponding to their relevant indicator.
7. Overall needs weightings - the weighting that is applied to all volume measures and all relative needs measures when calculating the overall needs score.
8. SA3 population - the population of the broader SA3 region, excluding any metropolitan sub-areas.
9. This table captures all the regions within the broader SA3 region. 'In-scope' indicates whether a location is included in the dashboard analysis.

REGIONAL NEEDS DASHBOARD

Whyalla
SA

CONTEXTUAL INFORMATION

Demographic and other key contextual information related to the region, including the broader SA3 region.

Regional information

Population	21,800
Indigenous population	5%
Region size (sqkm)	41
Postcode (with largest population)	5600
Region type[1]	SA2
ARIA measure	Outer regional
Distance to nearest campus (km)	47

Education enrolments

Higher education (all)	493
Higher education (online only)	182
VET (Cert IV and above, all)	1,555
VET (Cert IV and above, online only)	109
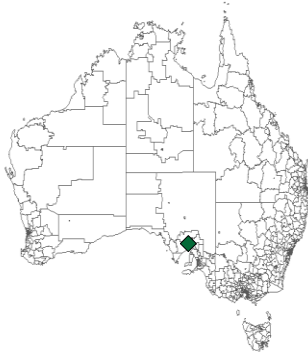
Broader region information (SA3)
Eyre Peninsula and South West

Population[8]	56,600
Region size (sqkm)	235,305
HE enrolments (all) (2019)	1,265
HE enrolments (online only) (2019)	568

SA2 regions within broader SA3	In-scope?[9]
Ceduna	No
Eyre Peninsula	No
Kimba - Cleve - Franklin Harbour	No
Le Hunte - Elliston	No
Port Lincoln	No
West Coast (SA)	No
Western	No
Whyalla	Yes

REGIONAL NEEDS RESULTS

Summary of the key needs results, including the relative scoring of this region to all assessed regions. The overall score is a function of the 'relative needs' and 'needs volume' of a region. All regions receive an overall needs score, however, regions with an identified readiness threshold issue do not receive a ranking.

Relative needs score — 3.3

An assessment to determine the relative extent of a community's underrepresentation in access to and achievement of positive tertiary outcomes. Regions are assessed from largest relative need (5) to smallest relative need (1).

Needs volume score — 4.0

An assessment of total need or demand (i.e. volume) for Centre services within the region. Regions are assessed from largest volume (5) to smallest volume (1).

Overall needs score — 3.5

A weighted average of relative needs and needs volume to determine the overall needs score and ranking of a region. Regions are scored between highest need (5) and lowest need (1).

Needs ranking

Regions that do not have any readiness issues identified are then ranked by the overall needs score.

Ranked 21 of 256 regions with no readiness issues idenitified. Total number of regions is 597.

READINESS THRESHOLD

These factors inform the initial threshold considerations for the level of readiness for a community to establish a RUC, and the likelihood of success if a RUC is established.

No initial readiness issues identified

Measure	Value	Threshold[2]	Met?[3]
Population growth above minimum threshold	-0.8%	-1.0%	Yes
Population size above minimum threshold	21,800	3,000	Yes
Population size below maximum threshold	21,800	50,000	Yes
Year 10 completions above minimum threshold	85.8%	75.0%	Yes
Existing RUC or university campus in region[4]	No	No	Yes
Nearest campus above minimum distance threshold (km)[5]	47	40	Yes

WEIGHTINGS

Weightings have been applied to the relative needs measures and overall needs scores.

Relative needs weightings[6]	
Access and participation	40%
Retention and experience	40%
Transition and outcomes	20%

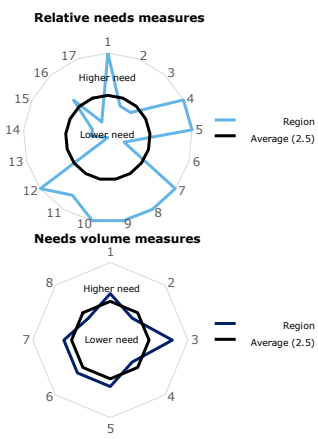| Overall needs weightings[7]	
Relative needs	70%
Needs volume	30%

NEEDS MEASURES

The specific measures used to determine the overall needs score and ranking. Values for each measure are normalised between 1 (lower need) to 5 (higher need) to support comparisons between regions and aggregating multiple measures. The radar charts (right) present the normalised values for each measure: scores below average (inside the black circle) represent lower levels of needs, whereas scores above average (outside the black circle) represent higher levels of need.

Relative needs measure	Theme	Value
1 Proportion of population enrolled in HE (2019)		2.3%
2 Proportion of population enrolled in VET (2019)		7%
3 Average growth in HE enrolments (2017-19)		1%
4 Average growth in VET enrolments (2017-19)	Access and	-4%
5 Proportion of Indigenous population enrolled in HE (2019)	participation	7%
6 Proportion of Indigenous population enrolled in VET (2019)		21%
7 Proportion of population with a tertiary qualification (2016)		11%
8 Level of disadvantage (SEIFA deciles, where 1 = most disadvantaged) (2016)		1
9 Proportion of HE students that complete within 3 years (2016 cohort)		68%
10 Proportion of HE students that unenrol within 4 years (2016 cohort)	Retention and	40%
11 Average VET completion rate (2017-2019)	experience	57%
12 Average VET completion rate for Indigenous learners (2017-2019)		82%
13 Proportion of HE graduates satisfied with overall experience (2017-2020)		76%
14 Proportion of HE graduates gaining employment (2018-2020)		74%
15 Proportion of HE graduates continuing further study (2018-2020)	Transition and	78%
16 Proportion of HE graduating into relevant employment (2018-2020)	outcomes	81%
17 Average growth in higher skilled labour demand (2015-2019)		1%

Needs volume measure	Theme	Value
1 Total HE enrolments (online) (2019)	Direct current	182
2 Total VET enrolments (Cert IV above and online) (2019)	demand	109
3 Population (aged 15-64) (2016)	Direct latent	13,883
4 Population growth (2017-2019)	demand	-0.8%
5 Broader SA3 HE enrolments (online) (2019)	Indirect current	568
6 Broader SA3 VET enrolments (Cert IV above and online) (2019)	demand	226
7 Broader SA3 population (aged 15-64) (2016)	Indirect latent	35,351
8 Broader SA3 population growth (2017-2019)	demand	-0.3%

Normalised values

Values are normalised between 1 (lower need) and 5 (higher need) to better compare regions.

Relative needs measures

Region / Average (2.5)

Needs volume measures

Region / Average (2.5)

Additional notes:

1. Region types are either 'SA2', 'Blended SA2' or 'SA3'. The different groupings are required to better reflect economic regions and compare geographic locations.
2. Threshold - the level set for each readiness threshold measure that a region must pass in order to be considered in-scope for a Centre.
3. Met? - Whether or not a region meets a readiness threshold.
4. Campus - an existing campus is defined as either being an existing RUC campus or a higher education institution that offers over 5 subjects and has more than 100 full time students.
5. Minimum distance - defined as the minimum distance in km between the region and an SA2 region with an existing university campus or RUC.
6. Relative needs weightings - the weighting that is applied to the combined score of relative needs measures corresponding to their relevant indicator.
7. Overall needs weightings - the weighting that is applied to all volume measures and all relative needs measures when calculating the overall needs score.
8. SA3 population - the population of the broader SA3 region, excluding any metropolitan sub-areas.
9. This table captures all the regions within the broader SA3 region. 'In-scope' indicates whether a location is included in the dashboard analysis.
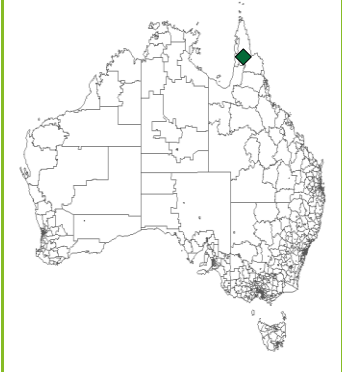
REGIONAL NEEDS DASHBOARD

This dashboard is intended as an initial and preliminary assessment of the relative needs of a region for a Regional University Centre. It accompanies a report titled 'Scoping study to inform future locations for Regional University Centres' delivered to the Australian Government Department of Education, Skills and Employment on November 2021.

Derby - West Kimberley
WA

CONTEXTUAL INFORMATION
Demographic and other key contextual information related to the region, including the broader SA3 region.

Regional information	
Population	7,700
Indigenous population	64%
Region size (sqkm)	110,799
Postcode (with largest population)	6728
Region type[1]	SA2
ARIA measure	Very remote
Distance to nearest campus (km)	622

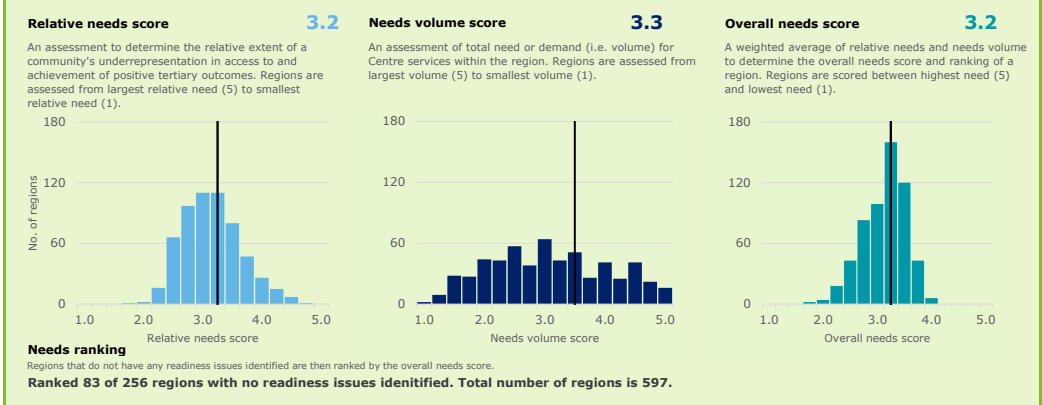| Education enrolments	
Higher education (all)	83
Higher education (online only)	48
VET (Cert IV and above, all)	390
VET (Cert IV and above, online only)	11
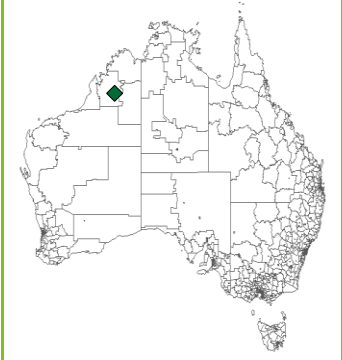
Broader region information (SA3)	
Kimberley	
Population[8]	34,400
Region size (sqkm)	419,260
HE enrolments (all) (2019)	631
HE enrolments (online only) (2019)	357

SA2 regions within broader SA3	In-scope?[9]
Broome	No
Derby - West Kimberley	Yes
Halls Creek	No
Kununurra	No
Roebuck	No

REGIONAL NEEDS RESULTS
Summary of the key needs results, including the relative scoring of this region to all assessed regions. The overall score is a function of the 'relative needs' and 'needs volume' of a region. All regions receive an overall needs score, however, regions with an identified readiness threshold issue do not receive a ranking.

Relative needs score   **3.6**

An assessment to determine the relative extent of a community's underrepresentation in access to and achievement of positive tertiary outcomes. Regions are assessed from largest relative need (5) to smallest relative need (1).

Needs volume score   **2.8**

An assessment of total need or demand (i.e. volume) for Centre services within the region. Regions are assessed from largest volume (5) to smallest volume (1).

Overall needs score   **3.4**

A weighted average of relative needs and needs volume to determine the overall needs score and ranking of a region. Regions are scored between highest need (5) and lowest need (1).

Needs ranking
Regions that do not have any readiness issues identified are then ranked by the overall needs score.

Ranked 40 of 256 regions with no readiness identified. Total number of regions is 597.

READINESS THRESHOLD
These factors inform the initial threshold considerations for the level of readiness for a community to establish a RUC, and the likelihood of success if a RUC is established.

No initial readiness issues identified

Measure	Value	Threshold[2]	Met?[3]
Population growth above minimum threshold	-0.1%	-1.0%	Yes
Population size above minimum threshold	7,700	3,000	Yes
Population size below maximum threshold	7,700	50,000	Yes
Year 10 completions above minimum threshold	82.3%	75.0%	Yes
Existing RUC or university campus in region[4]	No	No	Yes
Nearest campus above minimum distance threshold (km)[5]	622	40	Yes

WEIGHTINGS
Weightings have been applied to the relative needs measures and overall needs scores.

Relative needs weightings[6]	
Access and participation	40%
Retention and experience	40%
Transition and outcomes	20%

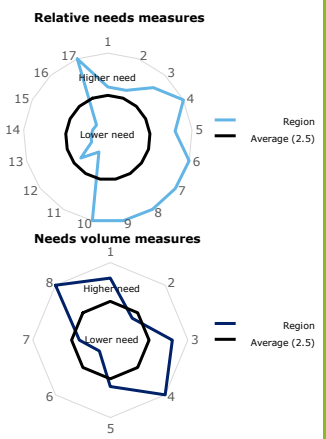| Overall needs weightings[7]	
Relative needs	70%
Needs volume	30%

NEEDS MEASURES
The specific measures used to determine the overall needs score and ranking. Values for each measure are normalised between 1 (lower need) to 5 (higher need) to support comparisons between regions and aggregating multiple measures. The radar charts (right) present the normalised values for each measure: scores below average (inside the black circle) represent lower levels of needs, whereas scores above average (outside the black circle) represent higher levels of need.

Relative needs measure	Theme	Value
1 Proportion of population enrolled in HE (2019)		1.2%
2 Proportion of population enrolled in VET (2019)		8%
3 Average growth in HE enrolments (2017-19)		-1%
4 Average growth in VET enrolments (2017-19)	Access and	47%
5 Proportion of Indigenous population enrolled in HE (2019)	participation	1%
6 Proportion of Indigenous population enrolled in VET (2019)		31%
7 Proportion of population with a tertiary qualification (2016)		11%
8 Level of disadvantage (SEIFA deciles, where 1 = most disadvantaged) (2016)		1
9 Proportion of HE students that complete within 3 years (2016 cohort)		77%
10 Proportion of HE students that unenrol within 4 years (2016 cohort)	Retention and	47%
11 Average VET completion rate (2017-2019)	experience	63%
12 Average VET completion rate for Indigenous learners (2017-2019)		90%
13 Proportion of HE graduates satisfied with overall experience (2017-2020)		NA
14 Proportion of HE graduates gaining employment (2018-2020)		84%
15 Proportion of HE graduates continuing further study (2018-2020)	Transition and	87%
16 Proportion of HE graduating into relevant employment (2018-2020)	outcomes	70%
17 Average growth in higher skilled labour demand (2015-2019)		1%

Needs volume measures	Theme	Value
1 Total HE enrolments (online) (2019)	Direct current	48
2 Total VET enrolments (Cert IV above and online) (2019)	demand	11
3 Population (aged 15-64) (2016)	Direct latent	5,259
4 Population growth (2017-2019)	demand	-0.1%
5 Broader SA3 HE enrolments (online) (2019)	Indirect current	357
6 Broader SA3 VET enrolments (Cert IV above and online) (2019)	demand	113
7 Broader SA3 population (aged 15-64) (2016)	Indirect latent	23,817
8 Broader SA3 population growth (2017-2019)	demand	-0.1%

Normalised values
Values are normalised between 1 (lower need) and 5 (higher need) to better compare regions.

Relative needs measures

Needs volume measures

Additional notes:
1. Region types are either 'SA2', 'Blended SA2' or 'SA3'. The different groupings are required to better reflect economic regions and compare geographic locations.
2. Threshold - the level set for each readiness threshold measure that a region must pass in order to be considered in-scope for a Centre.
3. Met? - Whether or not a region meets a readiness threshold.
4. Campus - an existing campus is defined as either being an existing RUC campus or a higher education institution that offers over 5 subjects and has more than 100 full time students.
5. Minimum distance - defined as the minimum distance in km between the region and an SA2 region with an existing university campus or RUC.
6. Relative needs weightings - the weighting that is applied to the combined score of relative needs measures corresponding to their relevant indicator.
7. Overall needs weightings - the weighting that is applied to all volume measures and all relative needs measures when calculating the overall needs score.
8. SA3 population - the population of the broader SA3 region, excluding any metropolitan sub-areas.
9. This table captures all the regions within the broader SA3 region. 'In-scope' indicates whether a location is included in the dashboard analysis.

REGIONAL NEEDS DASHBOARD

Cape York
QLD

CONTEXTUAL INFORMATION

Demographic and other key contextual information related to the region, including the broader SA3 region.

Regional information

Population	7,500
Indigenous population	52%
Region size (sqkm)	112,961
Postcode (with largest population)	4871
Region type[1]	SA2
ARIA measure	Remote
Distance to nearest campus (km)	398

Education enrolments

Higher education (all)	187
Higher education (online only)	119
VET (Cert IV and above, all)	430
VET (Cert IV and above, online only)	11

Broader region information (SA3)
Far North

Population[8]	32,400
Region size (sqkm)	250,878
HE enrolments (all) (2019)	634
HE enrolments (online only) (2019)	362

SA2 regions within broader SA3	In-scope?[9]
Aurukun	No
Cape York	Yes
Croydon - Etheridge	No
Kowanyama - Pormpuraaw	No
Northern Peninsula	No
Tablelands	No
Torres	No
Torres Strait Islands	No
Weipa	No

REGIONAL NEEDS RESULTS

Summary of the key needs results, including the relative scoring of this region to all assessed regions. The overall score is a function of the 'relative needs' and 'needs volume' of a region. All regions receive an overall needs score, however, regions with an identified readiness threshold issue do not receive a ranking.

Relative needs score 3.2

An assessment to determine the relative extent of a community's underrepresentation in access to and achievement of positive tertiary outcomes. Regions are assessed from largest relative need (5) to smallest relative need (1).

Needs volume score 3.3

An assessment of total need or demand (i.e. volume) for Centre services within the region. Regions are assessed from largest volume (5) to smallest volume (1).

Overall needs score 3.2

A weighted average of relative needs and needs volume to determine the overall needs score and ranking of a region. Regions are scored between highest need (5) and lowest need (1).

Needs ranking

Regions that do not have any readiness issues identified are then ranked by the overall needs score.

Ranked 83 of 256 regions with no readiness issues idenitified. Total number of regions is 597.

READINESS THRESHOLD

These factors inform the initial threshold considerations for the level of readiness for a community to establish a RUC, and the likelihood of success if a RUC is established.

No initial readiness issues identified

Measure	Value	Threshold[2]	Met?[3]
Population growth above minimum threshold	2.3%	-1.0%	Yes
Population size above minimum threshold	7,500	3,000	Yes
Population size below maximum threshold	7,500	50,000	Yes
Year 10 completions above minimum threshold	80.8%	75.0%	Yes
Existing RUC or university campus in region[4]	No	No	Yes
Nearest campus above minimum distance threshold (km)[5]	398	40	Yes

WEIGHTINGS

Weightings have been applied to the relative needs measures and overall needs scores.

Relative needs weightings[6]	
Access and participation	40%
Retention and experience	40%
Transition and outcomes	20%

Overall needs weightings[7]	
Relative needs	70%
Needs volume	30%

NEEDS MEASURES

The specific measures used to determine the overall needs score and ranking. Values for each measure are normalised between 1 (lower need) to 5 (higher need) to support comparisons between regions and aggregating multiple measures. The radar charts (right) present the normalised values for each measure: scores below average (inside the black circle) represent lower levels of needs, whereas scores above average (outside the black circle) represent higher levels of need.

Relative needs measure	Theme	Value
1 Proportion of population enrolled in HE (2019)		2.4%
2 Proportion of population enrolled in VET (2019)		6%
3 Average growth in HE enrolments (2017-19)		2%
4 Average growth in VET enrolments (2017-19)	Access and participation	22%
5 Proportion of Indigenous population enrolled in HE (2019)		2%
6 Proportion of Indigenous population enrolled in VET (2019)		12%
7 Proportion of population with a tertiary qualification (2016)		10%
8 Level of disadvantage (SEIFA deciles, where 1 = most disadvantaged) (2016)		1
9 Proportion of HE students that complete within 3 years (2016 cohort)		71%
10 Proportion of HE students that unenrol within 4 years (2016 cohort)	Retention and experience	45%
11 Average VET completion rate (2017-2019)		34%
12 Average VET completion rate for Indigenous learners (2017-2019)		73%
13 Proportion of HE graduates satisfied with overall experience (2017-2020)		85%
14 Proportion of HE graduates gaining employment (2018-2020)		89%
15 Proportion of HE graduates continuing further study (2018-2020)	Transition and outcomes	92%
16 Proportion of HE graduating into relevant employment (2018-2020)		76%
17 Average growth in higher skilled labour demand (2015-2019)		5%

Needs volume measures	Theme	Value
1 Total HE enrolments (online) (2019)	Direct current demand	119
2 Total VET enrolments (Cert IV above and online) (2019)		11
3 Population (aged 15-64) (2016)	Direct latent demand	4,927
4 Population growth (2017-2019)		2.3%
5 Broader SA3 HE enrolments (online) (2019)	Indirect current demand	362
6 Broader SA3 VET enrolments (Cert IV above and online) (2019)		55
7 Broader SA3 population (aged 15-64) (2016)	Indirect latent demand	21,323
8 Broader SA3 population growth (2017-2019)		1.6%

Normalised values

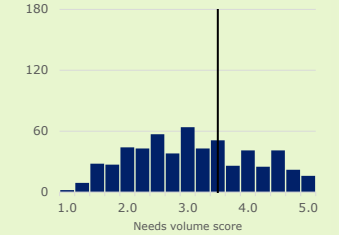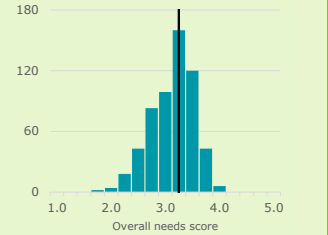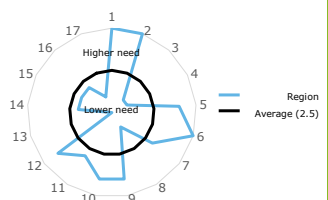Values are normalised between 1 (lower need) and 5 (higher need) to better compare regions.

Relative needs measures

Region / Average (2.5)

Needs volume measures

Region / Average (2.5)

Additional notes:

1. Region types are either 'SA2', 'Blended SA2' or 'SA3'. The different groupings are required to better reflect economic regions and compare geographic locations.
2. Threshold - the level set for each readiness threshold measure that a region must pass in order to be considered in-scope for a Centre.
3. Met? - Whether or not a region meets a readiness threshold.
4. Campus - an existing campus is defined as either being an existing RUC campus or a higher education institution that offers over 5 subjects and has more than 100 full time students.
5. Minimum distance - defined as the minimum distance in km between the region and an SA2 region with an existing university campus or RUC.
6. Relative needs weightings - the weighting that is applied to the combined score of relative needs measures corresponding to their relevant indicator.
7. Overall needs weightings - the weighting that is applied to all volume measures and all relative needs measures when calculating the overall needs score.
8. SA3 population - the population of the broader SA3 region, excluding any metropolitan sub-areas.
9. This table captures all the regions within the broader SA3 region. 'In-scope' indicates whether a location is included in the dashboard analysis.

REGIONAL NEEDS DASHBOARD

This dashboard is intended as an initial and preliminary assessment of the relative needs of a region for a Regional University Centre. It accompanies a report titled 'Scoping study to inform future locations for Regional University Centres' delivered to the Australian Government Department of Education, Skills and Employment on November 2021.

Ashburton (WA)
WA

CONTEXTUAL INFORMATION
Demographic and other key contextual information related to the region, including the broader SA3 region.

Regional information	
Population	13,000
Indigenous population	8%
Region size (sqkm)	100,827
Postcode (with largest population)	6710
Region type[1]	SA2
ARIA measure	Very remote
Distance to nearest campus (km)	194

Education enrolments	
Higher education (all)	144
Higher education (online only)	108
VET (Cert IV and above, all)	420
VET (Cert IV and above, online only)	45
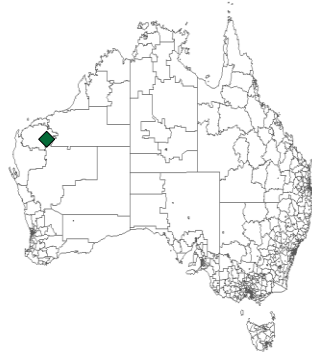
Broader region information (SA3)	
West Pilbara	
Population[8]	34,500
Region size (sqkm)	116,066
HE enrolments (all) (2019)	525
HE enrolments (online only) (2019)	340

SA2 regions within broader SA3	In-scope?[9]
Ashburton (WA)	Yes
Karratha	No
Roebourne	No

REGIONAL NEEDS RESULTS
Summary of the key needs results, including the relative scoring of this region to all assessed regions. The overall score is a function of the 'relative needs' and 'needs volume' of a region. All regions receive an overall needs score, however, regions with an identified readiness threshold issue do not receive a ranking.

Relative needs score 3.0
An assessment to determine the relative extent of a community's underrepresentation in access to and achievement of positive tertiary outcomes. Regions are assessed from largest relative need (5) to smallest relative need (1).

Needs volume score 3.5
An assessment of total need or demand (i.e. volume) for Centre services within the region. Regions are assessed from largest volume (5) to smallest volume (1).

Overall needs score 3.2
A weighted average of relative needs and needs volume to determine the overall needs score and ranking of a region. Regions are scored between highest need (5) and lowest need (1).

Needs ranking
Regions that do not have any readiness issues identified are then ranked by the overall needs score.
Ranked 96 of 256 regions with no readiness issues idenitified. Total number of regions is 597.

READINESS THRESHOLD
These factors inform the initial threshold considerations for the level of readiness for a community to establish a RUC, and the likelihood of success if a RUC is established.

No initial readiness issues identified

Measure	Value	Threshold[2]	Met?[3]
Population growth above minimum threshold	0.1%	-1.0%	Yes
Population size above minimum threshold	13,000	3,000	Yes
Population size below maximum threshold	13,000	50,000	Yes
Year 10 completions above minimum threshold	94.7%	75.0%	Yes
Existing RUC or university campus in region[4]	No	No	Yes
Nearest campus above minimum distance threshold (km)[5]	194	40	Yes

WEIGHTINGS
Weightings have been applied to the relative needs measures and overall needs scores.

Relative needs weightings[6]	
Access and participation	40%
Retention and experience	40%
Transition and outcomes	20%

Overall needs weightings[7]	
Relative needs	70%
Needs volume	30%

NEEDS MEASURES
The specific measures used to determine the overall needs score and ranking. Values for each measure are normalised between 1 (lower need) to 5 (higher need) to support comparisons between regions and aggregating multiple measures. The radar charts (right) present the normalised values for each measure: scores below average (inside the black circle) represent lower levels of needs, whereas scores above average (outside the black circle) represent higher levels of need.

Relative needs measure	Theme	Value
1 Proportion of population enrolled in HE (2019)		1.0%
2 Proportion of population enrolled in VET (2019)		3%
3 Average growth in HE enrolments (2017-19)		-10%
4 Average growth in VET enrolments (2017-19)	Access and	-8%
5 Proportion of Indigenous population enrolled in HE (2019)	participation	1%
6 Proportion of Indigenous population enrolled in VET (2019)		11%
7 Proportion of population with a tertiary qualification (2016)		15%
8 Level of disadvantage (SEIFA deciles, where 1 = most disadvantaged) (2016)		6
9 Proportion of HE students that complete within 3 years (2016 cohort)		61%
10 Proportion of HE students that unenrol within 4 years (2016 cohort)	Retention and	35%
11 Average VET completion rate (2017-2019)	experience	57%
12 Average VET completion rate for Indigenous learners (2017-2019)		84%
13 Proportion of HE graduates satisfied with overall experience (2017-2020)		NA
14 Proportion of HE graduates gaining employment (2018-2020)		80%
15 Proportion of HE graduates continuing further study (2018-2020)	Transition and	84%
16 Proportion of HE graduating into relevant employment (2018-2020)	outcomes	73%
17 Average growth in higher skilled labour demand (2015-2019)		1%

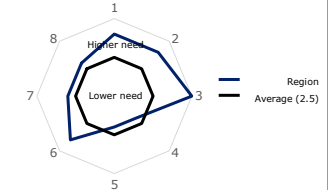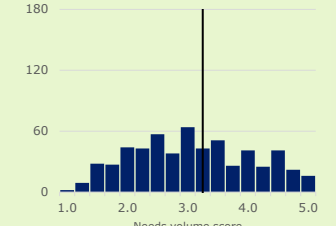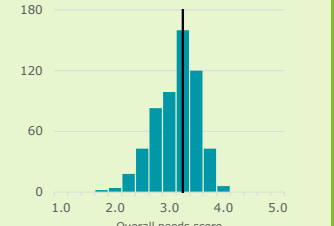| Needs volume measures	Theme	Value
1 Total HE enrolments (online) (2019)	Direct current	108
2 Total VET enrolments (Cert IV above and online) (2019)	demand	45
3 Population (aged 15-64) (2016)	Direct latent	11,085
4 Population growth (2017-2019)	demand	0.1%
5 Broader SA3 HE enrolments (online) (2019)	Indirect current	340
6 Broader SA3 VET enrolments (Cert IV above and online) (2019)	demand	185
7 Broader SA3 population (aged 15-64) (2016)	Indirect latent	26,700
8 Broader SA3 population growth (2017-2019)	demand	0.3%

Normalised values
Values are normalised between 1 (lower need) and 5 (higher need) to better compare regions.

Relative needs measures

Needs volume measures

Additional notes:
1. Region types are either 'SA2', 'Blended SA2' or 'SA3'. The different groupings are required to better reflect economic regions and compare geographic locations.
2. Threshold - the level set for each readiness threshold measure that a region must pass in order to be considered in-scope for a Centre.
3. Met? - Whether or not a region meets a readiness threshold.
4. Campus - an existing campus is defined as either being an existing RUC campus or a higher education institution that offers over 5 subjects and has more than 100 full time students.
5. Minimum distance - defined as the minimum distance in km between the region and an SA2 region with an existing university campus or RUC.
6. Relative needs weightings - the weighting that is applied to the combined score of relative needs measures corresponding to their relevant indicator.
7. Overall needs weightings - the weighting that is applied to all volume measures and all relative needs measures when calculating the overall needs score.
8. SA3 population - the population of the broader SA3 region, excluding any metropolitan sub-areas.
9. This table captures all the regions within the broader SA3 region. 'In-scope' indicates whether a location is included in the dashboard analysis.

REGIONAL NEEDS DASHBOARD

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Daintree
QLD

CONTEXTUAL INFORMATION
Demographic and other key contextual information related to the region, including the broader SA3 region.

Regional information	
Population	6,300
Indigenous population	12%
Region size (sqkm)	2,231
Postcode (with largest population)	4873
Region type[1]	SA2
ARIA measure	Outer regional
Distance to nearest campus (km)	87

Education enrolments	
Higher education (all)	137
Higher education (online only)	66
VET (Cert IV and above, all)	325
VET (Cert IV and above, online only)	10

Broader region information (SA3)	
Port Douglas - Daintree	
Population[8]	11,600
Region size (sqkm)	2,421
HE enrolments (all) (2019)	232
HE enrolments (online only) (2019)	103

SA2 regions within broader SA3	In-scope?[9]
Daintree	Yes
Port Douglas	No

REGIONAL NEEDS RESULTS
Summary of the key needs results, including the relative scoring of this region to all assessed regions. The overall score is a function of the 'relative needs' and 'needs volume' of a region. All regions receive an overall needs score, however, regions with an identified readiness threshold issue do not receive a ranking.

Relative needs score   3.5
An assessment to determine the relative extent of a community's underrepresentation in access to and achievement of positive tertiary outcomes. Regions are assessed from largest relative need (5) to smallest relative need (1).

Needs volume score   2.3
An assessment of total need or demand (i.e. volume) for Centre services within the region. Regions are assessed from largest volume (5) to smallest volume (1).

Overall needs score   3.1
A weighted average of relative needs and needs volume to determine the overall needs score and ranking of a region. Regions are scored between highest need (5) and lowest need (1).

Needs ranking
Regions that do not have any readiness issues identified are then ranked by the overall needs score.
Ranked 121 of 256 regions with no readiness issues idenitified. Total number of regions is 597.

READINESS THRESHOLD
These factors inform the initial threshold considerations for the level of readiness for a community to establish a RUC, and the likelihood of success if a RUC is established.

No initial readiness issues identified

Measure	Value	Threshold[2]	Met?[3]
Population growth above minimum threshold	0.7%	-1.0%	Yes
Population size above minimum threshold	6,300	3,000	Yes
Population size below maximum threshold	6,300	50,000	Yes
Year 10 completions above minimum threshold	87.3%	75.0%	Yes
Existing RUC or university campus in region[4]	No	No	Yes
Nearest campus above minimum distance threshold (km)[5]	87	40	Yes

WEIGHTINGS
Weightings have been applied to the relative needs measures and overall needs scores.

Relative needs weightings[6]	
Access and participation	40%
Retention and experience	40%
Transition and outcomes	20%

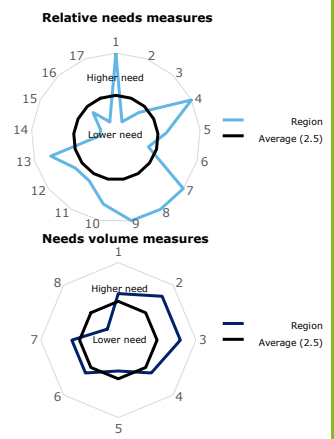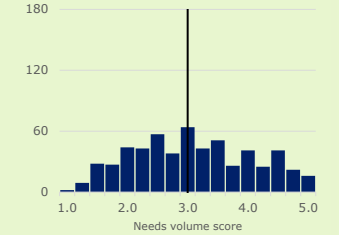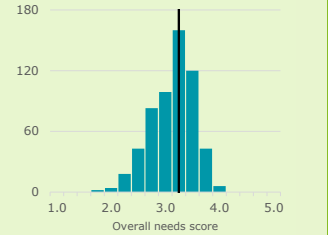| Overall needs weightings[7]	
Relative needs	70%
Needs volume	30%

NEEDS MEASURES
The specific measures used to determine the overall needs score and ranking. Values for each measure are normalised between 1 (lower need) to 5 (higher need) to support comparisons between regions and aggregating multiple measures. The radar charts (right) present the normalised values for each measure: scores below average (inside the black circle) represent lower levels of needs, whereas scores above average (outside the black circle) represent higher levels of need.

	Relative needs measure	Theme	Value
1	Proportion of population enrolled in HE (2019)		1.9%
2	Proportion of population enrolled in VET (2019)		6%
3	Average growth in HE enrolments (2017-19)		-13%
4	Average growth in VET enrolments (2017-19)	Access and	21%
5	Proportion of Indigenous population enrolled in HE (2019)	participation	3%
6	Proportion of Indigenous population enrolled in VET (2019)		26%
7	Proportion of population with a tertiary qualification (2016)		15%
8	Level of disadvantage (SEIFA deciles, where 1 = most disadvantaged) (2016)		3
9	Proportion of HE students that complete within 3 years (2016 cohort)		77%
10	Proportion of HE students that unenrol within 4 years (2016 cohort)	Retention and	46%
11	Average VET completion rate (2017-2019)	experience	25%
12	Average VET completion rate for Indigenous learners (2017-2019)		72%
13	Proportion of HE graduates satisfied with overall experience (2017-2020)		75%
14	Proportion of HE graduates gaining employment (2018-2020)		NA
15	Proportion of HE graduates continuing further study (2018-2020)	Transition and	NA
16	Proportion of HE graduating into relevant employment (2018-2020)	outcomes	NA
17	Average growth in higher skilled labour demand (2015-2019)		7%

	Needs volume measures	Theme	Value
1	Total HE enrolments (online) (2019)	Direct current	66
2	Total VET enrolments (Cert IV above and online) (2019)	demand	10
3	Population (aged 15-64) (2016)	Direct latent	4,069
4	Population growth (2017-2019)	demand	0.7%
5	Broader SA3 HE enrolments (online) (2019)	Indirect current	103
6	Broader SA3 VET enrolments (Cert IV above and online) (2019)	demand	25
7	Broader SA3 population (aged 15-64) (2016)	Indirect latent	7,773
8	Broader SA3 population growth (2017-2019)	demand	0.5%

Normalised values
Values are normalised between 1 (lower need) and 5 (higher need) to better compare regions.

Relative needs measures

Needs volume measures

Additional notes:
1. Region types are either 'SA2', 'Blended SA2' or 'SA3'. The different groupings are required to better reflect economic regions and compare geographic locations.
2. Threshold - the level set for each readiness threshold measure that a region must pass in order to be considered in-scope for a Centre.
3. Met? - Whether or not a region meets a readiness threshold.
4. Campus - an existing campus is defined as either being an existing RUC campus or a higher education institution that offers over 5 subjects and has more than 100 full time students.
5. Minimum distance - defined as the minimum distance in km between the region and an SA2 region with an existing university campus or RUC.
6. Relative needs weightings - the weighting that is applied to the combined score of relative needs measures corresponding to their relevant indicator.
7. Overall needs weightings - the weighting that is applied to all volume measures and all relative needs measures when calculating the overall needs score.
8. SA3 population - the population of the broader SA3 region, excluding any metropolitan sub-areas.
9. This table captures all the regions within the broader SA3 region. 'In-scope' indicates whether a location is included in the dashboard analysis.

REGIONAL NEEDS DASHBOARD

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Bowen
QLD

CONTEXTUAL INFORMATION
Demographic and other key contextual information related to the region, including the broader SA3 region.

Regional information	
Population	9,100
Indigenous population	9%
Region size (sqkm)	53
Postcode (with largest population)	4805
Region type[1]	SA2
ARIA measure	Outer regional
Distance to nearest campus (km)	175

Education enrolments	
Higher education (all)	116
Higher education (online only)	67
VET (Cert IV and above, all)	820
VET (Cert IV and above, online only)	36

Broader region information (SA3)	
Bowen Basin - North	
Population[8]	33,500
Region size (sqkm)	79,853
HE enrolments (all) (2019)	473
HE enrolments (online only) (2019)	281

SA2 regions within broader SA3	In-scope?[9]
Bowen	Yes
Broadsound - Nebo	No
Clermont	No
Collinsville	No
Moranbah	No

REGIONAL NEEDS RESULTS
Summary of the key needs results, including the relative scoring of this region to all assessed regions. The overall score is a function of the 'relative needs' and 'needs volume' of a region. All regions receive an overall needs score, however, regions with an identified readiness threshold issue do not receive a ranking.

Relative needs score   **3.1**

An assessment to determine the relative extent of a community's underrepresentation in access to and achievement of positive tertiary outcomes. Regions are assessed from largest relative need (5) to smallest relative need (1).

Needs volume score   **3.1**

An assessment of total need or demand (i.e. volume) for Centre services within the region. Regions are assessed from largest volume (5) to smallest volume (1).

Overall needs score   **3.1**

A weighted average of relative needs and needs volume to determine the overall needs score and ranking of a region. Regions are scored between highest need (5) and lowest need (1).

Needs ranking
Regions that do not have any readiness issues identified are then ranked by the overall needs score.

Ranked 128 of 256 regions with no readiness issues idenitified. Total number of regions is 597.

READINESS THRESHOLD
These factors inform the initial threshold considerations for the level of readiness for a community to establish a RUC, and the likelihood of success if a RUC is established.

No initial readiness issues identified

Measure	Value	Threshold[2]	Met?[3]
Population growth above minimum threshold	0.5%	-1.0%	Yes
Population size above minimum threshold	9,100	3,000	Yes
Population size below maximum threshold	9,100	50,000	Yes
Year 10 completions above minimum threshold	83.2%	75.0%	Yes
Existing RUC or university campus in region[4]	No	No	Yes
Nearest campus above minimum distance threshold (km)[5]	175	40	Yes

WEIGHTINGS
Weightings have been applied to the relative needs measures and overall needs scores.

Relative needs weightings[6]	
Access and participation	40%
Retention and experience	40%
Transition and outcomes	20%

Overall needs weightings[7]	
Relative needs	70%
Needs volume	30%

NEEDS MEASURES
The specific measures used to determine the overall needs score and ranking. Values for each measure are normalised between 1 (lower need) to 5 (higher need) to support comparisons between regions and aggregating multiple measures. The radar charts (right) present the normalised values for each measure: scores below average (inside the black circle) represent lower levels of needs, whereas scores above average (outside the black circle) represent higher levels of need.
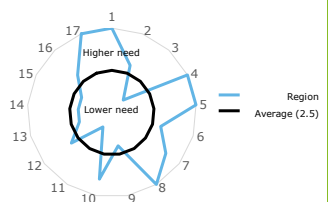
	Relative needs measure	Theme	Value
1	Proportion of population enrolled in HE (2019)		1.3%
2	Proportion of population enrolled in VET (2019)		10%
3	Average growth in HE enrolments (2017-19)		-1%
4	Average growth in VET enrolments (2017-19)	Access and participation	17%
5	Proportion of Indigenous population enrolled in HE (2019)		3%
6	Proportion of Indigenous population enrolled in VET (2019)		24%
7	Proportion of population with a tertiary qualification (2016)		11%
8	Level of disadvantage (SEIFA deciles, where 1 = most disadvantaged) (2016)		2
9	Proportion of HE students that complete within 3 years (2016 cohort)		63%
10	Proportion of HE students that unenrol within 4 years (2016 cohort)	Retention and experience	34%
11	Average VET completion rate (2017-2019)		54%
12	Average VET completion rate for Indigenous learners (2017-2019)		76%
13	Proportion of HE graduates satisfied with overall experience (2017-2020)		77%
14	Proportion of HE graduates gaining employment (2018-2020)		91%
15	Proportion of HE graduates continuing further study (2018-2020)	Transition and outcomes	91%
16	Proportion of HE graduating into relevant employment (2018-2020)		74%
17	Average growth in higher skilled labour demand (2015-2019)		2%

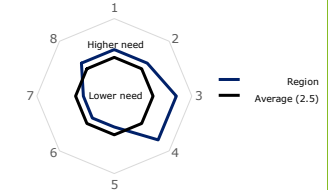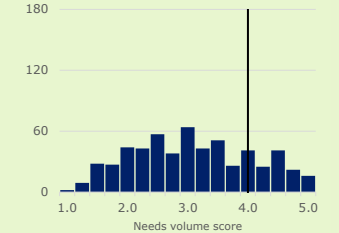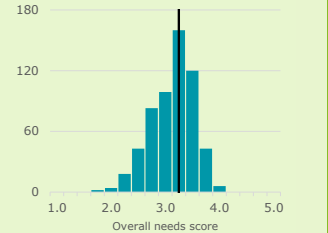|	Needs volume measures	Theme	Value
1	Total HE enrolments (online) (2019)	Direct current demand	67
2	Total VET enrolments (Cert IV above and online) (2019)		36
3	Population (aged 15-64) (2016)	Direct latent demand	5,727
4	Population growth (2017-2019)		0.5%
5	Broader SA3 HE enrolments (online) (2019)	Indirect current demand	281
6	Broader SA3 VET enrolments (Cert IV above and online) (2019)		116
7	Broader SA3 population (aged 15-64) (2016)	Indirect latent demand	22,477
8	Broader SA3 population growth (2017-2019)		-0.5%

Normalised values
Values are normalised between 1 (lower need) and 5 (higher need) to better compare regions.

Relative needs measures

Needs volume measures

Additional notes:
1. Region types are either 'SA2', 'Blended SA2' or 'SA3'. The different groupings are required to better reflect economic regions and compare geographic locations.
2. Threshold - the level set for each readiness threshold measure that a region must pass in order to be considered in-scope for a Centre.
3. Met? - Whether or not a region meets a readiness threshold.
4. Campus - an existing campus is defined as either being an existing RUC campus or a higher education institution that offers over 5 subjects and has more than 100 full time students.
5. Minimum distance - defined as the minimum distance in km between the region and an SA2 region with an existing university campus or RUC.
6. Relative needs weightings - the weighting that is applied to the combined score of relative needs measures corresponding to their relevant indicator.
7. Overall needs weightings - the weighting that is applied to all volume measures and all relative needs measures when calculating the overall needs score.
8. SA3 population - the population of the broader SA3 region, excluding any metropolitan sub-areas.
9. This table captures all the regions within the broader SA3 region. 'In-scope' indicates whether a location is included in the dashboard analysis.

REGIONAL NEEDS DASHBOARD

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Tully
QLD

CONTEXTUAL INFORMATION

Demographic and other key contextual information related to the region, including the broader SA3 region.

Regional information	
Population	10,700
Indigenous population	7%
Region size (sqkm)	3,065
Postcode (with largest population)	4816
Region type[1]	SA2
ARIA measure	Outer regional
Distance to nearest campus (km)	143

Education enrolments	
Higher education (all)	137
Higher education (online only)	62
VET (Cert IV and above, all)	625
VET (Cert IV and above, online only)	20

Broader region information (SA3)	
Innisfail - Cassowary Coast	
Population[8]	34,700
Region size (sqkm)	5,995
HE enrolments (all) (2019)	528
HE enrolments (online only) (2019)	246

SA2 regions within broader SA3	In-scope?[9]
Babinda	No
Innisfail	No
Johnstone	No
Tully	Yes
Yarrabah	No

REGIONAL NEEDS RESULTS

Summary of the key needs results, including the relative scoring of this region to all assessed regions. The overall score is a function of the 'relative needs' and 'needs volume' of a region. All regions receive an overall needs score, however, regions with an identified readiness threshold issue do not receive a ranking.

Relative needs score   **3.1**

An assessment to determine the relative extent of a community's underrepresentation in access to and achievement of positive tertiary outcomes. Regions are assessed from largest relative need (5) to smallest relative need (1).

Needs volume score   **3.0**

An assessment of total need or demand (i.e. volume) for Centre services within the region. Regions are assessed from largest volume (5) to smallest volume (1).

Overall needs score   **3.1**

A weighted average of relative needs and needs volume to determine the overall needs score and ranking of a region. Regions are scored between highest need (5) and lowest need (1).

Needs ranking

Regions that do not have any readiness issues identified are then ranked by the overall needs score.

Ranked 131 of 256 regions with no readiness issues idenitified. Total number of regions is 597.

READINESS THRESHOLD

These factors inform the initial threshold considerations for the level of readiness for a community to establish a RUC, and the likelihood of success if a RUC is established.

No initial readiness issues identified

Measure	Value	Threshold[2]	Met?[3]
Population growth above minimum threshold	0.7%	-1.0%	Yes
Population size above minimum threshold	10,700	3,000	Yes
Population size below maximum threshold	10,700	50,000	Yes
Year 10 completions above minimum threshold	85.2%	75.0%	Yes
Existing RUC or university campus in region[4]	No	No	Yes
Nearest campus above minimum distance threshold (km)[5]	143	40	Yes

WEIGHTINGS

Weightings have been applied to the relative needs measures and overall needs scores.

Relative needs weightings[6]	
Access and participation	40%
Retention and experience	40%
Transition and outcomes	20%

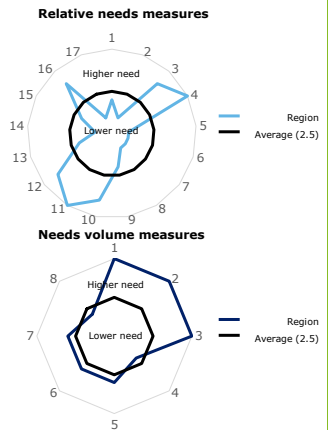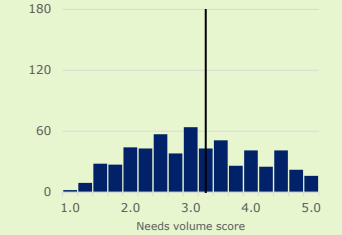| Overall needs weightings[7]	
Relative needs	70%
Needs volume	30%

NEEDS MEASURES

The specific measures used to determine the overall needs score and ranking. Values for each measure are normalised between 1 (lower need) to 5 (higher need) to support comparisons between regions and aggregating multiple measures. The radar charts (right) present the normalised values for each measure: scores below average (inside the black circle) represent lower levels of needs, whereas scores above average (outside the black circle) represent higher levels of need.

Relative needs measure	Theme	Value
1 Proportion of population enrolled in HE (2019)		1.2%
2 Proportion of population enrolled in VET (2019)		7%
3 Average growth in HE enrolments (2017-19)		-8%
4 Average growth in VET enrolments (2017-19)	Access and	14%
5 Proportion of Indigenous population enrolled in HE (2019)	participation	1%
6 Proportion of Indigenous population enrolled in VET (2019)		20%
7 Proportion of population with a tertiary qualification (2016)		12%
8 Level of disadvantage (SEIFA deciles, where 1 = most disadvantaged) (2016)		2
9 Proportion of HE students that complete within 3 years (2016 cohort)		51%
10 Proportion of HE students that unenrol within 4 years (2016 cohort)	Retention and	35%
11 Average VET completion rate (2017-2019)	experience	43%
12 Average VET completion rate for Indigenous learners (2017-2019)		78%
13 Proportion of HE graduates satisfied with overall experience (2017-2020)		80%
14 Proportion of HE graduates gaining employment (2018-2020)		81%
15 Proportion of HE graduates continuing further study (2018-2020)	Transition and	83%
16 Proportion of HE graduating into relevant employment (2018-2020)	outcomes	69%
17 Average growth in higher skilled labour demand (2015-2019)		7%

Needs volume measures	Theme	Value
1 Total HE enrolments (online) (2019)	Direct current	62
2 Total VET enrolments (Cert IV above and online) (2019)	demand	20
3 Population (aged 15-64) (2016)	Direct latent	6,634
4 Population growth (2017-2019)	demand	0.7%
5 Broader SA3 HE enrolments (online) (2019)	Indirect current	246
6 Broader SA3 VET enrolments (Cert IV above and online) (2019)	demand	72
7 Broader SA3 population (aged 15-64) (2016)	Indirect latent	21,535
8 Broader SA3 population growth (2017-2019)	demand	0.5%

Normalised values

Values are normalised between 1 (lower need) and 5 (higher need) to better compare regions.

Relative needs measures

Region / Average (2.5)

Needs volume measures

Region / Average (2.5)

Additional notes:

1. Region types are either 'SA2', 'Blended SA2' or 'SA3'. The different groupings are required to better reflect economic regions and compare geographic locations.
2. Threshold - the level set for each readiness threshold measure that a region must pass in order to be considered in-scope for a Centre.
3. Met? - Whether or not a region meets a readiness threshold.
4. Campus - an existing campus is defined as either being an existing RUC campus or a higher education institution that offers over 5 subjects and has more than 100 full time students.
5. Minimum distance - defined as the minimum distance in km between the region and an SA2 region with an existing university campus or RUC.
6. Relative needs weightings - the weighting that is applied to the combined score of relative needs measures corresponding to their relevant indicator.
7. Overall needs weightings - the weighting that is applied to all volume measures and all relative needs measures when calculating the overall needs score.
8. SA3 population - the population of the broader SA3 region, excluding any metropolitan sub-areas.
9. This table captures all the regions within the broader SA3 region. 'In-scope' indicates whether a location is included in the dashboard analysis.

REGIONAL NEEDS DASHBOARD

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Broome
WA

CONTEXTUAL INFORMATION
Demographic and other key contextual information related to the region, including the broader SA3 region.

Regional information	
Population	14,000
Indigenous population	21%
Region size (sqkm)	50
Postcode (with largest population)	6725
Region type[1]	SA2
ARIA measure	Remote
Distance to nearest campus (km)	466

Education enrolments	
Higher education (all)	378
Higher education (online only)	215
VET (Cert IV and above, all)	965
VET (Cert IV and above, online only)	67

Broader region information (SA3)	
Kimberley	
Population[8]	34,400
Region size (sqkm)	419,260
HE enrolments (all) (2019)	631
HE enrolments (online only) (2019)	357

SA2 regions within broader SA3	In-scope?[9]
Broome	Yes
Derby - West Kimberley	No
Halls Creek	No
Kununurra	No
Roebuck	No

REGIONAL NEEDS RESULTS
Summary of the key needs results, including the relative scoring of this region to all assessed regions. The overall score is a function of the 'relative needs' and 'needs volume' of a region. All regions receive an overall needs score, however, regions with an identified readiness threshold issue do not receive a ranking.
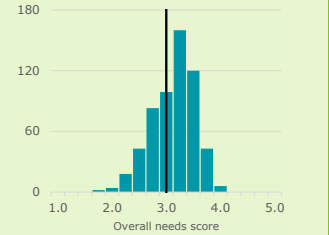
Relative needs score   **2.7**

An assessment to determine the relative extent of a community's underrepresentation in access to and achievement of positive tertiary outcomes. Regions are assessed from largest relative need (5) to smallest relative need (1).

Needs volume score   **3.9**

An assessment of total need or demand (i.e. volume) for Centre services within the region. Regions are assessed from largest volume (5) to smallest volume (1).

Overall needs score   **3.1**

A weighted average of relative needs and needs volume to determine the overall needs score and ranking of a region. Regions are scored between highest need (5) and lowest need (1).

Needs ranking

Regions that do not have any readiness issues identified are then ranked by the overall needs score.

Ranked 133 of 256 regions with no readiness issues idenitified. Total number of regions is 597.

READINESS THRESHOLD
These factors inform the initial threshold considerations for the level of readiness for a community to establish a RUC, and the likelihood of success if a RUC is established.

No initial readiness issues identified

Measure	Value	Threshold[2]	Met?[3]
Population growth above minimum threshold	-0.4%	-1.0%	Yes
Population size above minimum threshold	14,000	3,000	Yes
Population size below maximum threshold	14,000	50,000	Yes
Year 10 completions above minimum threshold	91.8%	75.0%	Yes
Existing RUC or university campus in region[4]	No	No	Yes
Nearest campus above minimum distance threshold (km)[5]	466	40	Yes

WEIGHTINGS
Weightings have been applied to the relative needs measures and overall needs scores.

Relative needs weightings[6]	
Access and participation	40%
Retention and experience	40%
Transition and outcomes	20%

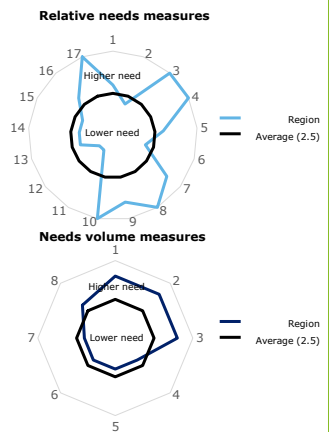| Overall needs weightings[7]	
Relative needs	70%
Needs volume	30%

NEEDS MEASURES
The specific measures used to determine the overall needs score and ranking. Values for each measure are normalised between 1 (lower need) to 5 (higher need) to support comparisons between regions and aggregating multiple measures. The radar charts (right) present the normalised values for each measure: scores below average (inside the black circle) represent lower levels of needs, whereas scores above average (outside the black circle) represent higher levels of need.

	Relative needs measure	Theme	Value
1	Proportion of population enrolled in HE (2019)		2.7%
2	Proportion of population enrolled in VET (2019)		11%
3	Average growth in HE enrolments (2017-19)		2%
4	Average growth in VET enrolments (2017-19)	Access and participation	46%
5	Proportion of Indigenous population enrolled in HE (2019)		8%
6	Proportion of Indigenous population enrolled in VET (2019)		33%
7	Proportion of population with a tertiary qualification (2016)		21%
8	Level of disadvantage (SEIFA deciles, where 1 = most disadvantaged) (2016)		6
9	Proportion of HE students that complete within 3 years (2016 cohort)		55%
10	Proportion of HE students that unenrol within 4 years (2016 cohort)	Retention and experience	34%
11	Average VET completion rate (2017-2019)		64%
12	Average VET completion rate for Indigenous learners (2017-2019)		81%
13	Proportion of HE graduates satisfied with overall experience (2017-2020)		81%
14	Proportion of HE graduates gaining employment (2018-2020)		84%
15	Proportion of HE graduates continuing further study (2018-2020)	Transition and outcomes	86%
16	Proportion of HE graduating into relevant employment (2018-2020)		64%
17	Average growth in higher skilled labour demand (2015-2019)		1%

	Needs volume measures	Theme	Value
1	Total HE enrolments (online) (2019)	Direct current demand	215
2	Total VET enrolments (Cert IV above and online) (2019)		67
3	Population (aged 15-64) (2016)	Direct latent demand	9,805
4	Population growth (2017-2019)		-0.4%
5	Broader SA3 HE enrolments (online) (2019)	Indirect current demand	357
6	Broader SA3 VET enrolments (Cert IV above and online) (2019)		113
7	Broader SA3 population (aged 15-64) (2016)	Indirect latent demand	23,817
8	Broader SA3 population growth (2017-2019)		-0.1%

Normalised values

Values are normalised between 1 (lower need) and 5 (higher need) to better compare regions.

Additional notes:

1. Region types are either 'SA2', 'Blended SA2' or 'SA3'. The different groupings are required to better reflect economic regions and compare geographic locations.
2. Threshold - the level set for each readiness threshold measure that a region must pass in order to be considered in-scope for a Centre.
3. Met? - Whether or not a region meets a readiness threshold.
4. Campus - an existing campus is defined as either being an existing RUC campus or a higher education institution that offers over 5 subjects and has more than 100 full time students.
5. Minimum distance - defined as the minimum distance in km between the region and an SA2 region with an existing university campus or RUC.
6. Relative needs weightings - the weighting that is applied to the combined score of relative needs measures corresponding to their relevant indicator.
7. Overall needs weightings - the weighting that is applied to all volume measures and all relative needs measures when calculating the overall needs score.
8. SA3 population - the population of the broader SA3 region, excluding any metropolitan sub-areas.
9. This table captures all the regions within the broader SA3 region. 'In-scope' indicates whether a location is included in the dashboard analysis.

REGIONAL NEEDS DASHBOARD

This dashboard is intended as an initial and preliminary assessment of the relative needs of a region for a Regional University Centre. It accompanies a report titled 'Scoping study to inform future locations for Regional University Centres' delivered to the Australian Government Department of Education, Skills and Employment on November 2021.

Innisfail
QLD

CONTEXTUAL INFORMATION
Demographic and other key contextual information related to the region, including the broader SA3 region.

Regional information	
Population	9,400
Indigenous population	16%
Region size (sqkm)	53
Postcode (with largest population)	4860
Region type[1]	SA2
ARIA measure	Outer regional
Distance to nearest campus (km)	82

Education enrolments	
Higher education (all)	178
Higher education (online only)	89
VET (Cert IV and above, all)	715
VET (Cert IV and above, online only)	25

Broader region information (SA3)	
Innisfail - Cassowary Coast	
Population[8]	34,700
Region size (sqkm)	5,995
HE enrolments (all) (2019)	528
HE enrolments (online only) (2019)	246

SA2 regions within broader SA3	In-scope?[9]
Babinda	No
Innisfail	Yes
Johnstone	No
Tully	No
Yarrabah	No

REGIONAL NEEDS RESULTS
Summary of the key needs results, including the relative scoring of this region to all assessed regions. The overall score is a function of the 'relative needs' and 'needs volume' of a region. All regions receive an overall needs score, however, regions with an identified readiness threshold issue do not receive a ranking.

Relative needs score   **3.0**

An assessment to determine the relative extent of a community's underrepresentation in access to and achievement of positive tertiary outcomes. Regions are assessed from largest relative need (5) to smallest relative need (1).

Needs volume score   **3.1**

An assessment of total need or demand (i.e. volume) for Centre services within the region. Regions are assessed from largest volume (5) to smallest volume (1).

Overall needs score   **3.0**

A weighted average of relative needs and needs volume to determine the overall needs score and ranking of a region. Regions are scored between highest need (5) and lowest need (1).

Needs ranking
Regions that do not have any readiness issues identified are then ranked by the overall needs score.

Ranked 141 of 256 regions with no readiness issues idenitified. Total number of regions is 597.

READINESS THRESHOLD
These factors inform the initial threshold considerations for the level of readiness for a community to establish a RUC, and the likelihood of success if a RUC is established.

No initial readiness issues identified

Measure	Value	Threshold[2]	Met?[3]
Population growth above minimum threshold	-0.1%	-1.0%	Yes
Population size above minimum threshold	9,400	3,000	Yes
Population size below maximum threshold	9,400	50,000	Yes
Year 10 completions above minimum threshold	79.6%	75.0%	Yes
Existing RUC or university campus in region[4]	No	No	Yes
Nearest campus above minimum distance threshold (km)[5]	82	40	Yes

WEIGHTINGS
Weightings have been applied to the relative needs measures and overall needs scores.

Relative needs weightings[6]	
Access and participation	40%
Retention and experience	40%
Transition and outcomes	20%

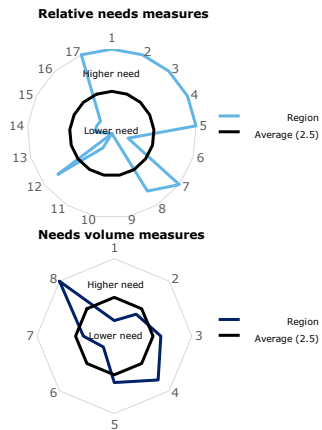| Overall needs weightings[7]	
Relative needs	70%
Needs volume	30%

NEEDS MEASURES
The specific measures used to determine the overall needs score and ranking. Values for each measure are normalised between 1 (lower need) to 5 (higher need) to support comparisons between regions and aggregating multiple measures. The radar charts (right) present the normalised values for each measure: scores below average (inside the black circle) represent lower levels of needs, whereas scores above average (outside the black circle) represent higher levels of need.

Relative needs measure	Theme	Value
1 Proportion of population enrolled in HE (2019)		2.0%
2 Proportion of population enrolled in VET (2019)		8%
3 Average growth in HE enrolments (2017-19)		4%
4 Average growth in VET enrolments (2017-19)	Access and participation	11%
5 Proportion of Indigenous population enrolled in HE (2019)		4%
6 Proportion of Indigenous population enrolled in VET (2019)		25%
7 Proportion of population with a tertiary qualification (2016)		12%
8 Level of disadvantage (SEIFA deciles, where 1 = most disadvantaged) (2016)		1
9 Proportion of HE students that complete within 3 years (2016 cohort)		63%
10 Proportion of HE students that unenrol within 4 years (2016 cohort)	Retention and experience	41%
11 Average VET completion rate (2017-2019)		23%
12 Average VET completion rate for Indigenous learners (2017-2019)		68%
13 Proportion of HE graduates satisfied with overall experience (2017-2020)		79%
14 Proportion of HE graduates gaining employment (2018-2020)		81%
15 Proportion of HE graduates continuing further study (2018-2020)	Transition and outcomes	83%
16 Proportion of HE graduating into relevant employment (2018-2020)		69%
17 Average growth in higher skilled labour demand (2015-2019)		7%

Needs volume measures	Theme	Value
1 Total HE enrolments (online) (2019)	Direct current demand	89
2 Total VET enrolments (Cert IV above and online) (2019)		25
3 Population (aged 15-64) (2016)	Direct latent demand	5,662
4 Population growth (2017-2019)		-0.1%
5 Broader SA3 HE enrolments (online) (2019)	Indirect current demand	246
6 Broader SA3 VET enrolments (Cert IV above and online) (2019)		72
7 Broader SA3 population (aged 15-64) (2016)	Indirect latent demand	21,535
8 Broader SA3 population growth (2017-2019)		0.5%

Normalised values
Values are normalised between 1 (lower need) and 5 (higher need) to better compare regions.

Relative needs measures

Region / Average (2.5)

Needs volume measures

Region / Average (2.5)

Additional notes:
1. Region types are either 'SA2', 'Blended SA2' or 'SA3'. The different groupings are required to better reflect economic regions and compare geographic locations.
2. Threshold - the level set for each readiness threshold measure that a region must pass in order to be considered in-scope for a Centre.
3. Met? - Whether or not a region meets a readiness threshold.
4. Campus - an existing campus is defined as either being an existing RUC campus or a higher education institution that offers over 5 subjects and has more than 100 full time students.
5. Minimum distance - defined as the minimum distance in km between the region and an SA2 region with an existing university campus or RUC.
6. Relative needs weightings - the weighting that is applied to the combined score of relative needs measures corresponding to their relevant indicator.
7. Overall needs weightings - the weighting that is applied to all volume measures and all relative needs measures when calculating the overall needs score.
8. SA3 population - the population of the broader SA3 region, excluding any metropolitan sub-areas.
9. This table captures all the regions within the broader SA3 region. 'In-scope' indicates whether a location is included in the dashboard analysis.

REGIONAL NEEDS DASHBOARD

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Tablelands
QLD

CONTEXTUAL INFORMATION

Demographic and other key contextual information related to the region, including the broader SA3 region.

Regional information	
Population	6,000
Indigenous population	15%
Region size (sqkm)	52,403
Postcode (with largest population)	4871
Region type[1]	SA2
ARIA measure	Outer regional
Distance to nearest campus (km)	190

Education enrolments	
Higher education (all)	48
Higher education (online only)	22
VET (Cert IV and above, all)	225
VET (Cert IV and above, online only)	9

Broader region information (SA3)	
Far North	
Population[8]	32,400
Region size (sqkm)	250,878
HE enrolments (all) (2019)	634
HE enrolments (online only) (2019)	362

SA2 regions within broader SA3	In-scope?[9]
Aurukun	No
Cape York	No
Croydon - Etheridge	No
Kowanyama - Pormpuraaw	No
Northern Peninsula	No
Tablelands	Yes
Torres	No
Torres Strait Islands	No
Weipa	No

REGIONAL NEEDS RESULTS

Summary of the key needs results, including the relative scoring of this region to all assessed regions. The overall score is a function of the 'relative needs' and 'needs volume' of a region. All regions receive an overall needs score, however, regions with an identified readiness threshold issue do not receive a ranking.

Relative needs score — **3.3**

An assessment to determine the relative extent of a community's underrepresentation in access to and achievement of positive tertiary outcomes. Regions are assessed from largest relative need (5) to smallest relative need (1).

Needs volume score — **2.4**

An assessment of total need or demand (i.e. volume) for Centre services within the region. Regions are assessed from largest volume (5) to smallest volume (1).

Overall needs score — **3.0**

A weighted average of relative needs and needs volume to determine the overall needs score and ranking of a region. Regions are scored between highest need (5) and lowest need (1).

Needs ranking

Regions that do not have any readiness issues identified are then ranked by the overall needs score.

Ranked 143 of 256 regions with no readiness issues idenitified. Total number of regions is 597.

READINESS THRESHOLD

These factors inform the initial threshold considerations for the level of readiness for a community to establish a RUC, and the likelihood of success if a RUC is established.

No initial readiness issues identified

Measure	Value	Threshold[2]	Met?[3]
Population growth above minimum threshold	1.1%	-1.0%	Yes
Population size above minimum threshold	6,000	3,000	Yes
Population size below maximum threshold	6,000	50,000	Yes
Year 10 completions above minimum threshold	80.8%	75.0%	Yes
Existing RUC or university campus in region[4]	No	No	Yes
Nearest campus above minimum distance threshold (km)[5]	190	40	Yes

WEIGHTINGS

Weightings have been applied to the relative needs measures and overall needs scores.

Relative needs weightings[6]	
Access and participation	40%
Retention and experience	40%
Transition and outcomes	20%

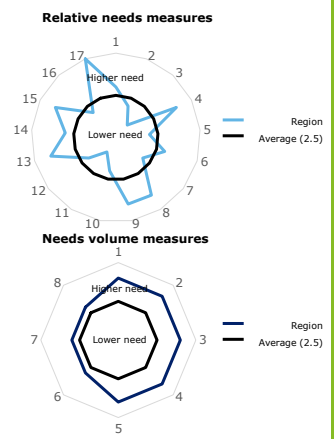| Overall needs weightings[7]	
Relative needs	70%
Needs volume	30%

NEEDS MEASURES

The specific measures used to determine the overall needs score and ranking. Values for each measure are normalised between 1 (lower need) to 5 (higher need) to support comparisons between regions and aggregating multiple measures. The radar charts (right) present the normalised values for each measure: scores below average (inside the black circle) represent lower levels of needs, whereas scores above average (outside the black circle) represent higher levels of need.

Relative needs measure	Theme	Value
1 Proportion of population enrolled in HE (2019)		0.8%
2 Proportion of population enrolled in VET (2019)		4%
3 Average growth in HE enrolments (2017-19)		4%
4 Average growth in VET enrolments (2017-19)	Access and participation	13%
5 Proportion of Indigenous population enrolled in HE (2019)		0%
6 Proportion of Indigenous population enrolled in VET (2019)		33%
7 Proportion of population with a tertiary qualification (2016)		10%
8 Level of disadvantage (SEIFA deciles, where 1 = most disadvantaged) (2016)		3
9 Proportion of HE students that complete within 3 years (2016 cohort)		NA
10 Proportion of HE students that unenrol within 4 years (2016 cohort)	Retention and experience	NA
11 Average VET completion rate (2017-2019)		-12%
12 Average VET completion rate for Indigenous learners (2017-2019)		81%
13 Proportion of HE graduates satisfied with overall experience (2017-2020)		NA
14 Proportion of HE graduates gaining employment (2018-2020)		89%
15 Proportion of HE graduates continuing further study (2018-2020)	Transition and outcomes	92%
16 Proportion of HE graduating into relevant employment (2018-2020)		76%
17 Average growth in higher skilled labour demand (2015-2019)		5%

Needs volume measures	Theme	Value
1 Total HE enrolments (online) (2019)	Direct current demand	22
2 Total VET enrolments (Cert IV above and online) (2019)		9
3 Population (aged 15-64) (2016)	Direct latent demand	4,088
4 Population growth (2017-2019)		1.1%
5 Broader SA3 HE enrolments (online) (2019)	Indirect current demand	362
6 Broader SA3 VET enrolments (Cert IV above and online) (2019)		55
7 Broader SA3 population (aged 15-64) (2016)	Indirect latent demand	21,323
8 Broader SA3 population growth (2017-2019)		1.6%

Normalised values

Values are normalised between 1 (lower need) and 5 (higher need) to better compare regions.

Relative needs measures

Needs volume measures

Additional notes:

1. Region types are either 'SA2', 'Blended SA2' or 'SA3'. The different groupings are required to better reflect economic regions and compare geographic locations.
2. Threshold - the level set for each readiness threshold measure that a region must pass in order to be considered in-scope for a Centre.
3. Met? - Whether or not a region meets a readiness threshold.
4. Campus - an existing campus is defined as either being an existing RUC campus or a higher education institution that offers over 5 subjects and has more than 100 full time students.
5. Minimum distance - defined as the minimum distance in km between the region and an SA2 region with an existing university campus or RUC.
6. Relative needs weightings - the weighting that is applied to the combined score of relative needs measures corresponding to their relevant indicator.
7. Overall needs weightings - the weighting that is applied to all volume measures and all relative needs measures when calculating the overall needs score.
8. SA3 population - the population of the broader SA3 region, excluding any metropolitan sub-areas.
9. This table captures all the regions within the broader SA3 region. 'In-scope' indicates whether a location is included in the dashboard analysis.

REGIONAL NEEDS DASHBOARD

This dashboard is intended as an initial and preliminary assessment of the relative needs of a region for a Regional University Centre. It accompanies a report titled 'Scoping study to inform future locations for Regional University Centres' delivered to the Australian Government Department of Education, Skills and Employment on November 2021.

Atherton
QLD

CONTEXTUAL INFORMATION
Demographic and other key contextual information related to the region, including the broader SA3 region.

Regional information	
Population	10,700
Indigenous population	8%
Region size (sqkm)	235
Postcode (with largest population)	4872
Region type[1]	SA2
ARIA measure	Outer regional
Distance to nearest campus (km)	48

Education enrolments	
Higher education (all)	245
Higher education (online only)	129
VET (Cert IV and above, all)	815
VET (Cert IV and above, online only)	42

Broader region information (SA3)	
Tablelands (East) - Kuranda	
Population[8]	40,400
Region size (sqkm)	12,128
HE enrolments (all) (2019)	912
HE enrolments (online only) (2019)	442

SA2 regions within broader SA3	In-scope?[9]
Atherton	Yes
Herberton	No
Kuranda	No
Malanda - Yungaburra	No
Mareeba	No

REGIONAL NEEDS RESULTS
Summary of the key needs results, including the relative scoring of this region to all assessed regions. The overall score is a function of the 'relative needs' and 'needs volume' of a region. All regions receive an overall needs score, however, regions with an identified readiness threshold issue do not receive a ranking.

Relative needs score — **2.7**

An assessment to determine the relative extent of a community's underrepresentation in access to and achievement of positive tertiary outcomes. Regions are assessed from largest relative need (5) to smallest relative need (1).

Needs volume score — **3.8**

An assessment of total need or demand (i.e. volume) for Centre services within the region. Regions are assessed from largest volume (5) to smallest volume (1).

Overall needs score — **3.0**

A weighted average of relative needs and needs volume to determine the overall needs score and ranking of a region. Regions are scored between highest need (5) and lowest need (1).
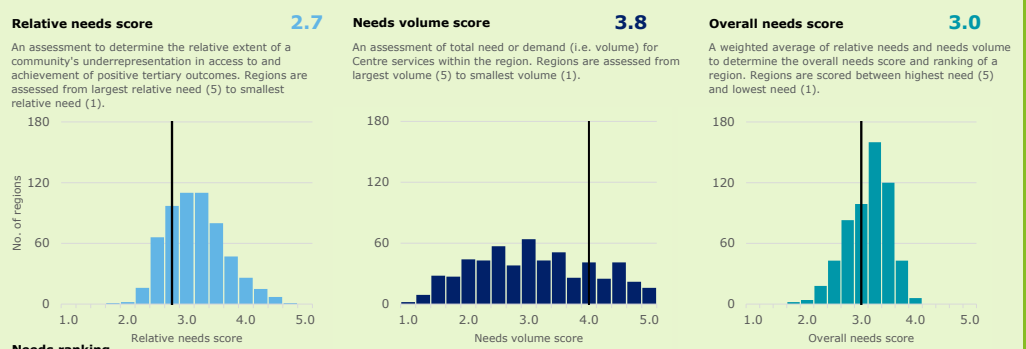
Needs ranking
Regions that do not have any readiness issues identified are then ranked by the overall needs score.

Ranked 146 of 256 regions with no readiness issues idenitified. Total number of regions is 597.

READINESS THRESHOLD
These factors inform the initial threshold considerations for the level of readiness for a community to establish a RUC, and the likelihood of success if a RUC is established.

No initial readiness issues identified

Measure	Value	Threshold[2]	Met?[3]
Population growth above minimum threshold	1.3%	-1.0%	Yes
Population size above minimum threshold	10,700	3,000	Yes
Population size below maximum threshold	10,700	50,000	Yes
Year 10 completions above minimum threshold	83.9%	75.0%	Yes
Existing RUC or university campus in region[4]	No	No	Yes
Nearest campus above minimum distance threshold (km)[5]	48	40	Yes

WEIGHTINGS
Weightings have been applied to the relative needs measures and overall needs scores.

Relative needs weightings[6]	
Access and participation	40%
Retention and experience	40%
Transition and outcomes	20%

Overall needs weightings[7]	
Relative needs	70%
Needs volume	30%

NEEDS MEASURES
The specific measures used to determine the overall needs score and ranking. Values for each measure are normalised between 1 (lower need) to 5 (higher need) to support comparisons between regions and aggregating multiple measures. The radar charts (right) present the normalised values for each measure: scores below average (inside the black circle) represent lower levels of needs, whereas scores above average (outside the black circle) represent higher levels of need.

Relative needs measure	Theme	Value
1 Proportion of population enrolled in HE (2019)		2.2%
2 Proportion of population enrolled in VET (2019)		8%
3 Average growth in HE enrolments (2017-19)		-4%
4 Average growth in VET enrolments (2017-19)	Access and	6%
5 Proportion of Indigenous population enrolled in HE (2019)	participation	5%
6 Proportion of Indigenous population enrolled in VET (2019)		21%
7 Proportion of population with a tertiary qualification (2016)		16%
8 Level of disadvantage (SEIFA deciles, where 1 = most disadvantaged) (2016)		3
9 Proportion of HE students that complete within 3 years (2016 cohort)		59%
10 Proportion of HE students that unenrol within 4 years (2016 cohort)	Retention and	28%
11 Average VET completion rate (2017-2019)	experience	31%
12 Average VET completion rate for Indigenous learners (2017-2019)		72%
13 Proportion of HE graduates satifised with overall experience (2017-2020)		77%
14 Proportion of HE graduates gaining employment (2018-2020)		73%
15 Proportion of HE graduates continuing further study (2018-2020)	Transition and	79%
16 Proportion of HE graduating into relevant employment (2018-2020)	outcomes	75%
17 Average growth in higher skilled labour demand (2015-2019)		7%

Needs volume measures	Theme	Value
1 Total HE enrolments (online) (2019)	Direct current	129
2 Total VET enrolments (Cert IV above and online) (2019)	demand	42
3 Population (aged 15-64) (2016)	Direct latent	6,197
4 Population growth (2017-2019)	demand	1.3%
5 Broader SA3 HE enrolments (online) (2019)	Indirect current	442
6 Broader SA3 VET enrolments (Cert IV above and online) (2019)	demand	122
7 Broader SA3 population (aged 15-64) (2016)	Indirect latent	23,884
8 Broader SA3 population growth (2017-2019)	demand	0.6%

Normalised values
Values are normalised between 1 (lower need) and 5 (higher need) to better compare regions.

Relative needs measures

Needs volume measures

Additional notes:
1. Region types are either 'SA2', 'Blended SA2' or 'SA3'. The different groupings are required to better reflect economic regions and compare geographic locations.
2. Threshold - the level set for each readiness threshold measure that a region must pass in order to be considered in-scope for a Centre.
3. Met? - Whether or not a region meets a readiness threshold.
4. Campus - an existing campus is defined as either being an existing RUC campus or a higher education institution that offers over 5 subjects and has more than 100 full time students.
5. Minimum distance - defined as the minimum distance in km between the region and an SA2 region with an existing university campus or RUC.
6. Relative needs weightings - the weighting that is applied to the combined score of relative needs measures corresponding to their relevant indicator.
7. Overall needs weightings - the weighting that is applied to all volume measures and all relative needs measures when calculating the overall needs score.
8. SA3 population - the population of the broader SA3 region, excluding any metropolitan sub-areas.
9. This table captures all the regions within the broader SA3 region. 'In-scope' indicates whether a location is included in the dashboard analysis.

Appendix B
Regional Readiness Factsheets: Shortlisted 30 regions

Informing future locations for RUCs
REGIONAL INSIGHTS FACTSHEET

This factsheet is intended as an initial and preliminary assessment of how ready a region is to pursue implementing and delivering a Regional University Centre. It accompanies a report titled 'Scoping study to inform future locations for Regional University Centres' delivered to the Australian Government Department of Education, Skills and Employment. The data and assessments are current as of November 2021

Cessnock, New South Wales

Regional readiness
The extent which a community is well-equipped to pursue the long-term benefits of a RUC. Underpinned by three key drivers of readiness: Social and economic context, community capabilities and community aspirations.

General information
Cessnock is a geographically small region with a large population off the coast of NSW. It is part of the Hunter Valley wine region, neighbouring Newcastle and within 100 km of Greater Sydney. The region's largest source of economic activity is from coal mining and wine production.

Higher:	*Available evidence suggests that there are relatively high levels of readiness.*
Medium:	*Available evidence does not support any differentiated level of readiness.*
Lower:	*Available evidence suggests that there are relatively low levels of readiness.*

Readiness assessment: **Medium**

The below measures reveal mixed evidence on readiness – there are positive signs of community aspirations, some community capabilities and a moderately supportive social and economic context. While this region has a large population and large existing volume of students, very few of them are currently studying online, which may be a function of the nearby University of Newcastle. Further investigation is warranted to understand whether a Centre would support the region beyond the services already provided by the nearby university and TAFE campuses.

Cessnock has higher 'access' measures, but lower 'retention' and 'transition' measures, which suggests that greater supports are required for students to finish their studies and enter employment. Further investigation is warranted to understand how a Centre may support those outcomes.

Cessnock has a moderate amount public infrastructure and facilities, as well as reasonably compelling local development plans, noting that these are somewhat aged. Further analysis of the existing infrastructure and leadership to support a Centre is warranted.

Social & economic context
The extent to which the region's social and economic conditions are supportive of further higher education attainment.

Sub-assessment: **Medium**

Relatively low household incomes, few students studying online and a higher unemployment rate.

1 Unemployment rate
Lower unemployment may reflect more individuals ready to engage with further education.

9% unemployment rate in 2021, **3 ppt above** Regional Aus. average **26th of 30 regions**

2 Achievement of tertiary studies
A population with a greater proportion with a tertiary-qualification may offer more support or encouragement for others to pursue further studies.

	Higher education	VET	Schooling
Regional Australia	16%	33%	52%
Cessnock	7%	34%	58%
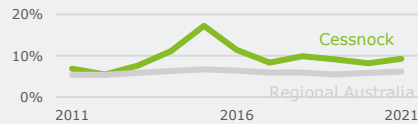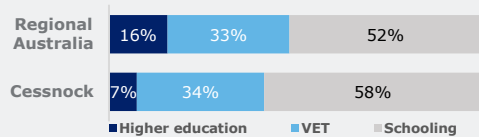
42% hold a tertiary qualification, **6 ppt below** Regional Aus. average **19th of 30 regions**

Note: Values shown may vary or not sum to 100% due to rounding.

3 Wage premium for higher education graduates
Higher wage differentials may represent stronger demand for higher skilled jobs.

$21,300 premium for HE graduates, **$1,800 below** Regional Aus. average **12th of 30 regions**

4 Household incomes
Higher income households may have a greater capacity and willingness-to-pay for further studies.

$37,200 average household income, **$3,800 below** Regional Aus. average **21st of 30 regions**

5 Tertiary students studying online
Higher share of online tertiary students may represent more potential Centre users.

36% of students study online, **6 ppt below** Regional Aus. average **26th of 30 regions**

Community capabilities
The extent to which the region has access to the human and physical capital required to effectively design, implement and operate a RUC.

Sub-assessment: **Medium**

Moderate amount of existing public infrastructure, including several larger tertiary education providers in or nearby the region.

6 Existing public infrastructure*
Existing public facilities may be able to be leveraged to support a Centre.

21 public facilities in the region, including:
- 10 schools
- 5 community halls
- 2 cultural and art centres
- 1 library
- 1 sports centre
- 1 council building
- 1 hospital

7 Education providers*
Existing education providers may be able to partner with a Centre.

Four education providers are nearby, including:
- Atwea College (in region)
- TAFE NSW-Cessnock (in region)
- University of Newcastle (42 km away, main campus, 3,740 EFTSL, 44 narrow fields)
- TAFE NSW-Kurri Kurri (16 km away)

8 Households with internet connection
Greater internet connectivity is likely to better enable remote learning.

75% of households have an internet connection, **3 ppt** below Regional Aus. average **20th of 30 regions**

9 Employment in tertiary education
Larger existing pool of workers in tertiary education may support future hiring requirements.

2 of every 1,000 workers employed in the tertiary education sector **14th of 30 regions**

Community aspirations
The extent to which a RUC would align with the region's existing goals, plans and aspirations.

Sub-assessment: **Higher**

Relatively detailed local government development plan that include several clear, actionable plans for improving education outcomes. There are also a considerable number of not-for-profit organisations in the region.

10 Not-for-profit organisations*
Greater volume of NFPs may reflect a greater community willingness to advocate for and pursue public causes.

47 not-for-profits actively operating in the region **3rd of 30 regions**

11 RDA community economic development strategy*
More sophisticated strategies may reflect communities with greater aspirations to pursue the longer term benefits of a Centre.

The latest RDA strategy presents a compelling three year development plan for the period from 2016-19. The document does mention the role of education, but provides few actionable details on how education outcomes could be improved.

12 Local government development plan*
More sophisticated plans that articulate the role of education may reflect local leaders with strong visions and capabilities for supporting education initiatives.

The local council's economic development strategy was delivered in 2014. The plan presents a clear 10-year (up to 2023) strategy to support existing economic activities and target new opportunities. The strategy highlights the importance of education in the region and includes several clear plans to improve outcomes, including considering a partnership with the University of Newcastle and the possibility of developing a university college in the LGA.

* See supporting Appendix for further details

Informing future locations for RUCs
REGIONAL INSIGHTS FACTSHEET – Operating model supplement

This factsheet is intended as an initial and preliminary assessment of how ready a region is to pursue implementing and delivering a Regional University Centre. It accompanies a report titled 'Scoping study to inform future locations for Regional University Centres' delivered to the Australian Government Department of Education, Skills and Employment. The data and assessments are current as of November 2021

Cessnock, New South Wales

Informing the potential operating model design
The operating model is informed by six key design dimensions, which provide a framework to consider how information about the region can be used to inform potential design options.

Six design dimensions

The six design dimensions below collectively inform the potential operating model. They are broadly organised by considerations relating to what services are being delivered and to who (Demand) and how are these services being delivered and by whom (Supply).

Demand-side dimensions
What is delivered and to who?

Supply-side dimensions
How is it delivered and by whom?

The Regional Needs Dashboard and Regional Readiness Factsheets summarise and codify a breadth of information regarding each region. These insights can also be used to influence and inform considerations relating to the type of operating model for a potential Centre within the community.

Noting that these considerations are not intended to be comprehensive or conclusive, rather they prompt readers to consider the type of operating model design that may be preferred or advantageous.

Moreover, community consultation and additional research is required, in order to achieve greater depth to understanding each design consideration, greater breadth to capture more fulsome insights, and to validate insights developed as part of this work.

Consideration	Dimensions
Lower rates of Year 12 completion may reflect a greater need for VET courses, foundational numeracy and literacy skill programs or transition programs.	1, 2
A relatively large Indigenous population (1,800 persons, 8% of total population) may warrant a greater focus on a culturally appropriate design, including close relationships with Indigenous community members, culturally tailored content, and Indigenous support staff/mentors.	1, 2, 3, 4, 5
The Cessnock Correctional Facility has around 650 inmates, which may represent a target cohort for the Centre or major employer in the region	1, 2, 3
The course and demand profile of nearby education providers may be used to inform both gaps in service provision, but also areas of high growth.	1, 3
The close proximity to the University of Newcastle may provide a potential partnership opportunity for the Centre.	3, 4
The relatively high wage premium for local workers with higher education qualifications may warrant building strong relationships with local industry and employers to identify the best study opportunities for graduates to attract those wages.	1, 3
High scores across all eight needs measures may indicate that more intense levels of supports (e.g. admission services, academic support, employment-support services,) are required for students.	2, 6
Lower 'outcomes' measures may suggest that a greater focus is required on post-study pathways. This may warrant trying to build stronger relationships with local industry and employers, as well as providing more employment-support services.	1, 2, 3
Lower student 'retention' measures may reflect a need to provide more intense ongoing support (e.g. academic and pastoral support) to students during their studies.	1, 2, 5
A relatively high number of not-for-profit organisations implies that there may be opportunities for a Centre to partner with local community groups.	3

Appendix
Cessnock, New South Wales

Indicator	Additional information	Data source
6 - Existing public infrastructure	There are **21 significant pieces of public infrastructure** in the region, including: **Libraries** • Cessnock City Library **Cultural and arts centres** • Cessnock Performing Arts Centre • Marthaville Arts and Cultural Centre **Sports centres** • Cessnock Civic Indoor Sports Centre **Council buildings** • Cessnock City Council **Community halls** • North Cessnock Community Hall • Cessnock Scout Hall • Kearsley Community Hall • Bellbird Community Hall • Kitchener Community Hall **Primary and high schools** • Cessnock Public School • St Patrick's Primary School • Cessnock East Public School • Cessnock High School • Cessnock Catholic School • Cessnock West Public School • Mount View High School • Nulkaba Public School • Kearsley Public School • St Phillip's Christian College **Hospitals** • Cessnock Hospital	Google maps, City of Cessnock website
7 - Education providers	There are **four education providers** in or close to the region, including: **TAFE NSW-Cessnock (in region):** TAFE NSW-Cessnock is located near the CBD of Cessnock and delivers a variety of programs from short courses to diplomas. The courses offered relate to business, cultural arts, education, career preparation and English. The courses are delivered on-campus or virtually. **Atwea College (in region):** Atwea is the fifth largest provider of community based education in NSW, offering a diverse range of senior secondary and vocational education courses. They have eight campuses across NSW, including Cessnock. The Cessnock campus offers skill set, Certificate II-IV and Diploma courses in hospital, retail, community and aged care, and business. **University of Newcastle (42 km away):** The University of Newcastle is a large public university with approximately 3,740 EFTLS and 44 narrow fields. The university's primary campus is in Newcastle, however they also operate in Port Macquarie, Singapore and Sydney. The University offer certificates, diplomas and degrees across five faculties and twelve schools. **TAFE NSW- Kurri Kurri (16 km away):** TAFE NSW- Kurri Kurri is located 16 km north east of Cessnock. The campus has a strong focus on sustainable development, building design, energy, horticulture and water management. The provider delivers a range of programs from short courses to diplomas in areas relating to cooking, construction, business and animal studies.	TAFE NSW- Cessnock Atwea College- Cessnock University of Newcastle TAFE NSW- Kurri Kurri

Appendix
Cessnock, New South Wales

Indicator	Additional information	Data source
10 - Volume of not-for-profit organisations	There are **47 not-for-profit organisations** in the region, including: • Abermain RSL sub-Branch (RSL NSW) • Anglican Parish Of Cessnock • Bellbird Public School P&C Association • Beyond Church Incorporated • Caloola Vocational Services Inc • Catholic Parish Of St Joseph's Cessnock • Central Coast Cat Care Inc • Central Hunter Community Broadcasters Incorporated • Cessnock District Pipes and Drums • Cessnock Family Support Service Inc • Cessnock Gospel Hall Incorporated • Cessnock Multipurpose Children's Centre Limited • Cessnock Public School P&C Assoc • Cessnock Regional Art Gallery Incorporated • Cessnock RSL sub-Branch (RSL NSW) • Cessnock Gem and Mineral Club Inc • Cessnock Congregational Church Inc • Cessnock West Public School P & C Association Inc. • Finding Yellow Limited • Hunter Hands of Hope Incorporated • Hunter Plant Operator Training School Ltd • Kiray Putjung Aboriginal Corporation • Living Hope Fellowship Hunter Incorporated • Mayaroo Inc • Mount View High School P&C Assoc • Northern Coalfields Community Care Association (Abernethy Nursing Home) Limited • Northern Coalfields Community Care Association (Cessnock House Nursing Home) Limited • Northern Coalfields Community Care Association (Jacaranda Grove Hostel) Limited • Northern Coalfields Community Care Association (Mountain View Lodge Hostel) Limited • Northern Coalfields Community Care Association (Neighbourcare) Limited • Northern Coalfields Community Care Association (Transport) Ltd • Northern Coalfields Community Care Association Ltd • Outback Patrol Institute Limited • Rosentreter Foundation Limited • Strive for Autism Incorporated • The Trustee For The Cessnock Community Healthcare Trust • Uca - Cessnock Bellbird Congregation • Wonnarua Elders Council Incorporated • Abernethy Healthy Lifestyle Association Incorporated • Kearsley Public School P&C Association • Aberdare Pre School Inc. • Cessnock High School Parents & Citizens' Association • Cessnock Christian School Limited • Cessnock Men's Shed and Garden Inc • Kurri Kurri Congregation of Jehovah's Witnesses • Nulkaba P&C Association • Bellbird Pre-School Inc	[Australian Charities and Not-for-profits Commission](#) Searched the Commission for the main areas in the region (Cessnock, West Cessnock, Cessnock West, Kearsley, Aberdare, Nulkaba, Bellbird)
11 - RDA community economic development strategy	The **local RDA strategy** was released in 2015, and presents a compelling three year development plan. The report argues that the Hunter Region needs to invest in knowledge and skills building to combat the ageing population. Additionally, it acknowledges the need to generate close ties between education providers and industry. However, the strategy provides few actionable details on how this could be achieved. The strategy also discusses the region's current education programs including Industry Skilling Schools Pathways Program, the ME Program, and MiniME Program in the Hunter. These programs target either high school or primary school students to encourage them to continue and pursue STEM study.	[RDA Hunter Plan for Region Growth 2016-2019](#)
12 - Local government development plan	The **local council's economic development strategy** was delivered in 2014. The plan presents a clear 10-year (up to 2023) strategy to support existing economic activities and target new opportunities. The strategy highlights the importance of education in the region and includes several clear plans to achieve this. These plans include undertaking research regarding skill requirements, meeting with key stakeholders, working with State and Federal agencies to develop school based programs, advocating for additional resources and investigating opportunities to run programs with the University of Newcastle, with the aim of potentially establishing a university of college in the region.	[City of Cessnock Economic Development Strategy](#)

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Tamworth Region, New South Wales

Regional readiness
The extent which a community is well-equipped to pursue the long-term benefits of a RUC. Underpinned by three key drivers of readiness: Social and economic context, community capabilities and community aspirations.

General information

The Tamworth Region is located in the North Western Region of NSW, approximately 420 km away from Sydney and 570 km from Brisbane. The Tamworth Region is the geographically large area that surrounds but does not include the city of Tamworth (a separate region). The region's largest source of economic activity is from agriculture.

Higher:	*Available evidence suggests that there are relatively high levels of readiness.*
Medium:	*Available evidence does not support any differentiated level of readiness.*
Lower:	*Available evidence suggests that there are relatively low levels of readiness.*

Readiness assessment: **Higher**

The below measures reveal higher levels of community readiness, underpinned by a supportive social and economic context and above average community capabilities. The region has a relatively low unemployment rate, high returns for highly skilled workers and large share of students studying online. The Tamworth Region has average 'access' and 'retention' measures with lower 'outcomes' measures, suggesting that future efforts should focus on supporting students to successfully transition into employment or further training post-study. The Tamworth Region has moderately detailed RDA and local government development plans that highlight the importance of education, but do not always provide clear actions for how education outcomes could be improved.

The Tamworth Region surrounds and is in very close proximity to the city of Tamworth, which has relatively low needs scores and contains several small or satellite education providers. Further research and engagement is required to understand how these existing education providers engage with the broader Tamworth Region, whether there are service delivery gaps, and whether a potential partnership with a RUC could be pursued.

Social & economic context
The extent to which the region's social and economic conditions are supportive of further higher education attainment.

Sub-assessment: **Higher**

Relatively low unemployment rate combined with a higher share of students studying online, and higher returns to higher skilled workers.

1 Unemployment rate
Lower unemployment may reflect more individuals ready to engage with further education

4% unemployment rate in 2021, **3 ppt below** Regional Aus. average **6th of 30 regions**

2 Achievement of tertiary studies
A population with a greater proportion with a tertiary-qualification may offer more support or encouragement for others to pursue further studies.

	Higher education	VET	Schooling
Regional Australia	16%	33%	52%
Tamworth Region	14%	35%	51%
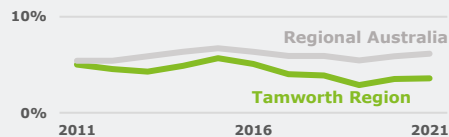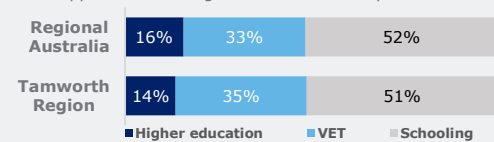
49% hold a tertiary qualification, **equal to the** Regional Aus. average **7th of 30 regions**

Note: Values shown may vary or not sum to 100% due to rounding.

3 Wage premium for higher education graduates
Higher wage differentials may represent stronger demand for higher skilled jobs.

$26,000 premium for HE graduates, **$2,900 above** Regional Aus. average **5th of 30 regions**

4 Household incomes
Higher income households may have a greater capacity and willingness-to-pay for further studies.

$40,200 average household income, **$800 below** Regional Aus. average **12th of 30 regions**

5 Tertiary students studying online
Higher share of online tertiary students may represent more potential Centre users.

58% of students study online, **16 ppt above** Regional Aus. average **4th of 30 regions**

Community capabilities
The extent to which the region has access to the human and physical capital required to effectively design, implement and operate a RUC.

Sub-assessment: **Higher**

Relatively large amount of public infrastructure and several larger tertiary education providers are located close to the region. There is also a relatively high share of tertiary education professionals.

6 Existing public infrastructure*
Existing public facilities may be able to be leveraged to support a Centre.

34 public facilities in the region, including:
- 16 schools
- 7 community halls
- 2 cultural and art centres
- 3 libraries
- 2 sports centres
- 1 council building
- 3 hospitals

7 Education providers*
Existing education providers may be able to partner with a Centre.

Five education providers are nearby, including:
- University of New England Tamworth (10 km away, study centre)
- University of Newcastle-Department of Rural Health (10 km away, focus on medicine and nursing student placements)
- University of Newcastle Peel Clinical School (10 km away, clinical student placements)
- Tamworth Community College (10 km away)
- TAFE NSW-Tamworth (10 km away)

8 Households with internet connection
Greater internet connectivity is likely to better enable remote learning.

77% of households have an internet connection, **1 ppt below** Regional Aus. average **15th of 30 regions**

9 Employment in tertiary education
Larger existing pool of workers in tertiary education may support future hiring requirements.

5 of every 1,000 workers employed in the tertiary education sector **3rd of 30 regions**

Community aspirations
The extent to which a RUC would align with the region's existing goals, plans and aspirations.

Sub-assessment: **Medium**

Moderately detailed RDA and local government development plans, with a few clear examples for how education outcomes could be improved.

10 Not-for-profit organisations*
Greater volume of NFPs may reflect a greater community willingness to advocate for and pursue public causes.

20 not-for-profits actively operating in the region **12th of 30 regions**

11 RDA community economic development strategy*
More sophisticated strategies may reflect communities with greater aspirations to pursue the longer term benefits of a Centre.

The most contemporary RDA strategy was released in 2016 and presents a clear and compelling three year strategy. The document highlights education as a priority investment area and includes several ideas for how education outcomes could be improved. The plan is outdated, expiring in 2019, there is no evidence of the development of a new plan.

12 Local government development plan*
More sophisticated plans that articulate the role of education may reflect local leaders with strong visions and capabilities for supporting education initiatives.

The local council's economic development strategy was delivered in 2017 and presents a clear strategy to 2027. The plan briefly mentions advocating for a university campus in the region and the delivery of face-to-face tertiary courses, but does not provide actionable items for how this could be achieved. Further investigation may be required on the council's progress in achieving the campus, including connections made with institutions and plans.

* See supporting Appendix for further details

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Tamworth Region, New South Wales

Informing the potential operating model design
The operating model is informed by six key design dimensions, which provide a framework to consider how information about the region can be used to inform potential design options.

Six design dimensions

The six design dimensions below collectively inform the potential operating model. They are broadly organised by considerations relating to what services are being delivered and to who (Demand) and how are these services being delivered and by whom (Supply).

Demand-side dimensions
What is delivered and to who?

Supply-side dimensions
How is it delivered and by whom?

The Regional Needs Dashboard and Regional Readiness Factsheets summarise and codify a breadth of information regarding each region. These insights can also be used to influence and inform considerations relating to the type of operating model for a potential Centre within the community.

Noting that these considerations are not intended to be comprehensive or conclusive, rather they prompt readers to consider the type of operating model design that may be preferred or advantageous.

Moreover, community consultation and additional research is required, in order to achieve greater depth to understanding each design consideration, greater breadth to capture more fulsome insights, and to validate insights developed as part of this work.

Consideration	Dimensions
The course and demand profile of nearby education providers may be used to inform both gaps in service provision, but also areas of high growth.	1, 3
The relatively high wage premium for local workers with higher education qualifications may warrant building strong relationships with local industry and employers to identify the best study opportunities for graduates to attract those wages.	1, 3
Lower 'outcomes' measures may suggest that a greater focus is required on post-study pathways. This may warrant trying to build stronger relationships with local industry and employers, as well as providing more employment-support services.	1, 2, 3
The close proximity to the city of Tamworth likely implies that strong relationships with existing education providers in Tamworth is a requisite for success.	1, 3, 4
The close proximity to the University of Newcastle's regional clinical placement school (Department of Rural Health and Peel Clinical school) may provide a potential partnership opportunity for the Centre.	3, 4

Appendix
Tamworth Region, New South Wales

Indicator	Additional information		Data source
6 - Existing public infrastructure	There are **34 significant pieces of public infrastructure** in the region, including: **Libraries** • Manilla Library • Barraba Library • Kootingal Library **Cultural and arts centres** • Manilla Heritage Museum • Moonbi Museum **Sports centres** • Manilla Showgrounds and Sports Complex • Bendemeer Sports Complex **Council buildings** • Tamworth Regional Council **Community halls** • Manilla Soldiers Memorial Hall • Manilla Masonic Centre • Attunga Public Hall • Moore Creek War Memorial Hall • Barraba RSL Memorial Hall • Lynchwood Scout Hall	• Limbri Community Hall **Primary and high schools** • Manilla Central School • St Michael's Primary School, Manilla • Manilla Primary School • Barraba Central School • St Joseph's Primary School, Barraba • Duri Public School • Currabubula Public School • Timbumburi Public School • Nundle Public School • Dungowan Public School • Leconfield Jackaroo and Jillaroo School • Woolmin Public School • Woolbrook Public School • Tintinhull Public School • Kootingal School • Moonbi Public School **Hospitals** • Manillla Health Service • Quirindi Hospital and Health Service • Barraba Multi Purpose Service	Google maps, Tamworth Region Community Directory
7 - Education providers (continued on next page)	There are **five education providers** in or close to the region, including: **University of New England Tamworth (in region):** The University of New England (UNE) Tamworth is a regional study centre that offers career-focused certificate course options, specifically tailored for students in Tamworth. The campus offers a range of support services including course advice, academic support, study planning and university preparation services. UNE Tamworth provides dedicated study spaces, resources and equipment to support students. **University of Newcastle-Department of Rural Health (in region):** The University of Newcastle Department of Rural Health aims to improve rural and remote health though facilitating community engagement activities, tackling rural health challenges and supporting undergraduate placements within NSW for domestic allied health, medicine and nursing students from Commonwealth-funded universities. **University of Newcastle Peel Clinical School (in region):** The University of Newcastle Peel Clinical School is a Joint Medical Program between University of Newcastle and the Hunter England Local Health District. The Peel Clinical School (Tamworth) has state-of-the-art education and research facilities and a large on-site academic team available to support students. The clinical school is located close to Tamworth Hospital.		University of New England Tamworth University of Newcastle-Department of Rural Health University of Newcastle- Peel Clinical School

Appendix

Tamworth Region, New South Wales

Indicator	Additional information	Data source
7 - Education providers (continued)	**Tamworth Community College (in region):** Tamworth Community College is a community based, not-for-profit Registered Training Organisation. The courses, services and facilities are built around the needs of the local community. Courses are delivered flexibly including online, in a classroom or workplace. The College focuses on occupational skills and competencies and offers 19 qualifications from vocational pathways to diplomas. Courses focus on computing, hospitality, first aid, business, training, compliance, mental health and general interest. **TAFE NSW-Tamworth (in region):** TAFE NSW-Tamworth is located in the region. The TAFE offers a range of courses from short course to diplomas, in both online, in-person and blended delivery modes. Courses are offered in areas including: aviation, beauty, early childhood education, business, health, technology, trades, retail, animals, hospitality, agriculture, animals and foundational skills.	Tamworth Community College TAFE NSW- Tamworth
10 - Volume of not-for-profit organisations	There are **20 not-for-profit organisations** in the region. • Manilla Central P&C Association • Manilla Community Pre-School Inc. • Manilla Historical Society Inc • Manilla RSL sub-Branch (RSL NSW) • Presbyterian Church Of Australia In The State Of New South Wales Parish Of Manilla • St Michaels Catholic School Manilla • St Michaels Catholic School P & F Association Manilla • Uca Manilla Barraba Parish • Barraba & District Retirement Homes Association Incorporated • Barraba Parents & Citizens Association • Barraba Pre-School Incorporated • Barraba RSL sub-Branch (RSL NSW) • Community College-Northern Inland Incorporated • St Josephs Catholic School Barraba • Cornerstone Church • Kootingal & District Pre-School Inc • Kootingal Moonbi Meals On Wheels Incorporated • Kootingal P&C Assoc • Little Lambs Tamworth • Riding For The Disabled Association (NSW) Tamworth And District Centre	Australian Charities and Not-for-profits Commission Searched the Commission for the main areas in the region (Manilla, Barraba, Kootingal)
11 - RDA community economic development strategy	The **local RDA strategy** was released in 2016, and presents a clear and compelling three year development plan (expiring in 2019). The document highlights education as a priority in regard to community regeneration and population growth. Additionally the plan identifies investment in education as a key priority. It presents a few actionable items relating to education including promoting the Agribusiness Careers and Professional Program to schools in the region and assisting in the development of appropriate projects for the National Stronger Regions fund.	RDA Northern Inland NSW Regional Plan 2016-2019
12 - Local government development plan	The **local council's economic development strategy** presents a clear strategy to guide the delivery of services and facilities from 2017 to 2027, and outlines the goals of the council. The plan outlines the current challenge of ensuring people in the region have access to the education they require. Additionally, the council aims to provide quality and choice in education and vocation pathways, and advocates for a university campus in the region and the delivery of face-to-face tertiary courses; however, no actionable items are provided.	Tamworth Regional Council-Keychange 2017-2027-Community Strategic Plan

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Mukinbudin, Western Australia

Regional readiness
The extent which a community is well-equipped to pursue the long-term benefits of a RUC. Underpinned by three key drivers of readiness: Social and economic context, community capabilities and community aspirations.

General information
Mukinbudin is a remote inland region located approximately 300 km north east of Perth in the Wheatbelt region of WA. The region's largest source of economic activity is from wheat growing.

Higher:	*Available evidence suggests that there are relatively high levels of readiness.*
Medium:	*Available evidence does not support any differentiated level of readiness.*
Lower:	*Available evidence suggests that there are relatively low levels of readiness.*

Readiness assessment: **Lower**
The below measures reveal lower levels of community readiness, underpinned by lower community capabilities and aspirations. While the region has a relatively low unemployment rate and higher household incomes, it has lower levels of education attainment, returns to education, and share of individuals employed in tertiary education. Mukinbudin has high needs measures relating to education access and outcomes. The region has no standalone RDA plan, a moderately detailed local government plan that does not provide clear actionable plans and few not-for-profit organisations. Mukinbudin has a TAFE provider nearby. Further analysis of the existing infrastructure and leadership to support a Centre is warranted.
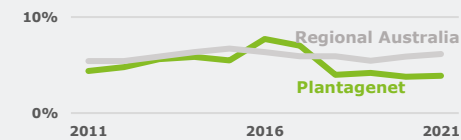
Social & economic context
The extent to which the region's social and economic conditions are supportive of further higher education attainment.

Sub-assessment: **Medium**

Relatively low unemployment rate and higher household incomes. However, the existing level of educational attainment is substantially lower than the regional average.

1 **Unemployment rate**
Lower unemployment may reflect more individuals ready to engage with further education
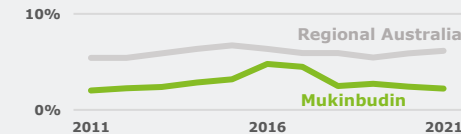
2% unemployment rate in 2021, **4 ppt below** Regional Aus. average
2nd of 30 regions

2 **Achievement of tertiary studies**
A population with a greater proportion with a tertiary-qualification may offer more support or encouragement for others to pursue further studies.

35% hold a tertiary qualification, **13 ppt below** Regional Aus. average
30th of 30 regions

Note: Values shown may vary or not sum to 100% due to rounding.

3 **Wage premium for higher education graduates**
Higher wage differentials may represent stronger demand for higher skilled jobs.

$17,200 premium for HE graduates, **$5,900 below** Regional Aus. average
22nd of 30 regions

4 **Household incomes**
Higher income households may have a greater capacity and willingness-to-pay for further studies.

$53,300 average household income, **$12,300 above** Regional Aus. average
3rd of 30 regions

5 **Tertiary students studying online**
Higher share of online tertiary students may represent more potential Centre users.

47% of students study online, **5 ppt above** Regional Aus. average
14th of 30 regions

Community capabilities
The extent to which the region has access to the human and physical capital required to effectively design, implement and operate a RUC.

Sub-assessment: **Lower**

Relatively small amount of public infrastructure within the region, and only one large tertiary education provider is located nearby. There is also a no tertiary education professionals in region.

6 **Existing public infrastructure***
Existing public facilities may be able to be leveraged to support a Centre.

7 public facilities in the region, including:
- 1 school
- 1 community hall
- 0 cultural and art centres
- 1 library
- 2 sports centres
- 1 council building
- 1 hospital

7 **Education providers***
Existing education providers may be able to partner with a Centre.

One education provider is nearby:
- Central Regional TAFE-Merredin (70 km away)

8 **Households with internet connection**
Greater internet connectivity is likely to better enable remote learning.

75% of households have an internet connection, **3 ppt below** Regional Aus. average
19th of 30 regions

9 **Employment in tertiary education**
Larger existing pool of workers in tertiary education may support future hiring requirements.

No workers employed in the tertiary education sector
Equal 28th of 30 regions (ranked last)

Community aspirations
The extent to which a RUC would align with the region's existing goals, plans and aspirations.

Sub-assessment: **Lower**

The region has a relatively small number of not-for-profit organisations and no clearly identifiable RDA development strategy. While there is a local government development plan, it does not provide clear actionable plans.

10 **Not-for-profit organisations***
Greater volume of NFPs may reflect a greater community willingness to advocate for and pursue public causes.

2 not-for-profits actively operating in the region
29th of 30 regions

11 **RDA community economic development strategy***
More sophisticated strategies may reflect communities with greater aspirations to pursue the longer term benefits of a Centre.

Despite being mentioned in the 2020 RDA annual report, no standalone economic strategy could be identified for the region. The annual report mentions the educational challenges in the region and the need for innovative online delivery methods to overcome them; however, it does not provide actionable details on how this could be achieved.

12 **Local government development plan***
More sophisticated plans that articulate the role of education may reflect local leaders with strong visions and capabilities for supporting education initiatives.

The local council's economic development strategy was delivered in 2018 and presents a clear ten year strategy to 2028. The plan briefly mentions advocating for the improvement of existing education facilities and programs in the region, but does not provide clear actionable examples of how this could be achieved.

* See supporting Appendix for further details

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Mukinbudin, Western Australia

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What is delivered and to who?

Supply-side dimensions
How is it delivered and by whom?

The Regional Needs Dashboard and Regional Readiness Factsheets summarise and codify a breadth of information regarding each region. These insights can also be used to influence and inform considerations relating to the type of operating model for a potential Centre within the community.

Noting that these considerations are not intended to be comprehensive or conclusive, rather they prompt readers to consider the type of operating model design that may be preferred or advantageous.

Moreover, community consultation and additional research is required, in order to achieve greater depth to understanding each design consideration, greater breadth to capture more fulsome insights, and to validate insights developed as part of this work.

Consideration	Dimensions
Lower rates of educational attainment may reflect a greater need for VET courses and/or a greater need for foundational numeracy and literacy skills.	1, 2
The remoteness of the region and absence of nearby university campuses may imply that a wider range of services would be required in a Centre.	1, 2, 6
The absence of education professionals in the region may imply the need for the development of a workforce management strategy and a staff attraction plan.	4, 5
Limited amount of existing public infrastructure suggest that a Centre may require new infrastructure solutions.	6
Lower 'access' measures for students, suggests a focus on admission and information services, careers counselling, as well as building connections and pathways with local schools.	1, 2, 3
Lower 'outcomes' measures may suggest that a greater focus is required on post-study pathways. This may warrant trying to build stronger relationships with local industry and employers, as well as providing more employment-support services.	1, 2, 3
The considerable share of employers in the agriculture sector may imply that there are opportunities to offer agriculture related courses to students in partnership with local employers.	1, 2, 3

Appendix
Mukinbudin, Western Australia

Indicator	Additional information		Data source
6 - Existing public infrastructure	There are **seven significant pieces of public infrastructure** in the region, including: **Libraries** • Mukinbudin Community Resource Centre **Cultural and arts centres** There are no cultural and arts centres in the region **Sports centres** • Mukinbudin Aquatic Centre • Mukinbudin Sporting Complex **Council buildings** • Shire of Mukinbudin District government office **Community halls** • Mukinbudin Memorial Hall	**Primary and high schools** • Mukinbudin District High School **Hospitals** • Mukinbudin Nursing Post	Google maps, Mukinbudin Community Directory
7 - Education providers	There is **one education provider** in or close to the region, including: **Central Regional TAFE-Merredin (70 km away):** Central Regional TAFE-Merredin is located on the south east border of the Merredin region. The courses offered related to agriculture, animal, environment, automotive, creative industries, education, community services and foundational studies. Courses are delivered in-person, online or flexibly.		Central Regional TAFE-Merredin

Appendix
Mukinbudin, Western Australia

Indicator	Additional information	Data source
10 - Volume of not-for-profit organisations	There are **two not-for-profit organisations** in the region. • Mukinbudin Church of Christ Inc • Mukinbudin Congregation of Jehovah's Witnesses	[Australian Charities and Not-for-profits Commission](#) Searched the Commission for the main areas in the region (Mukinbudin)
11 - RDA community economic development strategy	The **local RDA regional plan** was released in 2020 as part of the RDA's FY20 Annual Report. The plan mentions education in relation to the need to improve education outcomes for Indigenous peoples in the region and the growing ability to deliver courses digitally. The plan does not discuss higher education and does not present any actionable strategies for improving higher education outcomes.	[RDA Wheatbelt 2019-2020 Annual Report](#)
12 - Local government development plan	The **local council's economic development strategy** was delivered in 2018 and presents a clear 10-year plan through to 2028. The plan briefly mentions education in relation to advocating for the improvement of the existing range of education facilities and training programs in the region; however, the plan does not provide actionable items regarding how this could be achieved.	[Shire of Mukinbudin 2018-2028 Strategy Community Plan](#)

Informing future locations for RUCs
REGIONAL INSIGHTS FACTSHEET

This factsheet is intended as an initial and preliminary assessment of how ready a region is to pursue implementing and delivering a Regional University Centre. It accompanies a report titled 'Scoping study to inform future locations for Regional University Centres' delivered to the Australian Government Department of Education, Skills and Employment. The data and assessments are current as of November 2021

Plantagenet, Western Australia

Regional readiness
The extent which a community is well-equipped to pursue the long-term benefits of a RUC. Underpinned by three key drivers of readiness: Social and economic context, community capabilities and community aspirations.

General information
Plantagenet is a remote inland region located around 360 km south of Perth in the Great Southern region of WA. The region's largest source of economic activity is from agriculture, principally wheat, sheep and beef.

Higher:	Available evidence suggests that there are relatively high levels of readiness.
Medium:	Available evidence does not support any differentiated level of readiness.
Lower:	Available evidence suggests that there are relatively low levels of readiness.

Readiness assessment: **Medium**
The below measures reveal a moderate degree of readiness that is typical of the 30 shortlisted regions. The region has a relatively low unemployment rate and moderate level of educational attainment, returns to skills workers, household incomes and share of individuals employed in tertiary education. Plantagenet has high needs measures relating to education access, retention and outcomes, suggesting that greater supports are required for students to assist individuals to enter tertiary education, finish their studies and enter employment or further training. The region has moderately detailed RDA and local government development plans (that are somewhat dated) and a typical number of not-for-profit organisations. Plantagenet is in relatively close proximity to several small or satellite education providers, three TAFEs, one satellite university campus and one RUC. Further research and engagement is required to understand the coverage of these providers and whether a potential partnership with a RUC could be pursued.

Social & economic context
The extent to which the region's social and economic conditions are supportive of further higher education attainment.

Sub-assessment: **Medium**
Relatively low unemployment rate combined with average levels of educational attainment, returns to skilled workers, household incomes and proportion of students studying online.

1 Unemployment rate
Lower unemployment may reflect more individuals ready to engage with further education

4% unemployment rate in 2021,
2 ppt below Regional Aus. average
8th of 30 regions

2 Achievement of tertiary studies
A population with a greater proportion with a tertiary-qualification may offer more support or encouragement for others to pursue further studies.

	Higher education	VET	Schooling
Regional Australia	16%	33%	52%
Plantagenet	12%	32%	55%
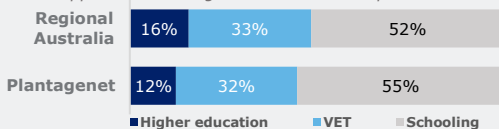
45% hold a tertiary qualification,
3 ppt below Regional Aus. average
11th of 30 regions

Note: Values shown may vary or not sum to 100% due to rounding.

3 Wage premium for higher education graduates
Higher wage differentials may represent stronger demand for higher skilled jobs.

$18,100 premium for HE graduates,
$5,000 below Regional Aus. average
17th of 30 regions

4 Household incomes
Higher income households may have a greater capacity and willingness-to-pay for further studies.

$38,100 average household income,
$2,900 below Regional Aus. average
19th of 30 regions

5 Tertiary students studying online
Higher share of online tertiary students may represent more potential Centre users.

40% of students study online,
2 ppt below Regional Aus. average
19th of 30 regions

Community capabilities
The extent to which the region has access to the human and physical capital required to effectively design, implement and operate a RUC.

Sub-assessment: **Medium**
Relatively small amount of public infrastructure and several larger tertiary education providers are located within the region.

6 Existing public infrastructure*
Existing public facilities may be able to be leveraged to support a Centre.

13 public facilities in the region, including:
- 2 schools
- 2 community halls
- 2 cultural and art centres
- 1 library
- 4 sports centres
- 1 council building
- 1 hospital

7 Education providers*
Existing education providers may be able to partner with a Centre.

Five education providers are nearby, including:
- South Regional TAFE-Mount Barker (in region)
- South Regional TAFE-Albany (46 km away)
- South Regional TAFE-Denmark (54 km away)
- University of Western Australia-Albany campus (50 km away, satellite campus, 95 EFTSL, 9 narrow fields)
- RUC-Greater Southern Universities Centre (50 km away)

8 Households with internet connection
Greater internet connectivity is likely to better enable remote learning.

78% of households have an internet connection,
equal to the Regional Aus. average
10th of 30 regions

9 Employment in tertiary education
Larger existing pool of workers in tertiary education may support future hiring requirements.

3 of every 1,000 workers employed in the tertiary education sector
11th of 30 regions

Community aspirations
The extent to which a RUC would align with the region's existing goals, plans and aspirations.

Sub-assessment: **Medium**
The region has moderately detailed RDA and local government development plans, combined with an average number of not-for-profit organisations.

10 Not-for-profit organisations*
Greater volume of NFPs may reflect a greater community willingness to advocate for and pursue public causes.

16 not-for-profits actively operating in the region
17th of 30 regions

11 RDA community economic development strategy*
More sophisticated strategies may reflect communities with greater aspirations to pursue the longer term benefits of a Centre.

The latest RDA strategy is outdated, but covered the period from 2013-2018. The document identifies education as a key priority, with the aspiration to strengthen the higher education opportunities in the region. The plan provides several clear actions for how this could be achieved.

12 Local government development plan*
More sophisticated plans that articulate the role of education may reflect local leaders with strong visions and capabilities for supporting education initiatives.

The local council's economic development strategy was delivered in 2016 and presents a ten year plan up to 2026. The plan briefly mentions youth education and employment as a challenge in the region; however, it does not provide any clear actionable examples of how this could be addressed.

* See supporting Appendix for further details

Informing future locations for RUCs
REGIONAL INSIGHTS FACTSHEET – Operating model supplement

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Plantagenet, Western Australia

Informing the potential operating model design
The operating model is informed by six key design dimensions, which provide a framework to consider how information about the region can be used to inform potential design options.

Six design dimensions

The six design dimensions below collectively inform the potential operating model. They are broadly organised by considerations relating to what services are being delivered and to who (Demand) and how are these services being delivered and by whom (Supply).

Demand-side dimensions
What is delivered and to who?

Supply-side dimensions
How is it delivered and by whom?

The Regional Needs Dashboard and Regional Readiness Factsheets summarise and codify a breadth of information regarding each region. These insights can also be used to influence and inform considerations relating to the type of operating model for a potential Centre within the community.

Noting that these considerations are not intended to be comprehensive or conclusive, rather they prompt readers to consider the type of operating model design that may be preferred or advantageous.

Moreover, community consultation and additional research is required, in order to achieve greater depth to understanding each design consideration, greater breadth to capture more fulsome insights, and to validate insights developed as part of this work.

Consideration	Dimensions
The presence of a nearby satellite university campus (University of Western Australia-Albany) may provide a potential partnership opportunity for a future RUC.	1, 3
The course and demand profile of nearby education providers may be used to inform both gaps in service provision, but also areas of high growth.	1, 3
The remoteness of the region may imply that a wider range of services would be required in a Centre.	1, 2, 6
The presence of a nearby RUC (Greater Southern Universities Centre) may imply the development of a satellite centre, with the ability to leverage the existing RUC to expand services into nearby community.	1, 3, 4, 6
Lower 'access' measures for students, suggests a focus on admission and information services, careers counselling, as well as building connections and pathways with local schools.	1, 2, 3
Lower 'outcomes' measures may suggest that a greater focus is required on post-study pathways. This may warrant trying to build stronger relationships with local industry and employers, as well as providing more employment-support services.	1, 2, 3
Lower student 'retention' measures may reflect a need to provide more intense ongoing support (e.g. academic and pastoral support) to students during their studies.	1, 2, 5
The considerable share of employers in the agriculture sector may imply that there are opportunities to offer agriculture related courses to students in partnership with local employers.	1, 2, 3

Appendix
Plantagenet, Western Australia

Indicator	Additional information		Data source
6 – Existing public infrastructure	There are **13 significant pieces of public infrastructure** in the region, including: **Libraries** • Mount Barker Community Resource Centre **Cultural and arts centres** • Old Police & Station Museum • Mount Barker Visitors Centre **Sports centres** • Mount Barker Swimming Pool • Mount Barker School Community Recreation Centre • Mount Barker Bowling Club • Mount Barker Turf Club	**Council buildings** • The Shire of Plantagenet Council **Community halls** • Plantagenet District Hall • Woogenellup Hall **Primary and high schools** • Mount Barker Community College • Kendenup Primary School **Hospitals** • Plantagenet Hospital	Google maps, Shire of Plantagenet Community Directory
7 – Education providers	There are **five education providers** in or close to the region, including: **South Regional TAFE- Mount Barker (in region):** South Regional TAFE-Mount Barker is located in the town centre of Mount Barker. The campus provides courses in agriculture, business, education, community services, foundation studies, health, beauty and fitness. The courses range from short courses to Certificate III and are delivered on campus or flexibly. **South Regional TAFE Albany Campus (46 km away):** South Regional TAFE-Albany is located 46 km south of Plantagenet. The campus provides courses in agriculture, automotive, building, business, creative industries, engineering and mining, education, community services, foundation studies, health, beauty, fitness, hospitality and tourism. The courses range from short skill set to Certificate IV and are delivered through an apprenticeship, online, on campus or flexibly. **South Regional TAFE Denmark Campus (54 km away):** South Regional TAFE-Denmark is located 54 km south-west of Plantagenet. The campus focuses on horticulture and agriculture courses, however they also provides course in business, creative industries, education and community services. The courses range from short skill set to Certificate IV and are delivered on-campus or flexibly. **University of Western Australia- Albany Campus (50 km away):** University of Western Australia-Albany is located 50 km south of Plantagenet. It is a satellite campus with 95 EFTSL and 9 narrow fields. The campus offers a range of bachelor and diplomas qualifications including bachelor degrees in Arts, Biomedical Science, Commerce and Science. Additionally, post-graduate degrees in teaching, science and philosophy are available. A minority of majors offered can be commenced in Albany but have to be completed at the Perth campus. The courses are primarily delivered on campus or flexibility. **Great Southern Universities Centre (50 km away):** Great South Universities Centre is located 50 km south of Plantagenet. It is a Regional University Centre that provides study facilities and support services to the students completing a diploma or higher education degree in the region.		South Regional TAFE- Mount Barker South Regional TAFE- Albany South Regional TAFE Denmark University of Western Australia- Albany Great Southern Universities Centre

Appendix

Plantagenet, Western Australia

Indicator	Additional information		Data source
10 - Volume of not-for-profit organisations	There are **16 not-for-profit organisations** in the region. • Baptist Church Mt Barker • Baptist Union Of Wa Incorporated As The Operator Of A Pbi • Empowering Plantagenet Seniors Inc. • Friends Of The Porongurup Range (Inc) • Mount Barker And Districts Agricultural Society Inc • Mount Barker Congregation Of Jehovah's Witnesses • Mt Barker State Emergency Service Inc • Mt Barker Volunteer Fire Brigade	• Oyster Harbour Catchment Group Incorporated • Plantagenet Mens Shed Incorporated • Returned & Services League Mt Barker Sub-branch • Riding For The Disabled Association Of Wa Plantagenet Group Inc • The Roman Catholic Bishop Of Bunbury Mount Barker Parish • Wilson Inlet Catchment Committee Inc • Uca - Plantagenet Pastorate Albany Regional Parish • Forest Hill Bushfire Brigade	[Australian Charities and Not-for-profits Commission](#) Searched the Commission for the main areas in the region (Mount Barker, Kendenup, Denbarker)
11 - RDA community economic development strategy	The **local RDA strategy** was released in 2013, and presents a clear and compelling five year plan (up to 2018). The plan identifies education, training and employment as a key priority area. The RDA identifies collaboration with education providers as an opportunity to strengthen education and training opportunities in the region. The plan mentions several actionable strategies to achieve this, including identifying employment opportunities in emerging industries, marketing and capitalising on the advantages of undertaking higher education in the region, growing the number of Registered Training Organisations and supporting new innovative programs.		[RDA Great Southern Regional Plan 2013-2018](#)
12 - Local government development plan	**The local council's economic development strategy** was delivered in 2016. The plan articulates the community's aspiration and how the local council can work towards achieving this by 2026. The plan briefly mentions youth education and employment is a challenge in the region; however, it does not provide any clear actionable strategies regarding how this challenge could be addressed.		[Plantagenet 2026- Building Success through opportunity and participation](#)

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Narooma - Bermagui, New South Wales

Regional readiness
The extent which a community is well-equipped to pursue the long-term benefits of a RUC. Underpinned by three key drivers of readiness: Social and economic context, community capabilities and community aspirations.

General information

Narooma - Bermagui is a coastal region located around 350 km south of Sydney in the South Coast region of NSW. The region's largest source of economic activity is from agriculture, health services and tourism.

Higher:	*Available evidence suggests that there are relatively high levels of readiness.*
Medium:	*Available evidence does not support any differentiated level of readiness.*
Lower:	*Available evidence suggests that there are relatively low levels of readiness.*

Readiness assessment: **Medium**

The below measures reveal a moderate degree of readiness that is typical of the 30 shortlisted regions. The region has relatively low returns to higher skilled workers, low household incomes and high unemployment rates, combined with Sigh levels of education attainment, and a high share of tertiary students studying online. Narooma – Bermagui has relatively high needs measures relating to education access, retention and outcomes. The region has two moderately detailed local government development plans and a relatively large number of not-for-profit organisations, but no identifiable RDA plan. Narooma-Bermagui has two education providers approximately 50 km away. Further analysis of the existing infrastructure and leadership to support a Centre is warranted.

Social & economic context
The extent to which the region's social and economic conditions are supportive of further higher education attainment.

Sub-assessment: **Medium**

Relatively high levels of educational attainment and share of tertiary students studying online, combined with lower returns to higher skilled workers, lower household incomes and a higher unemployment rate.

1 Unemployment rate
Lower unemployment may reflect more individuals ready to engage with further education

Narooma - Bermagui / Regional Australia (2011–2021)

9% unemployment rate in 2021, **3 ppt above** Regional Aus. average
24th of 30 regions

2 Achievement of tertiary studies
A population with a greater proportion with a tertiary-qualification may offer more support or encouragement for others to pursue further studies.

	Higher education	VET	Schooling
Regional Australia	16%	33%	52%
Narooma - Bermagui	18%	35%	48%
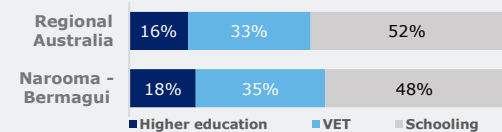
52% hold a tertiary qualification, **4 ppt above** Regional Aus. average
4th of 30 regions

Note: Values shown may vary or not sum to 100% due to rounding.

3 Wage premium for higher education graduates
Higher wage differentials may represent stronger demand for higher skilled jobs.

$17,100 premium for HE graduates, **$6,000 below** Regional Aus. average
23rd of 30 regions

4 Household incomes
Higher income households may have a greater capacity and willingness-to-pay for further studies.

$34,000 average household income, **$6,800 below** Regional Aus. average
25th of 30 regions

5 Tertiary students studying online
Higher share of online tertiary students may represent more potential Centre users.

53% of students study online, **11 ppt above** Regional Aus. average
9th of 30 regions

Community capabilities
The extent to which the region has access to the human and physical capital required to effectively design, implement and operate a RUC.

Sub-assessment: **Medium**

Moderate amount of public infrastructure within the region, with two large tertiary education providers nearby.

6 Existing public infrastructure*
Existing public facilities may be able to be leveraged to support a Centre.

19 public facilities in the region, including:
- 3 schools
- 0 community halls
- 4 cultural and art centres
- 4 libraries
- 7 sports centres
- 1 council building
- 0 hospitals

7 Education providers*
Existing education providers may be able to partner with a Centre.

Two education providers are nearby, including:
- TAFE NSW-Moruya (55 km away)
- TAFE NSW-Bega (50 km away)

8 Households with internet connection
Greater internet connectivity is likely to better enable remote learning.

78% of households have an internet connection, **equal to** Regional Aus. average
7th of 30 regions

9 Employment in tertiary education
Larger existing pool of workers in tertiary education may support future hiring requirements.

2 of every 1,000 workers employed in the tertiary education sector
18th of 30 regions

Community aspirations
The extent to which a RUC would align with the region's existing goals, plans and aspirations.

Sub-assessment: **Medium**

While no RDA plan could be identified, the region has a compelling local government development plan and a relatively large number of not-for-profit organisations.

10 Not-for-profit organisations*
Greater volume of NFPs may reflect a greater community willingness to advocate for and pursue public causes.

30 not-for-profits actively operating in the region
7th of 30 regions

11 RDA community economic development strategy*
More sophisticated strategies may reflect communities with greater aspirations to pursue the longer term benefits of a Centre.

No RDA plan was publicly available.

12 Local government development plan*
More sophisticated plans that articulate the role of education may reflect local leaders with strong visions and capabilities for supporting education initiatives.

This region covers two LGA's - Eurobodalla and Bega Valley.

The Eurobodalla strategy was delivered in 2018 and presents a 10-year strategy to 2028. It briefly mentions the limited provision of education and training in the region and provides a few actionable examples of how this could be improved.

The Bega Valley Shires strategy covers the period from 2020 to 2040. It highlights the lack of tertiary education in the region and also provides several examples of how this could be improved.

* See supporting Appendix for further details

Informing future locations for RUCs
REGIONAL INSIGHTS FACTSHEET – Operating model supplement

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Narooma - Bermagui, New South Wales

Informing the potential operating model design
The operating model is informed by six key design dimensions, which provide a framework to consider how information about the region can be used to inform potential design options.

Six design dimensions

The six design dimensions below collectively inform the potential operating model. They are broadly organised by considerations relating to what services are being delivered and to who (Demand) and how are these services being delivered and by whom (Supply).

Demand-side dimensions
What is delivered and to who?

Supply-side dimensions
How is it delivered and by whom?

The Regional Needs Dashboard and Regional Readiness Factsheets summarise and codify a breadth of information regarding each region. These insights can also be used to influence and inform considerations relating to the type of operating model for a potential Centre within the community.

Noting that these considerations are not intended to be comprehensive or conclusive, rather they prompt readers to consider the type of operating model design that may be preferred or advantageous.

Moreover, community consultation and additional research is required, in order to achieve greater depth to understanding each design consideration, greater breadth to capture more fulsome insights, and to validate insights developed as part of this work.

Consideration	Dimensions
The course and demand profile of nearby education providers may be used to inform both gaps in service provision, but also areas of high growth.	1, 3
The absence of nearby university campuses may imply that a wider range of services would be required in a Centre.	2
Lower 'access' measures for students, suggests a focus on admission and information services, careers counselling, as well as building connections and pathways with local schools.	1, 2, 3
Lower 'outcomes' measures may suggest that a greater focus is required on post-study pathways. This may warrant trying to build stronger relationships with local industry and employers, as well as providing more employment-support services.	1, 2, 3
Lower student 'retention' measures may reflect a need to provide more intense ongoing support (e.g. academic and pastoral support) to students during their studies.	1, 2, 5
The remoteness of the region may imply that a wider range of services would be required in a Centre.	1, 2, 6
A large volume of potential students may imply that a large RUC is required.	1, 2

Appendix
Narooma - Bermagui, New South Wales

Indicator	Additional information		Data source
6 - Existing public infrastructure	There are **18 significant pieces of public infrastructure** in the region, including: **Libraries** • Narooma library • Bermagui library • Bermagui Community Technology Centre (computer training school) **Cultural and arts centres** • Bermagui museum • Narek Galleries • Narooma School of Arts Gallery • Montague Art & Craft Society **Sports centres** • Narooma Swimming Centre • Narooma Sports & Leisure Centre • Bermagui Skate Park • Bermagui Rugby Club	• Bermagui Indoor Sports Stadium • Dickinson Oval Sports Centre • Club Narooma Sports Club **Council buildings** • Wagonga Local Aboriginal Land Council Narooma **Community halls** There are no community halls in the region **Primary and high schools** • Narooma Public School • Narooma High School • Bermagui Public school **Hospitals** There are no hospitals in the region	Google maps
7 - Education providers	There are **two education providers** in or close to the region, including: **TAFE NSW-Moruya (55 km away):** TAFE NSW-Moruya is located 55 km north of Narooma-Bermagui. The campus provides courses in tourism and hospitality, commercial cookery, building and construction, equine studies, animal studies, horticulture, rural and maritime studies, hairdressing, beauty, children's services and aged care, business studies and information technology. The courses range from short course to diplomas and are delivered on campus or flexibly. **TAFE NSW-Bega (50 km away):** TAFE NSW-Moruya is located 50 km south of Narooma-Bermagui. The campus provides courses in business, community services, education, tourism, hospitality, foundational skills. The courses range from short course to diplomas and are delivered on campus or flexibly. Additionally, the campus offers student support services, including counselling and disability services.		TAFE NSW- Moruya TAFE NSW- Bega

Appendix
Narooma - Bermagui, New South Wales

Indicator	Additional information		Data source
10 - Volume of not-for-profit organisations	There are **30 not-for-profit organisations** in the region. • Good Folk Kitchen Incorporated • Katungul Aboriginal Corporation Community And Medical Services • Monty's Place Narooma • Narooma High School P&C Association Inc • Narooma Pre School Kindergarten Assn • Narooma Public School P&C • Narooma Rescue Squad Inc • Narooma RSL Sub-branch (RSL NSW) • Narooma Surf Life Saving Club Inc. • Severn River, Ngarabal And Kwiambal Aboriginal Corporation • The Trustee For Lighthouse Scholarship Fund • Trustees Of The Roman Catholic Church For The Archdiocese Of Canberra And Goulburn As Trustee For The Catholic Parish Of Narooma • UCA - Mt Dromedary Parish • Wagonga Local Aboriginal Land Council	• Bermagui & District Seniors' Social Club • Bermagui Baptist Church • Bermagui Historical Society Incorporated • Bermagui Pre School Co-op Soc • Bermagui Public School P&C Assn • Bermagui RSL Sub-branch (RSL NSW) • Bermagui Seasiders Inc • Bermagui Surf Life Saving Club Inc • Edgy Art Incorporated • Four Winds Concerts Incorporated • Sustainable Ethical Australia Limited • The Crossing Land Education Centre • The Trustee For The Crossing Land Education Trust • U3a Bermagui & District Incorporated • Merrimans Local Aboriginal Lands Council • Central Tilba P & C Association	Australian Charities and Not-for-profits Commission Searched the Commission for the main areas in the region (Narooma, Bermagui, Mystery Bay, Tilba)
11 - RDA community economic development strategy	**No RDA community economic development strategy was publicly available for the region.**		
12 - Local government development plan	**This region covers two LGA's** Eurobodalla: The local council's economic development strategy was delivered in 2018. The plan presents a clear and compelling 10-year strategy to help guide the Council to create a more vibrant and diverse economy. The strategy focuses on four priorities: industry assistance and engagement, investment attraction, workforce development, and infrastructure and place enhancement. The plan mentions that there is limited provision of education and training in the region and highlights the need for the education and training sector to grow to ensure the workforce has the required skills as the economy grows. The plan mentions a few actionable strategies, including working with education providers and businesses to match skills and jobs, supporting future development of education infrastructure and creating activities to link employers and jobseekers. Bega Valley Shire: The local council's economic strategy defines the community's priorities and aspirations for the region to 2040. The plan highlights the lack of support for young people in the region, especially the lack of tertiary education opportunities. The plan mentions a few actionable strategies of overcome this, including collaborating with relevant parties to promote opportunities to grow education initiatives and collaborating with partners to advocate for the development of local education and training opportunities.		Eurobodalla Shire Council Economic Development Strategy 2019-2028 Bega Valley Shire Community Strategic Plan 2040

Informing future locations for RUCs
REGIONAL INSIGHTS FACTSHEET

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Loddon, Victoria

Regional readiness
The extent which a community is well-equipped to pursue the long-term benefits of a RUC. Underpinned by three key drivers of readiness: Social and economic context, community capabilities and community aspirations.

General information
Loddon is a geographically large area located around 175 km north-west of Melbourne in the historic Victorian goldfields. The region's largest source of economic activity is from agriculture.

Higher:	*Available evidence suggests that there are relatively high levels of readiness.*
Medium:	*Available evidence does not support any differentiated level of readiness.*
Lower:	*Available evidence suggests that there are relatively low levels of readiness.*

Readiness assessment: **Medium**
The below measures reveal mixed evidence on readiness – the community aspirations and capabilities are broadly in line with the other shortlisted regions, while the social and economic context is less supportive. The region's household incomes, share of tertiary students studying online and share of households with internet connection are among the lowest of the shortlisted regions. Despite this, the region has a large amount of existing public infrastructure, several education providers in neighbouring regions and reasonably sound RDA and local government development plans. Loddon has lower 'access' and 'retention' measures with higher 'outcome' measures, suggesting that greater levels of support may be required to help individuals commence and complete tertiary education. Further research is required to understand whether a Centre may be able to partner with nearby education providers in Bendigo.

Social & economic context
The extent to which the region's social and economic conditions are supportive of further higher education attainment.

Sub-assessment: **Lower**

Relatively low levels of educational attainment, household income, returns to higher skilled workers and share of students studying online.

1 Unemployment rate
Lower unemployment may reflect more individuals ready to engage with further education

6% unemployment rate in 2021, **equal to the** Regional Aus. average **15th of 30 regions**

2 Achievement of tertiary studies
A population with a greater proportion with a tertiary-qualification may offer more support or encouragement for others to pursue further studies.

41% hold a tertiary qualification, **7 ppt below** Regional Aus. average **23rd of 30 regions**

Note: Values shown may vary or not sum to 100% due to rounding.

3 Wage premium for higher education graduates
Higher wage differentials may represent stronger demand for higher skilled jobs.

$16,800 premium for HE graduates, **6,300 below** Regional Aus. average **25th of 30 regions**

4 Household incomes
Higher income households may have a greater capacity and willingness-to-pay for further studies.

$31,900 average household income, **$9,100 below** Regional Aus. average **30th of 30 regions**

5 Tertiary students studying online
Higher share of online tertiary students may represent more potential Centre users.

26% of students study online, **16 ppt below** Regional Aus. average **29th of 30 regions**

Community capabilities
The extent to which the region has access to the human and physical capital required to effectively design, implement and operate a RUC.

Sub-assessment: **Medium**

Relatively large amount of existing public infrastructure within the region, with several larger tertiary education providers in neighbouring regions. There are also relatively low levels of internet connectivity.

6 Existing public infrastructure*
Existing public facilities may be able to be leveraged to support a Centre.

27 public facilities in the region, including:
- 8 schools
- 5 community halls
- 2 cultural and art centres
- 6 libraries
- 2 sports centres
- 1 council building
- 3 hospitals

7 Education providers*
Existing education providers may be able to partner with a Centre.

Three education providers are nearby, including:
- Bendigo TAFE (57 km away)
- Monash University School of Rural Health-Bendigo (57 km away, medicine and nursing student placements)
- LaTrobe University-Bendigo Campus (57 km away, full-service regional campus, 3,350 EFTSL, 36 narrow fields)

8 Households with internet connection
Greater internet connectivity is likely to better enable remote learning.

71% of households have an internet connection, **7 ppt** below Regional Aus. average **28th of 30 regions**

9 Employment in tertiary education
Larger existing pool of workers in tertiary education may support future hiring requirements.

2 of every 1,000 workers employed in the tertiary education sector **19th of 30 regions**

Community aspirations
The extent to which a RUC would align with the region's existing goals, plans and aspirations.

Sub-assessment: **Medium**

Moderately detailed RDA and local government development plans, with a few clear examples for how education outcomes could be improved.

10 Not-for-profit organisations*
Greater volume of NFPs may reflect a greater community willingness to advocate for and pursue public causes.

11 not-for-profits actively operating in the region **23rd of 30 regions**

11 RDA community economic development strategy*
More sophisticated strategies may reflect communities with greater aspirations to pursue the longer term benefits of a Centre.

The local RDA delivered two plans for the period from 2019 to 2030. The Loddon Campaspe plan presents a clear and compelling strategy that includes several tangible actions for how the tertiary education sector in the region could be expanded. The Mallee Plan also presents a clear plan with a focus on education, with a particular emphasis on ensuring that the education sector equips the local workforce with the required skills. There are relatively few examples of how this could be achieved.

12 Local government development plan*
More sophisticated plans that articulate the role of education may reflect local leaders with strong visions and capabilities for supporting education initiatives.

The local government delivered a five year economic development strategy in 2019. The plan briefly mentions removing barriers to skills and training in the region; however, it provides few clear examples of how this could be achieved.

* See supporting Appendix for further details

Informing future locations for RUCs
REGIONAL INSIGHTS FACTSHEET – Operating model supplement

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Loddon, Victoria

Informing the potential operating model design
The operating model is informed by six key design dimensions, which provide a framework to consider how information about the region can be used to inform potential design options.

Six design dimensions

The six design dimensions below collectively inform the potential operating model. They are broadly organised by considerations relating to what services are being delivered and to who (Demand) and how are these services being delivered and by whom (Supply).

Demand-side dimensions
What is delivered and to who?

Supply-side dimensions
How is it delivered and by whom?

The Regional Needs Dashboard and Regional Readiness Factsheets summarise and codify a breadth of information regarding each region. These insights can also be used to influence and inform considerations relating to the type of operating model for a potential Centre within the community.

Noting that these considerations are not intended to be comprehensive or conclusive, rather they prompt readers to consider the type of operating model design that may be preferred or advantageous.

Moreover, community consultation and additional research is required, in order to achieve greater depth to understanding each design consideration, greater breadth to capture more fulsome insights, and to validate insights developed as part of this work.

Consideration	Dimensions
Lower rates of Year 12 completion may reflect a greater need for VET courses, foundational numeracy and literacy skill programs or transition programs.	1, 2
The presence of a nearby satellite university campus (LaTrobe University-Bendigo Campus) may provide a potential partnership opportunity for a future RUC, or inform gaps in service provision.	3, 4
The close proximity to Monash University's School of Rural Health may provide a potential partnership opportunity for the Centre.	3, 4
The course and demand profile of nearby education providers may be used to inform both gaps in service provision, but also areas of high growth.	1, 3
Lower 'access' measures for students, suggests a focus on admission and information services, careers counselling, as well as building connections and pathways with local schools.	1, 2, 3
Lower student 'retention' measures may reflect a need to provide more intense ongoing support (e.g. academic and pastoral support) to students during their studies.	1, 2, 5
A relatively high number of not-for-profit organisations implies that there may be opportunities for a Centre to partner with local community groups.	3

Appendix
Loddon, Victoria

Indicator	Additional information		Data source
6 - Existing public infrastructure	There are **27 significant pieces of public infrastructure** in the region, including: **Libraries** • Boort library agency • Dingee library agency • Pyramid Hill library agency • Inglewood library agency • Wedderburn library agency • Tarnagulla library agency **Cultural and arts centres** • Boort Court House Museum • Coach House Gallery & Museum **Sports centres** • Wedderburn Redbacks Football, Netball & Hockey • Loddon Leisure Centre **Council buildings** • Loddon Shire Council **Community halls** • Yarrawalla Community Centre	• Wedderburn Community House • Senior Citizen Hall • Eddington Community Hall • Laanecoorie Mechanic's Institute **Primary and high schools** • Boort District School • Leitchville Primary School • St. Patrick's, Pyramid Hill • East Loddon College • Raywood Primary School • Tarnagulla Primary School • Dunolly Primary School • Wedderburn College **Hospitals** • Boort District Health Service • Inglewood & Districts Health Service • Maryborough District Health Service Dunolly	Google maps, Loddon Shire Community Directory
7 - Education providers	There are **three education providers** in or close to the region, including: **Bendigo City TAFE (57 km away):** Bendigo TAFE is located 57 km south east of Loddon. The TAFE offers a range of courses from short course to diplomas. They are delivered online, in-person or blended. Courses are offered in the following areas: automotive training, animal, plants, science, business, IT, hairdressing, hospitality, health, foundational studies and trades. **Monash University School of Rural Health (57 km away):** Monash University School of Rural Health is located in Bendigo – 57 km south east of Loddon. The School of Rural health aims to improve health outcomes in rural communities, and a sustainable rural health workforce. The School is part of Monash's Faculty of Medicine, Nursing and Health Sciences. It is a clinical training and teaching site for medical, nursing and allied health students in regional Victoria. **LaTrobe University Bendigo Campus (57 km away)-** LaTrobe University Bendigo Campus is located 57 km south east of Loddon. The Bendigo Campus is a full-service regional campus, with approximately 3,350 EFTSL and 36 narrow fields. It offers undergraduate and postgraduate degrees in arts, social sciences, communications, business, education, health, IT, engineering, law, criminology and science. The university offers a range of online and blended learning courses.		Bendigo City TAFE Monash University School of Rural Latrobe University Bendigo Campus

Appendix
Loddon, Victoria

Indicator	Additional information		Data source
10 - Volume of not-for-profit organisations	There are **11 not-for-profit organisations** in the region. • Church Of Christ Pyramid Hill • Pyramid Hill Neighbourhood House Inc • St Patricks Primary School Pyramid Hill • Uca - Uniting Church Pyramid Hill • Uca Uniting And Presbyterian Joint Management Committee • Barraport Boort Baptist Church	• Boort Church Of Christ • Uca Boort • Inglewood Eucalyptus Distillery Museum • Inglewood Kindergarten Inc • St Mary's Parish School Inglewood	[Australian Charities and Not-for-profits Commission](#) Searched the Commission for the main areas in the region (Loddon, Pyramid Hill, Boort, Inglewood, Wedderburn)
11 - RDA community economic development strategy	The RDA released **two economic growth strategies** in 2019. Loddon Campaspe Economic Growth Strategy was released in 2019 and presents a clear and compelling plan up until 2030. The plan identifies five focal investment areas: strong regional food industry, regional employment and innovation, Bendigo as the Regional Capital, visitor and international economy, and industries of the future. The plan discusses education in relation to the expansion of tertiary education sector and research, and its ability to support economic growth. The plan outlines several actionable strategies including development of a Regional Skills Demand profile, linking future skills to school curriculum and developing vocational training solutions. The Mallee Economic Growth Strategy was released in 2019 and presents a clear and compelling plan up until 2030. The plan identifies five focal growth areas: building rural towns, future skills development, business expansion, developing the Murray Mallee Economic Region, and investing in new energy. The plan discusses education in relation to preparing the region to be future skills ready, expanding higher education to focus on the needs of industry and ensuring school leavers are ready for further education. The plan outlines several actionable items, including preparing an action plan to increase participation in higher education, raising awareness among students of career paths in local industries, establishing a Mildura-based Tech School that encourages student to study STEM, supporting a dual enrolment model and aligning the education sector to better focus on the needs of industry.		[Loddon Campaspe Economic Growth Strategy 2019](#) [Mallee Economic Growth Strategy 2019](#)
12 - Local government development plan	The local council's **economic development strategy** was delivered in 2019 and present a clear plan up until 2024. The plan briefly mentions removing barriers to growth and access in regards to skills and training. There is only one actionable item relating to education, which is the development of a regional joint skills development project to improve access to TAFE and other accredited training courses.		[Loddon Shire Economic Development and Tourism Strategy](#)

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Lithgow Region, New South Wales

Regional readiness
The extent which a community is well-equipped to pursue the long-term benefits of a RUC. Underpinned by three key drivers of readiness: Social and economic context, community capabilities and community aspirations.

General information
The Lithgow Region is located in the Central Tablelands of NSW, approximately 150 km north-west from Sydney. The Lithgow Region is the geographically large area that surrounds but does not include the city of Lithgow (a separate region). The region's largest source of economic activity is from agriculture and mining.

Higher: *Available evidence suggests that there are relatively high levels of readiness.*
Medium: *Available evidence does not support any differentiated level of readiness.*
Lower: *Available evidence suggests that there are relatively low levels of readiness.*

Readiness assessment: **Higher**
The below measures reveal higher levels of community readiness, underpinned by a supportive social and economic context and above average community capabilities. The region has a relatively low unemployment rate, higher household incomes and a larger share of students studying online. The Lithgow Region has average 'outcomes' measures with lower 'retention' measures, suggesting greater levels of support may be required to help individuals complete tertiary education. The region has moderately detailed RDA and local government development plans that highlight the importance of education, but provide few clear actions for how education outcomes could be improved. The Lithgow Region surrounds the city of Lithgow and is in close proximity to Bathurst. Both Bathurst and the City of Lithgow contain several small or satellite education providers. Further research and engagement is required to understand how these existing education providers engage with the broader Lithgow Region, whether there are service delivery gaps, and whether a potential partnership with a RUC could be pursued.

Social & economic context
The extent to which the region's social and economic conditions are supportive of further higher education attainment.

Sub-assessment: **Higher**

Relatively low unemployment rate combined with a higher share of students studying online, higher household incomes and higher levels of educational attainment.

1 Unemployment rate
Lower unemployment may reflect more individuals ready to engage with further education

4% unemployment rate in 2021,
3 ppt below Regional Aus. average
6th of 30 regions

2 Achievement of tertiary studies
A population with a greater proportion with a tertiary-qualification may offer more support or encouragement for others to pursue further studies.

	Higher education	VET	Schooling
Regional Australia	16%	33%	52%
Lithgow Region	12%	37%	51%
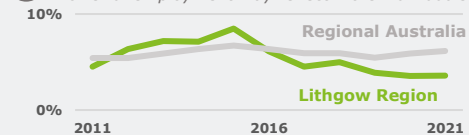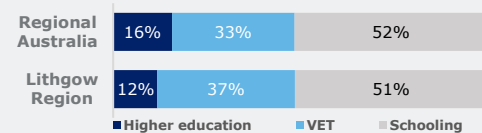
49% hold a tertiary qualification,
1 ppt above Regional Aus. average
8th of 30 regions

Note: Values shown may vary or not sum to 100% due to rounding.

3 Wage premium for higher education graduates
Higher wage differentials may represent stronger demand for higher skilled jobs.

$19,500 premium for HE graduates,
$3,600 below Regional Aus. average
16th of 30 regions

4 Household incomes
Higher income households may have a greater capacity and willingness-to-pay for further studies.

$40,400 average household income,
$600 below Regional Aus. average
11th of 30 regions

5 Tertiary students studying online
Higher share of online tertiary students may represent more potential Centre users.

57% of students study online,
15 ppt above Regional Aus. average
7th of 30 regions

Community capabilities
The extent to which the region has access to the human and physical capital required to effectively design, implement and operate a RUC.

Sub-assessment: **Higher**

Moderate amount of public infrastructure and several education providers are located within or nearby the region. There is also a relatively high share of tertiary education professionals.

6 Existing public infrastructure*
Existing public facilities may be able to be leveraged to support a Centre.

12 public facilities in the region, including:
- 5 schools
- 2 community halls
- 1 cultural and art centre
- 1 library
- 2 sports centres
- 0 council buildings
- 1 hospital

7 Education providers*
Existing education providers may be able to partner with a Centre.

Five education providers are nearby, including:
- Western Sydney University-Lithgow Region (15 km away)
- TAFE NSW-Lithgow (15 km away)
- University of Notre Dame-Lithgow Clinical School (15 km away, focus on medical student placements)
- Charles Sturt University-Bathurst (50 km away, full-service regional campus, 4,660 EFTSL, 46 narrow fields)
- TAFE NSW-Bathurst (50 km away)

8 Households with internet connection
Greater internet connectivity is likely to better enable remote learning.

78% of households have an internet connection,
2 ppt above Regional Aus. average
13th of 30 regions

9 Employment in tertiary education
Larger existing pool of workers in tertiary education may support future hiring requirements.

4 of every 1,000 workers employed in the tertiary education sector
4th of 30 regions

Community aspirations
The extent to which a RUC would align with the region's existing goals, plans and aspirations.

Sub-assessment: **Medium**

Moderately detailed RDA and local government development plans that emphasise the importance of education, but provide few specific plans for how education outcomes could be improved. There is a moderate amount of not-for-profit organisations operating in the region.

10 Not-for-profit organisations*
Greater volume of NFPs may reflect a greater community willingness to advocate for and pursue public causes.

12 not-for-profits actively operating in the region
21st of 30 regions

11 RDA community economic development strategy*
More sophisticated strategies may reflect communities with greater aspirations to pursue the longer term benefits of a Centre.

The local RDA strategy is outdated, but covered the period from 2017 to 2020. The plan mentions education with the strategy aiming to equip the local workforce with a diverse and future-oriented skillset; however, it provided only one actionable item relating to education.

12 Local government development plan*
More sophisticated plans that articulate the role of education may reflect local leaders with strong visions and capabilities for supporting education initiatives.

The local council's economic development strategy was delivered in 2012 and presents a plan for the region to 2030. The plan briefly mentions the need to develop more education and employment opportunities in the region; however, no actionable education-specific plans are presented.

* See supporting Appendix for further details

Informing future locations for RUCs
REGIONAL INSIGHTS FACTSHEET – Operating model supplement

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Lithgow Region, New South Wales

Informing the potential operating model design
The operating model is informed by six key design dimensions, which provide a framework to consider how information about the region can be used to inform potential design options.

Six design dimensions

The six design dimensions below collectively inform the potential operating model. They are broadly organised by considerations relating to what services are being delivered and to who (Demand) and how are these services being delivered and by whom (Supply).

Demand-side dimensions
What is delivered and to who?

Supply-side dimensions
How is it delivered and by whom?

The Regional Needs Dashboard and Regional Readiness Factsheets summarise and codify a breadth of information regarding each region. These insights can also be used to influence and inform considerations relating to the type of operating model for a potential Centre within the community.

Noting that these considerations are not intended to be comprehensive or conclusive, rather they prompt readers to consider the type of operating model design that may be preferred or advantageous.

Moreover, community consultation and additional research is required, in order to achieve greater depth to understanding each design consideration, greater breadth to capture more fulsome insights, and to validate insights developed as part of this work.

Consideration	Dimensions
The course and demand profile of nearby education providers may be used to inform both gaps in service provision, but also areas of high growth.	1, 3
The close proximity to Western Sydney University-Lithgow Region and Charles Sturt University-Bathurst may provide a potential partnership opportunity for the Centre.	3, 4
The close proximity to the city of Lithgow likely implies that strong relationships with existing education providers in Lithgow is a requisite for success.	1, 3, 4
Lower student 'retention' measures may reflect a need to provide more intense ongoing support (e.g. academic and pastoral support) to students during their studies.	1, 2, 5

Appendix
Lithgow Region, New South Wales

Indicator	Additional information		Data source
6 - Existing public infrastructure	There are **12 significant pieces of public infrastructure** in the region, including: **Libraries** • Portland Library **Cultural and arts centres** • The Glen Museum **Sports centres** • Wallerwang Indoor Sports Association • Portland Tennis Courts **Council buildings** There are no council buildings in the region	**Community halls** • Hartley Community Hall • Mac Scott Community Hall **Primary and high schools** • Cullen Bullen Public School • St Josephs School Portland • Portland Central School • Wallerawang Public School • Meadow Flat Public School **Hospitals** • Portland Hospital	Google maps
7 - Education providers	There are **five education providers** in or close to the region, including: **Western Sydney University-Lithgow Region (15 km away):** Western Sydney University-Lithgow Region is located 15 km away from the Lithgow Region. No information is available regarding the degrees offered. The university has a Transformation Hub to act as a collaborative space for community, business, government, education, and industry to come together to explore possibilities for the region. **TAFE NSW-Lithgow (15 km away):** TAFE NSW-Casino is located 15 km away from Lithgow Region. TAFE NSW Casino is home to a specialist centre providing hands-on experience and specific skills in shopfitting, kitchen and detailed joinery trades training. The campus also offers a range of general and specialist vocational education and training programs including building, engineering, general education, information technology, office administration, health and Indigenous studies. The TAFE offers a range of courses from short course to Certificate IV. The courses are offered online, in person and blended. **The University of Notre Dame Australia Lithgow Clinical School (15 km away):** The University of Notre Dame Australia Lithgow Clinical School is located 15 km away from Lithgow Region. The Clinical Schools hosts medical students completing placements in the region. The university complex provides a state-of-the-art learning environment complete with 120 seat lecture theatre, consulting rooms, tutorials rooms and SimMan training areas, as well as accommodation for rotating students. **Charles Sturt University – Bathurst (50 km away):** Charles Sturt University–Bathurst is located 50 km west from Lithgow Region. The university is a full-service regional campus with 4,660 EFTSL and 46 narrow fields. The university offers a large range of undergraduate degrees in business, pharmacy, communications, engineering, sports science, computer science, IT, nursing, criminal justice, law, psychology and teaching. Additionally, the university offers postgraduate degrees in agriculture and wine sciences, allied health and pharmacy, animal and veterinary sciences, business, Christian theology and ministry, communication and creative industries, dentistry and oral health, engineering, environmental science, humanities, social work and human services, information and library students, IT, computing and mathematics, Islamic and Arabic studies, medical and health sciences, nursing, midwifery and Indigenous health, policing, law, security, customs and emergency management, psychology and teaching. **TAFE NSW-Bathurst (50 km away):** TAFE NSW-Bathurst is located 50km east from Lithgow Region. The TAFE offers a range of courses from short course to diplomas. The courses are offered online or blended. Courses are offered in the following areas: community services, education, health, agriculture, cookery, design, fitness, foundational studies, hospitality, horticulture, creative, construction, community services, computing, engineering, tourism and real estate.		[Western Sydney University-Lithgow Region](#) [TAFE NSW- Lithgow](#) [University of Notre Dame-Lithgow Clinical School](#) [Charles Sturt University – Bathurst](#) [TAFE NSW- Bathurst](#)

Appendix
Lithgow Region, New South Wales

Indicator	Additional information		Data source
10 - Volume of not-for-profit organisations	There are **12 not-for-profit organisations** in the region. • Taran Fight for Farmers • Muriel Stevens Memorial Community Chest Inc • The Trustee for the Western Crossings Trust • Australian Recovery Centres • The Forest Interchurch Prayer Network • Blinky Bill Early Learning Portland Inc • Companions for Life Pet Rescue	• Portland Art Purchase Society Incorporated • Portland RSL sub-branch • Simon Williams Memorial Charity Inc • Cullen Bullen P&C Association • Freedom Equine Rescue	[Australian Charities and Not-for-profits Commission](#) Searched the Commission for the main areas in the region (Tarana, Hartley, Clarence, Portland, Cullen Bullen)
11 - RDA community economic development strategy	The **local RDA strategy** was released in 2017, and presents a clear and brief three year development framework (expiring in 2020). The document does mention the role of education with the RDA strategy aiming to create a diverse and future-oriented skills base that prepares the local workforce for the jobs of the future. The plan presents one actionable strategy relating to education - facilitating collaborations between education providers and local industry.		[RDA Central West Strategic Framework and Priority Activities 2017-2020](#)
12 - Local government development plan	The **local council's economic development strategy** was delivered in 2012 and presents a plan for the region to 2030. The plan discusses the need to develop more education and employment opportunities to retain and attract young families in the region. The plan does not provide actionable strategies to achieve this, but outlines the measurement of success being the increased access to education services in the community, the provision of education information services and the increased access to education opportunities.		[Lithgow City Council Community Strategic Plan 2030](#)

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Casino Region, New South Wales

Regional readiness
The extent which a community is well-equipped to pursue the long-term benefits of a RUC. Underpinned by three key drivers of readiness: Social and economic context, community capabilities and community aspirations.

General information

The Casino Region is located in the Northern Rivers area of NSW, approximately 725 km north from Sydney and 230 km south of Brisbane. The Casino Region surrounds but does not include the city of Casino (a separate region). The region's largest source of economic activity is from agriculture.

Higher:	*Available evidence suggests that there are relatively high levels of readiness.*
Medium:	*Available evidence does not support any differentiated level of readiness.*
Lower:	*Available evidence suggests that there are relatively low levels of readiness.*

Readiness assessment: **Lower**

The below measures reveal lower levels of community readiness, underpinned by lower community aspirations, average community capabilities and a relatively unsupportive social and economic context. The region has a relatively high unemployment rate, lower returns for skilled workers, lower household incomes and a lower share of households with internet connections. The Casino Region has lower 'retention' and 'outcome' measures with higher 'access' measures, suggesting future efforts should focus on providing support to help individuals complete tertiary education and successfully transition into employment or further training post-study. The region has a relatively small number of not-for-profit organisations and does not have compelling RDA or local government development strategies to improve education outcomes in the region. The Casino Region surrounds and is in very close proximity to the city of Casino, which contains several small or satellite education providers. Further research and engagement is required to understand how these existing education providers engage with the Casino Region, whether there are service delivery gaps, and whether a potential partnership with a RUC could be pursued.

Social & economic context
The extent to which the region's social and economic conditions are supportive of further higher education attainment.

Sub-assessment: **Lower**

Relatively low returns to higher skilled workers, lower household incomes and a lower share of tertiary students studying online.

1 Unemployment rate
Lower unemployment may reflect more individuals ready to engage with further education

6% unemployment rate in 2021, **equal to the** Regional Aus. average
18th of 30 regions

2 Achievement of tertiary studies
A population with a greater proportion with a tertiary-qualification may offer more support or encouragement for others to pursue further studies.

42% hold a tertiary qualification, **6 ppt below** Regional Aus. average
17th of 30 regions

Note: Values shown may vary or not sum to 100% due to rounding.

3 Wage premium for higher education graduates
Higher wage differentials may represent stronger demand for higher skilled jobs.

$17,100 premium for HE graduates, **$6,000 below** Regional Aus. average
24th of 30 regions

4 Household incomes
Higher income households may have a greater capacity and willingness-to-pay for further studies.

$32,800 average household income, **$8,200 below** Regional Aus. average
29th of 30 regions

5 Tertiary students studying online
Higher share of online tertiary students may represent more potential Centre users.

40% of students study online, **2 ppt below** Regional Aus. average
20th of 30 regions

Community capabilities
The extent to which the region has access to the human and physical capital required to effectively design, implement and operate a RUC.

Sub-assessment: **Medium**

Moderate amount of public infrastructure and several education providers are located in or nearby the region. There is also a relatively low share of households with internet connection.

6 Existing public infrastructure*
Existing public facilities may be able to be leveraged to support a Centre.

18 public facilities in the region, including:
- 8 schools
- 4 community halls
- 1 cultural and art centre
- 1 library
- 2 sports centres
- 1 council building
- 1 hospital

7 Education providers*
Existing education providers may be able to partner with a Centre.

Four education providers are nearby, including:
- TAFE NSW-Casino (15 km away)
- Southern Cross University-Lismore (45 km away, full-service regional campus, 4,690 EFTSL, 33 narrow fields)
- TAFE NSW-Lismore (45 km away)
- ACE North Coast Community College (30 km away)

8 Households with internet connection
Greater internet connectivity is likely to better enable remote learning.

74% of households have an internet connection, **2 ppt below** Regional Aus. average
22nd of 30 regions

9 Employment in tertiary education
Larger existing pool of workers in tertiary education may support future hiring requirements.

3 of every 1,000 workers employed in the tertiary education sector
8th of 30 regions

Community aspirations
The extent to which a RUC would align with the region's existing goals, plans and aspirations.

Sub-assessment: **Lower**

The region has a relatively small number of not-for-profit organisations and does not have compelling RDA or local government development strategies to improve education outcomes in the region.

10 Not-for-profit organisations*
Greater volume of NFPs may reflect a greater community willingness to advocate for and pursue public causes.

8 not-for-profits actively operating in the region
25th of 30 regions

11 RDA community economic development strategy*
More sophisticated strategies may reflect communities with greater aspirations to pursue the longer term benefits of a Centre.

The local RDA strategy is outdated, but covered the period from 2013 to 2016. The document does not provide a detailed economic development strategy and provides few actionable plans to improve education outcomes in the region.

12 Local government development plan*
More sophisticated plans that articulate the role of education may reflect local leaders with strong visions and capabilities for supporting education initiatives.

The local council's community strategic plan was delivered in 2013 and presents a vision for the region to 2030. The plan does not present a strategy relating to education and provides no actionable plans.

* See supporting Appendix for further details

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Casino Region, New South Wales

Informing the potential operating model design
The operating model is informed by six key design dimensions, which provide a framework to consider how information about the region can be used to inform potential design options.

Six design dimensions

The six design dimensions below collectively inform the potential operating model. They are broadly organised by considerations relating to what services are being delivered and to who (Demand) and how are these services being delivered and by whom (Supply).

Demand-side dimensions
What is delivered and to who?

Supply-side dimensions
How is it delivered and by whom?

The Regional Needs Dashboard and Regional Readiness Factsheets summarise and codify a breadth of information regarding each region. These insights can also be used to influence and inform considerations relating to the type of operating model for a potential Centre within the community.

Noting that these considerations are not intended to be comprehensive or conclusive, rather they prompt readers to consider the type of operating model design that may be preferred or advantageous.

Moreover, community consultation and additional research is required, in order to achieve greater depth to understanding each design consideration, greater breadth to capture more fulsome insights, and to validate insights developed as part of this work.

Consideration	Dimensions
Lower rates of Year 12 completion may reflect a greater need for VET courses, foundational numeracy and literacy skill programs or transition programs.	1, 2
The course and demand profile of nearby education providers may be used to inform both gaps in service provision, but also areas of high growth.	1, 3
The close proximity to Southern Cross University- Lismore may provide a potential partnership opportunity for the Centre.	3, 4
The close proximity to the city of Casino likely implies that strong relationships with existing education providers in Casino is a requisite for success.	3
Lower 'outcomes' measures may suggest that a greater focus is required on post-study pathways. This may warrant trying to build stronger relationships with local industry and employers, as well as providing more employment-support services.	1, 2, 3
Lower student 'retention' measures may reflect a need to provide more intense ongoing support (e.g. academic and pastoral support) to students during their studies.	1, 2, 5
The considerable share of employers in the agriculture sector may imply that there are opportunities to offer agriculture related courses to students in partnership with local employers.	1, 2, 3

Appendix
Casino Region, New South Wales

Indicator	Additional information		Data source
6 - Existing public infrastructure	There are **18 significant pieces of public infrastructure** in the region, including: **Libraries** • Coraki Public Library **Cultural and arts centres** • Coraki Museum Mid-Richmond Historical Society **Sports centres** • Coraki Swimming Pool • Bonalbo Swimming Pool **Council buildings** • JUBULLUM Local Aboriginal Land Council **Community halls** • Fairy Hill Public Hall • Dyraaba Hall	• Greenridge Soldiers Memorial Hall • Bentley Communtiy Hall **Primary and high schools** • Sratheden Public School • Leeville Public School • Maniford Public School • Bonalbo Central School • Doubtful Creek Public School • Mummulgum Public School • Coraki Public School • Afterlee Public School **Hospitals** • Bonalbo Multi Purpose Service	Google maps
7 - Education providers	There are **four education providers** in or close to the region, including: **TAFE NSW- Casino (15 km away):** TAFE NSW-Casino is located 15 km away from Casino Region. TAFE NSW Casino is home to a specialist centre providing hands-on experience and specific skills in shopfitting, kitchen and detailed joinery trades training. The campus also offers a range of general and specialist vocational education and training programs including building, engineering, general education, information technology, office administration, health and indigenous studies. The TAFE offers a range of courses from short course to Certificate IV. The courses are offered online, in person and blended. **Southern Cross University- Lismore (45 km away):** Southern Cross University-Lismore is located 45 km east of Casino Region. The university is a full-service regional campus with 4,690 EFTSL and 33 narrow fields. The university provides courses in the arts and social sciences, education and teaching, digital media, business and tourism, marine and environmental sciences, engineering and science, health sciences, law and justice, Indigenous knowledge, music and creative arts. The university offers undergraduate and postgraduate degrees. **TAFE NSW- Lismore (45 km away):** TAFE NSW-Lismore is located 45 km east of Casino Region. TAFE NSW Lismore offers a range of courses from short course to diplomas. The courses are offered online, blended or off-campus. Courses are offered in creative, aviation, business, community services, technology, pharmacy, education, health, hospitality and foundational skills. **ACE North Coast Community College (30 km away):** ACE North Coast Community College is located 30 km east of the Casino Region. It is a Registered Training Organisation that provides courses in business, early childhood education, community care, small business, transport licenses, creative industries and foundational skills. The courses range from short courses to diplomas.		TAFE NSW- Casino Southern Cross University-Lismore TAFE NSW- Limsore ACE North Coast Community College

Appendix
Casino Region, New South Wales

Indicator	Additional information	Data source
10 - Volume of not-for-profit organisations	There are **eight not-for-profit organisations** in the region. • North Coast Environment Council • The Trustee For Ellangowan Public Hall Trust • Beacon Mountain Monastery Inc • Bonalbo and District Community Hall Association Inc • Bonalbo Aboriginal Corporation • Bonalbo Show Society Inc • Louise Johnston Training Centre • Old Bonalbo Soldiers Memorial Hall Association Inc	[Australian Charities and Not-for-profits Commission](#) Searched the Commission for the main areas in the region (Gibberagee Ellangowan, Fairy Hill, Bonalbo)
11 - RDA community economic development strategy	Only a brief summary document was available for the **RDA plan.** The latest plan is from 2013 to 2016. The summary document briefly mentions education and provides a few actionable strategies. Actionable items includes identifying barriers and drivers of education, supporting innovative measures to provide sustainable employment pathways and supporting collaboration between education providers and government.	[RDA Northern Rivers NSW 2013-2016 Summary](#)
12 - Local government development plan	The **local council's community strategic** plan was delivered in 2013 and presents a vision for the region to 2030. The plan focuses on social, environmental, economic and civic issues in the community. The plan briefly mentions education as a potential economic opportunity but does not present a strategy relating to education and provides no actionable items.	[Richmond Valley Made 2030 Community Strategic Plan](#)

Informing future locations for RUCs
REGIONAL INSIGHTS FACTSHEET

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Branxton - Greta – Pokolbin, New South Wales

Regional readiness
The extent which a community is well-equipped to pursue the long-term benefits of a RUC. Underpinned by three key drivers of readiness: Social and economic context, community capabilities and community aspirations.

General information

Branxton - Greta – Pokolbin is an inland region located around 180 km north of Sydney in the Hunter region of NSW. The region's largest source of economic activity is from agriculture and wine production.

Higher:	*Available evidence suggests that there are relatively high levels of readiness.*
Medium:	*Available evidence does not support any differentiated level of readiness.*
Lower:	*Available evidence suggests that there are relatively low levels of readiness.*

Readiness assessment: **Higher**

The below measures reveal higher levels of community readiness, underpinned by a supportive social and economic context and above average community capabilities. The region has relatively high household incomes, returns to higher education, levels of higher education attainment and share of individuals employed in tertiary education. Branxton – Greta – Pokolbin has higher 'access' and lower 'retention' and 'outcomes' measures, suggesting that greater levels of support may be required to help students complete their studies and successfully transition into employment or further training. The region has relatively detailed local government and RDA plans, but few not-for profit organisations. There are four education providers nearby the region, including one major university (the University of Newcastle). Further investigation is warranted to understand whether a Centre would support the region beyond the services already provided by the nearby education providers.

Social & economic context
The extent to which the region's social and economic conditions are supportive of further higher education attainment.

Sub-assessment: **Higher**

Relatively high levels of educational attainment, average household income and returns to higher skilled workers, combined with a relatively low unemployment rate.

1 **Unemployment rate**
Lower unemployment may reflect more individuals ready to engage with further education

4% unemployment rate in 2021,
2 ppt below Regional Aus. average
10th of 30 regions

2 **Achievement of tertiary studies**
A population with a greater proportion with a tertiary-qualification may offer more support or encouragement for others to pursue further studies.

	Higher education	VET	Schooling
Regional Australia	16%	33%	52%
Branxton - Greta - Pokolbin	14%	39%	47%
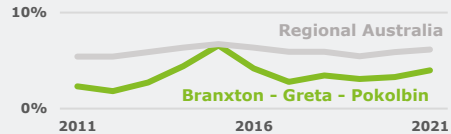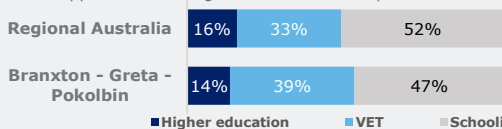
53% hold a tertiary qualification,
5 ppt above Regional Aus. average
3rd of 30 regions

Note: Values shown may vary or not sum to 100% due to rounding.

3 **Wage premium for higher education graduates**
Higher wage differentials may represent stronger demand for higher skilled jobs.

$25,700 premium for HE graduates,
$2,600 above Regional Aus. average
7th of 30 regions

4 **Household incomes**
Higher income households may have a greater capacity and willingness-to-pay for further studies.

$49,600 average household income,
$8,600 above Regional Aus. average
4th of 30 regions

5 **Tertiary students studying online**
Higher share of online tertiary students may represent more potential Centre users.

37% of students study online,
5 ppt below Regional Aus. average
23rd of 30 regions

Community capabilities
The extent to which the region has access to the human and physical capital required to effectively design, implement and operate a RUC.

Sub-assessment: **Higher**

Relatively high share of tertiary education professionals and high share of households with internet connection, combined with several nearby education providers. However, the region has a relatively small amount of public infrastructure.

6 **Existing public infrastructure***
Existing public facilities may be able to be leveraged to support a Centre.

13 public facilities in the region, including:
- 3 schools
- 4 community halls
- 0 cultural and art centres
- 0 libraries
- 6 sports centres
- 0 council buildings
- 0 hospital

7 **Education providers***
Existing education providers may be able to partner with a Centre.

Four education providers are nearby, including:
- TAFE NSW-Cessnock (27 km away)
- Atwea College (55 km away)
- TAFE NSW-Kurri Kurri (28 km away)
- University of Newcastle (50 km away, main campus, 3,740 EFTSL, 44 narrow fields)

8 **Households with internet connection**
Greater internet connectivity is likely to better enable remote learning.

86% of households have an internet connection,
8 ppt above Regional Aus. average
1st of 30 regions

9 **Employment in tertiary education**
Larger existing pool of workers in tertiary education may support future hiring requirements.

4 of every 1,000 workers employed in the tertiary education sector
6th of 30 regions

Community aspirations
The extent to which a RUC would align with the region's existing goals, plans and aspirations.

Sub-assessment: **Medium**

Relatively detailed RDA and local government development plans that include a few actionable plans for improving education outcomes in the region. There are a relatively small number of not-for-profit organisations in the region.

10 **Not-for-profit organisations***
Greater volume of NFPs may reflect a greater community willingness to advocate for and pursue public causes.

12 not-for-profits actively operating in the region
21st of 30 regions

11 **RDA community economic development strategy***
More sophisticated strategies may reflect communities with greater aspirations to pursue the longer term benefits of a Centre.

The latest RDA strategy is outdated, but covered the period from 2016 to 2019. It presents a compelling development plan that does mention the role of education, but provides few actionable details.

12 **Local government development plan***
More sophisticated plans that articulate the role of education may reflect local leaders with strong visions and capabilities for supporting education initiatives.

The local council's economic development strategy was delivered in 2014. The plan presents a clear 10-year (up to 2023) strategy to support existing economic activities and target new opportunities. The strategy highlights the importance of education in the region and includes several clear plans to improve outcomes, including considering a partnership with UoN and the possibility of developing a university college in the LGA.

* See supporting Appendix for further details

Informing future locations for RUCs
REGIONAL INSIGHTS FACTSHEET – Operating model supplement

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Branxton - Greta – Pokolbin, New South Wales

Informing the potential operating model design
The operating model is informed by six key design dimensions, which provide a framework to consider how information about the region can be used to inform potential design options.

Six design dimensions

The six design dimensions below collectively inform the potential operating model. They are broadly organised by considerations relating to what services are being delivered and to who (Demand) and how are these services being delivered and by whom (Supply).

Demand-side dimensions
What is delivered and to who?

Supply-side dimensions
How is it delivered and by whom?

The Regional Needs Dashboard and Regional Readiness Factsheets summarise and codify a breadth of information regarding each region. These insights can also be used to influence and inform considerations relating to the type of operating model for a potential Centre within the community.

Noting that these considerations are not intended to be comprehensive or conclusive, rather they prompt readers to consider the type of operating model design that may be preferred or advantageous.

Moreover, community consultation and additional research is required, in order to achieve greater depth to understanding each design consideration, greater breadth to capture more fulsome insights, and to validate insights developed as part of this work.

Consideration	Dimensions
The course and demand profile of nearby education providers may be used to inform both gaps in service provision, but also areas of high growth.	1, 3
The close proximity to the University of Newcastle may provide a potential partnership opportunity for the Centre.	3, 4
The relatively high wage premium for local workers with higher education qualifications may warrant building strong relationships with local industry and employers to identify the best study opportunities for graduates to attract those wages.	1, 3
Lower 'outcomes' measures may suggest that a greater focus is required on post-study pathways. This may warrant trying to build stronger relationships with local industry and employers, as well as providing more employment-support services.	1, 2, 3
Lower student 'retention' measures may reflect a need to provide more intense ongoing support (e.g. academic and pastoral support) to students during their studies.	1, 2, 5
The considerable share of employers in the agriculture sector may imply that there are opportunities to offer agriculture related courses to students in partnership with local employers.	1, 2, 3

Appendix
Branxton – Greta - Pokolbin, New South Wales

Indicator	Additional information		Data source
6 - Existing public infrastructure	There are **13 significant pieces of public infrastructure** in the region, including: **Sports centres** • Branxton Golf club • Branxton Croquet club • Branxton Greta Swimming Club • Miller Park Sports Club • Branxton Netball Courts • Branxton Tennis Club **Community halls** • Branxton Community Hall • 1st Braxton Greta Scout Hall • RSL Memorial Hall • Pokolbin Hall	**Primary and high schools** • Rosary Park Catholic School • Branxton Public School • Greta Public School	Google maps, Branxton Community Directory
7 - Education providers	There are **four education providers** in or close to the region, including: **TAFE NSW - Cessnock (22 km away):** TAFE NSW-Cessnock is located near the CBD of Cessnock and delivers a variety of programs from short courses to diplomas. The courses offered relate to business, cultural arts, education, career preparation and English. The courses are able to be delivered on campus or virtually. **Atwea College (55 km away):** Atwea is the fifth largest provider of community based education in NSW, offering a diverse range of senior secondary and vocational education courses. They have eight campuses across NSW including Cessnock. The Cessnock campus offers skill set, Certificate II-IV and Diploma courses in hospital and retail, community and aged care, and business. **TAFE NSW-Kurri Kurri (28 km away):** TAFE NSW-Kurri Kurri is located 16 km north east of Cessnock. The campus has a strong focus on sustainable development, building design, energy, horticulture and water management. Additionally, they provide short courses to diplomas relating to cooking, construction, business and animal studies. **University of Newcastle (50 km away):** The University of Newcastle is a large public university with approximately 3,740 EFTSL and 44 narrow fields. The university's primary campus is in Newcastle; however, they also operate in Port Macquarie, Singapore and Sydney. The University offer certificates, diplomas and degrees across five faculties and twelve schools.		TAFE NSW- Cessnock Atwea College- Cessnock TAFE NSW- Kurri Kurri University of Newcastle

Appendix
Branxton – Greta - Pokolbin, New South Wales

Indicator	Additional information	Data source
10 - Volume of not-for-profit organisations	There are **12 not-for-profit organisations** in the region. • Anglican Parish Branxton Greta Lochinvar • Anglican Parish Of Branxton Greta Lochinvar St Johns Columbarium Fund • Branxton Greta Men's Shed Incorporated • Branxton Preschool Inc • Branxton Public School P&C Association • Branxton RSL sub-Branch (RSL NSW) • Greta RSL sub-Branch (RSL NSW) • Hunter Domestic Violence Support & Advisory Services Inc • Huntlee Academy Limited • The Greta Community Pre-School Inc • The Lauren Gardiner Fund • THE LEN EVANS TUTORIAL INC	Australian Charities and Not-for-profits Commission Searched the Commission for the main areas in the region (Branxton, Greta, Pokolbin, North Rothbury)
11 - RDA community economic development strategy	The **local RDA strategy** was released in 2015, and presents a compelling three year development plan. The report argues that the Hunter Region needs to invest in knowledge and skills building to combat the ageing population. Additionally, they acknowledge the need to generate industry opportunities in the education sector. However, the strategy provides few actionable details. The Strategy also discusses the region's current education programs including Industry Skilling Schools Pathways Program, the ME Program, and MiniME Program in the Hunter. These programs target either high school or primary school students to encourage them to continue and pursue STEM study.	RDA Hunter Plan for Region Growth 2016-2019
12 - Local government development plan	The **local council's economic development strategy** was delivered in 2014. The plan presents a clear strategy to support existing economic activities and target new opportunities. The strategy highlights the importance of ensuring the City of Cessnock's workforce has the qualifications and skills required by local and regional businesses and provides several actionable items. The key actionable items include undertaking research into skill requirements, meeting with key stakeholders, working with State and Federal agencies to develop school based programs, advocating for additional resources and investigating opportunities to run programs with the University of Newcastle, with the possibility of establishing a university of college in the region.	City of Cessnock Economic Development Strategy

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Yea, Victoria

Regional readiness
The extent which a community is well-equipped to pursue the long-term benefits of a RUC. Underpinned by three key drivers of readiness: Social and economic context, community capabilities and community aspirations.

General information
Yea is a located around 100 km north-east of Melbourne in the Hume region. The region's largest source of economic activity is agriculture.

Higher:	*Available evidence suggests that there are relatively high levels of readiness.*
Medium:	*Available evidence does not support any differentiated level of readiness.*
Lower:	*Available evidence suggests that there are relatively low levels of readiness.*

Readiness assessment: Medium

The below measures reveal mixed evidence of community readiness, underpinned by a moderately supportive social and economic context, moderate degree of community capabilities, and lower level of community aspirations. The region has a relatively low unemployment and a high share of tertiary education attainment; however, this is balanced against lower returns to highly skilled workers and a lower share of students studying online. The region's RDA and local government development plans do not feature detailed strategies for improving education outcomes in the region and there is a small number of not-for-profit organisations. The region has relatively low 'access' measures with higher 'retention' and 'outcomes' measures, suggesting that greater levels of support may be required to help individuals commence tertiary education. Further research and engagement is required to understand the potential level of local support and leadership for a Centre.

Social & economic context
The extent to which the region's social and economic conditions are supportive of further higher education attainment.

Sub-assessment: Medium

Relatively high level of educational attainment and lower unemployment rate. However, there are lower returns to higher skilled workers and a smaller share of students studying online.

1 **Unemployment rate**
Lower unemployment may reflect more individuals ready to engage with further education
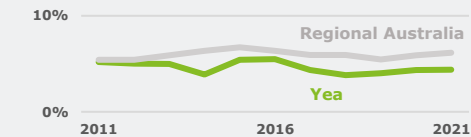
4% unemployment rate in 2021,
2 ppt below Regional Aus. average
11th of 30 regions

2 **Achievement of tertiary studies**
A population with a greater proportion with a tertiary-qualification may offer more support or encouragement for others to pursue further studies.
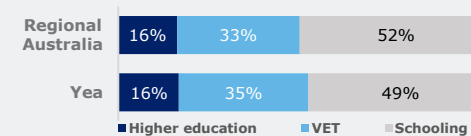
51% hold a tertiary qualification,
3 ppt above Regional Aus. average
5th of 30 regions

Note: Values shown may vary or not sum to 100% due to rounding.

3 **Wage premium for higher education graduates**
Higher wage differentials may represent stronger demand for higher skilled jobs.

$17,200 premium for HE graduates,
$5,900 below Regional Aus. average
21st of 30 regions

4 **Household incomes**
Higher income households may have a greater capacity and willingness-to-pay for further studies.

$39,500 average household income,
$1,500 below Regional Aus. average
14th of 30 regions

5 **Tertiary students studying online**
Higher share of online tertiary students may represent more potential Centre users.

21% of students study online,
21 ppt below Regional Aus. average
30th of 30 regions

Community capabilities
The extent to which the region has access to the human and physical capital required to effectively design, implement and operate a RUC.

Sub-assessment: Medium

Moderate amount of existing public infrastructure within the region, with one tertiary education provider in a neighbouring region. There are also moderate levels of internet connectivity and tertiary education professionals.

6 **Existing public infrastructure***
Existing public facilities may be able to be leveraged to support a Centre.

16 public facilities in the region, including:
- 4 schools
- 2 community halls
- 1 cultural and art centre
- 1 library
- 6 sports centres
- 1 council building
- 1 hospital

7 **Education providers***
Existing education providers may be able to partner with a Centre.

One education provider is nearby:
- GO TAFE-Seymour Campus (40 km away)

8 **Households with internet connection**
Greater internet connectivity is likely to better enable remote learning.

78% of households have an internet connection, **equal to the** Regional Aus. average
11th of 30 regions

9 **Employment in tertiary education**
Larger existing pool of workers in tertiary education may support future hiring requirements.

3 of every 1,000 workers employed in the tertiary education sector
7th of 30 regions

Community aspirations
The extent to which a RUC would align with the region's existing goals, plans and aspirations.

Sub-assessment: Lower

Neither the RDA nor local government development plan includes detailed strategies for improving education outcomes in the region. In addition, there is a relatively small number of not-for-profit organisations.

10 **Not-for-profit organisations***
Greater volume of NFPs may reflect a greater community willingness to advocate for and pursue public causes.

6 not-for-profits actively operating in the region
28th of 30 regions

11 **RDA community economic development strategy***
More sophisticated strategies may reflect communities with greater aspirations to pursue the longer term benefits of a Centre.

The latest RDA strategy is outdated, but covered the period from 2010 to 2020. The plan mentions education and provides several actionable examples of how education outcomes could be improved.

12 **Local government development plan***
More sophisticated plans that articulate the role of education may reflect local leaders with strong visions and capabilities for supporting education initiatives.

The local government development strategy presents a four year plan for the period from 2017 to 2021. The plan recommends advocating for and supporting high quality opportunities for education and training in the region to meet community and business needs; however, the plan does not provide actionable examples of how this could be achieved.
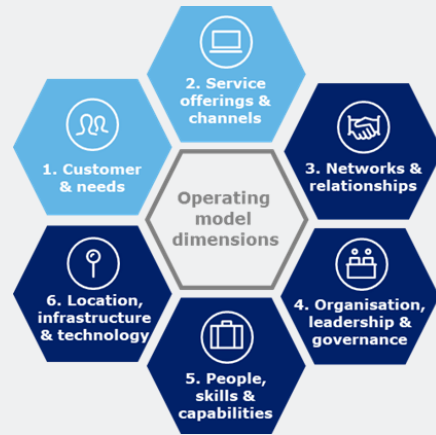
* See supporting Appendix for further details

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Yea, Victoria

Informing the potential operating model design
The operating model is informed by six key design dimensions, which provide a framework to consider how information about the region can be used to inform potential design options.

Six design dimensions

The six design dimensions below collectively inform the potential operating model. They are broadly organised by considerations relating to what services are being delivered and to who (Demand) and how are these services being delivered and by whom (Supply).

Demand-side dimensions
What is delivered and to who?

Supply-side dimensions
How is it delivered and by whom?

The Regional Needs Dashboard and Regional Readiness Factsheets summarise and codify a breadth of information regarding each region. These insights can also be used to influence and inform considerations relating to the type of operating model for a potential Centre within the community.

Noting that these considerations are not intended to be comprehensive or conclusive, rather they prompt readers to consider the type of operating model design that may be preferred or advantageous.

Moreover, community consultation and additional research is required, in order to achieve greater depth to understanding each design consideration, greater breadth to capture more fulsome insights, and to validate insights developed as part of this work.

Consideration	Dimensions
The course and demand profile of nearby education providers may be used to inform both gaps in service provision, but also areas of high growth.	1, 3
Lower 'access' measures for students, suggests a focus on admission and information services, careers counselling, as well as building connections and pathways with local schools.	1, 2, 3
The absence of nearby university campuses may imply that a wider range of services would be required in a Centre.	2
The considerable share of employers in the agriculture sector may imply that there are opportunities to offer agriculture related courses to students in partnership with local employers.	1, 2, 3

Appendix
Yea, Victoria

Indicator	Additional information		Data source
6 - Existing public infrastructure	There are **16 significant pieces of public infrastructure** in the region, including: **Libraries** • Yea library **Cultural and arts centres** • Kerrisdale Mountain Railway and Museum **Sports centres** • Yea Tennis Club • Yea Recreation Reserve • Yea Skatepark • Yea Golf Club • Yea Racecourse • Yea Swimming Pool **Council buildings** • Yea Shire Hall **Community halls** • Yea Community House • Flowerdale Community Hall	**Primary and high schools** • Yea High School • Sacred Heart Primary School • Yea Primary School • Flowerdale Primary School **Hospitals** • Yea & District Memorial Hospital	Google maps, Yea Community Directory
7 - Education providers	There is **one education provider** in or close to the region, including: **GO TAFE-Seymour Campus (40 km away):** GO TAFE-Seymour is located 40 km north-west of Yea. The campus provides courses in foundational skills, education, hospitality, nursing and community services. Additionally, the campus has professional kitchens, nursing labs, a hair salon, technical workshops and career support. The campuses offers short course to diplomas, which are delivered on-campus, online or blended.		GO TAFE- Seymour Campus

Appendix
Yea, Victoria

Indicator	Additional information	Data source
10 - Volume of not-for-profit organisations	There are **six not-for-profit organisations** in the region. • Anglican Parish Of Yea • Blue Dragon Children's Foundation International • Sacred Heart Catholic Church Yea • Sacred Heart School Yea • Scots Presbyterian Church • Yea Community Service Group Inc	[Australian Charities and Not-for-profits Commission](#) Searched the Commission for the main areas in the region (Yea)
11 - RDA community economic development strategy	The **latest RDA plan** provides a clear and compelling strategy for the region from 2010 to 2020. The plan does explicitly mention the challenge of delivering higher education programs in the region and provides several actionable strategies for how this could be addressed. For example, the plan mentions preparing an industry skills study plan, increasing the availability and diversity of education pathways, and advocating for resources to undertake a pilot project to increase participation in higher education.	[The Lower Hume Sub Regional Plan 2010 to 2020](#)
12 - Local government development plan	The **local council plan** was delivered in 2017 and provides a four year strategy (up to 2021) for the LGA. The plan's main strategic objective is to work in collaboration with the community to deliver the best possible outcomes. The plan only mentions education in terms of advocating for and supporting high quality opportunities for education and training in order to meet community and business needs. The plan does not provide clear, actionable education-related strategies.	[Murrindindi Shire Council Plan 2017-2021](#)

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Gingin-Dandaragan, Western Australia

Regional readiness
The extent which a community is well-equipped to pursue the long-term benefits of a RUC. Underpinned by three key drivers of readiness: Social and economic context, community capabilities and community aspirations.

General information
Gingin-Dandaragan is a large coastal region located approximately 50 km north of Perth in the Wheatbelt region of WA. The region's largest source of economic activity is from agriculture.

Higher:	*Available evidence suggests that there are relatively high levels of readiness.*
Medium:	*Available evidence does not support any differentiated level of readiness.*
Lower:	*Available evidence suggests that there are relatively low levels of readiness.*

Readiness assessment: Medium
The below measures reveal mixed evidence of community readiness, underpinned by a moderately supportive social and economic context, moderate degree of community capabilities, and lower level of community aspirations. The region has a relatively low unemployment and higher household incomes; however, this is balanced against lower returns to higher skilled workers and a lower share of students studying online. The region has no standalone RDA plan, a moderately detailed local government development strategy that does not provide clear actionable plans and few not-for-profit organisations. Gingin – Dandaragan has relatively low 'access' and 'outcomes' measures with higher 'retention' measures, suggesting that greater levels of support may be required to help individuals commence tertiary education and transition into employment or further training. Further research and engagement is required to understand the potential level of local support and leadership for a Centre.

Social & economic context
The extent to which the region's social and economic conditions are supportive of further higher education attainment.

Sub-assessment: Medium

Relatively low unemployment rate and higher household incomes. However, the returns to higher skilled workers and share of tertiary students studying online is substantially lower than the regional average.

1 **Unemployment rate**
Lower unemployment may reflect more individuals ready to engage with further education

3% unemployment rate in 2021,
3 ppt below Regional Aus. average
4th of 30 regions

2 **Achievement of tertiary studies**
A population with a greater proportion with a tertiary-qualification may offer more support or encouragement for others to pursue further studies.

	Higher education	VET	Schooling
Regional Australia	16%	33%	52%
Gingin - Dandaragan	10%	33%	57%

43% hold a tertiary qualification,
5 ppt below Regional Aus. average
14th of 30 regions

Note: Values shown may vary or not sum to 100% due to rounding.

3 **Wage premium for higher education graduates**
Higher wage differentials may represent stronger demand for higher skilled jobs.

$14,900 premium for HE graduates,
$8,200 below Regional Aus. average
27th of 30 regions

4 **Household incomes**
Higher income households may have a greater capacity and willingness-to-pay for further studies.

$43,700 average household income,
$2,700 above Regional Aus. average
7th of 30 regions

5 **Tertiary students studying online**
Higher share of online tertiary students may represent more potential Centre users.

26% of students study online,
16 ppt below Regional Aus. average
28th of 30 regions

Community capabilities
The extent to which the region has access to the human and physical capital required to effectively design, implement and operate a RUC.

Sub-assessment: Medium

Moderate amount of public infrastructure within the region, with several education providers nearby. There is a relatively high share of households with internet connection and a relatively low share of tertiary education professionals.

6 **Existing public infrastructure***
Existing public facilities may be able to be leveraged to support a Centre.

12 public facilities in the region, including:
- 2 schools
- 2 community halls
- 0 cultural and art centres
- 2 libraries
- 4 sports centres
- 2 council building
- 0 hospitals

7 **Education providers***
Existing education providers may be able to partner with a Centre.

Three education providers are nearby, including:
- North Metropolitan TAFE Clarkson (40 km away)
- Edith Cowan University Joondalup (60 km away, main campus, 14,800 EFTSL, 51 narrow fields)
- North Metropolitan TAFE Joondalup (50 km away)

8 **Households with internet connection**
Greater internet connectivity is likely to better enable remote learning.

81% of households have an internet connection,
5 ppt above Regional Aus. average
4th of 30 regions

9 **Employment in tertiary education**
Larger existing pool of workers in tertiary education may support future hiring requirements.

1 of every 1,000 workers employed in the tertiary education sector
24th of 30 regions

Community aspirations
The extent to which a RUC would align with the region's existing goals, plans and aspirations.

Sub-assessment: Lower

The region has a relatively small number of not-for-profit organisations and no clearly identifiable RDA development strategy. While there is a local government development strategy, it does not provide clear actionable plans.

10 **Not-for-profit organisations***
Greater volume of NFPs may reflect a greater community willingness to advocate for and pursue public causes.

7 not-for-profits actively operating in the region
26th of 30 regions

11 **RDA community economic development strategy***
More sophisticated strategies may reflect communities with greater aspirations to pursue the longer term benefits of a Centre.

Despite being mentioned in the 2020 RDA annual report, no standalone economic strategy could be identified for the region. The annual report mentions the educational challenges in the region and the need for innovative online delivery methods to overcome them; however, it does not provide actionable details on how this could be achieved.

12 **Local government development plan***
More sophisticated plans that articulate the role of education may reflect local leaders with strong visions and capabilities for supporting education initiatives.

This region covers two LGAs. The latest Shire of Gingin plan is from 2019 to 2029 and briefly mentions the need to improve education services, but does not provide any actionable items. The latest Shire of Dandaragan plan is from 2019 to 2029, and mentions education in the context of supporting a growing population, but provides no actionable items.

* See supporting Appendix for further details

Informing future locations for RUCs
REGIONAL INSIGHTS FACTSHEET – Operating model supplement

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Gingin-Dandaragan, Western Australia

Informing the potential operating model design
The operating model is informed by six key design dimensions, which provide a framework to consider how information about the region can be used to inform potential design options.

Six design dimensions

The six design dimensions below collectively inform the potential operating model. They are broadly organised by considerations relating to what services are being delivered and to who (Demand) and how are these services being delivered and by whom (Supply).

Demand-side dimensions
What is delivered and to who?

Supply-side dimensions
How is it delivered and by whom?

The Regional Needs Dashboard and Regional Readiness Factsheets summarise and codify a breadth of information regarding each region. These insights can also be used to influence and inform considerations relating to the type of operating model for a potential Centre within the community.

Noting that these considerations are not intended to be comprehensive or conclusive, rather they prompt readers to consider the type of operating model design that may be preferred or advantageous.

Moreover, community consultation and additional research is required, in order to achieve greater depth to understanding each design consideration, greater breadth to capture more fulsome insights, and to validate insights developed as part of this work.

Consideration	Dimensions
The course and demand profile of nearby education providers may be used to inform both gaps in service provision, but also areas of high growth.	1, 3
The close proximity to the Edith Cowan University- Joondalup may provide a potential partnership opportunity for the Centre.	3
Lower 'access' measures for students, suggests a focus on admission and information services, careers counselling, as well as building connections and pathways with local schools.	1, 2, 3
Lower 'outcomes' measures may suggest that a greater focus is required on post-study pathways. This may warrant trying to build stronger relationships with local industry and employers, as well as providing more employment-support services.	1, 2, 3
The considerable share of employers in the agriculture sector may imply that there are opportunities to offer agriculture related courses to students in partnership with local employers.	1, 2, 3

Appendix
Gingin – Dandaragan, Western Australia

Indicator	Additional information		Data source
6 - Existing public infrastructure	There are **12 significant pieces of public infrastructure** in the region, including: **Libraries** • Gingin Community Resource & Visitors centre • Dandaragan Community Resource Centre **Cultural and arts centres** There are no cultural and arts centres in the region **Sports centres** • Gingin Sports Centre • Gingin Golf club • Dandaragan Golf club • Dandaragan Sports club **Council buildings** • Shire of Gingin • Gingin Regional directory	**Community halls** • Granville Civic centre • Gingin Scout hall **Primary and high schools** • Gingin District High School • Dandaragan Primary School **Hospitals** There are no hospitals in the region	Google maps, Gingin Community Directory, Shire of Dandaragan Community Directory
7 - Education providers	There are **three education providers** in or close to the region, including: **North Metropolitan TAFE Clarkson** (40 km away): North Metropolitan TAFE Clarkson is located 40 km south of there region's border and 65 km from Gingin's town centre. The campus has 950 students and has a strong focus on pre-apprenticeship courses including bricklaying, plastering, tiling, carpentry, joinery, metal fabrication, and electrical trades. The provider offers courses from short courses to Certificate Level III. Courses are provide on-campus or through an apprenticeship. **Edith Cowan University (ECU) Joondalup** (50 km away): ECU Joondalup is located 50 km south of there region's border and 65 km from Gingin's town centre. It's the university's main campus with 14,800 EFTSL and 51 narrow fields. The campus provides a full suite of undergraduate and postgraduate courses, indulging in art, design, aviation, business, computing, cyber security, engineering, sport science, health science, law, communication, medical, nursing, nutrition, occupation health, paramedicine, creative, psychology, science, teaching. Courses are delivered on-campus, online or blended. **North Metropolitan TAFE Joondalup** (50 km away): North Metropolitan TAFE Joondalup is located 50 km south of there region's border and 65 km from Gingin's town centre. The campus has 1,400 students and has a strong focus on health and wellness training. The campus offer courses from skill set to Certificate Level III. Courses are provide on-campus or through a traineeship.		North Metropolitan TAFE Clarkson ECU Joondalup North Metropolitan TAFE Joondalup

Appendix
Gingin – Dandaragan, Western Australia

Indicator	Additional information	Data source
10 - Volume of not-for-profit organisations	There are **seven not-for-profit organisations** in the region. • Dandaragan Community Resource Centre Incorporated • Gingin Congregation of Jehovah's Witnesses • Gingin District High School P&C Assn • Regional Development Australia Wheatbelt Inc • Son City Church • Uca - Parish Of Gingin • West Midlands Group Incorporated	Australian Charities and Not-for-profits Commission Searched the Commission for the main areas in the region (Gingin, Dandaragan)
11 - RDA community economic development strategy	The **local RDA regional plan** was released in 2020 as part of the RDA's FY20 Annual Report. The plan mentions education in relation to the need to improve education outcomes for Indigenous peoples in the region and the growing ability to deliver courses digitally. The plan does not discuss higher education and does not present any actionable strategies for improving higher education outcomes.	RDA Wheatbelt 2019-2020 Annual Report
12 - Local government development plan	**This region covers two LGA's** Shire of Gingin - The local council plan was delivered in 2019 and provides a 10-year strategy for the LGA (expiring in 2029). The plan highlights the demand for education services is growing in the region, with the community wanting to see improvements in educational services; however, no actionable strategies are provided on how this could be addressed. Shire of Dandaragan - The local shire strategy was delivered in 2019 and presents a clear ten year strategy (expiring in 2029). The strategy briefly mentions education opportunities in relation to supporting population growth; however no actionable strategies are provided.	Shire of Gingin Strategic Community Plan 2019 to 2029. Shire of Dandaragan Local Planning Strategy 2029

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George Town, Tasmania

Regional readiness
The extent which a community is well-equipped to pursue the long-term benefits of a RUC. Underpinned by three key drivers of readiness: Social and economic context, community capabilities and community aspirations.

General information
George Town is a coastal region located approximately 50 km north of Launceston in Northern Tasmania. The region's largest source of economic activity is from manufacturing and agriculture.

Higher:	*Available evidence suggests that there are relatively high levels of readiness.*
Medium:	*Available evidence does not support any differentiated level of readiness.*
Lower:	*Available evidence suggests that there are relatively low levels of readiness.*

Readiness assessment: **Medium**
The below measures reveal mixed evidence of community readiness, underpinned by relatively high community aspirations, average community capabilities and a relatively unsupportive social and economic context. The region's household incomes, share of tertiary students studying online and levels of educational attainment are among the lowest of the shortlisted regions. Despite this, the region has a moderate amount of existing public infrastructure, several education providers in neighbouring regions and detailed RDA and local government development plans that include several education-specific strategies. George Town has lower 'retention' measures, with moderate 'access' and 'outcome' measures, suggesting that greater levels of support may be required to help individuals complete their studies. Further research and engagement is required to understand whether the region's social and economic context could viably support a Centre, along with whether there are potential partnership opportunities with nearby education providers in Launceston.

Social & economic context
The extent to which the region's social and economic conditions are supportive of further higher education attainment.

Sub-assessment: Lower

Relatively low levels of educational attainment, household income, returns to higher skilled workers and share of students studying online, along with a relatively high unemployment rate.

1 **Unemployment rate**
Lower unemployment may reflect more individuals ready to engage with further education
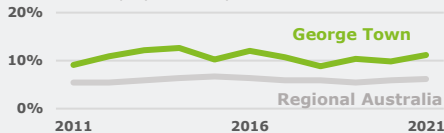
11% unemployment rate in 2021, **5 ppt above** Regional Aus. average **27th of 30 regions**

2 **Achievement of tertiary studies**
A population with a greater proportion with a tertiary-qualification may offer more support or encouragement for others to pursue further studies.

38% hold a tertiary qualification, **10 ppt below** Regional Aus. average **28th of 30 regions**

Note: Values shown may vary or not sum to 100% due to rounding.

3 **Wage premium for higher education graduates**
Higher wage differentials may represent stronger demand for higher skilled jobs.

$19,900 premium for HE graduates, **$3,200 below** Regional Aus. average **15th of 30 regions**

4 **Household incomes**
Higher income households may have a greater capacity and willingness-to-pay for further studies.

$33,400 average household income, **$7,600 below** Regional Aus. average **26th of 30 regions**

5 **Tertiary students studying online**
Higher share of online tertiary students may represent more potential Centre users.

37% of students study online, **5 ppt below** Regional Aus. average **25th of 30 regions**

Community capabilities
The extent to which the region has access to the human and physical capital required to effectively design, implement and operate a RUC.

Sub-assessment: Medium

Moderate amount of public infrastructure within the region, with several education providers nearby. There is a relatively low share of households with internet connection and a relatively high share of tertiary education professionals.

6 **Existing public infrastructure***
Existing public facilities may be able to be leveraged to support a Centre.

13 public facilities in the region, including:
- 3 schools
- 2 community halls
- 2 cultural and art centres
- 1 library
- 3 sports centres
- 1 council building
- 1 hospital

7 **Education providers***
Existing education providers may be able to partner with a Centre.

Five education providers are nearby, including:
- University of Tasmania, Australian Maritime College-Beauty Point (40 km away, only maritime education)
- TAFE Alanvale (45 km away)
- University of Tasmania, Inveresk Campus (50 km away, under construction due to be completed early 2024)
- University of Tasmania, Newnham Campus-Launceston (45 km away, full-service regional campus, 6,360 EFTSL, 39 narrow fields)
- TasTAFE Inveresk (50 km away)

8 **Households with internet connection**
Greater internet connectivity is likely to better enable remote learning.

75% of households have an internet connection, **1 ppt below** Regional Aus. average **21st of 30 regions**

9 **Employment in tertiary education**
Larger existing pool of workers in tertiary education may support future hiring requirements.

4 of every 1,000 workers employed in the tertiary education sector **5th of 30 regions**

Community aspirations
The extent to which a RUC would align with the region's existing goals, plans and aspirations.

Sub-assessment: Higher

Detailed local government and RDA strategies that include several clear, actionable plans for improving education outcomes in the region. However, there are a relatively low number of not-for-profit organisations in the region.

10 **Not-for-profit organisations***
Greater volume of NFPs may reflect a greater community willingness to advocate for and pursue public causes.

10 not-for-profits actively operating in the region **24th of 30 regions**

11 **RDA community economic development strategy***
More sophisticated strategies may reflect communities with greater aspirations to pursue the longer term benefits of a Centre.

The latest local RDA strategy is outdated, but covered the period from 2017 to 2019. It presents a clear and compelling development plan for the region. The document does mention the role of education, with the RDA strategy aiming to improve education attainment and employment skills in the region. Additionally, it provides several clear actions for how this could be achieved.

12 **Local government development plan***
More sophisticated plans that articulate the role of education may reflect local leaders with strong visions and capabilities for supporting education initiatives.

The local council's community ten year strategic plan was delivered in 2020 (expiring in 2030). The plan highlights the need for education and training opportunities for all ages, with a focus on pathways to employment. The plan provides several actionable items.

* See supporting Appendix for further details

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George Town, Tasmania

Informing the potential operating model design
The operating model is informed by six key design dimensions, which provide a framework to consider how information about the region can be used to inform potential design options.

Six design dimensions

The six design dimensions below collectively inform the potential operating model. They are broadly organised by considerations relating to what services are being delivered and to who (Demand) and how are these services being delivered and by whom (Supply).

Demand-side dimensions
What is delivered and to who?

Supply-side dimensions
How is it delivered and by whom?

The Regional Needs Dashboard and Regional Readiness Factsheets summarise and codify a breadth of information regarding each region. These insights can also be used to influence and inform considerations relating to the type of operating model for a potential Centre within the community.

Noting that these considerations are not intended to be comprehensive or conclusive, rather they prompt readers to consider the type of operating model design that may be preferred or advantageous.

Moreover, community consultation and additional research is required, in order to achieve greater depth to understanding each design consideration, greater breadth to capture more fulsome insights, and to validate insights developed as part of this work.

Consideration	Dimensions
Lower rates of Year 12 completion may reflect a greater need for VET courses, foundational numeracy and literacy skill programs or transition programs.	1, 2
The course and demand profile of nearby education providers may be used to inform both gaps in service provision, but also areas of high growth.	1, 3
Given the close proximity to two University of Tasmania campuses, a strong relationship and support from the university is a likely requisite for success.	3
The close proximity to the University of Tasmania's Australian Maritime College may provide a potential partnership opportunity for the Centre.	3
Lower student 'retention' measures may reflect a need to provide more intense ongoing support (e.g. academic and pastoral support) to students during their studies.	1, 2, 5

Appendix
George Town, Tasmania

Indicator	Additional information	Data source
6 - Existing public infrastructure	There are **13 significant pieces of public infrastructure** in the region, including: **Libraries** • George Town Library **Cultural and arts centres** • Bass and Flinders Maritime Museum • George Town Watch House **Sports centres** • George Town Sports Complex • George Town Football Club • George Town Pool **Council buildings** • George Town Council **Community halls** • George Town Memorial Hall • George Town Community Hub **Primary and high schools** • Star of the Sea College • South George Town Primary School • Port Dalrymple School **Hospitals** • George Town District Hospital and Community Health Centre	Google maps, George Town Community Directory
7 - Education providers	There are **five education providers** in or close to the region, including: **University of Tasmania, Australian Maritime College-Beauty Point (40 km away):** University of Tasmania, Australian Maritime College-Beauty Point is a national institute for maritime education, training and research. The Beauty Point Campus features a fleet of training and research vessels. The campus provides flexible course options, including in-person or online study. **TAFE Alanvale (45 km away):** TAFE Alanvale offers a range of courses predominantly in trade areas including specialist automotive, construction, metals and electrotechnology. The campus has a variety of workshops, as well as horticulture training spaces that include gardens, a propagation nursery and vineyard. Additionally, they offer training in children services, hair and beauty and music. **University of Tasmania-Inveresk Campus (50 km away):** University of Tasmania-Inveresk Campus is currently under construction (Stage 1 is due to be completed by the end of 2021, the remaining stages will be completed by 2024). The campus is will offer courses in business, IT, commerce, medicine and health. A range of courses focused on regional strengths including food, wood, agriculture and health. Additionally, the campus will provide flexible and accessible learning options. **University of Tasmania-Newnham Campus (45 km away):** University of Tasmania-Newnham Campus is a full service regional campus with 6,360 EFTSL and 39 narrow fields. The campus offers a range of courses in education, commerce, science, arts, health and agriculture. The campus provides in-person or flexible learning. **TasTAFE Inveresk (50 km away):** TasTAFE-Inversek focuses on creative arts, with courses in painting, drawing, illustration, textiles, and jewellery. The campus offer courses in Certificate II and Certificate IV. The campus provides in-person or flexible learning	University of Tasmania, Australian Maritime College-Beauty Point TAFE Alanvale University of Tasmania, Inveresk Campus University of Tasmania, Newnham Campus TasTAFE Inveresk

Appendix
George Town, Tasmania

Indicator	Additional information	Data source
10 - Volume of not-for-profit organisations	There are **10 not-for-profit organisations** in the region. • Baptist Church George Town • Business Action Learning Tasmania Ltd • Eagle Lodge Spiritual Centre • George Town Catholic Parish • George Town Congregation of Jehovah's Witnesses • George Town Neighbourhood House Inc • George Town RSL Sub Branch Inc • Norfolk Building Trust • Tamar Fm Inc • UCS St Andrews George Town	Australian Charities and Not-for-profits Commission Searched the Commission for the main areas in the region (George Town)
11 - RDA community economic development strategy	The **local RDA strategy** was released in 2017, and presents a clear and compelling two year development plan (expiring in 2019). The plan identifies four priorities, including: expanding and growing economic activity, increasing collaboration between government and the private sector, improving education attainment and employability skills, and addressing the needs of Tasmania's' changing demographic profile. The plan highlights the educational challenges in the region and includes several actionable items. Actionable strategies include identifying skill shortages, the development of workforce development strategies and providing youth with opportunities to complete education and training with direct employment outcomes.	RDA Tasmania Regional Plan 2017-2019
12 - Local government development plan	The **local council's community strategic plan** was delivered in 2019. The plan highlights the need for education and training opportunities for all ages, with a focus on pathways to employment. The plan provides several actionable strategies to achieve this including building an understanding of employability in the region, building the skills in the region and piloting the George Town 'internet of things' project. Additionally, the plan mentions potentially partnering with education providers.	George Town Council Community Strategic Plan 2020-2030

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York-Beverley, Western Australia

Regional readiness
The extent which a community is well-equipped to pursue the long-term benefits of a RUC. Underpinned by three key drivers of readiness: Social and economic context, community capabilities and community aspirations.

General information
York-Beverley is an inland region located approximately 100 km east of Perth in the Wheatbelt region of WA. The region's largest source of economic activity is from agriculture.

Higher:	*Available evidence suggests that there are relatively high levels of readiness.*
Medium:	*Available evidence does not support any differentiated level of readiness.*
Lower:	*Available evidence suggests that there are relatively low levels of readiness.*

Readiness assessment: **Medium**

The below measures reveal a moderate degree of community readiness, underpinned by a moderately supportive social and economic context, average community capabilities and lower community aspirations. The region has a relatively low unemployment rate, lower returns to higher skilled workers, a lower proportion of tertiary students studying online and higher household incomes. The region has a moderate number of not-for-profit organisations and no clearly identifiable RDA development strategy. While there is a local government development strategy, it does not provide clear actionable plans. York-Beverley has relatively low 'retention' and 'outcomes' measures, with moderate 'access' measures, suggesting greater levels of support may be required to help individuals complete tertiary education and successfully transition into further employment or training. Further research and engagement is required to understand the level of community support and leadership for a Centre.

Social & economic context
The extent to which the region's social and economic conditions are supportive of further higher education attainment.

Sub-assessment: **Medium**

Relatively low unemployment rate and higher household incomes. However, the returns to higher skilled workers and the share of tertiary students studying online is substantially lower than the regional average.

1 **Unemployment rate**
Lower unemployment may reflect more individuals ready to engage with further education

4% unemployment rate in 2021,
2 ppt below Regional Aus. average
8th of 30 regions

2 **Achievement of tertiary studies**
A population with a greater proportion with a tertiary-qualification may offer more support or encouragement for others to pursue further studies.

45% hold a tertiary qualification,
3 ppt below Regional Aus. average
12th of 30 regions

Note: Values shown may vary or not sum to 100% due to rounding.

3 **Wage premium for higher education graduates**
Higher wage differentials may represent stronger demand for higher skilled jobs.

$17,700 premium for HE graduates,
$5,400 below Regional Aus. average
18th of 30 regions

4 **Household incomes**
Higher income households may have a greater capacity and willingness-to-pay for further studies.

$40,600 average household income,
$400 below Regional Aus. average
10th of 30 regions

5 **Tertiary students studying online**
Higher share of online tertiary students may represent more potential Centre users.

38% of students study online,
4 ppt below Regional Aus. average
22nd of 30 regions

Community capabilities
The extent to which the region has access to the human and physical capital required to effectively design, implement and operate a RUC.

Sub-assessment: **Medium**

Relatively large amount of public infrastructure within the region, with one education provider nearby. There is a relatively high share of households with internet connections and a moderate share of tertiary education professionals.

6 **Existing public infrastructure***
Existing public facilities may be able to be leveraged to support a Centre.

26 public facilities in the region, including:
- 2 schools
- 4 community halls
- 6 cultural and art centres
- 2 libraries
- 9 sports centres
- 1 council building
- 2 hospitals

7 **Education providers***
Existing education providers may be able to partner with a Centre.

One education provider is nearby:
- Central Regional TAFE-Northam (37 km away)

8 **Households with internet connection**
Greater internet connectivity is likely to better enable remote learning.

80% of households have an internet connection,
4 ppt above Regional Aus. average
6th of 30 regions

9 **Employment in tertiary education**
Larger existing pool of workers in tertiary education may support future hiring requirements.

3 of every 1,000 workers employed in the tertiary education sector
9th of 30 regions

Community aspirations
The extent to which a RUC would align with the region's existing goals, plans and aspirations.

Sub-assessment: **Lower**

The region has a moderate number of not-for-profit organisations and no clearly identifiable RDA development strategy. While there is a local government development strategy, it does not provide clear actionable plans.

10 **Not-for-profit organisations***
Greater volume of NFPs may reflect a greater community willingness to advocate for and pursue public causes.

18 not-for-profits actively operating in the region
14th of 30 regions

11 **RDA community economic development strategy***
More sophisticated strategies may reflect communities with greater aspirations to pursue the longer term benefits of a Centre.

Despite being mentioned in the 2020 RDA annual report, no standalone economic strategy could be identified for the region. The annual report mentions the educational challenges in the region and the need for innovative online delivery methods to overcome them; however, it does not provide actionable details on how this could be achieved.

12 **Local government development plan***
More sophisticated plans that articulate the role of education may reflect local leaders with strong visions and capabilities for supporting education initiatives.

This region covers two LGA's. The Shire of York strategy (2017 to 2027) briefly mentions the challenges associated with residents leaving the region to access educational opportunities, but does not provide any actionable items. The Shire of Beverley strategy (2017 to 2027) mentions the goal of having education opportunities in the region, but provides no actionable items.

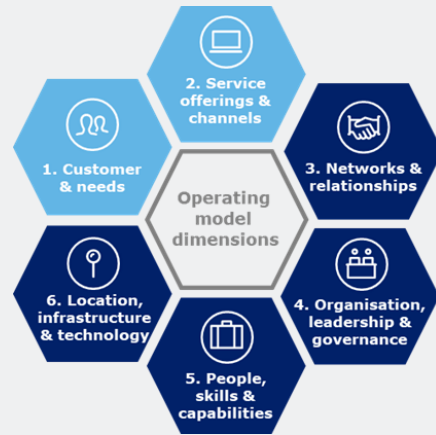** See supporting Appendix for further details*

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York-Beverley, Western Australia

Informing the potential operating model design
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Six design dimensions

The six design dimensions below collectively inform the potential operating model. They are broadly organised by considerations relating to what services are being delivered and to who (Demand) and how are these services being delivered and by whom (Supply).

Demand-side dimensions
What is delivered and to who?

Supply-side dimensions
How is it delivered and by whom?

The Regional Needs Dashboard and Regional Readiness Factsheets summarise and codify a breadth of information regarding each region. These insights can also be used to influence and inform considerations relating to the type of operating model for a potential Centre within the community.

Noting that these considerations are not intended to be comprehensive or conclusive, rather they prompt readers to consider the type of operating model design that may be preferred or advantageous.

Moreover, community consultation and additional research is required, in order to achieve greater depth to understanding each design consideration, greater breadth to capture more fulsome insights, and to validate insights developed as part of this work.

Consideration	Dimensions
The course and demand profile of nearby education providers may be used to inform both gaps in service provision, but also areas of high growth.	1, 3
Lower 'outcomes' measures may suggest that a greater focus is required on post-study pathways. This may warrant trying to build stronger relationships with local industry and employers, as well as providing more employment-support services.	1, 2, 3
Lower student 'retention' measures may reflect a need to provide more intense ongoing support (e.g. academic and pastoral support) to students during their studies.	1, 2, 5
The considerable share of employers in the agriculture sector may imply that there are opportunities to offer agriculture related courses to students in partnership with local employers.	1, 2, 3
The absence of nearby university campuses may imply that a wider range of services would be required in a Centre.	1, 2

Appendix
York - Beverley, Western Australia

Indicator	Additional information		Data source
6 - Existing public infrastructure	There are **26 significant pieces of public infrastructure** in the region, including: **Libraries** • York Community Resource Centre • Beverley Community Resource Centre **Cultural and arts centres** • York Visitor Centre • Beverley Station Arts Inc. • Residency Museum • York Motor Museum • Beverley Dead Finish Museum • Beverley Visitor Centre **Sports centres** • York Croquet Club • York Racing • York Convention and Recreation Centre • York Hockey Club • Beverley Lawn Tennis Club • Beverley Horse and Pony Club • Beverley Recreation Ground • Beverley Golf Course • Beverley Racecourse	**Council buildings** • Shire of Beverley district government office **Community halls** • York Town Hall • York Masonic Hall • Exhibition Hall • Beverley Town Hall **Primary and high schools** • York District High School • Beverley District High School **Hospitals** • York Health Service (Hospital) • Beverley Hospital	Google maps, York Community Directory, Beverley Community Directory
7 - Education providers	There is **one education provider** in or close to the region, including: **Central Regional TAFE-Northam (37 km away):** Central Regional TAFE-Northam is located 37 km north east of York. The campus offers a range of training courses from skill sets, short courses and Certificate I through to diplomas. The campus provides courses in agriculture, building, business, creative industries, engineering and mining, education, community services, foundation studies, health, beauty, fitness, IT, hospitality and tourism. Course are delivered in-person, online or blended.		Central Regional TAFE-Northam

Appendix
York - Beverley, Western Australia

Indicator	Additional information		Data source
10 - Volume of not-for-profit organisations	There are **18 not-for-profit organisations** in the region. • Anglican Parish Of Beverley • Anglican Parish Of York • Avon Valley Motor Museum Association Inc. • Beverley District High School Parents And Citizens Association • Beverley Hospital Auxilary • BEVERLEY STATION ARTS INCORPORATED • Crana Aboriginal Corporation Beverley • Kokeby West Bush Fire Brigade • RSL YORK SUB BRANCH	• RIVER CONSERVATION SOCIETY INCORPORATED • The Beverley Mens Shed Incorporated • The Roman Catholic Archbisop Of Perth Saint Patrick's Parish York • Uniting Church - York • York Church Of Christ Inc • York Congregation of Jehovah's Witnesses • York Men's Shed Inc. • York Volunteer Emergency Services • York Volunteer Fire Brigade	[Australian Charities and Not-for-profits Commission](#) Searched the Commission for the main areas in the region (York, Beverley)
11 - RDA community economic development strategy	The **local RDA regional plan** was released in 2020 as part of the RDA's FY20 Annual Report. The plan mentions education in relation to the need to improve education outcomes for Indigenous peoples in the region and the growing ability to deliver courses digitally. The plan does not discuss higher education and does not present any actionable strategies for improving higher education outcomes.		[RDA Wheatbelt 2019-2020 Annual Report](#)
12 - Local government development plan	**This region covers two LGA's** Shire of York - The Shire of York's community plan was delivered in 2020 and outlines the priorities for the next 10 years of the LGA (expiring in 2030). The plan highlights the challenges associated with residents leaving the region for tertiary education and employment opportunities. However, does not discuss any strategies relating to education and doesn't provide any actionable plans to overcome these challenges. Shire of Beverley - The Shire of Beverley's 10-year strategic plan was delivered in 2017 and reviewed in 2020. It outlines the 10-year priorities of the region (expiring in 2027). The plan mentions the need for the region to provide education and employment opportunities for local young people and the need to provide education pathways; however, it does not provide any actionable strategies for how this could be achieved.		[Shire of York Strategic Community Plan 2020-2030](#) [Shire of Beverley Strategic Community Plan 2017- 2027](#)

Informing future locations for RUCs
REGIONAL INSIGHTS FACTSHEET

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Penola, South Australia

Regional readiness
The extent which a community is well-equipped to pursue the long-term benefits of a RUC. Underpinned by three key drivers of readiness: Social and economic context, community capabilities and community aspirations.

General information

Penola is a small region within the Limestone Coast area of South Australia. It is located around 380 km southeast of Adelaide. The region's largest source of economic activity is from agriculture.

Higher:	*Available evidence suggests that there are relatively high levels of readiness.*
Medium:	*Available evidence does not support any differentiated level of readiness.*
Lower:	*Available evidence suggests that there are relatively low levels of readiness.*

Readiness assessment: **Medium**

The below measures reveal a moderate degree of readiness that is broadly typical of the 30 shortlisted regions. The region has a lower level of existing higher education attainment and share of workers employed in the tertiary education sector, likely reflecting the considerable distance to existing education providers (~50km from smaller satellite campuses and 400 km from a major campus).

Penola has lower 'access' measures with higher 'retention' and 'outcomes' measures, suggesting that greater levels of support may be required to assist individuals to enter tertiary education. Further investigation is warranted to understand how a Centre may support those outcomes.

Penola has a moderate amount of public infrastructure and facilities, as well as reasonably compelling RDA and local government strategies, noting that these have few clear, actionable plans for supporting education outcomes or services. Further analysis of the existing infrastructure and leadership to support a Centre is warranted.

Social & economic context
The extent to which the region's social and economic conditions are supportive of further higher education attainment.

Sub-assessment: **Medium**

Relatively low unemployment rate and higher returns to higher skilled workers. However, the existing level of educational attainment is substantially lower than the regional average.

1 **Unemployment rate**
Lower unemployment may reflect more individuals ready to engage with further education
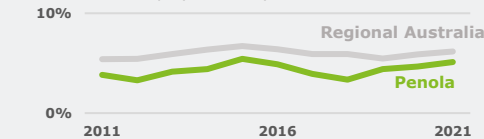
5% unemployment rate in 2021, **1 ppt below** Regional Aus. average **12th of 30 regions**

2 **Achievement of tertiary studies**
A population with a greater proportion with a tertiary-qualification may offer more support or encouragement for others to pursue further studies.
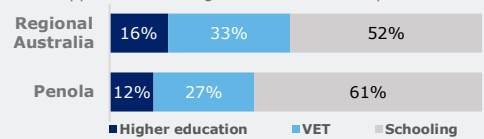
39% hold a tertiary qualification, **9 ppt below** Regional Aus. average **26th of 30 regions**

Note: Values shown may vary or not sum to 100% due to rounding.

3 **Wage premium for higher education graduates**
Higher wage differentials may represent stronger demand for higher skilled jobs.

$23,400 premium for HE graduates, **$300 above** Regional Aus. average **10th of 30 regions**

4 **Household incomes**
Higher income households may have a greater capacity and willingness-to-pay for further studies.

$40,100 average household income, **$900 below** Regional Aus. average **13th of 30 regions**

5 **Tertiary students studying online**
Higher share of online tertiary students may represent more potential Centre users.

45% of students study online, **3 ppt above** Regional Aus. average **18th of 30 regions**

Community capabilities
The extent to which the region has access to the human and physical capital required to effectively design, implement and operate a RUC.

Sub-assessment: **Medium**

Moderate amount of existing public infrastructure within the region, with two larger tertiary education providers located in neighbouring regions.

6 **Existing public infrastructure***
Existing public facilities may be able to be leveraged to support a Centre.

16 public facilities in the region, including:
- 5 schools
- 3 community halls
- 5 cultural and art centres
- 2 libraries
- 0 sport centres
- 0 council buildings
- 1 hospital

7 **Education providers***
Existing education providers may be able to partner with a Centre.

Two education providers are nearby, including:
- TAFE SA-Mount Gambier (51 km away)
- University of South Australia-Mount Gambier Campus (51 km away, satellite campus, blended learning, 230 EFTSL, 8 narrow fields)

8 **Households with internet connection**
Greater internet connectivity is likely to better enable remote learning.

77% of households have an internet connection, **1 ppt below** Regional Aus. average **16th of 30 regions**

9 **Employment in tertiary education**
Larger existing pool of workers in tertiary education may support future hiring requirements.

1 of every 1,000 workers employed in the tertiary education sector **23rd of 30 regions**

Community aspirations
The extent to which a RUC would align with the region's existing goals, plans and aspirations.

Sub-assessment: **Medium**

Moderately detailed RDA and local government development plans, but these documents do not include clear, actionable plans for how education outcomes could be improved.

10 **Not-for-profit organisations***
Greater volume of NFPs may reflect a greater community willingness to advocate for and pursue public causes.

7 not-for-profits actively operating in the region **26th of 30 regions**

11 **RDA community economic development strategy***
More sophisticated strategies may reflect communities with greater aspirations to pursue the longer term benefits of a Centre.

The latest local RDA strategy was released in 2019, and presents a clear three year development plan. The document does mention the role of education, with the aspiration to develop the skills, knowledge and productivity of the local workforce; however, it provides few clear actions for how this could be achieved.

12 **Local government development plan***
More sophisticated plans that articulate the role of education may reflect local leaders with strong visions and capabilities for supporting education initiatives.

The most contemporary local government development plan is for 2018 to 2021. The plan briefly mentions advocating for the expansion of education services in the region, but does not provide actionable items for how this could be achieved.

* See supporting Appendix for further details

Informing future locations for RUCs
REGIONAL INSIGHTS FACTSHEET – Operating model supplement

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Penola, South Australia

Informing the potential operating model design
The operating model is informed by six key design dimensions, which provide a framework to consider how information about the region can be used to inform potential design options.

Six design dimensions

The six design dimensions below collectively inform the potential operating model. They are broadly organised by considerations relating to what services are being delivered and to who (Demand) and how are these services being delivered and by whom (Supply).

Demand-side dimensions
What is delivered and to who?

Supply-side dimensions
How is it delivered and by whom?

The Regional Needs Dashboard and Regional Readiness Factsheets summarise and codify a breadth of information regarding each region. These insights can also be used to influence and inform considerations relating to the type of operating model for a potential Centre within the community.

Noting that these considerations are not intended to be comprehensive or conclusive, rather they prompt readers to consider the type of operating model design that may be preferred or advantageous.

Moreover, community consultation and additional research is required, in order to achieve greater depth to understanding each design consideration, greater breadth to capture more fulsome insights, and to validate insights developed as part of this work.

Consideration	Dimensions
Lower rates of Year 12 completion may reflect a greater need for VET courses, foundational numeracy and literacy skill programs or transition programs.	1, 2
The course and demand profile of nearby education providers may be used to inform both gaps in service provision, but also areas of high growth.	1, 3
The presence of a nearby satellite university campus (University of South Australia-Mount Gambier) may provide a potential partnership opportunity for a future RUC.	3, 4
The small pool of education professionals in the region may imply the need for the development of a workforce management strategy and a staff attraction plan.	1, 5
The relatively high wage premium for local workers with higher education qualifications may warrant building strong relationships with local industry and employers to identify the best study opportunities for graduates to attract those wages.	1, 3
Lower 'access' measures for students, suggests a focus on admission and information services, careers counselling, as well as building connections and pathways with local schools.	1, 2, 3

Appendix
Penola, South Australia

Indicator	Additional information		Data source
6 - Existing public infrastructure	There are **16 significant pieces of public infrastructure** in the region, including: **Libraries** • Penola School Community Library • Nangwarry Public Library **Cultural and arts centres** • Mary MacKillop Penola Centre • Nangwarry Forestry and Logging Museum • Yallum Park • Local Images Penola Art Galley • Gallery 54 **Sport centres** There are no sport centres in the region **Council buildings** There are no council buildings in the region	**Community Halls** • Rymill Memorial Hall • Coonawarra Hall • Kalangadoo Institute Hall **Schools** • Penola Primary School • Penola High School • Mary MacKillip Memorial School • Nangwarry Primary School • Kalangadoo Primary School **Hospitals** • Penola War Memorial Hospital	Google maps
7 - Education providers	There are **two education providers** in or close to the region, including: **TAFE SA-Mount Gambier (51 km away):** TAFE SA-Mount Gambier is located 51 km south of Penola. The TAFE offers a range of courses from short course to diplomas, in both online, in-person and blended delivery modes. Courses are offered in areas including: aged and disability services, agriculture, automotive, beauty therapy, business, carpentry, education, engineering, conservation, cookery, energy, financial services, hairdressing, horticulture, hospitality, IT support, manufacturing, nursing, plumbing, retail, viticulture, and wine. **University of South Australia-Mount Gambier Campus (51 km away):** The University of South Australia-Mount Gambier campus is located 51 km south of Penola. The provider is a satellite campus with 230 EFTSL and 8 narrow fields. The regional campus was established in 2005 and offers flexible degrees with a combination of online and on-campus learning. The program's offered reflect the needs and priorities of the regional community and include: business, education, midwifery, nursing, social work, social sciences, health, foundation studies and an Aboriginal Pathway Program. Additionally, students located near the Mount Gambier Campus are able to use the campus facilities and access the campus study supports.		TAFE SA- Mount Gambier University of South Australia- Mount Gambier Campus

Appendix
Penola, South Australia

Indicator	Additional information		Data source
10 - Volume of not-for-profit organisations	There are **seven not-for-profit organisations** in the region. • Mary Mackillop Memorial School • Mary Mackillop Penola Centre • Penola Uniting Church • St Andrew's Presybterian Church Penola	• Tandara Lodge of Penola District • The Anglican Church of Australia Millicent Parish • St Josephs Catholic Church Penola Cattle Scheme	[Australian Charities and Not-for-profits Commission](#) Searched the Commission for the main areas in the region (Penola, Coonawarra, Nangwarry, Kalangadoo, Moerlong, Wattle Range East, Monbulla, Maaoupe, Glenroy, Comaum).
11 - RDA community economic development strategy	The **latest RDA strategy** was released in 2019, and presents a clear three year development plan. The document does mention the role of education, with the aspiration to develop the skills, knowledge and productivity of the local workforce; however, it provides few clear strategies for how this could be achieved. The actionable strategies include the development of a Regional Workforce Plan, development of VET Hub concept and facilitating short-term strategy workshops; however, none of these strategies focus on the role of universities.		[RDA Limestone Coast 2019-2022 Strategic Plan](#)
12 - Local government development plan	The most contemporary **local government development plan** is for 2018 to 2021. The plan presents a strategy to support community vibrancy, economic prosperity, environment sustainability, infrastructure sustainability and organisational excellence. The plan briefly mentions advocating for the expansion of education services in the region, but doesn't provide actionable strategies for how this could be achieved.		[Wattle Range Council Strategic Plan 2018-2021](#)

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Goolwa-Port Elliot, South Australia

Regional readiness
The extent which a community is well-equipped to pursue the long-term benefits of a RUC. Underpinned by three key drivers of readiness: Social and economic context, community capabilities and community aspirations.

General information
Goolwa-Port Elliot is located approximately 85 km south of Adelaide in the Fleurieu Peninsula region of SA. The region's largest source of economic activity is from the household services sector.

Higher:	*Available evidence suggests that there are relatively high levels of readiness.*
Medium:	*Available evidence does not support any differentiated level of readiness.*
Lower:	*Available evidence suggests that there are relatively low levels of readiness.*

Readiness assessment: **Lower**
The below measures reveal lower levels of community readiness, underpinned by lower community aspirations, average community capabilities and a relatively unsupportive social and economic context. The region has a relatively high unemployment rate, lower returns for skilled workers, lower household incomes and a lower share of tertiary students studying online. The Goolwa-Port Elliot region has higher 'access' measures with lower 'retention' and 'outcome' measures, suggesting future efforts should focus on providing support to help individuals complete tertiary education and successfully transition into employment or further training post-study. The region has a moderately detailed local government development plan (that is outdated), no identifiable RDA plan and a moderate number of not-for-profit organisations. Three education providers are located nearby, including two TAFES and one small satellite centre focusing on medical student placements. Further research and engagement is required to understand the potential level of local support and leadership for a Centre.

Social & economic context
The extent to which the region's social and economic conditions are supportive of further higher education attainment.

Sub-assessment: **Lower**

Despite relatively high levels of educational attainment, there are lower returns to skilled workers, lower household incomes, a lower share of tertiary students studying online and a higher unemployment rate.

1 **Unemployment rate**
Lower unemployment may reflect more individuals ready to engage with further education

Goolwa - Port Elliot / Regional Australia chart, 2011–2021

9% unemployment rate in 2021, **2 ppt above** Regional Aus. average **21st of 30 regions**

2 **Achievement of tertiary studies**
A population with a greater proportion with a tertiary-qualification may offer more support or encouragement for others to pursue further studies.

	Higher education	VET	Schooling
Regional Australia	16%	33%	52%
Goolwa - Port Elliot	15%	33%	52%
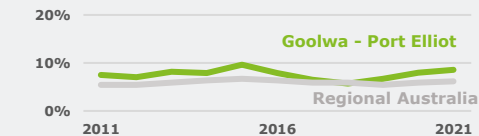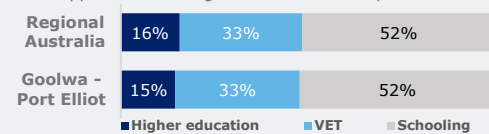
48% hold a tertiary qualification, **equal to the** Regional Aus. average **9th of 30 regions**

Note: Values shown may vary or not sum to 100% due to rounding.

3 **Wage premium for higher education graduates**
Higher wage differentials may represent stronger demand for higher skilled jobs.

$17,300 premium for HE graduates, **$5,800 below** Regional Aus. average **20th of 30 regions**

4 **Household incomes**
Higher income households may have a greater capacity and willingness-to-pay for further studies.

$33,400 average household income, **$7,600 below** Regional Aus. average **27th of 30 regions**

5 **Tertiary students studying online**
Higher share of online tertiary students may represent more potential Centre users.

27% of students study online, **15 ppt below** Regional Aus. average **27th of 30 regions**

Community capabilities
The extent to which the region has access to the human and physical capital required to effectively design, implement and operate a RUC.

Sub-assessment: **Medium**

Large amount of public infrastructure within the region, with three education providers located nearby. There is a relatively high share of households with internet connection.

6 **Existing public infrastructure***
Existing public facilities may be able to be leveraged to support a Centre.

25 public facilities in the region, including:
- 3 schools
- 3 community halls
- 8 cultural and art centres
- 2 libraries
- 8 sports centres
- 1 council building
- 0 hospitals

7 **Education providers***
Existing education providers may be able to partner with a Centre.

Three education provider are nearby:
- TAFE SA-Victor Harbor (21 km away)
- Flinders Rural Health South Australia-Victor Harbour (22 km away, focus on medical student placements)
- TAFE SA-Noarlunga (50 km away)

8 **Households with internet connection**
Greater internet connectivity is likely to better enable remote learning.

80% of households have an internet connection, **4 ppt above** Regional Aus. average **5th of 30 regions**

9 **Employment in tertiary education**
Larger existing pool of workers in tertiary education may support future hiring requirements.

2 per 1,000 workers employed in the tertiary education sector **12th of 30 regions**

Community aspirations
The extent to which a RUC would align with the region's existing goals, plans and aspirations.

Sub-assessment: **Lower**

The region has a moderate number of not-for-profit organisations and no clearly identifiable local government development plan. While there is a RDA development strategy, it does not provide clear actionable plans.

10 **Not-for-profit organisations***
Greater volume of NFPs may reflect a greater community willingness to advocate for and pursue public causes.

21 not-for-profits actively operating in the region **12th of 30 regions**

11 **RDA community economic development strategy***
More sophisticated strategies may reflect communities with greater aspirations to pursue the longer term benefits of a Centre.

The local RDA strategy is outdated, but covered the period from 2016 to 2019. The document does mention the role of education, with the RDA strategy aiming to capitalise on the growing education and training market by developing an education hub in the region; however, it provides no clear actions for how this could be achieved.

12 **Local government development plan***
More sophisticated plans that articulate the role of education may reflect local leaders with strong visions and capabilities for supporting education initiatives.

No local government development plan was publicly available.
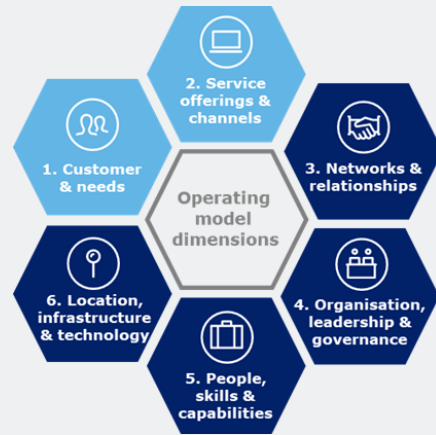
* See supporting Appendix for further details

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Goolwa-Port Elliot, South Australia

Informing the potential operating model design
The operating model is informed by six key design dimensions, which provide a framework to consider how information about the region can be used to inform potential design options.

Six design dimensions

The six design dimensions below collectively inform the potential operating model. They are broadly organised by considerations relating to what services are being delivered and to who (Demand) and how are these services being delivered and by whom (Supply).

Demand-side dimensions
What is delivered and to who?

Supply-side dimensions
How is it delivered and by whom?

The Regional Needs Dashboard and Regional Readiness Factsheets summarise and codify a breadth of information regarding each region. These insights can also be used to influence and inform considerations relating to the type of operating model for a potential Centre within the community.

Noting that these considerations are not intended to be comprehensive or conclusive, rather they prompt readers to consider the type of operating model design that may be preferred or advantageous.

Moreover, community consultation and additional research is required, in order to achieve greater depth to understanding each design consideration, greater breadth to capture more fulsome insights, and to validate insights developed as part of this work.

Consideration	Dimensions
The course and demand profile of nearby education providers may be used to inform both gaps in service provision, but also areas of high growth.	1, 3
The close proximity to Flinders Rural Health South Australia-Victor Harbor may provide a potential partnership opportunity for the Centre.	1, 2, 3
Lower 'outcomes' measures may suggest that a greater focus is required on post-study pathways. This may warrant trying to build stronger relationships with local industry and employers, as well as providing more employment-support services.	1, 2, 3
Lower student 'retention' measures may reflect a need to provide more intense ongoing support (e.g. academic and pastoral support) to students during their studies.	1, 2, 5
The considerable share of employers in the household services sector may imply that there are opportunities to offer household services related courses to students in partnership with local employers.	1, 2, 3

Appendix
Goolwa-Port Elliot, South Australia

Indicator	Additional information		Data source
6 - Existing public infrastructure	There are **25 significant pieces of public infrastructure** in the region, including: **Libraries** • Goolwa library • Port Elliot library depot **Cultural and arts centres** • Goolwa Motor Museum • Goolwa National Trust Museum • Sant Banks • Goolwa Visitor Information Centre • Artworx Gallery • Port Elliot Showgrounds and Museum • Southern Fleurieu Museum • Port Elliot National Trust Historical Display **Sports centres** • Goolwa Sports Stadium • Goolwa Bowling Club • Goolwa Hockey Club • Goolwa Aquatic club	• South Lakes Golf Club • Goolwa Skate park • Port Elliot Oval • Port Elliot Bowling Club **Council buildings** • Alexandrina Council **Community halls** • Goolwa Guide and Scout Hall • Centenary Hall • Middleton Pioneer Hall **Primary and high schools** • Goolwa Primary Schools • Goolwa Secondary College • Port Elliot Primary School **Hospitals** There are no hospitals in the region	Google maps, Alexandrina Council Community Directory – Port Elliot
7 - Education providers	There are **three education providers** in or close to the region, including: **TAFE SA-Victor Harbor (21 km away):** TAFE SA-Victor Harbor is located 21 km north of Goolwa, SA. The TAFE offers a range of courses from short course to diplomas. The courses are offered online or blended. Courses are offered in disability services, business, children's education, community services, foundation skills, mental health and building trade. **Flinders Rural Health South Australia-Victor Harbor (22 km away):** The Flinders Rural Health South Australia-Victor Harbor is located 22 km north of Goolwa. The provider helps rural communities sustain a locally trained and loyal medical workforce by placing medical students in country regions. The program aims to drive a larger presence of doctors into country towns that face health and medical welfare challenges. **TAFE SA-Noarlunga (50 km away):** TAFE SA-Noarlunga is located 50 km north of Goolwa, SA. The TAFE offers a range of courses from short course to diplomas. The courses are offered online or blended. Courses are offered in health, automotive, beauty, business, community services, hospitality, electrical, beauty, IT, foundational skills, manufacturing, nursing, plumbing, retail, education, youth work, horticulture.		TAFE SA- Victor Harbour Flinders Rural Health South Australia- Victor Harbour TAFE SA- Noarlunga

Appendix
Goolwa-Port Elliot, South Australia

Indicator	Additional information		Data source
10 - Volume of not-for-profit organisations	There are **21 not-for-profit organisations** in the region. • Anglican Parish Of Port Elliot-Goolwa • Aspire to Inspire Together Trust • Cittaslow Australasia Incorporated • Cittaslow Goolwa Incorporated • Coorong Quays Boat Shed Incorporated • Covenant Family Church Ltd • Fleurieu Faith Outreach • Goolwa Christian Fellowship • Goolwa Church Of Christ • Hindmarsh Island Landcare Group Incorporated • Port Elliot Congregation of Jehovah's Witnesses • Port Elliot Surf Life Saving Club Inc.	• Port Elliot Uniting Church • Radio Alexandrina (Alex Fm) • Ramoth Gilead • Redeemer Lutheran Church Goolwa • Tigray Cambodia Disability Alliance • Uniting Church In Australia Goolwa • Victor Harbor Congregation of Jehovah's Witnesses • Whalers Peninsula Community Association Inc • Wildlife Welfare Organisation (SA) Inc	[Australian Charities and Not-for-profits Commission](#) Searched the Commission for the main areas in the region (Goolwa, Middleton, North Goolwa, Port Elliot)
11 - RDA community economic development strategy	The **local RDA strategy** was released in 2016, and presents a three year development plan (expiring in 2019). The plan briefly mentions the role of education with the RDA strategy aiming to capitalise on the growing education and training market that includes local residents and interstate students. The plan does not provide actionable strategies; however, the plan briefly mentions the development of an education and training hub in the region as an infrastructure opportunity.		[Regional Development Australia Adelaide Hills, Fleurieu and Kangaroo Island Regional Roadmap 2016-2019](#)
12 - Local government development plan	No **local government development plan** was publicly available.		

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Cowra, New South Wales

Regional readiness
The extent which a community is well-equipped to pursue the long-term benefits of a RUC. Underpinned by three key drivers of readiness: Social and economic context, community capabilities and community aspirations.

General information
Cowra is an inland region located approximately 310 km south-west of Sydney in the Lachlan Valley region. The region's largest source of economic activity is from agriculture and health care.

Higher:	*Available evidence suggests that there are relatively high levels of readiness.*
Medium:	*Available evidence does not support any differentiated level of readiness.*
Lower:	*Available evidence suggests that there are relatively low levels of readiness.*

Readiness assessment: **Medium**

The below measures reveal a moderate degree of readiness that is typical of the 30 shortlisted regions across each of the three themes. The region has relatively high returns to higher skilled workers and an above average share of its population employed in tertiary education. However, the region has lower levels of education attainment and a lower share of households with internet connection. Cowra has relatively high 'access' measures with lower 'retention' and 'outcomes' measures, suggesting that greater levels of support may be required to help students to complete their studies and successfully transition into further training or employment. The region has an outdated RDA plan, but has a detailed long-term local government development plan and a moderate number of not-for-profit organisations. Cowra has one education provider located in the region and one nearby. Further analysis of the existing infrastructure and leadership to support a centre is warranted.

Social & economic context
The extent to which the region's social and economic conditions are supportive of further higher education attainment.

Sub-assessment: **Medium**

Despite higher returns to higher skilled workers, there is a lower level of educational attainment and household income. The unemployment rate and share of students studying online is similar to the average for Regional Australia.

1 **Unemployment rate**
Lower unemployment may reflect more individuals ready to engage with further education
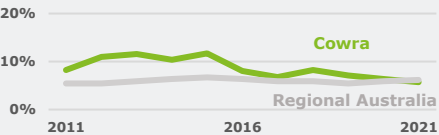
6% unemployment rate in 2021, **equal to the** Regional Aus. average
16th of 30 regions

2 **Achievement of tertiary studies**
A population with a greater proportion with a tertiary-qualification may offer more support or encouragement for others to pursue further studies.
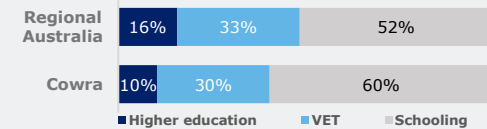
40% hold a tertiary qualification, **8 ppt below** Regional Aus. average
25th of 30 regions
Note: Values shown may vary or not sum to 100% due to rounding.

3 **Wage premium for higher education graduates**
Higher wage differentials may represent stronger demand for higher skilled jobs.

$24,500 premium for HE graduates, **$1,400 above** Regional Aus. average
8th of 30 regions

4 **Household incomes**
Higher income households may have a greater capacity and willingness-to-pay for further studies.

$35,500 average household income, **$5,500 below** Regional Aus. average
23rd of 30 regions

5 **Tertiary students studying online**
Higher share of online tertiary students may represent more potential Centre users.

46% of students study online, **4 ppt above** Regional Aus. average
16th of 30 regions

Community capabilities
The extent to which the region has access to the human and physical capital required to effectively design, implement and operate a RUC.

Sub-assessment: **Medium**

Moderate amount of public infrastructure, with two education providers in or nearby the region. There is an average share of tertiary education professionals and lower share of households with internet connection.

6 **Existing public infrastructure***
Existing public facilities may be able to be leveraged to support a Centre.

23 public facilities in the region, including:
- 8 schools
- 1 community hall
- 4 cultural and art centres
- 1 library
- 5 sports centres
- 2 council buildings
- 2 hospitals

7 **Education providers***
Existing education providers may be able to partner with a Centre.

Two education providers are nearby, including:
- TAFE NSW-Cowra (in region)
- TAFE NSW-Grenfell (55 km away)

8 **Households with internet connection**
Greater internet connectivity is likely to better enable remote learning.

72% of households have an internet connection,
6 ppt below Regional AUS. average
26th of 30 regions

9 **Employment in tertiary education**
Larger existing pool of workers in tertiary education may support future hiring requirements.

3 of every 1,000 workers employed in the tertiary education sector **10th of 30 regions**

Community aspirations
The extent to which a RUC would align with the region's existing goals, plans and aspirations.

Sub-assessment: **Medium**

Moderately detailed RDA and local government development plans, with a small number of actionable plans for improving education access and outcomes. There is a moderate number of not-for-profit organisations operating in the region.

10 **Not-for-profit organisations***
Greater volume of NFPs may reflect a greater community willingness to advocate for and pursue public causes.

29 not-for-profits actively operating in the region
9th of 30 regions

11 **RDA community economic development strategy***
More sophisticated strategies may reflect communities with greater aspirations to pursue the longer term benefits of a Centre.

The local RDA strategy is outdated, but covered the period from 2017 to 2020. The plan mentions education with the strategy aiming to equip the local workforce with a diverse and future-oriented skillset; however, it provided only one actionable item relating to education.

12 **Local government development plan***
More sophisticated plans that articulate the role of education may reflect local leaders with strong visions and capabilities for supporting education initiatives.

The LGA land use plan was delivered in 2020 and provides a clear 20 year plan for the region (expiring in 2040). It briefly mentions education in referencing the State Government's Central West Orana Plan, in which a key priority was the expansion of education and training opportunities. It provides general actionable plans that can be applied to education, such as the promotion of Cowra as a strategic location for government or private investment in the region.

* See supporting Appendix for further details

Informing future locations for RUCs
REGIONAL INSIGHTS FACTSHEET – Operating model supplement

This factsheet is intended as an initial and preliminary assessment of how ready a region is to pursue implementing and delivering a Regional University Centre. It accompanies a report titled 'Scoping study to inform future locations for Regional University Centres' delivered to the Australian Government Department of Education, Skills and Employment. The data and assessments are current as of November 2021

Cowra, New South Wales

Informing the potential operating model design
The operating model is informed by six key design dimensions, which provide a framework to consider how information about the region can be used to inform potential design options.

Six design dimensions

The six design dimensions below collectively inform the potential operating model. They are broadly organised by considerations relating to what services are being delivered and to who (Demand) and how are these services being delivered and by whom (Supply).

Demand-side dimensions
What is delivered and to who?

Supply-side dimensions
How is it delivered and by whom?

The Regional Needs Dashboard and Regional Readiness Factsheets summarise and codify a breadth of information regarding each region. These insights can also be used to influence and inform considerations relating to the type of operating model for a potential Centre within the community.

Noting that these considerations are not intended to be comprehensive or conclusive, rather they prompt readers to consider the type of operating model design that may be preferred or advantageous.

Moreover, community consultation and additional research is required, in order to achieve greater depth to understanding each design consideration, greater breadth to capture more fulsome insights, and to validate insights developed as part of this work.

Consideration	Dimensions
Lower rates of Year 12 completion may reflect a greater need for VET courses and/or a foundational numeracy and literacy skills.	1, 2
A relatively large Indigenous population (800 persons, 9% of total population) may warrant a greater focus on a culturally appropriate design, including close relationships with Indigenous community members, culturally tailored content, and Indigenous support staff/mentors.	1, 2, 3, 4, 5
The course and demand profile of nearby education providers may be used to inform both gaps in service provision, but also areas of high growth.	1, 3
The relatively high wage premium for local workers with higher education qualifications may warrant building strong relationships with local industry and employers to identify the best study opportunities for graduates to attract those wages.	1, 3
Lower 'outcomes' measures may suggest that a greater focus is required on post-study pathways. This may warrant trying to build stronger relationships with local industry and employers, as well as providing more employment-support services.	1, 2, 3
Lower student 'retention' measures may reflect a need to provide more intense ongoing support (e.g. academic and pastoral support) to students during their studies.	1, 2, 5
The absence of nearby university campuses may imply that a wider range of services would be required in a Centre.	2

Appendix
Cowra, New South Wales

Indicator	Additional information		Data source
6 - Existing public infrastructure	There are **23 significant pieces of public infrastructure** in the region, including: **Libraries** • Cowra Information & Neighbourhood Centre Inc. **Cultural and arts centres** • Cowra Visitor Centre • Lachlan Valley Railway Society • Cowra Japanese Garden and Culture Centre • Cowra Civic Centre **Sports centres** • Cowra Aquatic Centre • Cowra Bowling and Recreation Club • Cowra Golf Club • Cowra Racecourses • Cowra Tennis Club **Council buildings** • Cowra Shire Council • Cowra Council	**Community halls** • Noonbinna School Hall **Primary and high schools** • Cowra School for the Gifted • Cowra Glef Club • Cowra High School • Holman Place Public School • Mulyan Public School • St. Raphael's Catholic School • Cowra Public School • OneSchool Global Cowra Campus **Hospitals** • Cowra Private Medical Hospital • Cowra Health Service	Google maps, Cowra Community Directory
7 - Education providers	There are **two education providers** in or close to the region, including: **TAFE NSW-Cowra (in region):** TAFE NSW-Cowra is located in the region. The campus has a strong focus on agriculture, business, carpentry, computing, hospitality and welding. The provider delivers short courses to diplomas relating to education, creative studies, foundational skills, agriculture, pharmacy and community services. **TAFE NSW-Grenfell (55 km away):** TAFE NSW-Grenfell is located 55 km east of Cowra's town centre. The campus has a strong focus on vocational and general education, business and a range of basic education, vocational and trade programs tailored to the community's needs. Additionally, they provide short courses to diplomas relating to retail, agriculture, design, education, community services and pharmacy.		TAFE NSW- Cowra TAFE NSW- Grenfell

Appendix
Cowra, New South Wales

Indicator	Additional information		Data source
10 - Volume of not-for-profit organisations	There are **29 not-for-profit organisations** in the region. • Ability Network Ltd • Baptist Church Cowra • Bila Galari Aboriginal Corporation • Christian Resource Centre_Incorporated • COUNTRY EDUCATION FOUNDATION OF COWRA INC • Cowra & District Band • Cowra & Grenfell Meals On Wheels Food Services Inc • Cowra Amateur Musical And Dramaticsociety Incorporated • Cowra And District Historical Society And Museum Incorporated • Cowra Community Chest Inc • Cowra Early Childhood Services Co-Operative Ltd • Cowra Family Church Inc • Cowra High School P&C Association • Cowra Information & Neighbourhood Centre Inc	• Cowra Japanese Garden And Cultural Centre Limited • Cowra Men's Shed Incorporated • Cowra Retirement Village Ltd • Cowra RSL sub-Branch (RSL NSW) • Cowra Show Society Inc. • CUC COWRA REGION LTD • Lachvale Special School Bus Inc • Mulyan P&C Assoc • Neural Archives Foundation • Riding For The Disabled Association NSW Cowra Centre • St Johns Anglican Church Of Australia Cowra • St Peters Presbyterian Church Cowra • The Trustee For Tom And Margaret Henley Trust Fund • Uca - Uniting Church Cowra Congregation • Yalbillinga Boori Day Care Centre Aboriginal Corporation	[Australian Charities and Not-for-profits Commission](#) Searched the Commission for the main areas in the region (Cowra)
11 - RDA community economic development strategy	The **local RDA strategy** was released in 2017, and presents a clear three year development framework (expiring in 2020). The document does mention the role of education with the RDA strategy aiming to create a diverse and future-oriented skills base that prepares the local workforce for jobs of the future. The plan presents one actionable strategy relating to education - facilitating collaborations between education providers and local industry.		[RDA Central West Strategic Framework and Priority Activities 2017-2020](#)
12 - Local government development plan	The **LGA's strategic plan** was delivered in 2020 and provides a clear 20 year land-use vision for Cowra (expiring in 2040). The plan mentions leveraging the location of Cowra to encourage growth and economic opportunities. It mentions education through referencing the State Government's Central West Orana Region Plan, in which a key priority was the expansion of education and training opportunities. It provides general actionable items that can be applied to education. For example, the promotion of Cowra as a strategic location for government or private investment in the region.		[Cowra Local Strategic Planning Document](#)

Informing future locations for RUCs
REGIONAL INSIGHTS FACTSHEET

Merredin, Western Australia

Regional readiness
The extent which a community is well-equipped to pursue the long-term benefits of a RUC. Underpinned by three key drivers of readiness: Social and economic context, community capabilities and community aspirations.

General information
Merredin is a remote inland region located approximately 250 km east of Perth in the Wheatbelt region of WA. The region's largest source of economic activity is from agriculture.

Higher:	*Available evidence suggests that there are relatively high levels of readiness.*
Medium:	*Available evidence does not support any differentiated level of readiness.*
Lower:	*Available evidence suggests that there are relatively low levels of readiness.*

Readiness assessment: Medium

The below measures reveal a moderate degree of readiness that is typical of the 30 shortlisted regions across each of the three themes. The region has relatively low educational attainment, average returns to skilled workers and an average Share of tertiary students studying online. Despite this, the region has a lower unemployment rate and higher household incomes. There is a moderate amount of public infrastructure within the region, with only one education provider nearby. Merredin has moderately detailed RDA and local government development plans that emphasise the importance of education, but provide few specific plans for how education outcomes could be improved. Merredin has lower 'access' and 'outcome' measures, with moderate 'retention' measures, suggesting greater levels of support may be required to help individuals access tertiary education and transition into employment or further training. Further research and engagement is required to understand whether the region has the community capabilities and aspirations required to operate a Centre.

Social & economic context
The extent to which the region's social and economic conditions are supportive of further higher education attainment.

Sub-assessment: Medium

Relatively low unemployment rate and higher household incomes. However, the existing level of educational attainment is substantially lower than the regional average.

1 Unemployment rate
Lower unemployment may reflect more individuals ready to engage with further education

3% unemployment rate in 2021,
3 ppt below Regional Aus. average
5th of 30 regions

2 Achievement of tertiary studies
A population with a greater proportion with a tertiary-qualification may offer more support or encouragement for others to pursue further studies.

	Higher education	VET	Schooling
Regional Australia	16%	33%	52%
Merredin	11%	25%	63%

37% hold a tertiary qualification,
11 ppt below Regional Aus. average
29th of 30 regions

Note: Values shown may vary or not sum to 100% due to rounding.

3 Wage premium for higher education graduates
Higher wage differentials may represent stronger demand for higher skilled jobs.

$22,000 premium for HE graduates,
$1,100 below Regional Aus. average
11th of 30 regions

4 Household incomes
Higher income households may have a greater capacity and willingness-to-pay for further studies.

$46,800 average household income,
$5,800 above Regional Aus. average
5th of 30 regions

5 Tertiary students studying online
Higher share of online tertiary students may represent more potential Centre users.

50% of students study online,
8 ppt above Regional Aus. average
11th of 30 regions

Community capabilities
The extent to which the region has access to the human and physical capital required to effectively design, implement and operate a RUC.

Sub-assessment: Medium

Moderate amount of public infrastructure within the region, with only one tertiary education provider located nearby.

6 Existing public infrastructure*
Existing public facilities may be able to be leveraged to support a Centre.

20 public facilities in the region, including:
- 6 schools
- 1 community hall
- 5 cultural and art centres
- 1 library
- 2 sports centres
- 2 council buildings
- 3 hospitals

7 Education providers*
Existing education providers may be able to partner with a Centre.

One education provider is nearby:
- Central Regional TAFE-Merredin (in the region)

8 Households with internet connection
Greater internet connectivity is likely to better enable remote learning.

78% of households have an internet connection,
2 ppt above Regional Aus. average
9th of 30 regions

9 Employment in tertiary education
Larger existing pool of workers in tertiary education may support future hiring requirements.

2 of every 1,000 workers employed in the tertiary education sector
16th of 30 regions

Community aspirations
The extent to which a RUC would align with the region's existing goals, plans and aspirations.

Sub-assessment: Medium

Moderately detailed RDA and local government development plans that emphasise the importance of education, but provide few specific plans for how education outcomes could be improved. There is a moderate amount of not-for-profit organisations operating in the region.

10 Not-for-profit organisations*
Greater volume of NFPs may reflect a greater community willingness to advocate for and pursue public causes.

17 not-for-profits actively operating in the region
16th of 30 regions

11 RDA community economic development strategy*
More sophisticated strategies may reflect communities with greater aspirations to pursue the longer term benefits of a Centre.

Despite being mentioned in the 2020 RDA annual report, no standalone economic strategy could be identified for the region. The annual report mentions the educational challenges in the region and the need for innovative online delivery methods to overcome them; however, it does not provide actionable details on how this could be achieved.

12 Local government development plan*
More sophisticated plans that articulate the role of education may reflect local leaders with strong visions and capabilities for supporting education initiatives.

The local council's economic development strategy was delivered in 2021 and presents a clear ten year strategy to 2030. The plan briefly mentions education in relation to the need for more jobs and training opportunities being available in the region; however, it does not provide clear actionable plans regarding how this could be achieved.

* See supporting Appendix for further details

Informing future locations for RUCs
REGIONAL INSIGHTS FACTSHEET – Operating model supplement

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Merredin, Western Australia

Informing the potential operating model design
The operating model is informed by six key design dimensions, which provide a framework to consider how information about the region can be used to inform potential design options.

Six design dimensions

The six design dimensions below collectively inform the potential operating model. They are broadly organised by considerations relating to what services are being delivered and to who (Demand) and how are these services being delivered and by whom (Supply).

Demand-side dimensions
What is delivered and to who?

Supply-side dimensions
How is it delivered and by whom?

The Regional Needs Dashboard and Regional Readiness Factsheets summarise and codify a breadth of information regarding each region. These insights can also be used to influence and inform considerations relating to the type of operating model for a potential Centre within the community.

Noting that these considerations are not intended to be comprehensive or conclusive, rather they prompt readers to consider the type of operating model design that may be preferred or advantageous.

Moreover, community consultation and additional research is required, in order to achieve greater depth to understanding each design consideration, greater breadth to capture more fulsome insights, and to validate insights developed as part of this work.

Consideration	Dimensions
Lower rates of Year 12 completion may reflect a greater need for VET courses, foundational numeracy and literacy skill programs or transition programs.	1, 2
The remoteness of the region and absence of nearby university campuses may imply that a wider range of services would be required in a Centre.	1, 2, 6
The considerable share of employers in the agriculture sector may imply that there are opportunities to offer agriculture related courses to students in partnership with local employers.	1, 2, 3
Lower 'access' measures for students, suggests a focus on admission and information services, careers counselling, as well as building connections and pathways with local schools.	1, 2, 3
Lower 'outcomes' measures may suggest that a greater focus is required on post-study pathways. This may warrant trying to build stronger relationships with local industry and employers, as well as providing more employment-support services.	1, 2, 3
The remoteness and absence of nearby university campuses may imply that a wider range of services would be required in a Centre.	1, 2

Appendix
Merredin, Western Australia

Indicator	Additional information		Data source
6 - Existing public infrastructure	There are **20 significant pieces of public infrastructure** in the region, including: **Libraries** • Merredin Regional Library **Cultural and arts centres** • Merredin Community Resource Centre • Bruce Rock Community Resource Centre • Merredin Railway Museum • Merredin Military Museum • Narembeen Community Resource Centre **Sports centres** • Merredin Regional Community and Leisure Centre • Bruce Rock Aquatic Centre **Council buildings** • Shire of Merredin • Bruce Rock Shire Council **Community halls** • Merredin District Hall	**Primary and high schools** • Merredin College • South Merredin Primary School • St Mary's School • Bruce Rock District High School • Narembeen District High School • Babakin Primary School **Hospitals** • Merredin District Hospital • Bruce Rock Memorial Hospital • Narembeen District Memorial Hospital	Google maps,
7 - Education providers	There is **one education provider** in or close to the region, including: **Central Regional TAFE-Merredin (in region):** TAFE NSW-Cessnock is located on the south east border of the Merredin region. The provider delivers courses related to agriculture, animal, environment, automotive, creative industries, education, community services and foundational studies.		Central Regional TAFE-Merredin

Appendix
Merredin, Western Australia

Indicator	Additional information		Data source
10 - Volume of not-for-profit organisations	There are **17 not-for-profit organisations** in the region. • Anglican Parish Of Merredin • Merredin Church Of Christ • Merredin Churches Fraternal Incorporated • Merredin College Parents And Citizens Association Incorporated • Merredin Community Men's Shed Inc • Merredin Museum And Historical Society Incorporated • Merredin Senior Centre Inc • Merrittville Retirement Village Inc • North Merredin Primary School Parents And Citizens Association Inc	• The Roman Catholic Archbishop Of Perth Roman Catholic Church Merredin • UCA- Eastern Wheatbelt Parish • Anglican Parish Of Bruce Rock • The Roman Catholic Archbishop Of Perth Bruce Rock Parish • Wheatbelt & Beyond Youth Mentoring Inc • Anglican Parish Of Narembeen • Church Of Christ Narembeen • Narembeen District High School P&C Assoc Inc	[Australian Charities and Not-for-profits Commission](#) Searched the Commission for the main areas in the region (Merredin, Bruce Rock, Narembeen)
11 - RDA community economic development strategy	The **local RDA regional plan** was released in 2020 as part of the RDA's FY20 Annual Report. The plan mentions education in relation to the need to improve education outcomes for Indigenous peoples in the region and the growing ability to deliver courses digitally. The plan does not discuss higher education and does not present any actionable strategies for improving higher education outcomes.		[RDA Wheatbelt 2019-2020 Annual Report](#)
12 - Local government development plan	The **local council's economic development strategy** was delivered in 2021. The plan presents a clear strategy for the region through to 2030. The plan briefly mentions education in relation to jobs and training opportunities being available in the region; however, the plan does not provide actionable items regarding how this could be achieved.		[Shire of Merredin Strategic Community Plan 2020-2030](#)

Informing future locations for RUCs
REGIONAL INSIGHTS FACTSHEET

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Gunnedah, New South Wales

Regional readiness
The extent which a community is well-equipped to pursue the long-term benefits of a RUC. Underpinned by three key drivers of readiness: Social and economic context, community capabilities and community aspirations.

General information
Gunnedah is an inland region located approximately 450 km north-west of Sydney. The region's largest sources of economic activity is from agriculture.

Higher:	*Available evidence suggests that there are relatively high levels of readiness.*
Medium:	*Available evidence does not support any differentiated level of readiness.*
Lower:	*Available evidence suggests that there are relatively low levels of readiness.*

Readiness assessment: Higher

The below measures reveal higher levels of community readiness, underpinned by a supportive social and economic context, above average community aspirations and average community capabilities. The region has relatively low levels of existing educational attainment, higher returns to higher skilled workers, higher average household incomes and a larger share of students studying online. Gunnedah has relatively high 'access' measures with lower 'retention' and 'outcomes' measures, suggesting that future efforts should focus on supporting students to complete their studies and successfully transition into employment or further training post-study. The region has detailed RDA and local government development plans that highlight the importance of education and provide several actionable plans for how education outcomes could be improved. Gunnedah has a moderate amount of public infrastructure with a relatively higher number of not-for-profit organisations operating in the region. Further research and engagement is required to understand whether the community has the capabilities required to operate a Centre.

Social & economic context
The extent to which the region's social and economic conditions are supportive of further higher education attainment.

Sub-assessment: Higher

The region has relatively higher returns to skilled workers, higher levels of household incomes and a larger share of students studying online. The unemployment rate and level of education attainment is typical of the shortlisted regions.

1 **Unemployment rate**
Lower unemployment may reflect more individuals ready to engage with further education

6% unemployment rate in 2021,
1 ppt below Regional Aus. average
14th of 30 regions

2 **Achievement of tertiary studies**
A population with a greater proportion with a tertiary-qualification may offer more support or encouragement for others to pursue further studies.

	Higher education	VET	Schooling
Regional Australia	16%	33%	52%
Gunnedah	12%	31%	56%
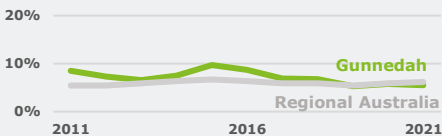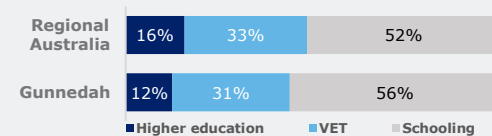
44% hold a tertiary qualification,
4 ppt below Regional Aus. average
13th of 30 regions

Note: Values shown may vary or not sum to 100% due to rounding.

3 **Wage premium for higher education graduates**
Higher wage differentials may represent stronger demand for higher skilled jobs.

$29,900 premium for HE graduates,
$6,800 above Regional Aus. average
2nd of 30 regions

4 **Household incomes**
Higher income households may have a greater capacity and willingness-to-pay for further studies.

$44,700 average household income,
$3,700 above Regional Aus. average
6th of 30 regions

5 **Tertiary students studying online**
Higher share of online tertiary students may represent more potential Centre users.

62% of students study online,
20 ppt above Regional Aus. average
3rd of 30 regions

Community capabilities
The extent to which the region has access to the human and physical capital required to effectively design, implement and operate a RUC.

Sub-assessment: Medium

Moderate amount of public infrastructure and two education providers are located in the region. There is also a relatively low share of households with internet connection.

6 **Existing public infrastructure***
Existing public facilities may be able to be leveraged to support a Centre.

23 public facilities in the region, including:
- 6 schools
- 2 community halls
- 4 cultural and art centres
- 1 library
- 7 sports centres
- 2 council buildings
- 1 hospital

7 **Education providers***
Existing education providers may be able to partner with a Centre.

Two education providers nearby, including:
- Gunnedah-Community College Northern Inland (in region)
- TAFE NSW-Gunnedah (in the region)

8 **Households with internet connection**
Greater internet connectivity is likely to better enable remote learning.

72% of households have an internet connection,
4 ppt below Regional Aus. average
27th of 30 regions

9 **Employment in tertiary education**
Larger existing pool of workers in tertiary education may support future hiring requirements.

2 of every 1,000 workers employed in the tertiary education sector
17th of 30 regions

Community aspirations
The extent to which a RUC would align with the region's existing goals, plans and aspirations.

Sub-assessment: Higher

Detailed RDA and local development strategies that include several actionable plans for improving education outcomes. There is also a relatively large number of not-for-profit organisations in the region.

10 **Not-for-profit organisations***
Greater volume of NFPs may reflect a greater community willingness to advocate for and pursue public causes.

40 not-for-profits actively operating in the region
5th of 30 regions

11 **RDA community economic development strategy***
More sophisticated strategies may reflect communities with greater aspirations to pursue the longer term benefits of a Centre.

The local RDA strategy is outdated, but covered the period from 2016 to 2019. The strategy presents a clear and compelling plan that highlights education as a priority investment area and includes several ideas for how education outcomes could be improved.

12 **Local government development plan***
More sophisticated plans that articulate the role of education may reflect local leaders with strong visions and capabilities for supporting education initiatives.

The Shire's Local Strategic Planning Statement was delivered in 2020 and presents a twenty year strategy for the region, expiring in 2040. The plan briefly mentions education in regards to expanding businesses through education, employment and training. The strategy provides several actions for how education outcomes could be improved including advocating for the establishment of a trade training and education precinct in the region.

* See supporting Appendix for further details

Gunnedah, New South Wales

Informing the potential operating model design
The operating model is informed by six key design dimensions, which provide a framework to consider how information about the region can be used to inform potential design options.

Six design dimensions

The six design dimensions below collectively inform the potential operating model. They are broadly organised by considerations relating to what services are being delivered and to who (Demand) and how are these services being delivered and by whom (Supply).

Demand-side dimensions
What is delivered and to who?

Supply-side dimensions
How is it delivered and by whom?

The Regional Needs Dashboard and Regional Readiness Factsheets summarise and codify a breadth of information regarding each region. These insights can also be used to influence and inform considerations relating to the type of operating model for a potential Centre within the community.

Noting that these considerations are not intended to be comprehensive or conclusive, rather they prompt readers to consider the type of operating model design that may be preferred or advantageous.

Moreover, community consultation and additional research is required, in order to achieve greater depth to understanding each design consideration, greater breadth to capture more fulsome insights, and to validate insights developed as part of this work.

Consideration	Dimensions
Lower rates of Year 12 completion may reflect a greater need for VET courses, foundational numeracy and literacy skill programs or transition programs.	1, 2
A relatively large Indigenous population (1,300 persons, 14% of total population) may warrant a greater focus on a culturally appropriate design, including close relationships with Indigenous community members, culturally tailored content, and Indigenous support staff/mentors.	1, 2, 3, 4, 5
The course and demand profile of nearby education providers may be used to inform both gaps in service provision, but also areas of high growth.	1, 3
The relatively high wage premium for local workers with higher education qualifications may warrant building strong relationships with local industry and employers to identify the best study opportunities for graduates to attract those wages.	1, 3
Lower 'outcomes' measures may suggest that a greater focus is required on post-study pathways. This may warrant trying to build stronger relationships with local industry and employers, as well as providing more employment-support services.	1, 2, 3
Lower student 'retention' measures may reflect a need to provide more intense ongoing support (e.g. academic and pastoral support) to students during their studies.	1, 2, 5
The considerable share of employers in the agriculture sector may imply that there are opportunities to offer agriculture related courses to students in partnership with local employers.	1, 2, 3
The absence of nearby university campuses may imply that a wider range of services would be required in a Centre.	1, 2
A relatively high number of not-for-profit organisations implies that there may be opportunities for a Centre to partner with local community groups.	3

Appendix
Gunnedah, New South Wales

Indicator	Additional information	Data source
6 - Existing public infrastructure	There are **23 significant pieces of public infrastructure** in the region, including: **Libraries** • Gunnedah Shire Library **Cultural and arts centres** • Gunnedah Rural Museum • Gunnedah Water Tower Museum • Work of Art Community Gallery • Gunnedah Bicentennial Creative Arts Gallery **Sports centres** • Gunnedah Basketball Stadium • Gunnedah Donnelly Fields • Gunnedah Rugby Club • Gunnedah Netball Association • Gunnedah Racecourse • Gunnedah Memorial Swimming Pool • Gunnedah Golf Club **Council buildings** • Gunnedah Shire Council • Red Chief Local Aboriginal Land Council	**Community halls** • Gunnedah Town Hall • Gunnedah Shire Band Hall **Primary and high schools** • Gunnedah Public School • Gunnedah High School • St Xavier's Primary School, Gunnedah • Gunnedah South Public School • Carinya Christian School • St Mary's College Gunnedah **Hospitals** • Gunnedah District Health Service	Google maps
7 - Education providers	There are **two education providers** in or close to the region, including: **Gunnedah-Community College Northern Inland (in region):** Gunnedah-Community College Northern Inland is a Registered Training Organisation located in Gunnedah, NSW. The RTO offers a broad range of courses including business, community care, construction, engineering, first aid, horticulture, agriculture, hospitality, information technology and foundational skills. The courses are offered from short courses to Certificate IV. **TAFE NSW-Gunnedah (in the region):** TAFE NSW-Gunnedah is located in Gunnedah, NSW. TAFE NSW Gunnedah offers a range of courses from short course to diplomas. There is a broad range of qualifications in horticulture, hospitality, business, health, digital media, early childhood, engineering and civil construction. The courses are offering on campus, blended or in a virtual classroom on campus.	Gunnedah- Community College Northern Inland TAFE NSW- Gunnedah

Appendix
Gunnedah, New South Wales

Indicator	Additional information		Data source
10 - Volume of not-for-profit organisations	There are **40 not-for-profit organisations** in the region. • Armidale Diocesan Secondary Sports Council • Baptist Church Gunnedah • Barayamal Limited • Coonabarabran Cancer Support Group • G S Kidd Memorial School Parents And Friends • Gunida Gunyah Aboriginal Corporation • Gunnedah And District Historical Society Inc • Gunnedah Baptist Child Care Association Ltd • Gunnedah Catholic Schools P & F Association • Gunnedah Christian Book Centre Inc • Gunnedah Congregation of Jehovah's Witnesses • Gunnedah Disaster Fund • Gunnedah Family And Children's Services Incorporated • Gunnedah Family Support • Gunnedah Homes For The Aged Association • Gunnedah M S Incorporated • Gunnedah Meals On Wheels Association • Gunnedah Preschool Kindergarten Association Incorporated • Gunnedah Public School P & C Association Inc • Gunnedah RSL sub-Branch (RSL NSW)	• Gunnedah Shire Band Incorporated • Gunnedah Show Society Incorporated • Gunnedah Special Support Services Inc • Gunnedah Workshop Enterprises Ltd • Keepit Matthews Recreation Association incorporated • Life Quip Christian Ministries • Mackellar Care Services Limited • Min Min Aboriginal Corporation • Ooranga Family Mobile Resource Unit Assoc Inc • Presbyterian Church Of Aust In The State Of New South Wales Parish Of Gunnedah • Red Chief Local Aboriginal Land Council • Riding For The Disabled Association (NSW) The Gunnedah Centre • St Mary's College Gunnedah • St Xavier's Catholic Primary School Gunnedah • St Xavier's Catholic Primary School Gunnedah Canteen • The Dorothea Mackellar Memorial Society Incorporated • The Gatepost Support Services Incorporated • Trustees Of The Catholic Women's League Diocese Of Armidale • UCA - Gunnedah Uniting Church • Winanga-Li Aboriginal Child and Family Centre Incorporated	[Australian Charities and Not-for-profits Commission](#) Searched the Commission for the main areas in the region (Gunnedah)
11 - RDA community economic development strategy	The **local RDA strategy** was released in 2016, and presents a clear and compelling three year development plan (expiring in 2019). The document highlights education as a priority area to support community regeneration and population growth. Additionally the plan identifies investment in education as a key priority. It presents a few actionable items relating to education including promoting the Agribusiness Careers and Professional Program to schools in the region and assisting in the development of appropriate projects for the National Stronger Regions fund.		[RDA Northern Inland NSW Regional Plan 2016-2019](#)
12 - Local government development plan	The **Shire's Local Strategic Planning Statement** was delivered in 2020 and presents a twenty year strategy for the region, expiring in 2040. The plan identifies skill shortages and a lack of education in the region as a barrier. Additionally, the strategy aims to grow business activity through education, employment and training. The plan provides several proposed actions to improve education outcomes, including advocating for the establishment of a trade, training and education precinct in the region, developing a community workforce plan and investigating private public partnerships and links with tertiary education providers.		[Gunnedah Shire Council-Local Strategic Planning Statement Future 2040](#)

Informing future locations for RUCs
REGIONAL INSIGHTS FACTSHEET

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Tatiara, South Australia

Regional readiness
The extent which a community is well-equipped to pursue the long-term benefits of a RUC. Underpinned by three key drivers of readiness: Social and economic context, community capabilities and community aspirations.

General information

Tatiara is a remote inland region located approximately 250 km south east of Adelaide in the Limestone Coast region of SA. The region's largest source of economic activity is from agriculture.

Higher:	*Available evidence suggests that there are relatively high levels of readiness.*
Medium:	*Available evidence does not support any differentiated level of readiness.*
Lower:	*Available evidence suggests that there are relatively low levels of readiness.*

Readiness assessment: **Lower**

The below measures reveal lower levels of community readiness, underpinned by lower community capabilities, average community aspirations and a relatively unsupportive social and economic context. The region's level of educational attainment, returns to skilled workers, share of tertiary students studying online and number of tertiary education provides are among the lowest of the shortlisted regions. Despite this, the region has a moderate amount of existing public infrastructure and a higher share of households with internet connection. The region has moderately detailed RDA and local government development plans that include a small number of actionable plans to improve education outcomes. Tatiara has lower 'access' and 'retention' measures, with higher 'transition' measures, suggesting greater levels of support may be required to help individuals commence tertiary education and complete their studies. Further analysis is required to understand if the community has the capabilities required to run a Centre.

Social & economic context
The extent to which the region's social and economic conditions are supportive of further higher education attainment.

Sub-assessment: **Lower**

Despite a relatively low unemployment rate, the region has lower levels of educational attainment, household incomes, returns to skilled workers, and share of tertiary students studying online.

1 Unemployment rate
Lower unemployment may reflect more individuals ready to engage with further education
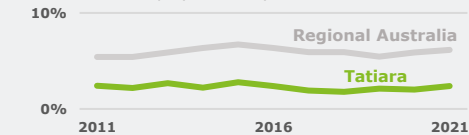
2% unemployment rate in 2021,
4 ppt below Regional Aus. average
3rd of 30 regions

2 Achievement of tertiary studies
A population with a greater proportion with a tertiary-qualification may offer more support or encouragement for others to pursue further studies.
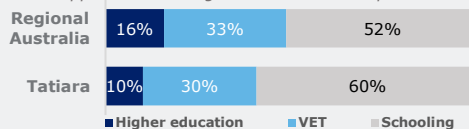
40% hold a tertiary qualification,
8 ppt below Regional Aus. average
24th of 30 regions

Note: Values shown may vary or not sum to 100% due to rounding.

3 Wage premium for higher education graduates
Higher wage differentials may represent stronger demand for higher skilled jobs.

$15,400 premium for HE graduates,
$7,700 below Regional Aus. average
26th of 30 regions

4 Household incomes
Higher income households may have a greater capacity and willingness-to-pay for further studies.

$38,700 average household income,
$2,300 below Regional Aus. average
15th of 30 regions

5 Tertiary students studying online
Higher share of online tertiary students may represent more potential Centre users.

40% of students study online,
2 ppt below Regional Aus. average
21st of 30 regions

Community capabilities
The extent to which the region has access to the human and physical capital required to effectively design, implement and operate a RUC.

Sub-assessment: **Lower**

Despite a moderate amount of public infrastructure within the region, there are no education providers and no workers employed in the tertiary education sector.

6 Existing public infrastructure*
Existing public facilities may be able to be leveraged to support a Centre.

23 public facilities in the region, including:
- 4 schools
- 4 community halls
- 5 cultural and art centres
- 2 libraries
- 5 sports centres
- 1 council building
- 2 hospitals

7 Education providers*
Existing education providers may be able to partner with a Centre.

No education providers nearby.

8 Households with internet connection
Greater internet connectivity is likely to better enable remote learning.

78% of households have an internet connection,
2 ppt higher than Regional Aus. average
8th of 30 regions

9 Employment in tertiary education
Larger existing pool of workers in tertiary education may support future hiring requirements.

No workers employed in the tertiary education sector
Equal 28th of 30 regions (ranked last)

Community aspirations
The extent to which a RUC would align with the region's existing goals, plans and aspirations.

Sub-assessment: **Medium**

Moderately detailed RDA and local government development plans that include a small number of actionable plans to improve education outcomes. There is a moderate number of not-for-profit organisations operating in the region.

10 Not-for-profit organisations*
Greater volume of NFPs may reflect a greater community willingness to advocate for and pursue public causes.

15 not-for-profits actively operating in the region
19th of 30 regions

11 RDA community economic development strategy*
More sophisticated strategies may reflect communities with greater aspirations to pursue the longer term benefits of a Centre.

The latest local RDA strategy was released in 2019, and presents a clear three year development plan (expiring in 2022). The document does mention the role of education, with the aspiration to develop the skills, knowledge and productivity of the local workforce; however, it provides few clear actions for how this could be achieved.

12 Local government development plan*
More sophisticated plans that articulate the role of education may reflect local leaders with strong visions and capabilities for supporting education initiatives.

The LGA plan was delivered in 2020 and provides 10 year plan for the region (up to 2030). It briefly mentions education in terms of promoting life long learning; however it only provides one actionable item in relation to education.

* See supporting Appendix for further details

Informing future locations for RUCs
REGIONAL INSIGHTS FACTSHEET – Operating model supplement

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Tatiara, South Australia

Informing the potential operating model design
The operating model is informed by six key design dimensions, which provide a framework to consider how information about the region can be used to inform potential design options.

Six design dimensions

The six design dimensions below collectively inform the potential operating model. They are broadly organised by considerations relating to what services are being delivered and to who (Demand) and how are these services being delivered and by whom (Supply).

Demand-side dimensions
What is delivered and to who?

Supply-side dimensions
How is it delivered and by whom?

The Regional Needs Dashboard and Regional Readiness Factsheets summarise and codify a breadth of information regarding each region. These insights can also be used to influence and inform considerations relating to the type of operating model for a potential Centre within the community.

Noting that these considerations are not intended to be comprehensive or conclusive, rather they prompt readers to consider the type of operating model design that may be preferred or advantageous.

Moreover, community consultation and additional research is required, in order to achieve greater depth to understanding each design consideration, greater breadth to capture more fulsome insights, and to validate insights developed as part of this work.

Consideration	Dimensions
Lower rates of Year 12 completion may reflect a greater need for VET courses, foundational numeracy and literacy skill programs or transition programs.	1, 2
The remoteness and absence of nearby university campuses may imply that a wider range of services would be required in a Centre.	1, 2
A lower proportion of tertiary students studying online may imply a greater need for in-person delivery methods.	1, 2, 6
Lower 'access' measures for students, suggests a focus on admission and information services, careers counselling, as well as building connections and pathways with local schools.	1, 2, 3
Lower student 'retention' measures may reflect a need to provide more intense ongoing support (e.g. academic and pastoral support) to students during their studies.	1, 2, 5
The absence of education professionals in the region may imply the need for the development of a workforce management strategy and a staff attraction plan.	4, 5

Appendix
Tatiara, South Australia

Indicator	Additional information		Data source
6 - Existing public infrastructure	There are **23 significant pieces of public infrastructure** in the region, including: **Libraries** • Bordertown public library • Keith Community library **Cultural and arts centres** • Bordertown Visitor Centre • Wirrega Council Chambers • Clayton Farm Heritage Museum • Historic Horse Dip • Hawke House **Sports centres** • Bordertown Football club • Bordertown Swimming pool • Bordertown Golf Course • Tolmer Speedway Racetrack • Keith War Memorial Sports Centre	**Council buildings** • Tatiara District Council **Community halls** • Mundulla Memorial Hall • Cannawigara Hall • Guide Hall • Western Flat Hall **Primary and high schools** • Keith Area School • Bordertown High School • Mundulla Primary School • Padthaway Primary School **Hospitals** • Bordertown Memorial Hospital • Keith & District Medical Centre (Hospital)	Google maps, Tatiara Community Directory
7 - Education providers	There are **no education providers** in or close to the region.		

Appendix
Tatiara, South Australia

Indicator	Additional information		Data source
10 - Volume of not-for-profit organisations	There are **15 not-for-profit organisations** in the region. • Bordertown And District Agricultural Museum Incorporated • Bordertown Church Of Christ • Bordertown High School Scholarship Fund • Bordertown R&Sl Sub Branch • Highway Christian Centre Inc • Keith & District Hospital Inc • Keith Lutheran Church • Keith One Church	• Regional Galleries Association Of Sa • Tatiara Retirement Village Soc Inc • The Bordertown High School Equipment Fund • The Tatiara Men's Shed Incorporated • The Trustee For Bordertown Health & Community Charitable Foundation • The Trustee For Bordertown Health & Community Foundation Trust • Trinity Lutheran Church Bordertown	[Australian Charities and Not-for-profits Commission](#) Searched the Commission for the main areas in the region (Keith, Bordertown)
11 - RDA community economic development strategy	The **local RDA strategy** was released in 2019, and presents a compelling three year development plan (up to 2022). The document does mention the role of education with the RDA strategy aiming to develop the skills, knowledge, capacities and productivity of the region's employers and workforce. The strategy provides actionable strategies to achieve this, including the development of a Regional Workforce Plan, development of a VET Hub concept and facilitating short-term strategy workshops.		[RDA Limestone Coast Strategic Plan (2019-2022)](#)
12 - Local government development plan	**The Strategic Plan** was delivered in 2020 and presents a 10-year strategy for the LGA (up to 2030). The plan focuses on a strong community, built and natural environment, thriving economy and leadership. The plan briefly mentions education in terms of promoting lifelong learning. It provides one actionable strategy in relation to education - the facilitation of a round table discussion to identify gaps and improvement opportunities for education in the region.		[Tatiara Strategic Plan 2020-2030](#)

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Whyalla, South Australia

Regional readiness
The extent which a community is well-equipped to pursue the long-term benefits of a RUC. Underpinned by three key drivers of readiness: Social and economic context, community capabilities and community aspirations.

General information
Whyalla is a inland region located approximately 395 km north west of Adelaide in the Eyre Peninsula region of SA. The region's largest source of economic activity is from agriculture and mining.

Higher:	*Available evidence suggests that there are relatively high levels of readiness.*
Medium:	*Available evidence does not support any differentiated level of readiness.*
Lower:	*Available evidence suggests that there are relatively low levels of readiness.*

Readiness assessment: **Medium**
The below measures reveal a moderate degree of community readiness, underpinned by average community capabilities, higher community aspirations and a relatively supportive social and economic context. The region's unemployment rate is among the highest of the shortlisted regions; however, the region has higher returns to skilled workers, higher household incomes, several public facilities and a large number of tertiary education professionals. The region has relatively detailed local government development and RDA plans that include several clear, actionable plans for improving education outcomes. Whyalla has lower 'access' and 'retention' measures with higher 'outcome' measures, suggesting that greater levels of support may be required to help individuals commence and complete tertiary education. Further research and engagement is required to understand the coverage of the existing education providers in the region and whether a partnership model could be pursued.

Social & economic context
The extent to which the region's social and economic conditions are supportive of further higher education attainment.

Sub-assessment: **Medium**

Relatively high household incomes and returns to skilled workers. However, the unemployment rate is relatively high and there is a lower proportion of tertiary students studying online.

1 **Unemployment rate**
Lower unemployment may reflect more individuals ready to engage with further education

11% unemployment rate in 2021, **5 ppt above** Regional Aus. average **27th of 30 regions**

2 **Achievement of tertiary studies**
A population with a greater proportion with a tertiary-qualification may offer more support or encouragement for others to pursue further studies.

	Higher education	VET	Schooling
Regional Australia	16%	33%	52%
Whyalla	10%	33%	57%
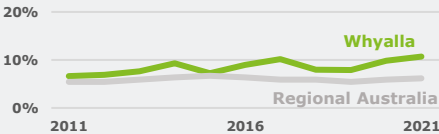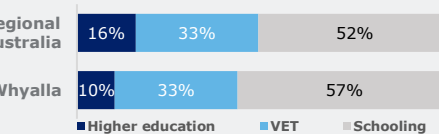
43% hold a tertiary qualification, **5 ppt below** Regional Aus. average **15th of 30 regions**

Note: Values shown may vary or not sum to 100% due to rounding.

3 **Wage premium for higher education graduates**
Higher wage differentials may represent stronger demand for higher skilled jobs.

$29,800 premium for HE graduates, **$6,700 above** Regional Aus. average **3rd of 30 regions**

4 **Household incomes**
Higher income households may have a greater capacity and willingness-to-pay for further studies.

$40,700 average household income, **$300 below** Regional Aus. average **9th of 30 regions**

5 **Tertiary students studying online**
Higher share of online tertiary students may represent more potential Centre users.

37% of students study online, **5 ppt below** Regional Aus. average **24th of 30 regions**

Community capabilities
The extent to which the region has access to the human and physical capital required to effectively design, implement and operate a RUC.

Sub-assessment: **Medium**

Relatively large amount of public infrastructure within the region, including several education providers. There is also a relatively high number of tertiary education professionals and a lower share of households with internet connection.

6 **Existing public infrastructure***
Existing public facilities may be able to be leveraged to support a Centre.

25 public facilities in the region, including:

- 14 schools
- 1 community hall
- 1 cultural and art centre
- 1 library
- 6 sports centres
- 1 council building
- 1 hospital

7 **Education providers***
Existing education providers may be able to partner with a Centre.

Three education providers are nearby:
- TAFE SA-Whyalla (in the region)
- University of South Australia-Whyalla (in the region, satellite campus, 140 EFTSL, 5 narrow fields)
- University of Adelaide Rural Clinical School- Whyalla (in the region, medical student placements)

8 **Households with internet connection**
Greater internet connectivity is likely to better enable remote learning.

74% of households have an internet connection, **2 ppt below** Regional Aus. average **23rd of 30 regions**

9 **Employment in tertiary education**
Larger existing pool of workers in tertiary education may support future hiring requirements.

5 per 1,000 workers employed in the tertiary education sector **2nd of 30 regions**

Community aspirations
The extent to which a RUC would align with the region's existing goals, plans and aspirations.

Sub-assessment: **Higher**

Relatively detailed local government development and RDA plans that include several clear, actionable plans for improving education outcomes. There are also a moderate number of not-for-profit organisations in the region.

10 **Not-for-profit organisations***
Greater volume of NFPs may reflect a greater community willingness to advocate for and pursue public causes.

22 not-for-profits actively operating in the region **11th of 30 regions**

11 **RDA community economic development strategy***
More sophisticated strategies may reflect communities with greater aspirations to pursue the longer term benefits of a Centre.

The local RDA plan was delivered in 2019 and presents a plan to 2040. The plan highlights the importance of education and presents a detailed plan to grow the number of education providers in the region.

12 **Local government development plan***
More sophisticated plans that articulate the role of education may reflect local leaders with strong visions and capabilities for supporting education initiatives.

The local council's economic development strategy was delivered in 2021 and presents a clear ten year strategy to 2030. The plan advocates for offering any integrated training options to the local community, and provides several clear actions for how this could be achieved.

* See supporting Appendix for further details

Informing future locations for RUCs
REGIONAL INSIGHTS FACTSHEET – Operating model supplement

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Whyalla, South Australia

Informing the potential operating model design
The operating model is informed by six key design dimensions, which provide a framework to consider how information about the region can be used to inform potential design options.

Six design dimensions

The six design dimensions below collectively inform the potential operating model. They are broadly organised by considerations relating to what services are being delivered and to who (Demand) and how are these services being delivered and by whom (Supply).

Demand-side dimensions
What is delivered and to who?

Supply-side dimensions
How is it delivered and by whom?

The Regional Needs Dashboard and Regional Readiness Factsheets summarise and codify a breadth of information regarding each region. These insights can also be used to influence and inform considerations relating to the type of operating model for a potential Centre within the community.

Noting that these considerations are not intended to be comprehensive or conclusive, rather they prompt readers to consider the type of operating model design that may be preferred or advantageous.

Moreover, community consultation and additional research is required, in order to achieve greater depth to understanding each design consideration, greater breadth to capture more fulsome insights, and to validate insights developed as part of this work.

Consideration	Dimensions
The delivery profile of the nearby TAFE may be used to inform both gaps in service provision, but also where higher level skills may be in-demand.	1, 3
The presence of a nearby satellite university campus (University of South Australia-Whyalla) may provide a potential partnership opportunity for a future RUC.	3, 4
The close proximity to the University of Adelaide Rural Clinical School-Whyalla may provide a potential partnership opportunity for the Centre.	3
The relatively high wage premium for local workers with higher education qualifications may warrant building strong relationships with local industry and employers to identify the best study opportunities for graduates to attract those wages.	1, 3
Lower 'access' measures for students, suggests a focus on admission and information services, careers counselling, as well as building connections and pathways with local schools.	1, 2, 3
Lower student 'retention' measures may reflect a need to provide more intense ongoing support (e.g. academic and pastoral support) to students during their studies.	1, 2, 5

Appendix
Whyalla, South Australia

Indicator	Additional information		Data source
6 - Existing public infrastructure	There are **25 significant pieces of public infrastructure** in the region, including: **Libraries** • Whyalla Public Library **Cultural and arts centres** • Middleback Arts Centre **Sports centres** • Whyalla Recreation Centre- YMCA • North Whyalla Football and Sporting Club • West Whyalla Football Club • Whyalla Wanderers Soccer Club • South Whyalla Football Club • Central Whyalla Football Club **Council buildings** • Whyalla City Council **Community halls** • Whyalla Music Association Band Hall	**Primary and high schools** • Whyalla High School • Whyalla Town Primary School • Memorial Oval Primary School • Nicolson Avenue Primary School • Samaritan College • Whyalla Special Education Centre • Sunrise Christian School Whyalla • Edward John Eyre High School • Hincks Avenue Primary School • Saint John's College, Whyalla • Whyalla Secondary College • Long Street Primary School • Fisk Street Primary School • Stuart High School **Hospitals** • Whyalla Hospital and Health Services	Google maps,
7 - Education providers	There are **three education providers** in or close to the region, including: **TAFE SA-Whyalla (in the region):** TAFE SA-Whyalla is located in Whyalla, SA. The TAFE offers a range of courses from short course to diplomas. The courses are offered online or blended. Courses include aged and disability services, business, children's education, engineering, energy, hairdressing, hospitality, foundational skills, manufacturing, welding, nursing and building trade. **University of South Australia-Whyalla (in the region):** University of South Australia-Whyalla is located in Whyalla. The campus offers a small number of bachelor and honours courses in education, nursing, social working, aging and disability, foundational studies and an Aboriginal Pathway Program. The courses are offered flexibly with a combination of online/on-campus learning. The campus has 140 EFTSL. **University of Adelaide-Adelaide Rural Clinical School-Whyalla (in the region):** University of Adelaide-Adelaide Rural Clinical School is located in Whyalla. The Clinical School helps rural communities sustain a locally trained and loyal medical workforce by placing medical students in country regions. The schools facilitates a nine-week surgical attachment in Year 4 or a year-long Year 5 Integrated Program in Whyalla. The students are based at a GP practice or the local hospital.		TAFE SA- Whyalla University of South Australia- Whyalla University of Adelaide-Adelaide Rural Clinical School- Whyalla

Appendix
Whyalla, South Australia

Indicator	Additional information		Data source
10 - Volume of not-for-profit organisations	There are **22 not-for-profit organisations** in the region. • Kindred Living • Sakya Yigah Choeling Whyalla Buddhist Meditation Centre Incorporated • Samaritan College • Southern Lights Church Whyalla Incorporated • The Whyalla Hospital Auxiliary Incorporated • Ts Whyalla Navy Reserve Cadets • Whyalla Sea Rescue Squadron Incorporated • Whyalla Surf Life Saving Clubincorporated • Bethel Family Church Incorporated • Career Employment Group Inc • Communicare Shops Uca Whyalla • St James' Lutheran Church, Whyalla Incorporated	• Sunrise Christian School Whyalla • Whyalla Assembly Of God Inc • Whyalla Baptist Church Inc • Whyalla Congregation Of Jehovah's Witnesses • Whyalla Men's Shed Inc. • Whyalla Revival Centre • Wildlife Rescue Whyalla And Surrounding Areas • Saint Germain Foundation Of Adelaide Incorporated • The Uniting Church In Australia Whyalla Church • Wellness Sisters	Australian Charities and Not-for-profits Commission Searched the Commission for the main areas in the region (Whyalla, Whyalla Playford, Whyalla Norrie)
11 - RDA community economic development strategy	The **local RDA regional plan** was released in 2019, and presents a plan to 2040. The plan mentions education in relation to pursuing opportunities to grow education facilities and expand course provision. The plan provides several actionable strategies to achieve this, including liaising with university and training providers about options to expand into Whyalla, collaborating with providers to facilitate international student enrolments and liaising with tertiary institutions about options to expand remote access to courses online.		RDA Eyre Peninsula Strategic Plan 2019
12 - Local government development plan	The **local council's economic development strategy** was delivered in 2021 and presents a clear strategy through to 2030. The plan mentions education in regard to supporting integrated training options for the community and region. The plan provides several strategies to achieve this, including liaising with the government and institutions to broaden the range of tertiary options in the region and advocating for the expansion of post-secondary education.		City of Whyalla Strategic Plan 2021-2030

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Derby – West Kimberly, Western Australia

Regional readiness
The extent which a community is well-equipped to pursue the long-term benefits of a RUC. Underpinned by three key drivers of readiness: Social and economic context, community capabilities and community aspirations.

General information

Derby – West Kimberly is a remote costal region located approximately 2,200 km north-east of Perth. Approximately two-thirds of its population identify as Indigenous. The region's largest source of economic activity is from health care and education and training.

Higher:	*Available evidence suggests that there are relatively high levels of readiness.*
Medium:	*Available evidence does not support any differentiated level of readiness.*
Lower:	*Available evidence suggests that there are relatively low levels of readiness.*

Readiness assessment: Medium

The below measures reveal a moderate degree of readiness that is typical of the 30 shortlisted regions across each of the three themes. The region has relatively high returns to higher skilled workers and a high share of students studying online. However, the region has a relatively low level of education attainment, a low share of households with internet connection and a high unemployment rate. Derby – West Kimberly has relatively high 'access' and 'outcomes' measures, but lower 'retention' measures, suggesting that greater levels of support may be required to help students complete their studies. The region has no RDA plan publicly available and its local government development plan does not contain any actionable plans relating to education. Derby – West Kimberley has a relatively high number of not-for-profit organisations, along with two education providers operating in the region. Further analysis of the community's aspirations (given the limited development plans) is warranted.

Social & economic context
The extent to which the region's social and economic conditions are supportive of further higher education attainment.

Sub-assessment: Medium

Relatively high returns to higher skilled workers and larger share of students studying online. However, there is a lower level of educational attainment and higher unemployment rate compared to the rest of Regional Australia.

1 Unemployment rate
Lower unemployment may reflect more individuals ready to engage with further education
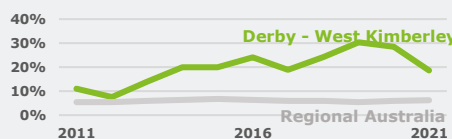
19% unemployment rate in 2021, **12 ppt above** Regional Aus. average **29th of 30 regions**

2 Achievement of tertiary studies
A population with a greater proportion with a tertiary-qualification may offer more support or encouragement for others to pursue further studies.

	Higher education	VET	Schooling
Regional Australia	16%	33%	52%
Derby – West…	14%	24%	62%
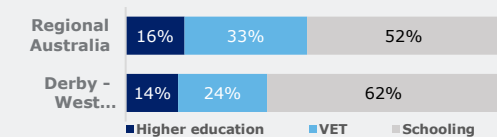
38% hold a tertiary qualification, **10 ppt below** Regional Aus. average **28th of 30 regions**

Note: Values shown may vary or not sum to 100% due to rounding.

3 Wage premium for higher education graduates
Higher wage differentials may represent stronger demand for higher skilled jobs.

$46,500 premium for HE graduates, **$23,400 above** Regional Aus. average **1st of 30 regions**

4 Household incomes
Higher income households may have a greater capacity and willingness-to-pay for further studies.

$38,200 average household income, **$2,800 below** Regional Aus. average **18th of 30 regions**

5 Tertiary students studying online
Higher share of online tertiary students may represent more potential Centre users.

58% of students study online, **16 ppt above** Regional Aus. average **5th of 30 regions**

Community capabilities
The extent to which the region has access to the human and physical capital required to effectively design, implement and operate a RUC.

Sub-assessment: Medium

Relatively large amount of public infrastructure with two education providers located within the region. There is an average share of tertiary education professionals and relatively low share of households with internet connection.

6 Existing public infrastructure*
Existing public facilities may be able to be leveraged to support a Centre.

25 public facilities in the region, including:

- 6 schools
- 4 community halls
- 3 cultural and art centres
- 1 library
- 7 sports centres
- 2 council buildings
- 2 hospitals

7 Education providers*
Existing education providers may be able to partner with a Centre.

Two education providers are nearby, including:
- North Regional TAFE-Derby Campus (in region)
- Rural Clinical School of Western Australia (in region, medicine student placements, 3 EFTSL, 1 narrow field)

8 Households with internet connection
Greater internet connectivity is likely to better enable remote learning.

63% of households have an internet connection, **13 ppt below** Regional Aus. average **30th of 30 regions**

9 Employment in tertiary education
Larger existing pool of workers in tertiary education may support future hiring requirements.

2 of every 1,000 workers employed in the tertiary education sector **13th of 30 regions**

Community aspirations
The extent to which a RUC would align with the region's existing goals, plans and aspirations.

Sub-assessment: Medium

No RDA development plan could be identified for the region, and the local government's development strategy provides no actionable plans for how education outcomes could be improved. However, there is a relatively high number of not-for-profit organisations operating in the region.

10 Not-for-profit organisations*
Greater volume of NFPs may reflect a greater community willingness to advocate for and pursue public causes.

63 not-for-profits actively operating in the region **2nd of 30 regions**

11 RDA community economic development strategy*
More sophisticated strategies may reflect communities with greater aspirations to pursue the longer term benefits of a Centre.

No RDA plan was publicly available.

12 Local government development plan*
More sophisticated plans that articulate the role of education may reflect local leaders with strong visions and capabilities for supporting education initiatives.

The LGA's strategic plan was delivered in 2021 and presents a 10 year plan (expiring in 2031). The plan focuses on community development and supporting growth of the local economy. However, it does not mention or provide actionable plans relating to education.

* See supporting Appendix for further details

Informing future locations for RUCs
REGIONAL INSIGHTS FACTSHEET – Operating model supplement

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Derby – West Kimberly, Western Australia

Informing the potential operating model design
The operating model is informed by six key design dimensions, which provide a framework to consider how information about the region can be used to inform potential design options.

Six design dimensions

The six design dimensions below collectively inform the potential operating model. They are broadly organised by considerations relating to what services are being delivered and to who (Demand) and how are these services being delivered and by whom (Supply).

Demand-side dimensions
What is delivered and to who?

Supply-side dimensions
How is it delivered and by whom?

The Regional Needs Dashboard and Regional Readiness Factsheets summarise and codify a breadth of information regarding each region. These insights can also be used to influence and inform considerations relating to the type of operating model for a potential Centre within the community.

Noting that these considerations are not intended to be comprehensive or conclusive, rather they prompt readers to consider the type of operating model design that may be preferred or advantageous.

Moreover, community consultation and additional research is required, in order to achieve greater depth to understanding each design consideration, greater breadth to capture more fulsome insights, and to validate insights developed as part of this work.

Consideration	Dimensions
The relatively high wage premium for local workers with higher education qualifications may warrant building strong relationships with local industry and employers to identify the best study opportunities for graduates to attract those wages.	1, 3
Lower rates of Year 12 completion may reflect a greater need for VET courses, foundational numeracy and literacy skill programs or transition programs.	1, 2
A relatively large Indigenous population (12,000 persons, 64% of total population) may warrant a greater focus on a culturally appropriate design, including close relationships with Indigenous community members, culturally tailored content, and Indigenous support staff/mentors.	1, 2, 3, 4, 5
The course and demand profile of nearby education providers may be used to inform both gaps in service provision, but also areas of high growth.	1, 3
The close proximity to the Rural Clinical School of Western Australia, may provide a potential partnership opportunity for the Centre.	3, 4
Lower student 'retention' measures may reflect a need to provide more intense ongoing support (e.g. academic and pastoral support) to students during their studies.	1, 2, 5
The remoteness of the region may imply that a wider range of services would be required in a Centre.	2
A relatively high number of not-for-profit organisations implies that there may be opportunities for a Centre to partner with local community groups.	3

Appendix
Derby-West Kimberley, Western Australia

Indicator	Additional information	Data source
6 - Existing public infrastructure	There are **25 significant pieces of public infrastructure** in the region, including: **Libraries** • Derby Public library **Cultural and arts centres** • Wharfinger's House Museum • Derby Visitor Centre • Fitzroy Crossing Visitor Centre **Sports centres** • Derby Recreation Centre • Derby Golf course • Derby Racecourse • Derby Speedway Club • Derby Pistol Club • Derby Memorial Swimming Pool • Fitzroy Crossing Swimming Pool **Council buildings** • Shire of Derby – West Kimberley • Kimberley Land council **Community halls** • Winun Ngari Resource Centre • Derby Courthouse • Derby Civic Centre • Derby Professional Centre **Primary and high schools** • Holy Rosary School • Derby District High School • Kimberley School of the Air • Fitzroy Valley District High School • Fitzroy Crossing Recreation Centre • Nyikina Mangala Community School **Hospitals** • Derby Hospital • Fitzroy Crossing Hospital	Google maps, Shire of Derby – West Kimberley Community Directory
7 - Education providers	There are **two education providers** in or close to the region, including: **North Regional TAFE-Derby Campus (in region):** North Regional TAFE-Derby Campus has two location in Derby. The campus provides courses in agriculture, automotive, building, business, creative industries, education, foundational skills, health, beauty and fitness. The courses range from short course to diploma and are delivered oncampus or flexibly. **Rural Clinical School of Western Australia (in region):** The Rural Clinical School of WA (RCSWA) is located in Derby with 3 EFTSL. The RCSWA helps rural communities sustain a locally trained and loyal medical workforce by placing medical students in country regions. RCSWA is a year-long program with students working in small teams in health services including paediatrics, obstetrics and gynaecology, internal medicine, Indigenous health and general practice. The RCSWA aims to drive a larger presence of doctors into country towns that face health and medical welfare challenges.	North Regional TAFE- Derby Campus Rural Clinical School of WA- University of Western Australia- Derby

Appendix
Derby-West Kimberley, Western Australia

Indicator	Additional information		Data source
10 - Volume of not-for-profit organisations	There are **63 not-for-profit organisations** in the region. • Anglican Parish Of Derby • Balginjirr Aboriginal Corporation • Bohemia Downs Pastoral Aboriginal Corporation • BUNUBA CULTURAL CONSERVATION INSTITUTE LIMITED • Bunuba Dawangarri Aboriginal Corporation RNTBC • Bunuba Operations Aboriginal Corporation • Dambimangari Aboriginal Corporation • Derby Aboriginal Health Service Council Aboriginal Corporation • Derby Baptist Church • Derby Home And Community Care Inc • Derby Media Aboriginal Corporation • Djugerari Aboriginal Corporation • Eight Mile (Aboriginal Corporation) • Emama Nguda Aboriginal Corporation • Fitzroy Crossing Aboriginal Outreach • Galeru Gorge Aboriginal Corporation • Garl Garl Walbu Alcohol Association Aboriginal Corporation • GURAMA YANI U INC. • Holy Rosary School • IMINTJI COMMUNITY STORE PTY LTD • Jalaris Aboriginal Corporation • Jarlmadangah Burru Aboriginal Corporation • Karrayili Adult Education Centre (Aboriginal Corporation) • Kimberley Aboriginal Law and Culture Centre (Aboriginal Corporation) • Kimberley Harvest Christian Centre • Kingdom Aviation Inc. • Koorrabay Aboriginal Corporation • Kupungarri Aboriginal Corporation • Kurlku (Aboriginal Corporation) • Kurnangki Aboriginal Corporation • LALGARDI ENTERPRISES PTY LTD • Malaburra Aboriginal Corporation	• Mangkaja Arts Resource Agency Aboriginal Corporation • Marnin Bowa Dumbara Aboriginal Corporation • Marninwarntikura Fitzroy Women's Resource Centre (Aboriginal Corporation) • Marra Worra Worra Aboriginal Corporation • Mimbi Aboriginal Corporation • Moongardie Indigenous Corporation • Mowanjum Aboriginal Corporation • Mowanjum Artists Spirit of the Wandjina Aboriginal Corporation • NEMCO ABORIGINAL CHARITABLE TRUST • Ngallagunda Aboriginal Corporation • Ngarinyn Aboriginal Corporation • Ngumpan Aboriginal Corporation • Ngunga Group Womens Aboriginal Corporation • NOONKANBAH RURAL ENTERPRISES PTY LTD • The Derby Aboriginal Christian Fellowship Inc • The Jilajin Unit Trust • Third Space Indigenous Corporation • Walalakoo Aboriginal Corporation RNTBC • Walalakoo Land Holding Aboriginal Corporation • Wanalirri Catholic School • Wangkiyupurnanupurru Aboriginal Corporation • Wilinggin Aboriginal Corporation • Winun Ngari Aboriginal Corporation • Wulununjur Aboriginal Corporation • Yakanarra Aboriginal Corporation • Yanunijarra Aboriginal Corporation RNTBC • Yiramalay/Wesley Studio School Building Fund • Yiramalay/Wesley Studio School Foundation Ltd • Yiramalay/Wesley Studio School Scholarship Fund • Yungngora Aboriginal Corporation RNTBC • Yungngora Association Inc	[Australian Charities and Not-for-profits Commission](#) Searched the Commission for the main areas in the region (Derby, Fitzroy Crossing, West Kimberley)
11 - RDA community economic development strategy	**No RDA plan was publicly available.**		
12 - Local government development plan	**The Strategic Plan** was delivered in 2021 and presents a 10-year plan (expiring in 2031) that outlines the long term vision for the Shire. The plan does not mention education and does not present actionable strategies relating to education.		[Shire of Derby/West Kimberley Strategic Community Plan 2021-2031](#)

Informing future locations for RUCs
REGIONAL INSIGHTS FACTSHEET

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Cape York, Queensland

Regional readiness
The extent which a community is well-equipped to pursue the long-term benefits of a RUC. Underpinned by three key drivers of readiness: Social and economic context, community capabilities and community aspirations.

General information
Cape York is a large peninsula located in Far North Queensland. Over half of the region's population identify as Indigenous. The region's largest source of economic activity is from tourism and arts and recreation. Cape York is relatively close to other shortlisted regions in Queensland including Tablelands, Daintree, Atherton and Tully.

Higher:	*Available evidence suggests that there are relatively high levels of readiness.*
Medium:	*Available evidence does not support any differentiated level of readiness.*
Lower:	*Available evidence suggests that there are relatively low levels of readiness.*

Readiness assessment: Medium

The below measures reveal a moderate degree of community readiness, underpinned by average community capabilities, a relatively unsupportive social and economic context and higher community aspirations. Despite higher returns to higher skilled workers and a higher share of tertiary students studying online, the region has the highest unemployment rate of the shortlisted regions and relatively low levels of educational attainment and household income. In contrast, Cape York has relatively high levels of community aspiration, evidenced by detailed RDA and local government development plans that contain clear plans to improve education outcomes in the region. Cape York has relatively low 'access' measures with higher 'retention' and 'outcomes' measures, suggesting that future efforts should focus on supporting individuals to commence study. The region has an education provider located in the region, with two others located nearby. Further analysis is required to understand if the community has the capabilities required to run a Centre.

Social & economic context
The extent to which the region's social and economic conditions are supportive of further higher education attainment.

Sub-assessment: Lower

Despite higher returns to higher skilled workers and a higher share of tertiary students studying online, the region has the highest unemployment rate of the shortlisted regions and relatively low levels of educational attainment and household income.

1 **Unemployment rate**
Lower unemployment may reflect more individuals ready to engage with further education
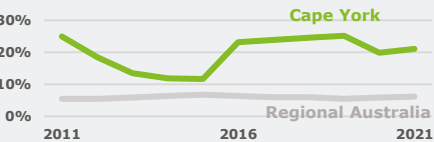
21% unemployment rate in 2021, **15 ppt above** Regional Aus. average
30th of 30 regions

2 **Achievement of tertiary studies**
A population with a greater proportion with a tertiary-qualification may offer more support or encouragement for others to pursue further studies.

	Higher education	VET	Schooling
Regional Australia	16%	33%	52%
Cape York	10%	31%	59%
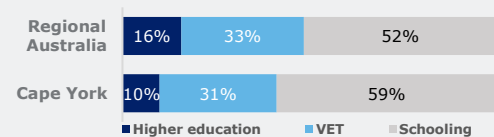
41% hold a tertiary qualification, **7 ppt below** Regional Aus. average
22nd of 30 regions

Note: Values shown may vary or not sum to 100% due to rounding.

3 **Wage premium for higher education graduates**
Higher wage differentials may represent stronger demand for higher skilled jobs.

$28,200 premium for HE graduates, **$5,100 above** Regional Aus. average
4th of 30 regions

4 **Household incomes**
Higher income households may have a greater capacity and willingness-to-pay for further studies.

$33,000 average household income, **$8,000 below** Regional Aus. average
28th of 30 regions

5 **Tertiary students studying online**
Higher share of online tertiary students may represent more potential Centre users.

64% of students study online, **22 ppt above** Regional Aus. average
2nd of 30 regions

Community capabilities
The extent to which the region has access to the human and physical capital required to effectively design, implement and operate a RUC.

Sub-assessment: Medium

Moderate amount of public infrastructure with several education providers in or nearby the region. There is also a relatively low share of households with internet connectivity and low share of tertiary education professionals.

6 **Existing public infrastructure***
Existing public facilities may be able to be leveraged to support a Centre.

27 public facilities in the region, including:
- 9 schools
- 2 community halls
- 7 cultural and art centres
- 1 library
- 3 sports centres
- 2 council buildings
- 3 hospitals

7 **Education providers***
Existing education providers may be able to partner with a Centre.

Three education providers are nearby, including:
- TAFE QLD–North Peninsula Area Campus (in region)
- TAFE QLD–Thursday Island Campus (30 km away)
- James Cook University–Thursday Island (30 km away, 2 EFTSL, 1 narrow field)

8 **Households with internet connection**
Greater internet connectivity is likely to better enable remote learning.

64% of households have an internet connection, **12 ppt below** Regional Aus. average
29th of 30 regions

9 **Employment in tertiary education**
Larger existing pool of workers in tertiary education may support future hiring requirements.

0.4 of every 1,000 workers employed in the tertiary education sector
27th of 30 regions

Community aspirations
The extent to which a RUC would align with the region's existing goals, plans and aspirations.

Sub-assessment: Higher

Relatively detailed RDA and local government development plans that include several actionable plans to improve education outcomes. There is a moderate number of not-for-profit organisations operating within the region.

10 **Not-for-profit organisations***
Greater volume of NFPs may reflect a greater community willingness to advocate for and pursue public causes.

27 not-for-profits actively operating in the region
10th of 30 regions

11 **RDA community economic development strategy***
More sophisticated strategies may reflect communities with greater aspirations to pursue the longer term benefits of a Centre.

The only RDA plan publicly available is the post-pandemic economic recovery plan released in 2020. The document highlights education as a priority sector; and provides a plan to focus on investment opportunities with nearby universities, in order to attract and retain essential skills in the region to support economic growth.

12 **Local government development plan***
More sophisticated plans that articulate the role of education may reflect local leaders with strong visions and capabilities for supporting education initiatives.

The Council's economic development plan is outdated, but covered from 2016 to 2020. The plan raises the issue of a lack of higher education services offered in Cooktown, and presents a clear actionable plan to overcome this – develop a training cluster and a business plan on how to attract educational institutions to service the region (remote or face-to-face).

* See supporting Appendix for further details

Informing future locations for RUCs
REGIONAL INSIGHTS FACTSHEET – Operating model supplement

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Cape York, Queensland

Informing the potential operating model design
The operating model is informed by six key design dimensions, which provide a framework to consider how information about the region can be used to inform potential design options.

Six design dimensions

The six design dimensions below collectively inform the potential operating model. They are broadly organised by considerations relating to what services are being delivered and to who (Demand) and how are these services being delivered and by whom (Supply).

Demand-side dimensions
What is delivered and to who?

Supply-side dimensions
How is it delivered and by whom?

The Regional Needs Dashboard and Regional Readiness Factsheets summarise and codify a breadth of information regarding each region. These insights can also be used to influence and inform considerations relating to the type of operating model for a potential Centre within the community.

Noting that these considerations are not intended to be comprehensive or conclusive, rather they prompt readers to consider the type of operating model design that may be preferred or advantageous.

Moreover, community consultation and additional research is required, in order to achieve greater depth to understanding each design consideration, greater breadth to capture more fulsome insights, and to validate insights developed as part of this work.

Consideration	Dimensions
Lower rates of Year 12 completion may reflect a greater need for VET courses, foundational numeracy and literacy skill programs or transition programs.	1, 2
A relatively large Indigenous population (3,900 persons, 52% of total population) may warrant a greater focus on a culturally appropriate design, including close relationships with Indigenous community members, culturally tailored content, and Indigenous support staff/mentors.	1, 2, 3, 4, 5
The course and demand profile of nearby education providers may be used to inform both gaps in service provision, but also areas of high growth.	1, 3
The relatively high wage premium for local workers with higher education qualifications may warrant building strong relationships with local industry and employers to identify the best study opportunities for graduates to attract those wages.	1, 3
Lower 'access' measures for students, suggests a focus on admission and information services, careers counselling, as well as building connections and pathways with local schools.	1, 2, 3
The absence of education professionals in the region may imply the need for the development of a workforce management strategy and a staff attraction plan.	1, 5
The relatively high unemployment rate may reflect a greater need for foundational numeracy and literacy skills or reskilling programs.	1, 2
The remoteness of the region may imply that a wider range of services would be required in a Centre.	2
The considerable share of employers in the tourism and recreation sector may imply that there are opportunities to offer tourism and recreation related courses to students in partnership with local employers.	1, 2, 3

Appendix
Cape York, Queensland

Indicator	Additional information		Data source
6 - Existing public infrastructure	There are **27 significant pieces of public infrastructure** in the region, including: **Libraries** • Cooktown library **Cultural and arts centres** • James Cook Museum • Kuku Bulkaway Indigenous Art Gallery • Cooktown History Centre • Elizabeth Guzsley Gallery • Heritage house • Lockhart Rivers Art • Black Cockatoo Gallery **Sports centres** • Cooktown Racecourse • Cooktown Bowls Club • Cooktown Pool **Council buildings** • Cook Shire Council • Lockhart River Aboriginal Shire Council	**Community halls** • Cooktown District Community Centre • Coen Town Hall **Primary and high schools** • Endeavour Christian College • Cooktown State School • Holy Spirit College • Lockhart State School • Laura State School • Hopevale Primary School • Lakeland State School • Bloomfield River State School • Rossville State School **Hospitals** • Cooktown Hospital • Hope Vale Primary Health Care Centre • Laura Primary Health Care Centre	Google maps, Cooktown Community Directory Cooktown, Hope Vale, Laura, Coen, Lockhart River)
7 - Education providers	There are **three education providers** in or close to the region, including: **TAFE Queensland-North Peninsula Area Campus (in the region):** TAFE Queensland-North Peninsula Area provides courses in Aboriginal and Torres Strait Islander primary health care, early childhood education and care, first aid and CPR. The courses range from short courses to diplomas and are delivered on campus or flexibly. **TAFE Queensland-Thursday Island Campus (30 km away):** TAFE Queensland-Thursday Island Campus is located on an island 30 km north of the northern border of Cape York. The campus provides courses in Aboriginal and Torres Strait Islander primary health care, accounting, early childhood education and care, first aid, leadership and management, and training and assessment. The courses range from short course to diploma and are delivered on campus or flexibly. **James Cook University-Thursday Island (30 km away):** James Cook University-Thursday Island is located on an island 30 km north of the northern border of Cape York. The campus is partnered with the Australian Institute of Tropical Health and Medicine. The campus is adjacent to the Torres Strait Hospital and enables research, training and community engagement. The facility has teaching and learning amenities for JCU students, including a computer lab, and four apartments for short-term accommodation.		TAFE Queensland, North Peninsula Area Campus TAFE Queensland, Thursday Island Campus James Cook University, Thursday Island

Appendix
Cape York, Queensland

Indicator	Additional information		Data source
10 - Volume of not-for-profit organisations	There are **27 not-for-profit organisations** in the region. • Cape York Folk Club Inc. • Cape York Weeds & Feral Animals Inc • Cooktown Community Housing Association Incorporated • Cooktown Congregation of Jehovah's Witnesses • Cooktown District Community Centre Ltd • Cooktown Kindergarten Association Inc • Dhubbi Warra Aboriginal Corporation Rntbc • Gungarde Community Centre Aboriginal Corporation • Hopevale Aboriginal Corporation for Arts and Culture • Nguurruumungu Indigenous Corporation • South Cape York Catchments Inc. • Thanil Aboriginal Corporation • The Baptist Union Of Queensland-Cooktown	• The Cooktown And District Historical Society Inc • Vera Scarth-Johnson Gallery Association Inc • Walmbaar Aboriginal Corporation Rntbc • Yuku-Baja-Muliku Landowner and Reserves Ltd • Yuuru Aboriginal Corporation • Ang-Gnarra Aboriginal Corporation of Laura • Coen Kindergarten Association • Coen Regional Aboriginal Corporation • Kalan Enterprise Aboriginal Corporation • Yintjingga Aboriginal Corporation • Chuulangun Aboriginal Corporation • Kuuku Ya'U Aboriginal Corporation Rntbc • Lockhart River Arts Indigenous Corporation • Puuya Foundation	[Australian Charities and Not-for-profits Commission](#) Searched the Commission for the main areas in the region (Cooktown, Hope Vale, Laura, Coen, Lockhart River)
11 - RDA community economic development strategy	The **RDA Tropical North** strategy was released in 2020 and provides a clear post-pandemic economic recovery strategy. The plan highlights education as a priority sector; however, no actionable strategies were provided. Despite this, the plan does mention that there are a number of investment opportunities with CQ University and James Cook University for which business cases are being prepared.		[RDA Tropical North Economic Recovery and Reconstruction Strategy 2020](#)
12 - Local government development plan	The **Council Economic Development Plan** was delivered in 2016 and presents a clear 4-year plan for the region (expiring in 2020). The plan highlights the lack of higher educations services in the region, specifically Cooktown. Additionally, the plan presents one clear actionable strategy relating to education - the development of a training cluster and a business plan to attract new education institutions to Cooktown (remotely or face-to-face).		[Cook Shire Council Economic Development Plan 2016-2020](#)

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Ashburton, Western Australia

Regional readiness
The extent which a community is well-equipped to pursue the long-term benefits of a RUC. Underpinned by three key drivers of readiness: Social and economic context, community capabilities and community aspirations.

General information
Ashburton is a large coastal region located approximately 1,400 km north of Perth in the Pilbara. The region's largest source of economic activity is from mining.

Higher:	*Available evidence suggests that there are relatively high levels of readiness.*
Medium:	*Available evidence does not support any differentiated level of readiness.*
Lower:	*Available evidence suggests that there are relatively low levels of readiness.*

Readiness assessment: Medium

The below measures reveal moderate levels of community readiness, underpinned by a supportive social and economic context and average community capabilities and aspirations. The region has the lowest unemployment rate, highest level of educational attainment, highest average household income and highest share of students studying online of the shortlisted regions. Ashburton has relatively high 'outcomes' measures, with lower 'access' and 'retention' measures, suggesting that greater levels of support may be required to help individuals commence and complete their studies. The region has moderately detailed RDA and local government development plans that highlight the importance of education, but provide few specific plans for how education outcomes could be improved. Ashburton contains only one education provider, and given the region's geographical isolation, is a considerable distance to other providers. Further analysis of the community capabilities and aspirations is required, along with how a Centre may seek to partner with local employers in the mining industry (the dominant industry in the region).

Social & economic context
The extent to which the region's social and economic conditions are supportive of further higher education attainment.

Sub-assessment: Higher

The region has the lowest unemployment rate, highest level of educational attainment, highest average household income and highest share of students studying online of the shortlisted regions.

1 Unemployment rate
Lower unemployment may reflect more individuals ready to engage with further education

Regional Australia / Ashburton (WA)
10% — 0% — 2011 · 2016 · 2021

1% unemployment rate in 2021, **6 ppt below** Regional Aus. average **1st of 30 regions**

2 Achievement of tertiary studies
A population with a greater proportion with a tertiary-qualification may offer more support or encouragement for others to pursue further studies.

	Higher education	VET	Schooling
Regional Australia	16%	33%	52%
Ashburton (WA)	14%	50%	36%
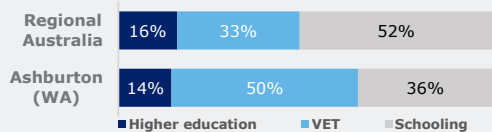
64% hold a tertiary qualification, **16 ppt above** Regional Aus. average **1st of 30 regions**

Note: Values shown may vary or not sum to 100% due to rounding.

3 Wage premium for higher education graduates
Higher wage differentials may represent stronger demand for higher skilled jobs.

$8,500 premium for HE graduates, **$14,600 below** Regional Aus. average **30th of 30 regions**

4 Household incomes
Higher income households may have a greater capacity and willingness-to-pay for further studies.

$122,700 average household income, **$81,700 above** Regional Aus. average **1st of 30 regions**

5 Tertiary students studying online
Higher share of online tertiary students may represent more potential Centre users.

75% of students study online, **33 ppt above** Regional Aus. average **1st of 30 regions**

Community capabilities
The extent to which the region has access to the human and physical capital required to effectively design, implement and operate a RUC.

Sub-assessment: Medium

Large amount of public infrastructure with one education provider nearby. There is a relatively higher share of households with internet connection but no tertiary education professionals.

6 Existing public infrastructure*
Existing public facilities may be able to be leveraged to support a Centre.

26 public facilities in the region, including:
- 6 schools
- 4 community halls
- 1 cultural and art centre
- 3 libraries
- 7 sports centres
- 2 council buildings
- 3 hospitals

7 Education providers*
Existing education providers may be able to partner with a Centre.

One education provider nearby, including:
- North Regional TAFE–Tom Price (in region)

8 Households with internet connection
Greater internet connectivity is likely to better enable remote learning.

84% of households have an internet connection, **8 ppt above** Regional Aus. average **2nd of 30 regions**

9 Employment in tertiary education
Larger existing pool of workers in tertiary education may support future hiring requirements.

0 workers employed in the tertiary education sector **Equal 28th of 30 regions (ranked last)**

Community aspirations
The extent to which a RUC would align with the region's existing goals, plans and aspirations.

Sub-assessment: Medium

Moderately detailed RDA and local development plans that emphasise the importance of education, but provide few specific plans for how education outcomes could be improved. There is a moderate amount of not-for-profit organisations operating in the region.

10 Not-for-profit organisations*
Greater volume of NFPs may reflect a greater community willingness to advocate for and pursue public causes.

20 not-for-profits actively operating in the region **12th of 30 regions**

11 RDA community economic development strategy*
More sophisticated strategies may reflect communities with greater aspirations to pursue the longer term benefits of a Centre.

The local RDA strategy is outdated, but covered the period from 2013 to 2016. The document mentions the role of education, with the RDA strategy aiming to develop the skills, knowledge and productivity of the region's employers and workforce; however, it provides few clear actions for how this could be achieved.

12 Local government development plan*
More sophisticated plans that articulate the role of education may reflect local leaders with strong visions and capabilities for supporting education initiatives.

The Shire's Strategic Community Plan was delivered in 2017 and presents a ten year strategy for the region. The plan aims to achieve a cohesive approach to development, delivery and access to quality education, but provides few actionable plans for how this could be achieved.

* See supporting Appendix for further details

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Ashburton, Western Australia

Informing the potential operating model design
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Six design dimensions

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Demand-side dimensions
What is delivered and to who?

Supply-side dimensions
How is it delivered and by whom?

The Regional Needs Dashboard and Regional Readiness Factsheets summarise and codify a breadth of information regarding each region. These insights can also be used to influence and inform considerations relating to the type of operating model for a potential Centre within the community.

Noting that these considerations are not intended to be comprehensive or conclusive, rather they prompt readers to consider the type of operating model design that may be preferred or advantageous.

Moreover, community consultation and additional research is required, in order to achieve greater depth to understanding each design consideration, greater breadth to capture more fulsome insights, and to validate insights developed as part of this work.

Consideration	Dimensions
A relatively large Indigenous population (240 persons, 8% of total population) may warrant a greater focus on a culturally appropriate design, including close relationships with Indigenous community members, culturally tailored content, and Indigenous support staff/mentors.	1, 2, 3, 4, 5
The remoteness of the region and absence of nearby university campuses may imply that a wider range of services would be required in a Centre.	2
The course and demand profile of nearby education providers may be used to inform both gaps in service provision, but also areas of high growth.	1, 3
The absence of education professionals in the region may imply the need for the development of a workforce management strategy and a staff attraction plan.	1, 5
Lower 'access' measures for students, suggests a focus on admission and information services, careers counselling, as well as building connections and pathways with local schools.	1, 2, 3
Lower student 'retention' measures may reflect a need to provide more intense ongoing support (e.g. academic and pastoral support) to students during their studies.	1, 2, 5
The considerable share of employers in the mining sector may imply that there are opportunities to offer mining related courses to students in partnership with local employers.	1, 2, 3

Appendix
Ashburton, Western Australia

Indicator	Additional information		Data source
6 - Existing public infrastructure	There are **26 significant pieces of public infrastructure** in the region, including: **Libraries** • Pannawonica library • Tom Price library • Paraburdoo public library **Cultural and arts centres** • Tom Price Community Arts and Culture Centre **Sports centres** • Mountain View Sporting Club • Vic Hayton Memorial Swimming Pool • Clem Thompson Pavilion – Sport complex • Tom Price Disc Golf • Onslow Sports club • Pannawonica Town Sports Oval • Paraburdoo Swimming Pool **Council buildings** • Shire of Ashburton – District Government Office • Onslow Chamber of Commerce and Industry	**Community halls** • Tom Price Youth Support Association • Ashburton Hall • Nintirri Centre • Onslow Multipurpose centre **Primary and high schools** • Tom Price Primary School • Tom Price Senior High School • North Tom Price Primary School • Pannawonica Primary School • Onslow Primary School • Paraburdoo Primary School **Hospitals** • Tom Price Hospital • Onslow District Hospital • Paraburdoo Hospital	Google maps, Shire of Ashburton Community Directory
7 - Education providers	There is **one education provider** in or close to the region, including: **North Regional TAFE- Tom Price (in region):** North Regional TAFE-Tom Prices is located in Tom Price, WA. The campus specialises in safety, high risk and computing courses. Additionally, courses are offered in the following areas: agriculture, aquaculture, automotive, building, business, creative industries, education, English, health, beauty and fitness. The TAFE offers a range of courses from short course to diplomas, with course provided on campus, online or blended.		North Regional TAFE- Tom Price

Appendix
Ashburton, Western Australia

Indicator	Additional information		Data source
10 - Volume of not-for-profit organisations	There are **20 not-for-profit organisations** in the region. • Anglican Parish Of Paraburdoo/Tom Price • Ashburton Aboriginal Corporation • Gumala Aboriginal Corporation • Innawonga Aboriginal Corporation • North Tom Price Primary School Parents And Citizens Association • Onslow Primary School P&C Association • Onslow Volunteer Emergency Service Unit • Onslow Volunteer Marine Rescue Group Inc • Paraburdoo Primary School Parents And Citizens Association Inc • Pilbara For Purpose Inc. • Thalanyji Foundation Limited • The Nintirri Centre Incorporated	• The Roman Catholic Bishop Of Geraldton Tom Price Parish • Tom Price Paraburdoo Baptist Church • Tom Price Primary School P&C Assn • Tom Price State Emergency Service Unit Inc • Tom Price Youth Support Association Inc • Wakuthuni Aboriginal Corporation • Yinhawangka Aboriginal Corporation RNTBC • Youngaleena Bunjima Aboriginal Corporation	[Australian Charities and Not-for-profits Commission](#) Searched the Commission for the main areas in the region (Tom Price, Paraburdoo, Onslow, Pannawonica)
11 - RDA community economic development strategy	The **local RDA strategy** was released in 2013, and presents a compelling three year development plan. The document does mention the role of education in encouraging people to stay within the local community instead of moving to metropolitan areas. The plan highlights the provision high quality tertiary education as a critical requirement for the future of the region. However, the plan provides no actionable items relating to education.		[RDA Pilbara Regional Plan 2013-2016](#)
12 - Local government development plan	The **Shire's Strategic Community Plan** was delivered in 2017 and presents a clear and compelling ten year strategy for the Shire (expiring in 2027). The plan expresses a desire for a more cohesive approach to the development, delivery and access to quality education. The plan presents a few actionable strategies to achieve this, including advocating for a whole-shire approach to accessing quality education, understanding the needs of the community and advocating to government for investment in a higher education facility in the town of Onslow.		[Ashburton Strategic Community Plan 2017-2027](#)

Informing future locations for RUCs
REGIONAL INSIGHTS FACTSHEET

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Daintree, Queensland

Regional readiness
The extent which a community is well-equipped to pursue the long-term benefits of a RUC. Underpinned by three key drivers of readiness: Social and economic context, community capabilities and community aspirations.

General information

Daintree is a remote coastal region located approximately 1,800 km north of Brisbane. The region's largest sources of economic activity is from tourism and recreation. Daintree is relatively close to other shortlisted regions in Queensland including Tablelands, Tully, Atherton and Cape York.

Higher:	*Available evidence suggests that there are relatively high levels of readiness.*
Medium:	*Available evidence does not support any differentiated level of readiness.*
Lower:	*Available evidence suggests that there are relatively low levels of readiness.*

Readiness assessment: **Lower**

The below measures reveal lower levels of community readiness, underpinned by lower community aspirations, lower community capabilities and a moderately supportive social and economic context. The region has relatively higher levels of existing educational attainment and a larger share of students studying online. However, the region has relatively lower returns to higher skilled workers and household incomes. Daintree's RDA and local government development strategies do not include any detailed plans for improving education outcomes in the region. The region has a moderate amount of not-for-profit organisations and no education providers. Daintree has relatively high 'access' and 'outcomes' measures, with lower 'retention' measures, suggesting that greater levels of support may be required to help individuals complete their studies. Further research and engagement is required to understand whether the region has the human and physical capital required to effectively operate a Centre.

Social & economic context
The extent to which the region's social and economic conditions are supportive of further higher education attainment.

Sub-assessment: **Medium**

Relatively high levels of existing educational attainment and a higher share of students studying online. However the returns to higher skilled workers and household incomes are lower. The region also has a higher unemployment rate compared to the rest of Regional Australia.

1 **Unemployment rate**
Lower unemployment may reflect more individuals ready to engage with further education

9% unemployment rate in 2021
3 ppt above Regional Aus. average
22nd of 30 regions

2 **Achievement of tertiary studies**
A population with a greater proportion with a tertiary-qualification may offer more support or encouragement for others to pursue further studies.

	Higher education	VET	Schooling
Regional Australia	16%	33%	52%
Daintree	14%	37%	49%
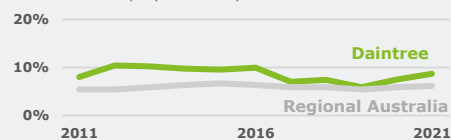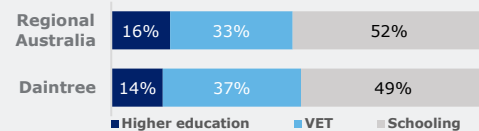
51% hold a tertiary qualification,
3 ppt above Regional Aus. average
6th of 30 regions

Note: Values shown may vary or not sum to 100% due to rounding.

3 **Wage premium for higher education graduates**
Higher wage differentials may represent stronger demand for higher skilled jobs.

$14,300 premium for HE graduates,
$8,800 below Regional Aus. average
28th of 30 regions

4 **Household incomes**
Higher income households may have a greater capacity and willingness-to-pay for further studies.

$38,200 average household income,
$2,800 below Regional Aus. average
17th of 30 regions

5 **Tertiary students studying online**
Higher share of online tertiary students may represent more potential Centre users.

48% of students study online,
6 ppt above Regional Aus. average
13th of 30 regions

Community capabilities
The extent to which the region has access to the human and physical capital required to effectively design, implement and operate a RUC.

Sub-assessment: **Lower**

Moderate amount of public infrastructure within the region; however, there are no education providers nearby, a relatively low share of households with internet connection and relatively few tertiary education professionals.

6 **Existing public infrastructure***
Existing public facilities may be able to be leveraged to support a Centre.

16 public facilities in the region, including:
- 4 schools
- 1 community hall
- 4 cultural and art centres
- 1 library
- 4 sports centres
- 1 council building
- 1 hospital

7 **Education providers***
Existing education providers may be able to partner with a Centre.

There are no education providers nearby.

8 **Households with internet connection**
Greater internet connectivity is likely to better enable remote learning.

77% of households have an internet connection,
1 ppt above Regional Aus. average
17th of 30 regions

9 **Employment in tertiary education**
Larger existing pool of workers in tertiary education may support future hiring requirements.

1 of every 1,000 workers employed in the tertiary education sector
26th of 30 regions

Community aspirations
The extent to which a RUC would align with the region's existing goals, plans and aspirations.

Sub-assessment: **Lower**

The region's RDA and local government development strategies do not include any detailed plans for improving education outcomes in the region. There is also a moderate number of not-for-profit organisations.

10 **Not-for-profit organisations***
Greater volume of NFPs may reflect a greater community willingness to advocate for and pursue public causes.

16 not-for-profits actively operating in the region
17th of 30 regions

11 **RDA community economic development strategy***
More sophisticated strategies may reflect communities with greater aspirations to pursue the longer term benefits of a Centre.

The only RDA plan publicly available is the post-pandemic economic recovery strategy released in 2020. The document highlights education as a priority sector, but provides no clear plans for how education outcomes could be improved.

12 **Local government development plan***
More sophisticated plans that articulate the role of education may reflect local leaders with strong visions and capabilities for supporting education initiatives.

The Shire's Economic Development plan was delivered in 2021 and presents a three year plan for the LGA (expiring in 2024). The plan does not focus on or provide any actionable plans relating to education.
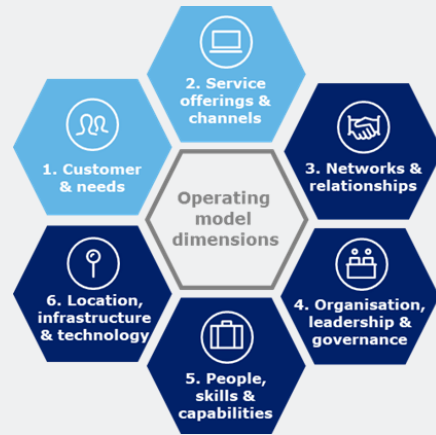
* See supporting Appendix for further details

Informing future locations for RUCs
REGIONAL INSIGHTS FACTSHEET – Operating model supplement

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Daintree, Queensland

Informing the potential operating model design
The operating model is informed by six key design dimensions, which provide a framework to consider how information about the region can be used to inform potential design options.

Six design dimensions

The six design dimensions below collectively inform the potential operating model. They are broadly organised by considerations relating to what services are being delivered and to who (Demand) and how are these services being delivered and by whom (Supply).

Demand-side dimensions
What is delivered and to who?

Supply-side dimensions
How is it delivered and by whom?

The Regional Needs Dashboard and Regional Readiness Factsheets summarise and codify a breadth of information regarding each region. These insights can also be used to influence and inform considerations relating to the type of operating model for a potential Centre within the community.

Noting that these considerations are not intended to be comprehensive or conclusive, rather they prompt readers to consider the type of operating model design that may be preferred or advantageous.

Moreover, community consultation and additional research is required, in order to achieve greater depth to understanding each design consideration, greater breadth to capture more fulsome insights, and to validate insights developed as part of this work.

Consideration	Dimensions
The remoteness of the region and absence of nearby university campuses may imply that a wider range of services would be required in a Centre.	1, 2
A relatively large Indigenous population (750 persons, 12% of total population) may warrant a greater focus on a culturally appropriate design, including close relationships with Indigenous community members, culturally tailored content, and Indigenous support staff/mentors.	1, 2, 3, 4, 5
Lower student 'retention' measures may reflect a need to provide more intense ongoing support (e.g. academic and pastoral support) to students during their studies.	1, 2, 5
The considerable share of employers in the tourism and recreation sector may imply that there are opportunities to offer tourism and recreation related courses to students in partnership with local employers.	1, 2, 3
The small pool of education professionals in the region may imply the need for the development of a workforce management strategy and a staff attraction plan.	1, 5

Appendix
Daintree, Queensland

Indicator	Additional information		Data source
6 - Existing public infrastructure	There are **16 significant pieces of public infrastructure** in the region, including: **Libraries** • Mossman Library **Cultural and arts centres** • Daintree Tourist Information Centre • Daintree Discovery Centre • Daintree Rainforest Observatory • Janbal Gallery **Sports centres** • Mossman Golf Course • Mossman Memorial Bowls club • Mossman Skate Park • Mossman & District Gymnastics Club	**Council buildings** • Douglas Shire Council **Community halls** • Mossman Community Centre **Primary and high schools** • Daintree State School • Alexandra Bay State School • Wonga State school • Mossman State High school **Hospitals** • Mossman Multi-Purpose Health Service (Hospital)	Google maps, Daintree Community Directory
7 - Education providers	There are **no education providers** in or close the region.		
10 - Volume of not-for-profit organisations	There are **16 not-for-profit organisations** in the region. • Camp Daintree • Climateforce Limited • Douglas Arts Inc • Douglas Shire Aged Persons Home Inc • Douglas Shire Community Services Assoc Ltd • Douglas Shire Meals On Wheels Inc. • Far North Community College Ltd • Goobidi-bamanga Community Advancement Cooperative Society Limited	• Jabalbina Yalanji Aboriginal Corporation RNTBC • Kids In Need Donations Inc • Mossman A.O.G. Management Inc. As The Operator Of A PBI • Mossman Botanic Garden Ltd • Mossman Congregation Of Jehovah's Witnesses • Returned & Services League Of Australia Mossman Sub Branch • Tropical North Steiner School Inc. • UCA - Mossman Congregation	Australian Charities and Not-for-profits Commission Searched the Commission for the main areas in the region (Daintree, Mossman)
11 - RDA community economic development strategy	The **RDA Tropical North** strategy was released in 2020 and provides a clear post-pandemic economic recovery strategy. The plan highlights education as a priority sector; however, no actionable strategies were provided. Despite this, the plan does mention that there are a number of investment opportunities with CQ University and James Cook University for which business cases are being prepared.		RDA Tropical North Economic Recovery and Reconstruction Strategy 2020
12 - Local government development plan	The **Shire's Economic Development Strategy** was delivered in 2021 and delivers a three year plan to strengthen the local economy. The plan focuses on diversifying and expanding tourism, supporting innovation in agriculture and growing the Shire's population. The plan acknowledges the ability for economic development to increase education standards. However, the plan does not provide any actionable strategies relating to education.		Douglas Shire Economic Development Strategy 2021-2024

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Bowen, Queensland

Regional readiness
The extent which a community is well-equipped to pursue the long-term benefits of a RUC. Underpinned by three key drivers of readiness: Social and economic context, community capabilities and community aspirations.

General information
Bowen is a coastal region approximately 1,100 km north of Brisbane in the Whitsunday region. The region's largest sources of economic activity is from tourism and agriculture.

Higher:	*Available evidence suggests that there are relatively high levels of readiness.*
Medium:	*Available evidence does not support any differentiated level of readiness.*
Lower:	*Available evidence suggests that there are relatively low levels of readiness.*

Readiness assessment: **Medium**
The below measures reveal a moderate degree of readiness that is typical of the 30 shortlisted regions across each of the three themes. The region has a relatively higher share of students studying online, with household income similar to the rest of Regional Australia. However, the region has relatively lower returns to higher skilled workers and lower levels of existing educational attainment. Bowen has relatively high 'outcomes' measures, with lower 'access' and 'retention' measures, suggesting that greater levels of support may be required to help individuals to commence and complete their studies. The region has moderately detailed RDA and local government development strategies that contain a few actionable plans to improve education outcomes. Bowen has a moderate number of not-for-profit organisations, with one education provider operating in the region. Further research and engagement is required to understand the potential level of local support and leadership for a Centre.

Social & economic context
The extent to which the region's social and economic conditions are supportive of further higher education attainment.

Sub-assessment: **Medium**

Relatively low levels of existing educational attainment and lower returns to higher skilled workers. However, the share of students studying online is relatively high.

1 Unemployment rate
Lower unemployment may reflect more individuals ready to engage with further education

Bowen
Regional Australia
20%
10%
0%
2011   2016   2021

8% unemployment rate in 2021,
2 ppt above Regional Aus. average
20th of 30 regions

2 Achievement of tertiary studies
A population with a greater proportion with a tertiary-qualification may offer more support or encouragement for others to pursue further studies.

	Higher education	VET	Schooling
Regional Australia	16%	33%	52%
Bowen	10%	32%	58%
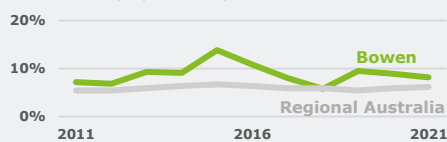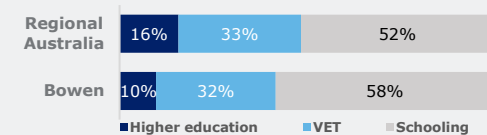
42% hold a tertiary qualification,
6 ppt below Regional Aus. average
18th of 30 regions
Note: Values shown may vary or not sum to 100% due to rounding.

3 Wage premium for higher education graduates
Higher wage differentials may represent stronger demand for higher skilled jobs.

$20,500 premium for HE graduates,
$2,600 below Regional Aus. average
14th of 30 regions

4 Household incomes
Higher income households may have a greater capacity and willingness-to-pay for further studies.

$40,800 average household income,
$200 below Regional Aus. average
8th of 30 regions

5 Tertiary students studying online
Higher share of online tertiary students may represent more potential Centre users.

58% of students study online,
16 ppt above Regional Aus. average
6th of 30 regions

Community capabilities
The extent to which the region has access to the human and physical capital required to effectively design, implement and operate a RUC.

Sub-assessment: **Medium**

Moderate amount of existing public infrastructure and one education provider are located in the region. There is also a relatively low share of tertiary education professionals.

6 Existing public infrastructure*
Existing public facilities may be able to be leveraged to support a Centre.

16 public facilities in the region, including:
- 3 schools
- 2 community halls
- 2 cultural and art centres
- 1 library
- 6 sports centres
- 1 council building
- 1 hospital

7 Education providers*
Existing education providers may be able to partner with a Centre.

One education provider nearby, including:
- TAFE QLD–Bowen campus (in region).

8 Households with internet connection
Greater internet connectivity is likely to better enable remote learning.

75% of households have an internet connection,
1 ppt below Regional Aus. average
18th of 30 regions

9 Employment in tertiary education
Larger existing pool of workers in tertiary education may support future hiring requirements.

1 of every 1,000 workers employed in the tertiary education sector
20th of 30 regions

Community aspirations
The extent to which a RUC would align with the region's existing goals, plans and aspirations.

Sub-assessment: **Medium**

Moderately detailed RDA and local government development plans, with a few clear actions for how education outcomes could be improved. There is a moderate amount of not-for-profit organisations operating in the region.

10 Not-for-profit organisations*
Greater volume of NFPs may reflect a greater community willingness to advocate for and pursue public causes.

31 not-for-profits actively operating in the region
7th of 30 regions

11 RDA community economic development strategy*
More sophisticated strategies may reflect communities with greater aspirations to pursue the longer term benefits of a Centre.

The local RDA strategy was delivered in 2019 and presented a year long strategy through to 2020. The plan briefly mentions education with an actionable plan to develop the region's skills through strengthening the relationships between industry and education providers.

12 Local government development plan*
More sophisticated plans that articulate the role of education may reflect local leaders with strong visions and capabilities for supporting education initiatives.

The local council's strategy was delivered in 2017 and presents a clear four year strategy for the region (up until 2021). The plan mentions collaborating with industry, education providers and government to enhance the community's skill base. The plan presents several specific examples of how this could be achieved.

* See supporting Appendix for further details

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Bowen, Queensland

Informing the potential operating model design
The operating model is informed by six key design dimensions, which provide a framework to consider how information about the region can be used to inform potential design options.

Six design dimensions

The six design dimensions below collectively inform the potential operating model. They are broadly organised by considerations relating to what services are being delivered and to who (Demand) and how are these services being delivered and by whom (Supply).

Demand-side dimensions
What is delivered and to who?

Supply-side dimensions
How is it delivered and by whom?

The Regional Needs Dashboard and Regional Readiness Factsheets summarise and codify a breadth of information regarding each region. These insights can also be used to influence and inform considerations relating to the type of operating model for a potential Centre within the community.

Noting that these considerations are not intended to be comprehensive or conclusive, rather they prompt readers to consider the type of operating model design that may be preferred or advantageous.

Moreover, community consultation and additional research is required, in order to achieve greater depth to understanding each design consideration, greater breadth to capture more fulsome insights, and to validate insights developed as part of this work.

Consideration	Dimensions
Lower rates of Year 12 completion may reflect a greater need for VET courses, foundational numeracy and literacy skill programs or transition programs.	1, 2
A relatively large Indigenous population (800 persons, 9% of total population) may warrant a greater focus on a culturally appropriate design, including close relationships with Indigenous community members, culturally tailored content, and Indigenous support staff/mentors.	1, 2, 3, 4, 5
The considerable share of employers in the tourism and recreation sector may imply that there are opportunities to offer tourism and recreation related courses to students in partnership with local employers.	1, 2, 3
The course and demand profile of nearby education providers may be used to inform both gaps in service provision, but also areas of high growth.	1, 3
Lower 'access' measures for students, suggests a focus on admission and information services, careers counselling, as well as building connections and pathways with local schools.	1, 2, 3
Lower student 'retention' measures may reflect a need to provide more intense ongoing support (e.g. academic and pastoral support) to students during their studies.	1, 2, 5
The absence of nearby university campuses may imply that a wider range of services would be required in a Centre.	1, 2
A relatively high number of not-for-profit organisations implies that there may be opportunities for a Centre to partner with local community groups.	3

Appendix
Bowen, Queensland

Indicator	Additional information		Data source
6 - Existing public infrastructure	There are **16 significant pieces of public infrastructure** in the region, including: **Libraries** • Bowen library **Cultural and arts centres** • Bowen Historical Society and museum • Pottery & Arts centre **Sports centres** • Bowen Turf Club Racecourse • Bowen Netball Association • Bowen Polocrosse • Bowen Football Association • Bowen Golf club • Port Denison Gun Club **Council buildings** • Whitsunday Regional Council	**Community halls** • PCYC Bowen • Bowen Neighbourhood Centre **Primary and high schools** • Queens Beach State School Bowen • Bowen State High School • Bowen State Primary School **Hospitals** • Bowen Hospital	Google maps, Bowen Community Directory
7 - Education providers	There is **one education provider** in or close to the region, including: **TAFE Queensland-Bowen campus (in region):** TAFE Queensland, Bowen provides courses in a range of practical areas to the local community, including: aged care, automotive, community services, early childhood education and care, engineering, and general education. The courses range from short courses to diplomas and are delivered on campus or flexibly.		TAFE Queensland- Bowen campus

Appendix
Bowen, Queensland

Indicator	Additional information		Data source
10 - Volume of not-for-profit organisations	There are **31 not-for-profit organisations** in the region. • Baptist Church Bowen • Bowen Christian Family Centre • Bowen Collinsville Family Daycare Association Inc • Bowen Community Council Inc • Bowen Congregation of Jehovah's Witnesses • Bowen Flexi Care Inc • Bowen Historical Society & Museum Inc. • Bowen Meals On Wheels Inc • Bowen Men's Shed • Coral Sea Family History Inc • Girudala Community Co-Operative Society Ltd • Grace Christian Fellowship • Helping Hands Animal Rescue Bowen INC • Hospital Auxiliary Of Bowen Inc • QCWA Branch Bowen • QCWA Branch Calen • QCWA Branch Collinsville	• QCWA Branch Eton-Eton North • QCWA Branch Gargett • QCWA Branch Koumala • QCWA Branch Mackay • QCWA Branch North Mackay • QCWA Branch Proserpine • QCWA Branch Sarina • QCWA Branch Seaforth • QCWA Branch Slade Point • QCWA Division Pioneer • Returned & Services League Of Australia (Queensland Branch) Bowen Sub Branch Inc. • Roman Catholic Trust Corporation For The Diocese Of Townsville St Mary's School Bowen • The Trustee For Bowen Christian Family Property Trust • UCA Bowen Parish	[Australian Charities and Not-for-profits Commission](#) Searched the Commission for the main areas in the region (Bowen)
11 - RDA community economic development strategy	The **RDA strategy** was delivered in 2019 and presents a one year strategy (expiring in 2020). The plan briefly mentions education in regards to developing STEM skills through managing relationships between industry and education providers. The plan provides one actionable strategy to achieve this involving funding of a specific STEM initiative.		[RDA Townsville and North West QLD Strategic Plan 2019-2020](#)
12 - Local government development plan	The **local government strategy** was delivered in 2017 and presents a clear and compelling 4-year strategy for developing the local economy (up to 2021). The strategy focuses on six themes - tourism, farming, environmental sustainability, investment, skilled workforce and vibrant towns. The plan mentions collaborating with industry, the education sector and government to enhance the skills base of the local workforce and to support small businesses. The plan presents a few actionable strategies relating to education including: exploring opportunities for education and training using the existing TAFE facilities and building the capacity of residents to participate in the resources sector workforce.		[Whitsunday Regional Council Economic Development Strategy 2017-2021](#)

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Tully, Queensland

Regional readiness
The extent which a community is well-equipped to pursue the long-term benefits of a RUC. Underpinned by three key drivers of readiness: Social and economic context, community capabilities and community aspirations.

General information

Tully is a coastal region approximately 1,500 km north of Brisbane in the Cassowary Coast region. The region's largest sources of economic activity is from tourism and agriculture. Tully is relatively close to other shortlisted regions in Queensland including Tablelands, Daintree, Atherton and Cape York.

Higher:	*Available evidence suggests that there are relatively high levels of readiness.*
Medium:	*Available evidence does not support any differentiated level of readiness.*
Lower:	*Available evidence suggests that there are relatively low levels of readiness.*

Readiness assessment: **Medium**

The below measures reveal a moderate degree of readiness, underpinned by average community capabilities and aspirations, and a relatively unsupportive social and economic context. The region has a relatively higher share of students studying online and a moderate unemployment rate. However, the region has relatively lower returns to higher skilled workers, lower existing levels of educational attainment and lower average household incomes compared to the rest of Regional Australia. Tully has relatively high 'outcomes' and 'retention' measures, with lower 'access' measures, suggesting that the region's greatest needs are in supporting individuals to commence their studies and participate in post-schooling learning. The region has moderately detailed RDA and local development strategies that contain one actionable plan to improve education outcomes in the region. Tully has a relatively higher number of not-for-profit organisations, with one education provider operating in the region. Further analysis of the social and economic context is warranted to understand whether the region could sustain a Centre.

Social & economic context
The extent to which the region's social and economic conditions are supportive of further higher education attainment.

Sub-assessment: **Lower**

Relatively low levels of existing educational attainment, lower returns to higher skilled workers and lower household incomes. However, there is a relatively higher share of students studying online.

1 Unemployment rate
Lower unemployment may reflect more individuals ready to engage with further education

5% unemployment rate in 2021,
1 ppt below Regional Aus. average
13th of 30 regions

2 Achievement of tertiary studies
A population with a greater proportion with a tertiary-qualification may offer more support or encouragement for others to pursue further studies.

	Higher education	VET	Schooling
Regional Australia	16%	33%	52%
Tully	11%	32%	57%
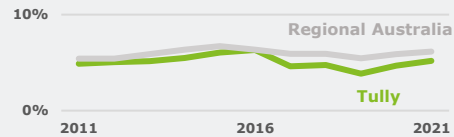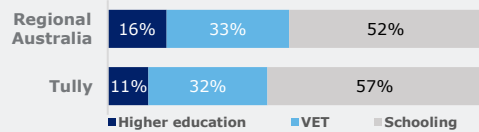
43% hold a tertiary qualification,
5 ppt below Regional Aus. average
16th of 30 regions
Note: Values shown may vary or not sum to 100% due to rounding.

3 Wage premium for higher education graduates
Higher wage differentials may represent stronger demand for higher skilled jobs.

$14,000 premium for HE graduates,
$9,100 below Regional Aus. average
29th of 30 regions

4 Household incomes
Higher income households may have a greater capacity and willingness-to-pay for further studies.

$37,800 average household income,
$3,200 below Regional Aus. average
20th of 30 regions

5 Tertiary students studying online
Higher share of online tertiary students may represent more potential Centre users.

45% of students study online,
3 ppt above Regional Aus. average
17th of 30 regions

Community capabilities
The extent to which the region has access to the human and physical capital required to effectively design, implement and operate a RUC.

Sub-assessment: **Medium**

Moderate amount of public infrastructure with one education provider nearby. There is also a relatively lower share of tertiary education professionals.

6 Existing public infrastructure*
Existing public facilities may be able to be leveraged to support a Centre.

23 public facilities in the region, including:
- 5 schools
- 3 community halls
- 3 cultural and art centres
- 1 library
- 8 sports centres
- 2 council buildings
- 1 hospital

7 Education providers*
Existing education providers may be able to partner with a Centre.

One education provider nearby, including:
- TAFE QLD–Innisfail campus (55 km away).

8 Households with internet connection
Greater internet connectivity is likely to better enable remote learning.

78% of households have an internet connection,
2 ppt above Regional Aus. average
12th of 30 regions

9 Employment in tertiary education
Larger existing pool of workers in tertiary education may support future hiring requirements.

1 of every 1,000 workers employed in the tertiary education sector
25th of 30 regions

Community aspirations
The extent to which a RUC would align with the region's existing goals, plans and aspirations.

Sub-assessment: **Medium**

Moderately detailed RDA and local development strategies that contain one actionable plan to improve education outcomes in the region. There is also a relatively high number of not-for-profit organisations.

10 Not-for-profit organisations*
Greater volume of NFPs may reflect a greater community willingness to advocate for and pursue public causes.

40 not-for-profits actively operating in the region
5th of 30 regions

11 RDA community economic development strategy*
More sophisticated strategies may reflect communities with greater aspirations to pursue the longer term benefits of a Centre.

The only RDA plan publicly available is the post-pandemic economic recovery plan released in 2020. The document identifies education as a priority sector and provides a detailed plan to partner with nearby universities to retain and attract new talent.

12 Local government development plan*
More sophisticated plans that articulate the role of education may reflect local leaders with strong visions and capabilities for supporting education initiatives.

The most contemporary local government plan was delivered in 2011 and presents a clear 10 year strategy for the region (expiring in 2021). Although the plan mentions the goal of improving access to education in the region, no clear actionable plans are provided.

* See supporting Appendix for further details

Informing future locations for RUCs
REGIONAL INSIGHTS FACTSHEET – Operating model supplement

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Tully, Queensland

Informing the potential operating model design
The operating model is informed by six key design dimensions, which provide a framework to consider how information about the region can be used to inform potential design options.

Six design dimensions

The six design dimensions below collectively inform the potential operating model. They are broadly organised by considerations relating to what services are being delivered and to who (Demand) and how are these services being delivered and by whom (Supply).

Demand-side dimensions
What is delivered and to who?

Supply-side dimensions
How is it delivered and by whom?

The Regional Needs Dashboard and Regional Readiness Factsheets summarise and codify a breadth of information regarding each region. These insights can also be used to influence and inform considerations relating to the type of operating model for a potential Centre within the community.

Noting that these considerations are not intended to be comprehensive or conclusive, rather they prompt readers to consider the type of operating model design that may be preferred or advantageous.

Moreover, community consultation and additional research is required, in order to achieve greater depth to understanding each design consideration, greater breadth to capture more fulsome insights, and to validate insights developed as part of this work.

Consideration	Dimensions
Lower rates of Year 12 completion may reflect a greater need for VET courses, foundational numeracy and literacy skill programs or transition programs.	1, 2
The course and demand profile of nearby education providers may be used to inform both gaps in service provision, but also areas of high growth.	1, 3
Lower 'access' measures for students, suggests a focus on admission and information services, careers counselling, as well as building connections and pathways with local schools.	1, 2, 3
The considerable share of employers in the tourism and recreation sector may imply that there are opportunities to offer tourism and recreation related courses to students in partnership with local employers.	1, 2, 3
The absence of nearby university campuses may imply that a wider range of services would be required in a Centre.	1, 2
A relatively high number of not-for-profit organisations implies that there may be opportunities for a Centre to partner with local community groups.	3

Appendix
Tully, Queensland

Indicator	Additional information		Data source
6 - Existing public infrastructure	There are **23 significant pieces of public infrastructure** in the region, including: **Libraries** • Mission Beach library **Cultural and arts centres** • Tully Visitor & Heritage centre • Mission Beach Community Arts Centre • Girringun Aboriginal Corporation **Sports centres** • Tully Country Golf Course • Tully Showgrounds • Tully Tennis Club • Tully Swimming Pool • Tully Bowhunters Club • Tully Bowls Club • Cardwell Golf Course • Cardwell Swimming Pool **Council buildings** • Cassowary Coast Regional Council • Cassowary Council, Mission Beach	**Community halls** • Tully Civic centre • QCWA Hall • Cardwell Community Hall **Primary and high schools** • St. Clare's School • Tully Primary School • Tully State Highschool • Mission Beach State School • Cardwell Primary school **Hospitals** • Tully Hospital	Google maps, Tully Community Directory
7 - Education providers	There is **one education provider** in or close to the region, including: **TAFE Queensland-Innisfail Campus (55km away):** TAFE Queensland-Innisfail Campus is located 55 km north of Tully. The TAFE is integrated with the local high school, with them sharing computer laboratories, flexible classrooms, and a child care centre. The provider offers courses in early childhood education and care, English language studies, first aid and CPR.		TAFE Queensland, Innisfail Campus

Appendix
Tully, Queensland

Indicator	Additional information		Data source
10 - Volume of not-for-profit organisations	There are **40 not-for-profit organisations** in the region. • Badjuballa Aboriginal Corporation • Baptist Church Bowen • Bowen Christian Family Centre • Bowen Collinsville Family Daycare Association Inc • Bowen Community Council Inc • Bowen Congregation of Jehovah's Witnesses • Bowen Flexi Care Inc • Bowen Historical Society & Museum Inc. • Bowen Meals On Wheels Inc • Bowen Men's Shed • Cardwell and District Historical Society Inc • Cardwell Baptist Church • Community For Coastal & Cassowary Conservation Inc • Coral Sea Family History Inc • Girringun Aboriginal Corporation • Girudala Community Co-Operative Society Ltd • Grace Christian Fellowship • Helping Hands Animal Rescue Bowen INC • Hospital Auxiliary Of Bowen Inc • Mission Beach Meals On Wheels Incorp • Mission Beach Surf Life Saving Club Inc	• Qcwa Branch Bowen • Qcwa Branch Calen • Qcwa Branch Collinsville • Qcwa Branch Eton-Eton North • Qcwa Branch Gargett • Qcwa Branch Koumala • Qcwa Branch Mackay • Qcwa Branch North Mackay • Qcwa Branch Proserpine • Qcwa Branch Sarina • Qcwa Branch Seaforth • Qcwa Branch Slade Point • Qcwa Division Pioneer • Returned & Services League Of Australia (Queensland Branch) Bowen Sub Branch Inc. • Returned & Services League Of Australia (Queensland Branch) Cardwell Sub Branch • Roman Catholic Trust Corporation For The Diocese Of Townsville St Mary's School Bowen • The Trustee For Bowen Christian Family Property Trust • UCA - Carpentaria Presbytery • Uca Bowen Parish	Australian Charities and Not-for-profits Commission Searched the Commission for the main areas in the region (Tully, Cardwell, Mission Beach, Mission Beach South)
11 - RDA community economic development strategy	The **RDA Tropical North** strategy was released in 2020 and provides a clear post-pandemic economic recovery strategy. The plan highlights education as a priority sector; however, no actionable strategies were provided. Despite this, the plan does mention that there are a number of investment opportunities with CQ University and James Cook University for which business cases are being prepared.		RDA Tropical North Economic Recovery and Reconstruction Strategy 2020
12 - Local government development plan	The **local government development plan** was delivered in 2011 and presents a clear 10-year strategy for the region (expiring in 2021). The plan acknowledges that it is challenging to access higher education in the region. The plan mentions the goal of improving access to training and education through the provision of in-house education and training programs linked to local business needs; however, no actionable strategies were included on how this could be achieved.		Cassowary Council Regional Council 2011-2021

Informing future locations for RUCs
REGIONAL INSIGHTS FACTSHEET

Broome, Western Australia

Regional readiness
The extent which a community is well-equipped to pursue the long-term benefits of a RUC. Underpinned by three key drivers of readiness: Social and economic context, community capabilities and community aspirations.

General information
Broome is an isolated coastal region located around 1,680 km north of Perth in the Kimberley region of WA. The region's largest source of economic activity is from tourism and accommodation.

Higher:	*Available evidence suggests that there are relatively high levels of readiness.*
Medium:	*Available evidence does not support any differentiated level of readiness.*
Lower:	*Available evidence suggests that there are relatively low levels of readiness.*

Readiness assessment: Higher

The below measures reveal higher levels of community readiness, underpinned by a supportive social and economic context and above average community capabilities. The region has relatively high household incomes, returns to higher education, levels of higher education attainment and share of individuals employed in tertiary education. Broome has mixed needs measures – with above average scores in areas such as the proportion of the Indigenous population enrolled in VET and HE and below average scores in areas such as VET completion rates. The region has a moderately detailed local government development plan, no identifiable RDA plan and a large number of not-for-profit organisations. Broome contains several small or satellite education providers. Further research and engagement is required to understand the coverage of these providers and whether a potential partnership with a RUC could be pursued.

Social & economic context
The extent to which the region's social and economic conditions are supportive of further higher education attainment.

Sub-assessment: Higher

Relatively high levels of educational attainment, household income, returns to higher skilled workers and proportion of students studying online.

1. Unemployment rate
Lower unemployment may reflect more individuals ready to engage with further education
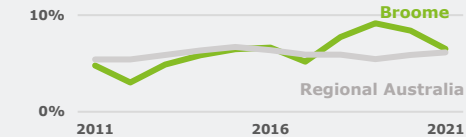
7% unemployment rate in 2021, **1 ppt above** Regional Aus. average **19th of 30 regions**

2. Achievement of tertiary studies
A population with a greater proportion with a tertiary-qualification may offer more support or encouragement for others to pursue further studies.

	Higher education	VET	Schooling
Regional Australia	16%	33%	52%
Broome	23%	35%	42%
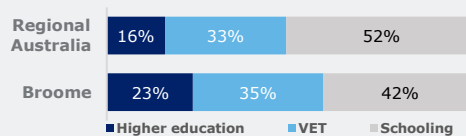
58% hold a tertiary qualification, **10 ppt above** Regional Aus. average **2nd of 30 regions**

Note: Values shown may vary or not sum to 100% due to rounding.

3. Wage premium for higher education graduates
Higher wage differentials may represent stronger demand for higher skilled jobs.

$25,800 premium for HE graduates, **$2,700 above** Regional Aus. average **6th of 30 regions**

4. Household incomes
Higher income households may have a greater capacity and willingness-to-pay for further studies.

$58,400 average household income, **$17,400 above** Regional Aus. average **2nd of 30 regions**

5. Tertiary students studying online
Higher share of online tertiary students may represent more potential Centre users.

57% of students study online, **15 ppt above** Regional Aus. average **8th of 30 regions**

Community capabilities
The extent to which the region has access to the human and physical capital required to effectively design, implement and operate a RUC.

Sub-assessment: Higher

Relatively large amount of public infrastructure and several larger tertiary education providers are located within the region. There is also a relatively high share of tertiary education professionals.

6. Existing public infrastructure*
Existing public facilities may be able to be leveraged to support a Centre.

31 public facilities in the region, including:
- 13 schools
- 4 community halls
- 7 cultural and art centres
- 2 libraries
- 2 sports centres
- 2 council buildings
- 1 hospital

7. Education providers*
Existing education providers may be able to partner with a Centre.

Four education providers are nearby, including:
- University of Notre Dame-Broome Campus (in region, small satellite centre, 26 EFTSL, 9 narrow fields)
- North Regional TAFE-Broome Campus (in region)
- Rural Clinical School of WA-University of Western Australia- Broome (in region, medicine student placements, 4 EFTSL)
- CQU- Broome Study Hub (in region)

8. Households with internet connection
Greater internet connectivity is likely to better enable remote learning.

83% of households have an internet connection, **5 ppt above** Regional Aus. average **3rd of 30 regions**

9. Employment in tertiary education
Larger existing pool of workers in tertiary education may support future hiring requirements.

11 of every 1,000 workers employed in the tertiary education sector **1st of 30 regions**

Community aspirations
The extent to which a RUC would align with the region's existing goals, plans and aspirations.

Sub-assessment: Medium

While no RDA plan could be identified, the region has a compelling local government development plan and a large number of not-for-profit organisations.

10. Not-for-profit organisations*
Greater volume of NFPs may reflect a greater community willingness to advocate for and pursue public causes.

98 not-for-profits actively operating in the region **1st of 30 regions**

11. RDA community economic development strategy*
More sophisticated strategies may reflect communities with greater aspirations to pursue the longer term benefits of a Centre.

No RDA plan was publicly available.

12. Local government development plan*
More sophisticated plans that articulate the role of education may reflect local leaders with strong visions and capabilities for supporting education initiatives.

The local government's economic development plan was delivered in 2021 and presents a 10 year strategy for the region. The plan highlights the role of education and training to strengthen economic growth, but provides no actionable plans for how education outcomes could be improved.

* See supporting Appendix for further details

Informing future locations for RUCs
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Broome, Western Australia

Informing the potential operating model design
The operating model is informed by six key design dimensions, which provide a framework to consider how information about the region can be used to inform potential design options.

Six design dimensions

The six design dimensions below collectively inform the potential operating model. They are broadly organised by considerations relating to what services are being delivered and to who (Demand) and how are these services being delivered and by whom (Supply).

Demand-side dimensions
What is delivered and to who?

Supply-side dimensions
How is it delivered and by whom?

The Regional Needs Dashboard and Regional Readiness Factsheets summarise and codify a breadth of information regarding each region. These insights can also be used to influence and inform considerations relating to the type of operating model for a potential Centre within the community.

Noting that these considerations are not intended to be comprehensive or conclusive, rather they prompt readers to consider the type of operating model design that may be preferred or advantageous.

Moreover, community consultation and additional research is required, in order to achieve greater depth to understanding each design consideration, greater breadth to capture more fulsome insights, and to validate insights developed as part of this work.

Consideration	Dimensions
The relatively high wage premium for local workers with higher education qualifications may warrant building strong relationships with local industry and employers to identify the best study opportunities for graduates to attract those wages.	1, 3
A relatively large Indigenous population (3,000 persons, 21% of total population) may warrant a greater focus on a culturally appropriate design, including close relationships with Indigenous community members, culturally tailored content, and Indigenous support staff/mentors.	1, 2, 3, 4, 5
The course and demand profile of nearby education providers may be used to inform both gaps in service provision, but also areas of high growth.	1, 3
The close proximity to the University of Western Australia's regional clinical placement school (Rural Clinical School of Western Australia) may provide a potential partnership opportunity for the Centre.	3, 4
The presence of a nearby satellite university campus (University of Notre Dame- Broome) and study hub (CQU Study Hub- Broome) may provide potential partnership opportunities for a future RUC.	3, 4
The remoteness of the region may imply that a wider range of services would be required in a Centre.	2
A relatively high number of not-for-profit organisations implies that there may be opportunities for a Centre to partner with local community groups.	3
The considerable share of employers in the tourism sector may imply that there are opportunities to offer tourism related courses to students in partnership with local employers.	1, 2, 3

Appendix
Broome, Western Australia

Indicator	Additional information		Data source
6 - Existing public infrastructure	There are **31 significant pieces of public infrastructure** in the region, including: **Libraries** • Broome Library • Broome Community Resource Centre **Cultural and arts centres** • Short St Gallery • Gallery Sobrane • The Bungalow • Kimberley Art • Broome Gallery • Rockpool Broome • Sun Pictures Broome **Sports centres** • Broome Recreation and Aquatic Centre • Garnduwa Sports Club **Council buildings** • Shire of Broome • Kimberley Land Council	**Community halls** • Broome Lotteries House • Broome Civic Centre • Broome Circle Centre • Broome Convention Centre Chinatown **Primary and high schools** • Cable Beach Primary School • St Marin de Porres School • St Mary's College – Primary Campus • St Mary's College – Secondary Campus • Broome Residential College • Broome Senior High School • Broome Primary School • Sacred Heart School • Roebuck Primary School • Michael Patrick Mardel State School • Broome North Primary School • Broome Camp School • Broome North Primary School **Hospitals** • Broome Hospital	Google maps
7 - Education providers	There are **four education providers** in or close to the region, including: **University of Notre Dame- Broome Campus (in region):** The University of Notre Dame, Broome Campus is a research, education and training hub that offers four education programs - Vocational Education and Training in Education and Nursing, Tertiary Pathway Program, Bachelor of Nursing and Graduate Certificate in Aboriginal Studies. The University has 26 EFTSL. The campus offers services relating to study support, access and inclusion, Indigenous students, appeals, grievance and counselling. **North Regional TAFE- Broome Campus (in region):** North Regional TAFE-Broome Campus is located in Broome, WA. The TAFE offers a range of courses from short course to diplomas. The courses are offered online or blended. Courses are offered in the following areas: automotive, building and construction, business and finance, creative, education, engineering, mining, foundation studies, health, beauty, fitness, hospital, tourism, IT and library. The courses are offered on-campus, online or blended. **Rural Clinical School of WA (RCSWA)- University of Western Australia- Broome (in region):** The RCSWA is located in Broome. The campus only has 4 EFTSL. The RCSWA helps rural communities sustain a locally trained medical workforce by placing medical students in country regions. RCSWA is a year-long program with students working in small teams in health services including paediatrics, obstetrics, internal medicine, Indigenous health and general practice. **CQU Study Hub – Broome (in region):** The CQU Study Hub- Broome is located in the region. The campus provides computing facilities, study spaces, resources and admission support to CQU students. Additionally, the study hubs provide meeting rooms and social areas for students to engage with like-minded students.		University of Notre Dame, Broome Campus North Regional TAFE- Broome Campus Rural Clinical School of WA- University of Western Australia- Broome CQU Study Hub- Broome

Appendix
Broome, Western Australia

Indicator	Additional information			Data source
10 - Volume of not-for-profit organisations	There are **98 not-for-profit organisations** in the region. • Aarnja Limited • Aboriginal Interpreting WA Aboriginal Corporation (AIWA) • Agunya LIMITED • Anglican Parish Of Broome • Ardyaloon Incorporated • BOAB HEALTH AND COMMUNITY SERVICES LTD • Boab Health Services Pty Ltd • Bobieding Aboriginal Corporation • Broome Aboriginal Media Association (Aboriginal Corporation) • Broome Baptist Church • Broome Community Information, Resource Centre and Learning Exchange Incorporated • Broome Electrical Services Limited • Broome Historical Society Inc • Broome Lotteries House Inc • Broome Regional Aboriginal Medical Service (Aboriginal Corporation) • Broome State Emergency Service Unit (Inc) • BROOME SUB BRANCH R.S.L. • Broome Volunteer Fire Brigade • Broome Volunteer Sea Rescue Group (Inc) • Broome Youth and Families Hub Incorporated • Burrguk Aboriginal Corporation • Burronglo Aboriginal Corporation • Camera Story Limited • Centacare Kimberley Association Inc • Chile Creek Aboriginal Corporation • Djarindjin Aboriginal Corporation • Djarindjin Lombadina Catholic School • Djaringo Pty Ltd • Earth Garden Foundation Australia Ltd • Environs Kimberley Inc • Far North Community Services Ltd • Feed The Little Children Inc. • Garnduwa Amboorny Wirnan Aboriginal Corporation	• Goolarabooloo / Millibinyarri Indigenous Corporation • Goolarri Media Enterprises Pty Ltd • Goombading Aboriginal Corporation • Gyalwa Ensapa Broome Buddhist Study Group • HEAPS International Foundation (Australia) Ltd • Indigenous Fitness Training • Jalygurr-Guwan Aboriginal Corporation • Jinyadii Aboriginal Corporation • Karajarri Traditional Lands Association (Aboriginal Corporation) RNTBC • Kimberley Aboriginal Housing Pty Ltd • Kimberley Aquaculture Aboriginal Corporation • Kimberley Indigenous Charitable Purposes Aboriginal Corporation • Kimberley Land Council Aboriginal Corporation • Kimberley Native Mission Fund • Kimberley Personnel Inc • Kimberley Stolen Generation Aboriginal Corporation • Kullarri Building Pty Ltd • Kullarri Employment Services Pty Ltd • Kullarri Regional Communities Indigenous Corporation • Lombadina Aboriginal Corporation • Madjulla Association • Magabala Books (Aboriginal Corporation) • Mamabulanjin Aboriginal Corporation • Marrugeku Inc • Martuwarra Fitzroy River Council • Mens Outreach Service Aboriginal Corporation • Milliya Rumurra Aboriginal Corporation • Mirrilingki Spirituality Centre Incorporated • Monbon Aboriginal Corporation • Morard Aboriginal Corporation • Morrgul Pty Ltd • NBC Aboriginal Corporation • Ngarlan Store Indigenous Corporation	• Nillirr Irbanjin Aboriginal Corporation • Nirrumbuk Aboriginal Corporation • Nirrumbuk Environmental Health and Services Pty Ltd • Nudj Plumbing Service Pty Ltd • Nyikina Incorporated • Pilbara & Kimberley Aboriginal Media Aboriginal Corporation • Regional Development Australia - Kimberley Inc • Saam Karem Torres Strait Islanders Corporation • Sacred Heart School Beagle Bay • Shinju Matsuri Inc • Sirens of Silence Charity Inc. • St Mary's College Parents And Friends • St Marys College Broome • The Kimberley Institute Limited • The Kyle Andrews Foundation Inc • The Roman Catholic Bishop Of Broome • The Roman Catholic Bishop Of Broome Broome Parish • The Roman Catholic Bishop Of Broome Dampier Peninsula Parish • The Roman Catholic Bishop Of Broome Derby Parish • The Roman Catholic Bishop Of Broome Halls Creek Parish • The Roman Catholic Bishop Of Broome Kununurra-Wyndham Parish • The Roman Catholic Bishop Of Broome La Mission • The Roman Catholic Bishop Of Broome Parishuru • The Trustee For Ambooriny Burru Foundation Charitable Trust • The Trustee For Gray Private Fund • The Trustee For Kred Enterprises Charitable Trust • Theatre Kimberley Incorporated • Tjurabalan Native Title Land Aboriginal Corporation Charitable Trust • Wanjina-Wunggurr (Native Title) Aboriginal Corporation RNTBC • WEST KIMBERLEY FUTURES - EMPOWERED COMMUNITIES LTD • Yawuru Aboriginal Corporation • Yawuru Jarndu Aboriginal Corporation	[Australian Charities and Not-for-profits Commission](#) Searched the Commission for the main areas in the region (Broome)

Appendix

Broome, Western Australia

Indicator	Additional information	Data source
11 - RDA community economic development strategy	**No RDA plan was publicly available.**	
12 - Local government development plan	**The Shire's plan** was delivered in 2021 and present a 10-year strategy for the region (expiring in 2031). The plan focuses on four priorities: people, place, prosperity and performance. The plan mentions the challenge of secondary and tertiary students leaving the shire for Perth and highlights education, training and personal development as a key aspect of prosperity. However, the plan provides no actionable items relating to education.	[Shire of Broom Strategic Community Plan 2021-2031](#)

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Innisfail, Queensland

Regional readiness
The extent which a community is well-equipped to pursue the long-term benefits of a RUC. Underpinned by three key drivers of readiness: Social and economic context, community capabilities and community aspirations.

General information
Innisfail is a coastal region approximately 1,600 km north of Brisbane in the Cassowary Coast region. The region's largest source of economic activity is from agriculture.

Higher:	*Available evidence suggests that there are relatively high levels of readiness.*
Medium:	*Available evidence does not support any differentiated level of readiness.*
Lower:	*Available evidence suggests that there are relatively low levels of readiness.*

Readiness assessment: **Medium**
The below measures reveal a moderate degree of readiness that is typical of the 30 shortlisted regions across each of the three themes. The region has a relatively higher share of students studying online and higher returns to higher skilled workers. However, the region has relatively lower levels of existing educational attainment, lower average household incomes and a higher unemployment rate compared to the rest of Regional Australia. Innisfail has relatively high 'outcome' and 'retention' measures with lower 'access' measures, suggesting that greater levels of support may be required to help individuals to commence their studies. The region has moderately detailed RDA and local development strategies that contain one actionable plan to improve education outcomes in the region. Innisfail has a relatively low number of not-for-profit organisations and there is only one education provider operating in the region. Further research and engagement is required to understand the potential level of local support and leadership for a Centre.

Social & economic context
The extent to which the region's social and economic conditions are supportive of further higher education attainment.

Sub-assessment: **Medium**

Relatively high returns to higher skilled workers and a larger share of students studying online. However, there are relatively lower levels of existing educational attainment and lower household incomes.

1 Unemployment rate
Lower unemployment may reflect more individuals ready to engage with further education

9% unemployment rate in 2021, **3 ppt above** Regional Aus. average **24th of 30 regions**

2 Achievement of tertiary studies
A population with a greater proportion with a tertiary-qualification may offer more support or encouragement for others to pursue further studies.

	Higher education	VET	Schooling
Regional Australia	16%	33%	52%
Innisfail	11%	30%	58%
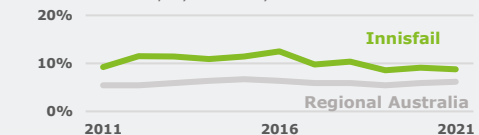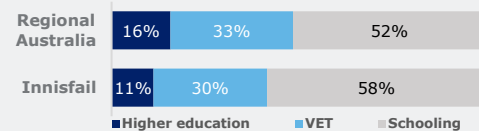
42% hold a tertiary qualification, **6 ppt below** Regional Aus. average **20th of 30 regions**

Note: Values shown may vary or not sum to 100% due to rounding.

3 Wage premium for higher education graduates
Higher wage differentials may represent stronger demand for higher skilled jobs.

$24,400 premium for HE graduates, **$1,300 above** Regional Aus. average **9th of 30 regions**

4 Household incomes
Higher income households may have a greater capacity and willingness-to-pay for further studies.

$35,300 average household income, **$5,700 below** Regional Aus. average **24th of 30 regions**

5 Tertiary students studying online
Higher share of online tertiary students may represent more potential Centre users.

50% of students study online, **8 ppt above** Regional Aus. average **11th of 30 regions**

Community capabilities
The extent to which the region has access to the human and physical capital required to effectively design, implement and operate a RUC.

Sub-assessment: **Medium**

Moderate amount of public infrastructure and one education provider are located within the region. There is also a relatively low share of tertiary education professionals.

6 Existing public infrastructure*
Existing public facilities may be able to be leveraged to support a Centre.

23 public facilities in the region, including:
- 9 schools
- 3 community halls
- 4 cultural and art centres
- 0 libraries
- 5 sports centres
- 1 council building
- 1 hospital

7 Education providers*
Existing education providers may be able to partner with a Centre.

One education provider nearby, including:
- TAFE QLD–Innisfail campus (in region).

8 Households with internet connection
Greater internet connectivity is likely to better enable remote learning.

72% of households have an internet connection, **4 ppt below** Regional Aus. average **25th of 30 regions**

9 Employment in tertiary education
Larger existing pool of workers in tertiary education may support future hiring requirements.

1 of every 1,000 workers employed in the tertiary education sector **21st of 30 regions**

Community aspirations
The extent to which a RUC would align with the region's existing goals, plans and aspirations.

Sub-assessment: **Medium**

Moderately detailed RDA and local development strategies that contain one actionable plan to improve education outcomes in the region. There is a moderate number of not-for-profit organisations in the region.

10 Not-for-profit organisations*
Greater volume of NFPs may reflect a greater community willingness to advocate for and pursue public causes.

18 not-for-profits actively operating in the region **14th of 30 regions**

11 RDA community economic development strategy*
More sophisticated strategies may reflect communities with greater aspirations to pursue the longer term benefits of a Centre.

The only publicly available RDA plan is the post-pandemic economic recovery strategy released in 2020. The document highlights education as a priority sector and presents a detailed plan to try and attract investment from nearby universities to upskill the local workforce.

12 Local government development plan*
More sophisticated plans that articulate the role of education may reflect local leaders with strong visions and capabilities for supporting education initiatives.

The local government's development strategy was delivered in 2011 and presents a clear 10 year strategy for the region (expiring 2021). Although the plan mentions the goal of improving access to education in the region, no clear actionable plans are provided.

* See supporting Appendix for further details

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Innisfail, Queensland

Informing the potential operating model design
The operating model is informed by six key design dimensions, which provide a framework to consider how information about the region can be used to inform potential design options.

Six design dimensions

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What is delivered and to who?

Supply-side dimensions
How is it delivered and by whom?

The Regional Needs Dashboard and Regional Readiness Factsheets summarise and codify a breadth of information regarding each region. These insights can also be used to influence and inform considerations relating to the type of operating model for a potential Centre within the community.

Noting that these considerations are not intended to be comprehensive or conclusive, rather they prompt readers to consider the type of operating model design that may be preferred or advantageous.

Moreover, community consultation and additional research is required, in order to achieve greater depth to understanding each design consideration, greater breadth to capture more fulsome insights, and to validate insights developed as part of this work.

Consideration	Dimensions
Lower rates of Year 12 completion may reflect a greater need for VET courses, foundational numeracy and literacy skill programs or transition programs.	1, 2
A relatively large Indigenous population (1,500 persons, 16% of total population) may warrant a greater focus on a culturally appropriate design, including close relationships with Indigenous community members, culturally tailored content, and Indigenous support staff/mentors.	1, 2, 3, 4, 5
The course and demand profile of nearby education providers may be used to inform both gaps in service provision, but also areas of high growth.	1, 3
The relatively high wage premium for local workers with higher education qualifications may warrant building strong relationships with local industry and employers to identify the best study opportunities for graduates to attract those wages.	1, 3
Lower 'access' measures for students, suggests a focus on admission and information services, careers counselling, as well as building connections and pathways with local schools.	1, 2, 3
The considerable share of employers in the agriculture sector may imply that there are opportunities to offer agriculture related courses to students in partnership with local employers.	1, 2, 3
The absence of nearby university campuses may imply that a wider range of services would be required in a Centre.	1, 2

Appendix
Innisfail, Queensland

Indicator	Additional information		Data source
6 - Existing public infrastructure	There are **23 significant pieces of public infrastructure** in the region, including: **Libraries** • No libraries in the region **Cultural and arts centres** • Innisfail Museum • Gallery 59 Art Gallery • Jitta Art • The Con Theatre Innisfail **Sports Centres** • Innisfail Golf club • Innisfail Bowls club • Innisfail District Tennis Association • Pease Park Racecourse Innisfail • Innisfail Memorial Baths **Council buildings** • Cassowary Coast Regional Council **Community halls** • Community Support Centre Innisfail • Innisfail Shire Hall • Senior Citizens Hall Innisfail	**Primary and high schools** • Innisfail State School • Innisfail High School • Innisfail East State School • Good Counsel Primary Catholic School • Good Counsel College • Goondi State School • Radiant Life College • Innisfail State College • Innisfail Diverse Learning Centre **Hospitals** • Innisfail Hospital	Google maps, Innisfail Community Directory
7 - Education providers	There is **one education provider** in or close to the region, including: **TAFE Queensland-Innisfail Campus (in region):** TAFE Queensland-Innisfail Campus is integrated with the local high school, with them sharing computer laboratories, flexible classrooms, and a child care centre. Study areas offered by TAFE Queensland include early childhood education and care, English language studies, and first aid and CPR.		TAFE Queensland, Innisfail Campus

Appendix
Innisfail, Queensland

Indicator	Additional information		Data source
10 - Volume of not-for-profit organisations	There are **18 not-for-profit organisations** in the region. • Baptist Church Innisfail • Community Support Centre Innisfail Inc • Darlingia Ltd. • Etty Bay Surf Life Savings Club Inc • Flexability Support Association Inc • Greek Orthodox Community Of Innisfail & North Queensland • Innisfail Chinese Community Ltd • Innisfail Christian Assembly • Innisfail Congregation Of Jehovah's Witnesses • Innisfail Meals On Wheels Inc • Innisfail Youth & Family Care Inc • Mamu Health Service Limited • Radiant Life Education Ltd	• Returned & Services League Of Australia (Queensland Branch) Innisfail Sub-branch Inc. • Shalom Full Gospel Church Innisfail • Tabernacle Of Yeshua Assembly Incorporated • Warrina Innisfail Auxiliary Inc • Guru Nanak Sikh Education Centre North Queensland Assoc Inc	Australian Charities and Not-for-profits Commission Searched the Commission for the main areas in the region (Innisfail, East Innisfail, Goondi)
11 - RDA community economic development strategy	The **RDA Tropical North** strategy was released in 2020 and provides a clear post-pandemic economic recovery strategy. The plan highlights education as a priority sector; however, no actionable strategies were provided. Despite this, the plan does mention that there are a number of investment opportunities with CQ University and James Cook University for which business cases are being prepared.		RDA Tropical North Economic Recovery and Reconstruction Strategy 2020
12 - Local government development plan	The **local government development plan** was delivered in 2011 and presents a clear 10-year strategy for the region (expiring in 2021). The plan acknowledges that it is challenging to access higher education in the region. The plan mentions the goal of improving access to training and education through the provision of in-house education and training programs linked to local business needs; however, no actionable strategies were included on how this could be achieved.		Cassowary Council Regional Council 2011-2021

Informing future locations for RUCs
REGIONAL INSIGHTS FACTSHEET

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Tablelands, Queensland

Regional readiness
The extent which a community is well-equipped to pursue the long-term benefits of a RUC. Underpinned by three key drivers of readiness: Social and economic context, community capabilities and community aspirations.

General information

The Tablelands is approximately 1,700 km north of Brisbane and 200 km inland from Cairns. The region's largest sources of economic activity are from agriculture and tourism. The Tablelands is relatively close to other shortlisted regions in Queensland including Atherton, Tully, Daintree and Cape York.

Higher:	*Available evidence suggests that there are relatively high levels of readiness.*
Medium:	*Available evidence does not support any differentiated level of readiness.*
Lower:	*Available evidence suggests that there are relatively low levels of readiness.*

Readiness assessment: Lower

The below measures reveal a lower degree of readiness compared to the 30 shortlisted regions across each of the three themes. The region has relatively lower levels of existing educational attainment, lower returns to higher skilled workers, lower average household incomes and a higher unemployment rate. The Tablelands has relatively high 'outcomes' measures, but lower 'access' and 'retention' measures - suggesting that greater levels of support may be required to help individuals to commence and complete their studies, but that once students graduate, they have reasonable success in achieving positive employment outcomes. The region has moderately detailed RDA and local development strategies that contain one actionable plan to improve education outcomes in the region. No not-for-profit organisations could be identified in the region. Additionally, there is a relatively lower amount of public infrastructure and only one education provider nearby. Further research and engagement is required to understand whether the region has the human and physical required to operate a Centre.
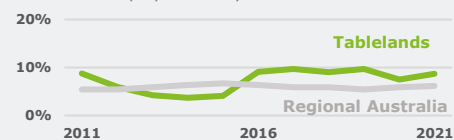
Social & economic context
The extent to which the region's social and economic conditions are supportive of further higher education attainment.

Sub-assessment: Lower

Relatively lower levels of educational attainment, lower household incomes, lower returns to higher skilled workers and a higher unemployment rate. However, the share of students studying online is relatively higher.

1 Unemployment rate
Lower unemployment may reflect more individuals ready to engage with further education

Tablelands
Regional Australia

9% unemployment rate in 2021, **3 ppt above** Regional Aus. average **22nd of 30 regions**

2 Achievement of tertiary studies
A population with a greater proportion with a tertiary-qualification may offer more support or encouragement for others to pursue further studies.

	Higher education	VET	Schooling
Regional Australia	16%	33%	52%
Tablelands	10%	32%	59%
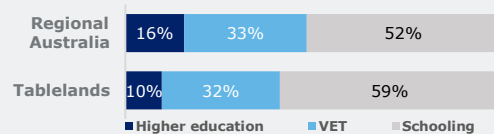
41% hold a tertiary qualification, **7 ppt below** Regional Aus. average **21st of 30 regions**
Note: Values shown may vary or not sum to 100% due to rounding.

3 Wage premium for higher education graduates
Higher wage differentials may represent stronger demand for higher skilled jobs.

$17,500 premium for HE graduates, **$5,600 below** Regional Aus. average **19th of 30 regions**

4 Household incomes
Higher income households may have a greater capacity and willingness-to-pay for further studies.

$35,800 average household income, **$5,200 below** Regional Aus. average **22nd of 30 regions**

5 Tertiary students studying online
Higher share of online tertiary students may represent more potential Centre users.

46% of students study online, **4 ppt above** Regional Aus. average **15th of 30 regions**

Community capabilities
The extent to which the region has access to the human and physical capital required to effectively design, implement and operate a RUC.

Sub-assessment: Lower

Relatively small amount of public infrastructure within the region, with only one education provider nearby. There is a relatively lower share of households with internet connection and lower share tertiary education professionals.

6 Existing public infrastructure*
Existing public facilities may be able to be leveraged to support a Centre.

8 public facilities in the region, including:
- 1 school
- 1 community hall
- 2 cultural and art centres
- 1 library
- 2 sports centres
- 1 council building
- 0 hospitals

7 Education providers*
Existing education providers may be able to partner with a Centre.

One education provider nearby, including:
- TAFE QLD–Atherton campus (50 km away).

8 Households with internet connection
Greater internet connectivity is likely to better enable remote learning.

74% of households have an internet connection, **2 ppt below** Regional Aus. average **24th of 30 regions**

9 Employment in tertiary education
Larger existing pool of workers in tertiary education may support future hiring requirements.

1 of every 1,000 workers employed in the tertiary education sector **22nd of 30 regions**

Community aspirations
The extent to which a RUC would align with the region's existing goals, plans and aspirations.

Sub-assessment: Lower

Moderately detailed RDA and local development strategies that contain one actionable plan to improve education outcomes in the region. No not-for-profit organisations could be identified in the region.

10 Not-for-profit organisations*
Greater volume of NFPs may reflect a greater community willingness to advocate for and pursue public causes.

0 not-for-profits actively operating in the region **30th of 30 regions**

11 RDA community economic development strategy*
More sophisticated strategies may reflect communities with greater aspirations to pursue the longer term benefits of a Centre.

The only publicly available RDA plan is the post-pandemic economic recovery strategy released in 2020. The document highlights education as a priority sector and presents a detailed plan to attract investment from nearby universities to upskill the local workforce.

12 Local government development plan*
More sophisticated plans that articulate the role of education may reflect local leaders with strong visions and capabilities for supporting education initiatives.

The local government's development strategy was delivered in 2011 and presents a clear 10 year strategy for the region (expiring 2021). Although the plan mentions the goal of improving access to education in the region, no clear actionable plans are provided.

* See supporting Appendix for further details

Informing future locations for RUCs
REGIONAL INSIGHTS FACTSHEET – Operating model supplement

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Tablelands, Queensland

Informing the potential operating model design
The operating model is informed by six key design dimensions, which provide a framework to consider how information about the region can be used to inform potential design options.

Six design dimensions

The six design dimensions below collectively inform the potential operating model. They are broadly organised by considerations relating to what services are being delivered and to who (Demand) and how are these services being delivered and by whom (Supply).

Demand-side dimensions
What is delivered and to who?

Supply-side dimensions
How is it delivered and by whom?

The Regional Needs Dashboard and Regional Readiness Factsheets summarise and codify a breadth of information regarding each region. These insights can also be used to influence and inform considerations relating to the type of operating model for a potential Centre within the community.

Noting that these considerations are not intended to be comprehensive or conclusive, rather they prompt readers to consider the type of operating model design that may be preferred or advantageous.

Moreover, community consultation and additional research is required, in order to achieve greater depth to understanding each design consideration, greater breadth to capture more fulsome insights, and to validate insights developed as part of this work.

Consideration	Dimensions
Lower rates of Year 12 completion may reflect a greater need for VET courses and/or a foundational numeracy and literacy skills.	1, 2
A relatively large Indigenous population (900 persons, 15% of total population) may warrant a greater focus on a culturally appropriate design, including close relationships with Indigenous community members, culturally tailored content, and Indigenous support staff/mentors.	1, 2, 3, 4, 5
The course and demand profile of nearby education providers may be used to inform both gaps in service provision, but also areas of high growth.	1, 3
The absence of nearby university campuses may imply that a wider range of services would be required in a Centre.	1, 2
Limited amount of existing public infrastructure suggest that a Centre may require new infrastructure solutions.	6
The considerable share of employers in the agriculture and tourism sectors may imply that there are opportunities to offer agriculture and tourism related courses to students in partnership with local employers.	1, 2, 3
Lower 'access' measures for students, suggests a focus on admission and information services, careers counselling, as well as building connections and pathways with local schools.	1, 2, 3
Lower student 'retention' measures may reflect a need to provide more intense ongoing support (e.g. academic and pastoral support) to students during their studies.	1, 2, 5

Appendix
Tablelands, Queensland

Indicator	Additional information		Data source
6 - Existing public infrastructure	There are **seven significant pieces of public infrastructure** in the region, including: **Libraries** • Chillagoe Library **Cultural and arts centres** • Tom Prior Ford Museum • Chillagoe Gallery **Sports centres** • Chillagoe Golf Course • Chillagoe Racecourse	**Council buildings** There are no council buildings in the region **Community halls** • Chillagoe Caving Club Clubhouse **Primary and high schools** • Chillagoe State School **Hospitals** There are no hospitals in the region	Google maps, Tablelands Community Directory
7 - Education providers	There is **one education provider** in or close to the region, including: **TAFE Queensland-Atherton Campus (50km away):** TAFE Queensland-Atherton Campus is co-located with the local high school and delivers courses in early childhood education and care, first aid, and CPR.		TAFE Queensland Atherton Campus
10 - Volume of not-for-profit organisations	There are **no not-for-profit organisations** in the region.		Australian Charities and Not-for-profits Commission Searched the Commission for the main areas in the region (Tablelands Region, Chillagoe)
11 - RDA community economic development strategy	The **RDA Tropical North** strategy was released in 2020 and provides a clear post-pandemic economic recovery strategy. The plan highlights education as a priority sector; however, no actionable strategies were provided. Despite this, the plan does mention that there are a number of investment opportunities with CQ University and James Cook University for which business cases are being prepared.		RDA Tropical North Economic Recovery and Reconstruction Strategy 2020
12 - Local government development plan	The **local council's economic development strategy** was delivered in 2018. The plan presents a four year strategy (expiring in 2022) that focuses on expanding industry activity, improving the workforce capacity, embracing entrepreneurship, planning infrastructure projects and attracting investment. The plan briefly mentions establishing relationships with key education providers and government to encourage entrepreneurship and linkages with industry. It also mentions identifying knowledge-based opportunities in the health sector to match the needs of the region to the local labour supply.		Tablelands Regional Council Economic Development Strategy 2018-2022

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Atherton, Queensland

Regional readiness
The extent which a community is well-equipped to pursue the long-term benefits of a RUC. Underpinned by three key drivers of readiness: Social and economic context, community capabilities and community aspirations.

General information
Atherton is a inland region located approximately 50 km south east of Cairns in the Tablelands Region of QLD. The region's largest source of economic activity is from agriculture. Atherton is relatively close to other shortlisted regions in Queensland including Tablelands, Daintree, Tully and Cape York.

Higher:	*Available evidence suggests that there are relatively high levels of readiness.*
Medium:	*Available evidence does not support any differentiated level of readiness.*
Lower:	*Available evidence suggests that there are relatively low levels of readiness.*

Readiness assessment: Medium
The below measures reveal a moderate degree of readiness that is typical of the 30 shortlisted regions. The region has an average level of educational attainment, returns to higher skilled workers, household incomes and share of Individuals employed in tertiary education. Atherton has relatively high measures relating to education access, retention and outcomes, suggesting fewer supports may be required to assist students. The region has moderately detailed RDA and local government development plans that emphasise the importance of education, but provide few specific plans for how education outcomes could be improved. There is a relatively high number of not-for-profit organisations operating in the region and several education providers nearby, including two large full-service regional campuses located in Cairns (50 km away) and Smithfield (70 km away). Further research and engagement is required to understand if the region could leverage its high share of not-for-profits and detailed strategy plans to effectively support and operate a Centre.
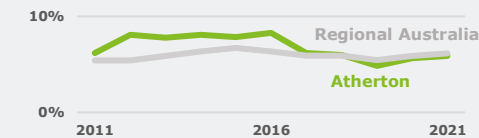
Social & economic context
The extent to which the region's social and economic conditions are supportive of further higher education attainment.

Sub-assessment: Medium

Average levels of unemployment, educational attainment, returns to skilled workers, household incomes and proportion of students studying online.

1 **Unemployment rate**
Lower unemployment may reflect more individuals ready to engage with further education

6% unemployment rate in 2021, **equal to the** Regional Aus. average **17th of 30 regions**

2 **Achievement of tertiary studies**
A population with a greater proportion with a tertiary-qualification may offer more support or encouragement for others to pursue further studies.

	Higher education	VET	Schooling
Regional Australia	16%	33%	52%
Atherton	14%	33%	53%
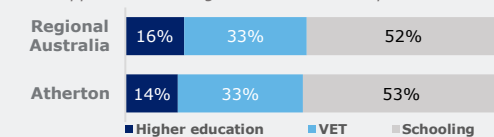
47% hold a tertiary qualification, **1 ppt below** Regional Aus. average **10th of 30 regions**

Note: Values shown may vary or not sum to 100% due to rounding.

3 **Wage premium for higher education graduates**
Higher wage differentials may represent stronger demand for higher skilled jobs.

$21,000 premium for HE graduates, **$2,100 below** Regional Aus. average **13th of 30 regions**

4 **Household incomes**
Higher income households may have a greater capacity and willingness-to-pay for further studies.

$38,200 average household income, **$2,800 below** Regional Aus. average **16th of 30 regions**

5 **Tertiary students studying online**
Higher share of online tertiary students may represent more potential Centre users.

53% of students study online, **11 ppt above** Regional Aus. average **10th of 30 regions**

Community capabilities
The extent to which the region has access to the human and physical capital required to effectively design, implement and operate a RUC.

Sub-assessment: Medium

Moderate amount of public infrastructure within the region, including four education providers. There is also an average share of households with internet connectivity and share of individuals employed in tertiary education.

6 **Existing public infrastructure***
Existing public facilities may be able to be leveraged to support a Centre.

23 public facilities in the region, including:
- 5 schools
- 2 community halls
- 7 cultural and art centres
- 1 library
- 5 sports centres
- 2 council buildings
- 1 hospital

7 **Education providers***
Existing education providers may be able to partner with a Centre.

Four education provider is nearby:
- TAFE Queensland-Atherton Campus (in the region)
- CQ University-Cairns (50 km away, full-service regional campus, 450 EFTSL, 21 FOE)
- James Cook University-Smithfield (70km away, full-service regional campus, 2360 EFTSL, 44 FOE)
- TAFE Queensland- Cairns (50km away)

8 **Households with internet connection**
Greater internet connectivity is likely to better enable remote learning.

77% of households have an internet connection, **1 ppt below** Regional Aus. average **14th of 30 regions**

9 **Employment in tertiary education**
Larger existing pool of workers in tertiary education may support future hiring requirements.

2 of every 1,000 workers employed in the tertiary education sector **15th of 30 regions**

Community aspirations
The extent to which a RUC would align with the region's existing goals, plans and aspirations.

Sub-assessment: Medium

Moderately detailed RDA and local government development plans that emphasise the importance of education, but provide few specific plans for how education outcomes could be improved. There is a relatively high number of not-for-profit organisations operating in the region.

10 **Not-for-profit organisations***
Greater volume of NFPs may reflect a greater community willingness to advocate for and pursue public causes.

47 not-for-profits actively operating in the region **3rd of 30 regions**

11 **RDA community economic development strategy***
More sophisticated strategies may reflect communities with greater aspirations to pursue the longer term benefits of a Centre.

The local RDA strategy was released in 2020 and focuses on the post-pandemic economic recovery. The document highlights education as a priority sector; however, it provides no clear actionable plans for how education outcomes could be improved (beyond attempting to attract new investment).

12 **Local government development plan***
More sophisticated plans that articulate the role of education may reflect local leaders with strong visions and capabilities for supporting education initiatives.

The local council's economic development strategy was delivered in 2018 and presents a four year strategy (expiring in 2022) for the region. The plan briefly mentions advocating for the expansion of education services in the region, but does not provide actionable items for how this could be achieved.
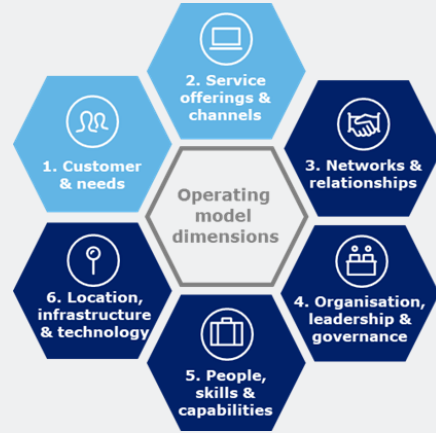
* See supporting Appendix for further details

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Atherton, Queensland

Informing the potential operating model design
The operating model is informed by six key design dimensions, which provide a framework to consider how information about the region can be used to inform potential design options.

Six design dimensions

The six design dimensions below collectively inform the potential operating model. They are broadly organised by considerations relating to what services are being delivered and to who (Demand) and how are these services being delivered and by whom (Supply).

Demand-side dimensions
What is delivered and to who?

Supply-side dimensions
How is it delivered and by whom?

The Regional Needs Dashboard and Regional Readiness Factsheets summarise and codify a breadth of information regarding each region. These insights can also be used to influence and inform considerations relating to the type of operating model for a potential Centre within the community.

Noting that these considerations are not intended to be comprehensive or conclusive, rather they prompt readers to consider the type of operating model design that may be preferred or advantageous.

Moreover, community consultation and additional research is required, in order to achieve greater depth to understanding each design consideration, greater breadth to capture more fulsome insights, and to validate insights developed as part of this work.

Consideration	Dimensions
The course and demand profile of nearby education providers may be used to inform both gaps in service provision, but also areas of high growth.	1, 3
The absence of nearby university campuses may imply that a wider range of services would be required in a Centre.	1, 2
The considerable share of employers in the agriculture sector may imply that there are opportunities to offer agriculture related courses to students in partnership with local employers.	1, 2, 3
Relatively low need scores relating to 'access', 'retention' and 'outcomes' may indicate that fewer supports may be required to assist students.	2, 6
A relatively high number of not-for-profit organisations implies that there may be opportunities for a Centre to partner with local community groups.	3

Appendix
Atherton, Queensland

Indicator	Additional information	Data source
6 - Existing public infrastructure	There are **23 significant pieces of public infrastructure** in the region, including: **Libraries** • Atherton library **Cultural and arts centres** • Tableland Regional Gallery • Hou Wang Chinese Temple and Museum • Tolga Museum • The Foyer Gallery • Old Post Office Gallery • Rainforest Gems Gallery • Atherton Performing Arts Theatre **Sports centres** • Atherton Swimming Pool • Atherton Tennis Club • Atherton Golf Club • Atherton Cricket Club • Atherton Showground	**Council buildings** • Tablelands Regional Council Coordination Centre • Tablelands Regional Council **Community halls** • Better Together Community Support Centre • TRC Hall Hallorans Hill **Primary and high schools** • Atherton State High School • Atherton State School • Jubilee Christian College • St. Joseph's School • Tolga State School **Hospitals** • Atherton Hospital	Google maps, Atherton Community Directory
7 - Education providers	There are **four education providers** in or close to the region, including: **TAFE Queensland-Atherton Campus (50 km away):** TAFE Queensland-Atherton Campus is located in the region. The TAFE is co-located with the local high school. The campus offers a range of study areas and delivers courses in early childhood education and care, first aid, and CPR. **CQ University-Cairns (50 km away):** CQ University-Cairns is located in Cairns, 50 km north east of Atherton. The campus is a full service regional campus, with 450 EFTSL and 21 narrow fields. The university offers courses from Certificate I to doctoral degrees. Course offered include: health, business, creative arts, education, engineering, English, technology, law, community services, safety sciences, agriculture, science, service industries, trade and foundational pathway. The courses are delivered flexibly with a combination of online and on-campus learning. **James Cook University-Smithfield (70 km away):** James Cook University-Smithfield is located in Smithfield, 70 km north east of Atherton. The campus is a full service regional campus, with 2,360 EFTSL and 44 narrow fields. The university offers undergraduate and graduate courses. Course offered include science, business, law, education, health, engineering, environment, technology and veterinary. The courses are delivered flexibly with a combination of online and on-campus learning. **TAFE Queensland-Cairns (50 km away):** TAFE Queensland-Cairns is located 50 km north-east of Atherton. The TAFE offers a range of courses from short course to advanced diplomas. The courses are offered online or blended. Courses are offered in construction, business, creative arts, health, engineering, foundational skills, hospitality, agriculture, automotive, community service, tourism, technology, maritime, transport, beauty, utilities, manufacturing, sports, animal care, child care and mining.	TAFE Queensland Atherton Campus CQ University- Cairns James Cook University-Smithfield TAFE Queensland- Cairns

Appendix
Atherton, Queensland

Indicator	Additional information		Data source
10 - Volume of not-for-profit organisations	There are **47 not-for-profit organisations** in the region. • Atherton & District Animal Welfare Society • Atherton Arts Society Inc. • Atherton Congregation of Jehovah's Witnesses • Atherton District Meals On Wheels Inc • Atherton Family Day Care Inc • Atherton Men's Shed Inc • Atherton Tablelands Baptist Church • Australasian Systematic Botany Society Incorporated • Australian Farm Animal Rescue Matters Limited • Better Together Community Support Inc. • Biddi Biddi Community Advancement Co Operative Society Ltd • Cape York Natural Resource Management Ltd. • Carinya Home For The Aged • Destiny Church Atherton Ltd. • Destiny Community Church • Destiny Futures Limited • Disability Matters Inc • Gr8Motive Aboriginal and Torres Strait Islander Corporation • Jubilee Christian College Limited • Nq Riding For The Disabled Association Inc • Our Saviour Lutheran Church Atherton • QCWA Branch Croydon • QCWA Branch Dimbulah • QCWA Branch Forsayth • QCWA Branch Georgetown • QCWA Branch Herberton • QCWA Branch Malanda	• QCWA Branch Mareeba • QCWA Branch Millaa Millaa • QCWA Branch Mt Garnett • QCWA Branch Ravenshoe • QCWA Branch Tolga • QCWA Branch Yungaburra • QCWA Division Atherton Tableland • Regained Incorporated • Returned & Services League Of Australia (Queensland Branch) Atherton Sub Branch Inc • Tableland Community Housing Assn Inc • Tableland Community Link Association Incorporated • Tableland Rape & Incest Crisis Centre • Tableland Regional Council/Atherton Tableland Home Assist/Secure • The Arts Council Tablelands Incorporation • Tolga Bat Rescue And Research Inc • Tolga Community Church • Trees For The Evelyn & Atherton Tablelands • UCA - Atherton • UCA - Kennedy Patrol • Wadjanbarra Tableland Yidinji Aboriginal Corporation RNTBC	Australian Charities and Not-for-profits Commission Searched the Commission for the main areas in the region (Atherton, Tolga)
11 - RDA community economic development strategy	The **RDA Tropical North** strategy was released in 2020 and provides a clear post-pandemic economic recovery strategy. The plan highlights education as a priority sector; however, no actionable strategies were provided. Despite this, the plan does mention that there are a number of investment opportunities with CQ University and James Cook University for which business cases are being prepared.		RDA Tropical North Economic Recovery and Reconstruction Strategy 2020
12 - Local government development plan	The **local council's economic development strategy** was delivered in 2018. The plan presents a four year strategy (expiring in 2022) that focuses on the expanding industry, improving the workforce capacity, embracing entrepreneurship, planning infrastructure and attracting investment. The plan briefly mentions establishing relationships with key education providers and government to encourage entrepreneurship and linkages with industry. It also mentions identifying knowledge-based opportunities in the health sector to match the needs of the region to local labour supply. However, it does not provide actionable strategies relating to education.		Tablelands Regional Council Economic Development Strategy 2018-2022