



**SUBMISSION TO THE REVIEW OF  
AUSTRALIAN HIGHER EDUCATION**

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Western Sydney Regional Organisation of Councils Ltd



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**Auburn  
Bankstown  
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Fairfield  
Hawkesbury  
Holroyd**

**Liverpool  
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## **SUBMISSION TO THE REVIEW OF AUSTRALIAN HIGHER EDUCATION**

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## SUBMISSION TO THE REVIEW OF AUSTRALIAN HIGHER EDUCATION

### 1. INTRODUCTION

WSROC welcomes the opportunity to provide a Western Sydney perspective in response to the Federal Government's Review of Australian Higher Education.

WSROC and its member Councils recognised the critical importance of higher education in the 1970s and 1980s, campaigning successfully for the establishment of a university in the region. Since then WSROC has advocated on many occasions for additional funding for the University of Western Sydney as well as for an expansion of university places for all students in the region.

This strong support for higher education stems from a number of reasons, including:

- Greater Western Sydney's<sup>1</sup> significant under-representation in the numbers of graduates and students undertaking higher education as well as in the number of university places available within the region;
- The potential for higher education to overcome social disadvantage, especially among the region's large proportion of people from culturally and linguistically diverse backgrounds; and
- The importance of re-skilling the region's workforce to meet the challenges of Western Sydney's changing employment structure and continued population growth.

**The central message of WSROC's submission is therefore a call for a substantial increase in funding for higher education in Greater Western Sydney to increase the number of university places in the region.**

These issues are outlined in more detail in this submission, which follows the broad framework of the review Discussion Paper. It should be noted however that this response does not attempt to address all the points or respond to every question raised in the Discussion Paper. Further information is also provided in the appendix which highlights some of the key education inequalities and aspects of socio-economic disadvantage affecting Western Sydney.

WSROC's submission should also be read in conjunction with any individual responses provided by WSROC member Councils.

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<sup>1</sup> Greater Western Sydney comprises the 11 councils of the WSROC region and the three MACROC councils.

## 2. HIGHER EDUCATION IN MODERN AUSTRALIA AND THE STRATEGIC CONTEXT

1. *How adequate is the statement of functions and characteristics of higher education in modern Australia?*

The statement provides a good basis for defining the functions of higher education but it does not go far enough. The statement should be expanded to include a reference to higher education being available to all regardless of location or economic circumstances.

Likewise, the role of higher education in “developing and maintaining a civil and sustainable society” should be expanded to include references to equity and overcoming social, economic or locational disadvantage. The reference to regions is welcome, but it should be made clear that this refers to urban as well as rural regions.

## 3. KEY ISSUES AND CHALLENGES FOR HIGHER EDUCATION

### 3.1 Meeting labour market and industry needs

2. *Are there impediments to the higher education sector being able to innovate in the development of courses and programs? What are these impediments and how could they be removed?*

One impediment that may impact on innovation and course development is the lack of flexibility in the Federal Government’s funding of university places. This discriminates against courses which may be particularly labour or space intensive, such as performing and visual arts courses. The economic pressures on universities in general have also led directly and indirectly to a prioritisation on courses which have an obviously vocational focus.

The current funding formula has other major implications for Western Sydney, which will be discussed elsewhere in this response.

3. *What are the appropriate mechanisms at the national and local level for ensuring higher education meets national and local needs for high level skills? What is the role of state and territory governments in this area?*

There should be much greater dialogue between all three levels of Government in identifying national priorities for teaching and research. At the local level, universities, particularly those with a regional focus, should be encouraged to engage more strategically with local communities including employers, councils and other key stake holders in the design and prioritisation of research projects and courses.

It is also important to recognise that universities provide more than just strictly vocational education; for example, they have a critical role in supporting the development of social and cultural infrastructure.

6. *How effectively are Australian higher education institutions responding to demographic change, especially in providing lifelong learning to meet the challenge of the ageing population and the need for upgrading of skills and re-training?*

This is a critical issue for Western Sydney, which is undergoing simultaneous population growth and ageing and whose population and workforce are already

under-represented in terms of tertiary education qualifications. There is a critical need to re-skill this population to support the region in developing a more mature and diverse economy, especially as manufacturing declines in relative importance as a major employer.

See Appendix 1 for more information about Western Sydney's demographic characteristics in the context of higher education.

7. *What is the relevance and applicability of the findings and approaches proposed in the United Kingdom paper, Higher Education at Work, for increasing skills levels in the workforce to Australia?*

The strategies outlined in the UK paper need more examination but are supported in principle, particularly those encouraging greater integration between high education providers and employers. If these strategies are adopted in Australia, it is particularly important that they engage with small to medium businesses because they make up a significant proportion of employers in regions such as Greater Western Sydney. It is also important that universities do not lose sight of their need for autonomy or their responsibility to serve the wider community and not just employers through these processes.

### **3.2 Opportunities to participate in higher education**

8. *Should there be a national approach to improving Indigenous and low SES participation and success in higher education?*

WSROC believes that both Indigenous and SES participation and outcomes in higher education should be given a much stronger emphasis at the national level.

Both Indigenous and SES populations are significantly represented in greater Western Sydney, which has one of the highest urban Aboriginal populations in Australia as well as a number of suburbs and communities experiencing significant social and economic disadvantage. In addition many Western Sydney students especially those from non-English speaking backgrounds are the first in their families to ever attend university, which means that they can require additional support.

Whilst the paper raises the significant impact of geography on participation, it does not consider this in an urban context. In urban areas, social and economic disadvantage can become concentrated in specific locations and communities where issues such as a limited ability to speak English, poor housing, high levels of unemployment, limited or non-existent public transport and unhealthy environments can combine to make it extremely difficult for residents to participate in higher education.

The development of a national approach will also require coordinated responses to urban as well as rural areas of significant disadvantage. Further information about the GWS's social disadvantage is provided in the attached Appendix and in particular Table 4, which shows the ABS SEIFA index of socio-economic disadvantage based on the 2006 Census. This shows that seven of the ten most disadvantaged councils in the Sydney region are located in Greater Western Sydney. Table 3 shows that South-West Sydney has less than half the proportion of people with a degree compared with the Sydney average. These figures also mask smaller pockets of even greater disadvantage within the GWS region.

9. *If you support a national approach to improving Indigenous and low SES participation and success how do you see it being structured, resourced, monitored and evaluated?*

The co-location of the range of aspects of disadvantage outlined in question 8 above make it very difficult for people from Indigenous and low SES communities to attend university. Apart from the practical difficulties such as the lack of easy access to university campuses, a difficult study environment and the need for income support, many members of these communities are simply unaware of the potential opportunities they have to undertake tertiary education.

As the discussion paper suggests, any strategies to improve participation in these communities will need to be supported by the school and vocational education systems. In turn this needs to be complemented by policies to raise awareness of tertiary education possibilities and to provide practical financial and other support both for disadvantaged students and the institutions they attend to encourage and maintain participation. This should be a requirement of all universities but additional support should go to those universities serving areas with high levels of disadvantage such as Western Sydney.

11. *What evidence is available from institutions about the impact on individuals or groups of either failure to gain income support or the inadequacy of income support?*

There is considerable anecdotal evidence that income support is a major issue for some students in Western Sydney. Even those students who continue to live at home have financial difficulties in attending university, for example, the lack of public transport in many parts of the region forces students to buy and maintain cars just so they can access campuses.

### **3.3 The student experience of higher education**

12. *How can the quality of the student experience within Australia's higher education institutions be monitored nationally? Is there evidence that declining student:staff ratios have impacted on the quality of the student experience?*

Whilst the discussion paper suggests that there is little hard evidence of the impact of the increase in student to staff ratios on the quality of learning, WSROC is still concerned that the University of Western Sydney has some of the highest ratios in Australia.

WSROC is also concerned that UWS has been particularly affected by the removal of compulsory student union fees which previously made major financial contributions to a range of services that were provided to students.

Unlike inner city campuses of established universities, most UWS campuses are located well away from shopping centres. This has meant that either these services have closed or the university has been forced to subsidise them. If the voluntary student legislation is to be maintained, then the special needs of students at isolated outer metropolitan and rural campuses should be recognised in the funding formula.

### **3.4 Connecting with other education and training sectors**

15. *To what extent should vocational education and training and higher education continue to have distinctive missions and how should these missions be defined?*

The discussion paper outlines some of the anomalies in the structure and management of the vocational training and higher education systems. The objectives of both systems need to be reviewed with the aim of removing inconsistencies and facilitating the movement of students between both systems.

### **3.5 Higher education's role in the national innovation system**

20. *On what principles and for what purposes should research activity be concentrated in particular universities or types of universities?*
21. *Do you believe there is a place in Australia's higher education system for universities that are predominantly 'teaching only' universities? If so, why?*

WSROC strongly opposes any proposal to concentrate research in the "Group of Eight" or any other elite group of universities.

Whilst there may be an argument for some consolidation of higher education providers, it is essential that all universities retain a research component. For example, much of the research conducted by UWS Research Centres is directly relevant to the region and informs both UWS students and the wider regional community. This relationship could be lost if research were consolidated in the "sandstone" universities.

### **3.6 Australia's higher education sector in the international arena**

WSROC does not wish to comment on this section.

### **3.7 Higher education's contribution to Australia's economic, social and cultural capital**

25. *How would you define knowledge transfer and community engagement in an Australian context?*
26. *Do you believe that knowledge transfer and community engagement are legitimate and appropriate roles for contemporary higher education institutions? If so, how do you see this additional role for the higher education sector blending with its traditional roles and are there limits to these additional roles?*
27. *If you think that knowledge transfer and community engagement are appropriate roles for higher education institutions, how do you believe these functions should be funded?*

As the discussion paper indicates, knowledge transfer and community engagement are not only legitimate and appropriate – they are also critically important roles for Australian universities in their local communities.

These processes can take a variety of forms. For example, as well as the commercialisation of successful research, universities can become closely involved in social, economic, environmental and cultural projects with direct relevance to local and regional communities. This role is especially important for universities such as

UWS which have clear regional mandates. These relationships should be encouraged through the higher education funding process and more explicit governance principles which emphasise the importance of interacting with regional stakeholders, as well as additional funding to be negotiated as part of the proposed compacts.

### **3.8 Resourcing the system**

28. *What incentives or unintended consequences are there in the current arrangements for higher education funding?*
29. *To what extent are the current funding models adequate to secure the future of Australia's higher education sector? If there are better models, what are they?*
30. *Are the current institutional arrangements for determining relative funding between higher education institutions appropriate? If not, what changes should be considered?*

WSROC believes that the current funding mechanisms unfairly discriminate against both multi-campus universities and outer urban regions, particularly those with areas of significant disadvantage. They also discriminate against newer universities which do not have the significant financial and other resources which have been built up by older established universities.

In this context, WSROC strongly urges the Federal Government to reform the higher education funding process to more fully recognise the significant disabilities of universities such as UWS, which have a genuine multi-campus structure (as opposed to a main and satellite campus arrangement). By their nature, multi campus universities will always have inherently higher infrastructure and operational costs than those universities which are predominantly consolidated on a single campus.

In addition, UWS suffers the further disability of being a relatively new university without the property investments, endowments and other financial resources of much older established institutions. The higher education funding system should recognise and compensate newer universities for this inherent disadvantage to ensure that there is some equality in the experience of students studying at either old or new institutions.

The current funding arrangements particularly discriminate against outer urban regions that like GWS which are served by only one university. The ratio of student places to population in Western Sydney is far lower than other States and urban regions in Australia with comparable populations.

Table 1 in the appendix compares the number of tertiary enrolments per 1,000 population by State with those within Greater Western Sydney. The number of places based on enrolments at UWS, the region's only university, is only 17.51 per 1,000 people. This compares to a national ratio of 46.12 and a NSW ratio of 43.62. South Australia, which has a population around 280,000 less than Greater Western Sydney, has three universities and over double the number of places.

These figures have to be treated with some caution, as GWS students do have access to other universities in the Sydney region. However, these require an average of about an hour's travel from most parts of the region, with the result that 58.5% of Greater Western Sydney students attend UWS. Even if total GWS enrolments at all

institutions are used, the ratio of 29.91 per 1,000 compares poorly to the national, NSW and all other state ratios.

The proposals put forward by the University of Western Sydney to incorporate additional weighting in the funding model for special factors such as multiple campuses, the special needs of universities in rural and outer urban areas, levels of cash reserves and levels of attendance by Indigenous and low SES students are therefore supported in principle.

The current system of funding, as the discussion paper points out, can also result in inequitable outcomes with students undertaking similar courses at different institutions (and sometimes the same one) paying widely varying amounts. A further review of the student contributions to the funding system and of student income support arrangements would be welcomed, provided the main aims were to improve the system's fairness and to increase the access of students from low SES backgrounds to university education.

**In summary, the under-provision of university places in Greater Western Sydney greatly exacerbates the problems of social disadvantage and poor access to campuses discussed earlier. Funding to the region should be dramatically increased to ensure that there is geographic equity in the provision of higher education resources.**

**These resources should go either to the expansion in the number of places available through UWS and/or to encourage other universities to offer courses in Western Sydney, as well as to ensuring that all students in the region have a quality tertiary education.**

### **3.9 Governance and regulation**

31. *Is it time to reshape tertiary education in Australia and streamline financing and regulatory arrangements? If so, what structural changes would you make and why?*
35. *Is there more that could be done to improve university governance? How should this be done?*

Current university governance arrangements are also overly complex and need review. Whilst the autonomy of universities is supported in principle, there has to be an appropriate balance between autonomy and accountability. Consideration should be given to simplifying the current dual governance mechanisms involving Federal and State Governments, but any such changes must, as the Discussion Paper notes, safeguard the sustainability of universities and their role in regional economies. However, it should be noted that in NSW at least, whilst the State Government has a governance role, it has tended not to be a major source of university funding.

WSROC has not formed a view on the governance arrangements proposed in section 3.9 of the Discussion Paper, but the proposal for compacts to be negotiated by universities with the Federal Government outlining each institution's role is supported in principle. These compacts could specify the parameters of the university's engagement with its region, for example, as well as the additional funding to provided for this purpose or as a weighting in recognition of the individual factors mentioned in section 3.8. They should also provide mechanisms to consult with the wider community and regional stakeholders regarding the extent to which the institution has "delivered" on its commitments, for example to extend to regional engagement or to increase the participation of low SES students.

## **4. APPENDIX: SUMMARY OF WESTERN SYDNEY DATA**

### **4.1 Greater Western Sydney Summary**

Greater Western Sydney (GWS) comprises the area defined by the Western Sydney Regional Organisation of Councils (WSROC) Region and the Macarthur Regional Organisation of Councils (MACROC) Region. It also comprises three subregions defined within the NSW State Government's Sydney Metropolitan Strategy: the North West, South West and West Central Subregions.

Greater Western Sydney includes fourteen local government areas located in the western part of the Sydney metropolitan area: Auburn Council, Bankstown City Council, Baulkham Hills Shire Council, Blacktown City Council, Blue Mountains City Council, Camden Council, Campbelltown, Fairfield, Hawkesbury, Holroyd, Liverpool, Parramatta and Penrith City Councils and Wollondilly Shire Council.

GWS has a total area of around 8,900 sq. km and a resident population in 2006 of 1,788,958.

### **4.2 A Profile of the WSROC Region**

The WSROC Region comprises eleven local government areas: Auburn Council, Bankstown City Council, Baulkham Hills Shire Council and Blacktown, Blue Mountains, Fairfield, Hawkesbury, Holroyd, Liverpool, Parramatta and Penrith City Councils.

The WSROC Region has substantial residential, rural, industrial, commercial, institutional and military areas. The WSROC Region has a total area of about 5,800 sq km and a resident population in 2006 of 1,555,896.

#### ***Qualifications***

Analysis of the qualifications of the WSROC population in 2006 compared to Sydney SD shows a smaller proportion of people holding formal qualifications (Bachelor or Higher Degree, Advanced Diploma or Diploma, or Vocational Qualifications and a larger proportion with no formal qualifications.

Overall, 36.9% held educational qualifications and 49.7% had no educational qualifications, compared with 43.0% and 42.8% respectively for Sydney SD.

The major differences were a larger percentage of people with no qualifications (49.7% cf 42.8%) and a smaller percentage of people with Bachelor or higher degrees (13.7% cf 20.0%).

The largest changes in the WSROC region between 2001-2006 were Bachelor or higher degrees (+41,260 persons) and no qualifications (-31,826 persons).

In 2006 3.3% of the WSROC population attended university cf 4.4% in Sydney SD and in 2001 the figures were 3.1% and 4.3% respectively.

### **4.3 A Profile of North-West Sydney**

North-West Sydney comprises the WSROC Councils Baulkham Hills, Blacktown, Blue Mountains, Hawkesbury and Penrith with a total area of 5,252 sq km and a population in 2006 of 737,871.

**English Proficiency**

In 2006 29.6% of residents of the North-West sub-region spoke English not well or not at all compared to much higher proportions (39.8%) of the population in West-Central and (36.9%) in the South-West sub-regions. The lack of English proficiency is increasing at a higher rate in the North-West sub-region than in Sydney as a whole, with the North-West's lack of English proficiency increasing by 11.3% since before 1991 to 2006, while the increase in Sydney SD was 9.2%.

The LGA with the highest proportion of the population lacking English speaking skills in 2006 was Blacktown (29.5%).

**Education**

In 2006 188,496 persons attending an educational establishment of some kind resided in the North-West area. This represented 25.5% of the population of the sub-region – a slightly higher proportion than was found in Sydney SD as a whole (23.8%). The largest single group were children attending infant/primary schools (9.8%). A further (7.3%) attended a secondary school and (2.0%) were in pre-schools.

Some 10.9% of children attended a government infant/primary school or a government secondary school and a further 6.2% attended non-government schools.

In North-West Sydney 19,494 individuals attended a TAFE (2.6% of those in education) and 23,780 were at university or another tertiary institution (3.2%). This was a slightly lower participation rate in tertiary education in the sub-region (5.8%) than was found in the WSROC region as a whole (6.1%) or Sydney SD (7.1%) at that time. In 2006 some 13.28 % of university students in Sydney SD lived in the North-West region. This had increased from 11.8% in 1991.

In 2006 some 13.2% of university students in Sydney SD lived in the North-West region. This had increased from 12.8% in 1991.

The highest proportions of university students in the sub-region lived in Baulkham Hills (4.8%). This represented a higher participation rate than was found in either the WSROC region (3.3%) or Sydney as a whole (4.5%). The lowest university participation in the sub-region occurred in Penrith (2.3%) and Hawkesbury (2.4%). The highest participation in TAFE occurred in Blacktown and Blue Mountains (2.8%), which was in line with the WSROC average but higher than for Sydney as a whole (2.6%).

In 2006 85,865 adults or 15.1% of North-West Sydney's population aged 15 or more years had a university qualification (under- or post-graduate) which was a smaller proportion than in Sydney as a whole (20.0%). Also North-West Sydney accounted for 12.9% of all of Sydney's residents with a university degree (while housing 17.1% of the adult population of the GMR).

Analysis of the qualifications of the population in the N-W sub-region compared to WSROC shows a larger proportion (41.0%) of people holding formal qualifications and a smaller proportion of people with no formal qualifications (47.2%) compared to 36.9% and 49.7% respectively for WSROC. The largest changes in qualifications between 2001-2006 were an increase of 20,380 persons with Bachelor or higher degrees and a decrease in -14,308 persons with no qualifications.

**Indigenous People**

There were 13,642 Indigenous people in North-West Sydney in 2006 or 1.8% of the total population. This was a higher proportion than was found in WSROC as a whole

(1.3%) or in Sydney SD (1.1%). In Blacktown Indigenous people represented 2.6% of the population but only 0.3% of the population in Baulkham Hills.

The proportion of Indigenous people in the sub-region rose from 0.5% in 1981 to 1.8% in 2006.

#### **4.4 A Profile of West-Central Sydney**

West-Central Sydney comprises the WSROC Councils Auburn, Bankstown, Holroyd, Fairfield and Parramatta with a total area of 312 sq km and a population in 2006 of 630,417.

##### ***English Proficiency***

In 2006 39.8% of residents of the West-Central sub-region spoke English not well or not at all compared to 29.6% of the population in North-West and 36.9% South-West sub-regions. This compared with 37.2% in the WSROC region and 30.7% in Sydney SD. The lack of English proficiency is increasing at a higher rate in the West-Central sub-region than in Sydney as a whole, with the West-Central's lack of English proficiency increasing by 11.23% since before 1991 to 2006, while the increase in Sydney SD was 9.2%.

The LGA with the highest proportion of the population lacking English speaking skills in 2006 was Fairfield (63.9%). This LGA also experienced a substantial (28.1%) increase in the proportion of the population not speaking English well or at all between before 1991 and 2006.

##### ***Indigenous People***

The West-Central sub-region contained fewer Indigenous persons in 2006 than were found in either of the other two Greater Western Sydney sub-regions. The area contained 4,619 (4,672 ERP) Indigenous persons (0.7% of the population) compared with 13,624 (1.9%) in the North-West and 7,442 (1.9%) in the South-West. The highest proportions of Indigenous people lived in Holroyd and Parramatta where they represented 0.8% of the population while the lowest were in Fairfield (0.6%).

##### ***Education***

In 2006, 155,642 persons attending an educational establishment of some kind resided in the West-Central area. This represented 23.8% of the population of the sub-region - the same proportion as was found in Sydney SD as a whole. The largest single group were children attending infant/primary schools (8.2%). A further 6.9% attended a secondary school and 1.5% were in pre-schools.

Some 9.8% of children attended a government infant/primary school or a government secondary school and a further 5.3% attended non-government schools. Between 2001 and 2006 there was a slight decline in the proportion of the population attending government schools and a commensurate small increase in private education.

In West-Central Sydney 2.9% of individuals attended a TAFE (a reduction from 3.4% of those in TAFE education in 2001) and 3.6% were at university or another tertiary institution. There was a slightly higher participation rate in TAFE and university education as a whole in the sub-region (6.5%) than was found in the WSROC region as a whole (6.1%) but lower than in Sydney SD (7.1%) at that time. In 2006 some 13.2% of university students in Sydney SD lived in the West-Central area. This had increased from 11.7% in 1991.

In 2006 some 68,062 persons aged over 15 years in West-Central Sydney (or 13.2%) had a university qualification (under- or post-graduate). This was lower than the 20.0% in Sydney SD. Also West-Central Sydney accounted for 10.3% of all of Sydney's residents with a university degree (while housing 15.6% of the adult population of the GMR).

The largest changes in the number of people attending education institutions in W-CS between 200-2006 were:

University (+2,566 persons)  
Primary – total (-2,374 persons)  
TAFE (-2,347 persons).

#### **4.5 A Profile of South-West Sydney**

South-West Sydney comprises Liverpool Council (a WSROC Council) and the three MACROC councils of Camden, Campbelltown and Wollondilly with a total area of 3,376 sq km and a population in 2006 of 381,344.

##### **Education**

In 2001, 99,214 persons attending an educational establishment of some kind resided in the South-West Sydney. This represented 26.1% of the population of the sub-region – slightly more than was found in Sydney SD as a whole (25.2%), and the same as the WSROC region as a whole. The largest single group were children attending infant/primary schools 38,777 (10.2%). A further 30,686 attended a secondary school (8.1%) and 6,664 were in pre-schools (1.8%).

Some 4.9% of children attended a government secondary school and a further 2.8% attended a non-government secondary school.

In South-West Sydney 11,745 individuals attended a TAFE (2.6% of those in education) and 8,817 (2.4%) were at university. At 5.0% of the South –West Sydney population this was a lower participation rate in tertiary education than was found in the WSROC region as a whole (7.1%) or Sydney SD (8.3%) at that time.

In 2006 some 5.4% of university students in Sydney Statistical Division lived in the South-West region, this represented a slight increase from 5.2% in 2001, but still represented a much lower rate (almost two2.5 times lower) than was found in either of the other two sub-regions (13.2%).

Some 2.5% of individuals in both Campbelltown and Liverpool attended university in 2006 – representing a marginal increase since 2001. However the proportions declined slightly in both Camden and Wollondilly during the same period. This poor level of university attendance and decline in participation is of considerable concern.

Also of concern in South-West Sydney is the decline in attendance in TAFE education from 3.1% of the population in 2001 dropping to 2.6% in 2006. In particular there was a 0.7% drop in TAFE attendance in Liverpool LGA with 788 fewer people attending TAFE in 2006 than in 2001.

**Table 1: University enrolments and population, 2007**

<b>Public University Enrolments 2007</b>	<b>Number of Universities</b>	<b>All student enrolments</b>	<b>Population</b>	<b>Places per 1000 popn</b>
New South Wales <sup>(1)</sup>	10	302,172	6,927,000	43.62
Victoria	8	258,092	5,246,100	49.20
Queensland	7	181,224	4,228,300	42.86
Western Australia	4	97,585	2,130,800	45.80
South Australia	3	70,260	1,591,900	44.14
Tasmania	2	19,437	495,800	39.20
Northern Territory	2	6,599	217,600	30.33
Australian Capital Territory	2	26,138	340,800	76.70
<i>Multi-state</i> <sup>(2)</sup>	1	15,279		
<b>TOTAL</b>	<b>39</b>	<b>976,786</b>	<b>21,180,600</b>	<b>46.12</b>
<b>Greater Western Sydney</b> <sup>(3)</sup>	<b>1</b>	<b>32,811</b>	<b>1,873,978</b>	<b>17.51</b>
<b>Greater Western Sydney</b> <sup>(4)</sup>	<b>1</b>	<b>56,044</b>	<b>"</b>	<b>29.91</b>

Sources: ABS *Regional Population Growth, Australia, 2006-2007* (cat. no. 3218.0) and *Selected Higher Education Statistics (DEEWR)*

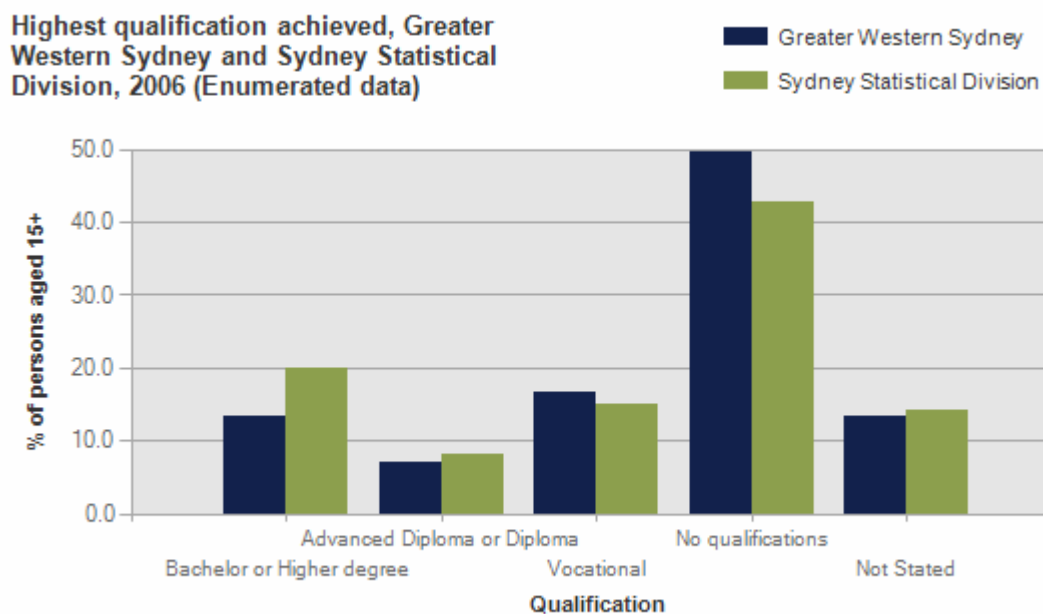
Notes: 1. NSW figures include ADF Academy and UWS enrolments  
2. Multi-state (Aust Catholic Uni) enrolments included in national total only  
3. Greater Western Sydney ratio based on UWS enrolments only  
4. Greater Western Sydney ratio based on total enrolments (2006 figure)

**Table 2: Greater Western Sydney: highest qualification received**

Highest qualification achieved (persons aged 15 years and over)	Greater Western Sydney						
	2006			2001			Change 2001 to 2006
Enumerated data	number	%	Sydney Statistical Division %	number	%	Sydney Statistical Division %	
Bachelor or Higher degree	182,098	13.2	20.0	136,983	10.5	16.5	45,115
Advanced Diploma or Diploma	95,688	6.9	8.1	73,644	5.6	6.9	22,044
Vocational	230,067	16.7	14.9	215,564	16.5	15.3	14,503
No qualifications	688,541	49.9	42.8	725,533	55.4	48.7	-36,992
Not Stated	182,587	13.2	14.3	157,413	12.0	12.7	25,174
Total	1,378,981	100.0	100.0	1,309,137	100.0	100.0	69,844

Source: Australian Bureau of Statistics, Census of Population and Housing, 2006, 2001, 1996, and 1991.

**Figure 1:**



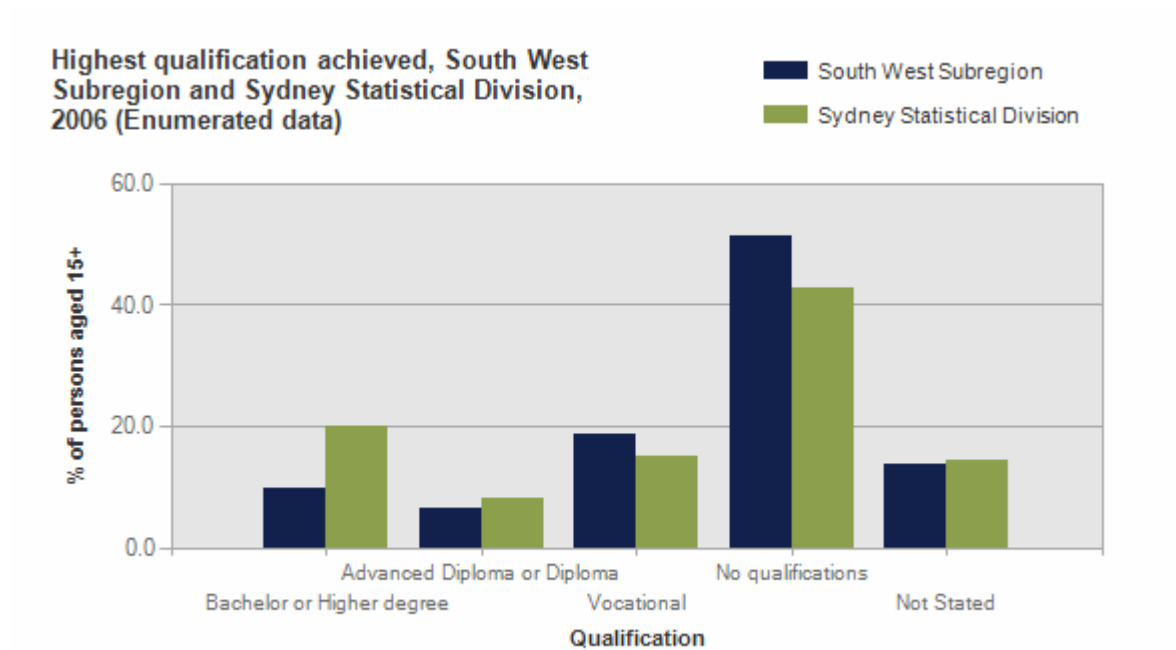
Source: Australian Bureau of Statistics, 2006 Census of Population and Housing (Enumerated)

Table 3: Greater Western Sydney: highest qualification received

Highest qualification achieved (persons aged 15 years and over)	South West Subregion						
	2006			2001			Change 2001 to 2006
	number	%	Sydney Statistical Division %	number	%	Sydney Statistical Division %	
Bachelor or Higher degree	28,979	9.7	20.0	22,318	7.9	16.5	6,661
Advanced Diploma or Diploma	19,516	6.5	8.1	14,632	5.2	6.9	4,884
Vocational	56,129	18.8	14.9	50,482	17.9	15.3	5,647
No qualifications	153,675	51.4	42.8	160,795	57.1	48.7	-7,120
Not Stated	40,439	13.5	14.3	33,558	11.9	12.7	6,881
Total	298,738	100.0	100.0	281,785	100.0	100.0	16,953

Source: Australian Bureau of Statistics, Census of Population and Housing, 2006, 2001, 1996, and 1991.

Figure 2:



Source: Australian Bureau of Statistics, 2006 Census of Population and Housing (Enumerated)

**Table 4: SEIFA Index of Disadvantage**

SEIFA index of disadvantage Local Government Areas in the Sydney Statistical Division (ranked from greatest to least disadvantaged)	2006 SEIFA index of disadvantage
<b>Fairfield (C)</b>	<b>876.1</b>
<b>Auburn (A)</b>	<b>922.1</b>
Canterbury (C)	927.1
<b>Bankstown (C)</b>	<b>944.7</b>
<b>Campbelltown (C)</b>	<b>954.5</b>
Botany Bay (C)	962.3
<b>Liverpool (C)</b>	<b>966.4</b>
Wyong (A)	966.8
<b>Holroyd (C)</b>	<b>972.4</b>
<b>Blacktown (C)</b>	<b>972.8</b>
<b>WSROC REGION</b>	<b>981.6</b>
<b>Parramatta (C)</b>	<b>987.4</b>
Rockdale (C)	992.5
Burwood (A)	1004.5
<b>Penrith (C)</b>	<b>1006.0</b>
Marrickville (A)	1007.2
Gosford (C)	1011.7
Hurstville (C)	1014.3
Ashfield (A)	1021.5
Strathfield (A)	1024.4
Sydney (C)	1026.9
<b>Hawkesbury (C)</b>	<b>1033.0</b>
<b>Wollondilly (A)</b>	<b>1044.7</b>
Randwick (C)	1045.0
Kogarah (A)	1045.0
<b>Blue Mountains (C)</b>	<b>1051.2</b>
Ryde (C)	1054.4
<b>Camden (A)</b>	<b>1057.2</b>
Canada Bay (A)	1076.5
Waverley (A)	1082.2
Leichhardt (A)	1082.9
Sutherland Shire (A)	1083.8
Warringah (A)	1084.1
Hunter's Hill (A)	1099.4
Willoughby (C)	1099.6
Hornsby (A)	1099.8
Pittwater (A)	1106.9
Manly (A)	1107.9
North Sydney (A)	1114.1
<b>Baulkham Hills (A)</b>	<b>1116.5</b>
Lane Cove (A)	1116.9
Woollahra (A)	1121.7
Mosman (A)	1130.1
Ku-ring-gai (A)	1143.3

Source: Australian Bureau of Statistics, Socio-Economic Indexes for Areas (SEIFA), 2006.

WSROC and MACROC Councils shown in bold