



A 20-YEAR INFRASTRUCTURE

PLAN for South Australian
public education and care

Every School a Great School



Government
of South Australia
Department for Education






Acknowledgement of Country

We acknowledge that the work undertaken to develop this plan took place on the traditional lands of South Australia's First Peoples and we respect their spiritual relationship with their country.

In delivering public education in South Australia, we acknowledge the importance of understanding Aboriginal knowledge, languages, cultures and voices which provide critical contributions and value across our workplaces, classrooms, partnerships and communities.



Foreword

Every child and young person deserves a great education, and the best facilities to help them learn.

Our local communities also deserve educational facilities that meet their needs.

Public schools and preschools are the heart of local South Australian communities. These buildings and facilities - from sports to performing arts - are often used by the wider community after the school bell rings.

We've heard from parents and carers about their desire for learning environments that are flexible, inclusive and engaging, and that give them confidence their children will have access to the facilities and learning they need to be their best.

The South Australian Government has an ambitious vision to create a smart, sustainable and inclusive economy that will define our individual and collective prosperity for the future.

Public education has a key role in achieving this vision. Building and retaining South Australia's talent, ensuring that there is no talent wasted, and investing in economic participation across our regions is one of the most significant opportunities for our state's economy.

Our public schools and preschools are a critical part of our aspiration for developing our future workforce. Our 5 new technical colleges in both metropolitan and country South Australia showcase our commitment to the skills we are looking to build and retain here in South Australia.

The South Australian Government has commissioned critical infrastructure to support our school and preschool communities with 5 new technical colleges, major investments to support increased enrolment at Adelaide Botanic High School and Roma Mitchell Secondary College, 4 new school gyms to support student engagement and broader community opportunities, and many more projects across our schools and preschools.

Our ambition is for all South Australians to have confidence that their local public school or preschool is great, regardless of where they live.

Over the next 20 years, we will work to ensure every investment we make in education infrastructure supports our commitment to make every public school a great school.



Hon Blair Boyer MP
Minister for Education, Training and Skills

Our world is constantly changing and evolving, as are our schools and preschools.

They need to continue to adapt to ensure children and young people are well prepared for their lives beyond the classroom.

In partnership with learners, families and the wider South Australian community, the Department for Education is building a world-leading public education system - one that is equitable and prioritises learning and wellbeing, where learners are actively engaged and have a strong connection to their school or preschool.

The quality of, and community confidence in, public schools and preschools is important, and we need to plan for the needs of our students and families for the long term.

We know that parents and carers care deeply about the quality of school infrastructure and the facilities their children learn in. In fact, we know it's one of the key factors parents take into consideration when deciding where to enrol their children.

We have a clear picture of where there are strategic opportunities to invest in our assets right across our public education system.

This plan starts with what our students and their families need to be able to learn and thrive in our public schools and preschools.

Of course, we are not alone in our planning endeavour. Education's infrastructure planning integrates with wider planning for the future of the state, including Plan SA's Plan for Greater Adelaide and Infrastructure SA's 20-Year State Infrastructure Strategy.

We will focus on several levers to support every South Australian family and our local communities.



Professor Martin Westwell
Chief Executive, Department for Education

What we know about great schools and preschools

Children and students learning and thriving in every community

The Every School a Great School policy approach was publicly announced by the Minister for Education, Training and Skills in July 2023. It aims to prevent local public schools and preschools being overlooked by parents and families for other schools away from their place of residence, and recognises the importance of supporting a quality education at every school, for every child in every community.

Our approach to making every school great hinges on the levers of high quality and fit-for-purpose infrastructure, targeted school improvement, specialisation and marketing to uplift all schools and preschools. While targeted investment is the focus of this plan, the other 3 levers will allow us to maximise the benefits of investment to make change at the right time, for the right reasons, and provide a fairer system and greater opportunity for quality teaching and learning.

After hearing more than 13,000 perspectives from students, parents, staff and community members in South Australia, the department has redefined the purpose and value of public education to keep up with changing standards and societal expectations. We know what South Australians need from our schools and preschools, and this will guide us in our ambition to make every school and preschool great.

Great schools will look different across communities. They need to be diverse in their approach to education and reflect the values and aspirations of their community. We need to create environments in public education that support student wellbeing, sense of belonging, and sense of self, providing them with the skills and capabilities they need to thrive as capable South Australian citizens, regardless of their background.

Understanding what our families need and desire

Selecting a school or preschool is an important decision for families that has the potential to impact their children's ability to thrive in the modern world.

We need to instill confidence in parents and carers that their local government school or preschool can support their children to learn and thrive, setting them up for success in an evolving and increasingly complex world of work.

To inform our ambition to make every school a great school, parent focus groups across a broad cross section of backgrounds told us that they care most about:

- extra-curricular activities (eg performing arts, sports)
- facilities (contemporary learning spaces, amenities, play and outdoor spaces)
- the location of their child's school or preschool in relation to their home and workplace
- the responsiveness of educators and school leadership to their needs
- the school or preschool's facilities and overall community confidence.

Aspects such as outdated or run down facilities and disengaged students or staff were key 'red flags' that deterred parents and students from enrolling in schools.



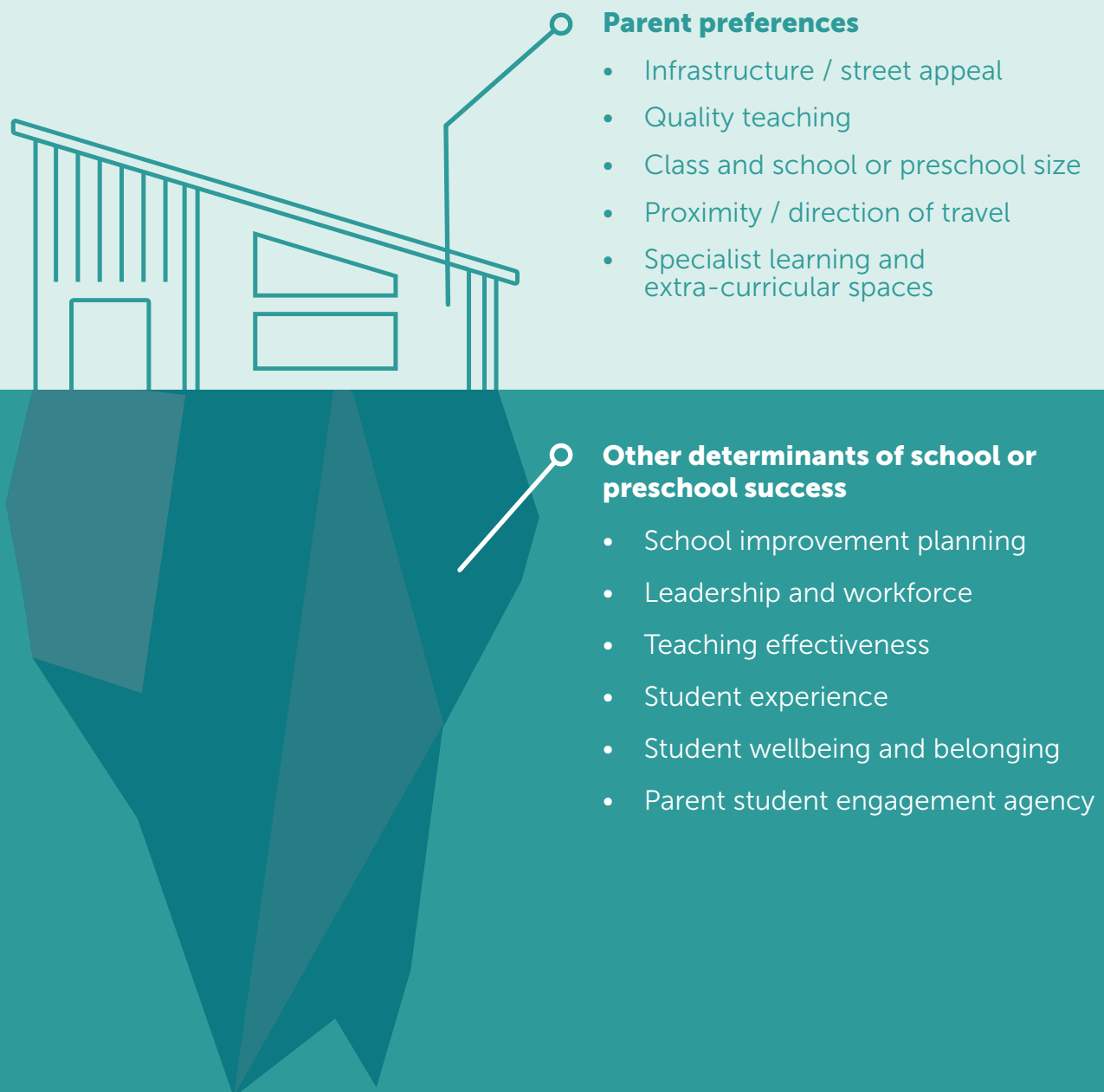
First impressions do have an impact. Poor facilities, poor maintenance, poor infrastructure is going to turn people away straight away.

- Parent choice focus group attendee



In addition to parent and family perspectives, we know there are many factors outside of parent perception that impact the success of our schools and preschools, and contribute to school reputation and parent choice.

This plan focuses on what our families desire, but also what underpins community confidence and students learning and thriving.



Importance of education infrastructure

Families place significant importance on factors like teacher quality, school or preschool leadership and culture. We know that infrastructure is one of the most immediate and visible factors that plays a role in shaping parents' confidence in their child's education, as well as the students' engagement in their learning experience.

The department holds a substantial infrastructure portfolio, maintaining over 900 public schools, preschools and children centres that provided educational services for 172,654 students in 2022. Approximately 40% are in country South Australia.


High-quality, fit-for-purpose infrastructure provides the foundations for effective teaching, enhancing student wellbeing and learning outcomes¹, and ultimately driving better employment outcomes for South Australians. It allows for teaching in an environment that is safe, secure and comfortable for children and young people of all abilities. It is an essential feature of a world-leading public education system.

Improvement of school infrastructure goes beyond improving facilities and how this effects student wellbeing and learning. It looks to how a space is laid out, its ventilation, noise levels and brightness. National and international research tells us that good infrastructure provides all students with an environment that supports learning and allows for better achievements. Facility improvement can be as broad as the spaces students learn in, connectivity to internet and access to resources. All of these have a positive impact on teaching and learning in our schools².

However, the quality of facilities and how well they meet students' and families' needs currently varies across our schools and preschools. This impacts the perception of some sites and public education more broadly.


Schools and preschools should be inviting, fun and safe environments for students to learn and thrive. They should be inclusive for all students and students with disability must be given every opportunity to engage in mainstream learning, with safe spaces available when they're needed. Students in these types of spaces will better engage with their teachers and their learning.

To provide these environments and keep up with the evolving world of work and the potential of modern technology, classrooms need to be digitally enabled, fit-for-purpose, flexible and inclusive learning spaces. We want contemporary learning spaces to nurture collaboration and creativity, and cater to students' individual needs, styles, and abilities.



Infrastructure is critical to invest in. That sense of school pride. It's essential that children have modern spaces that can accommodate modern teaching methods.

- Parent choice focus group attendee



1 | *The Impact of School Infrastructure on Learning*, Barrett, P, Treves, T, Shmls, T, Ambasz, D and Ustinova, M, World Bank Group, 2019.
2 | *School infrastructure has an impact on learning: keys to rethink it*, ContentEngine LLC, 2023



Good infrastructure makes kids want to be there. If the teaching is where it should be, then the facilities around it enable everyone to thrive.

- Parent choice focus group attendee



Case for change

Historically, we have prioritised investment in infrastructure and capacity for schools that are popular and seen as desirable. While investment has been significant and important, it has focused on a relatively small number of schools, such as those with immediate enrolment pressure, and targeted investments that create learning environments to meet new capacity demands in specific sites.

Funding decisions have often been reactive and focused on solving an immediate problem rather than viewing infrastructure investment in a more holistic, integrated way. Infrastructure investment should be a foundation for school improvement and the overall offering for public education across all our regions. Previously, it has focused on individual buildings to be developed, or assets to be maintained, rather than looking at the deeper issues at play, such as local enrolment dynamics or age of site assets.

Our research and experience has shown that this investment has incentivised families' preference for certain schools. They often choose to travel and attend these schools outside of their local community. This adds to enrolment pressure at select schools considered more desirable, overcrowding some locations.

It has also resulted in a lack of capital funding available for major upgrades, repairs and maintenance in the remaining majority of public schools across South Australia, which can have the unintended effect of continuing this cycle of parents preferencing 'popular' schools.

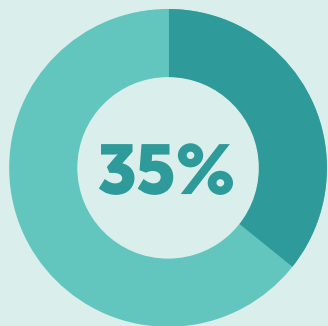
At a system level, this has led to the failure to keep pace with the maintenance and replacement needs of our existing infrastructure. The ongoing use of buildings which should be replaced has meant a rapidly increasing reactive maintenance cost, requiring more funding every year to keep up with the maintenance needed.

This plan outlines our ambition to move towards a system that provides equitable funding for all schools and preschools regardless of enrolment pressures. This supports the more efficient spread of enrolment demand, uplifts school and preschool infrastructure and supports sustainable investment over time.

With approximately **5700** buildings across **900** public schools, preschools and children centres in South Australia, the average building age in our schools is approximately **44 years old**. The projected proportion of assets assumed to be at or beyond end of life at schools across South Australia is expected to grow to **75% by 2052**.

5700

buildings located across metropolitan, regional and remote areas of SA



of all buildings within the Department for Education's portfolio past their design life

44 years

average age of buildings



Without a significant change to how we prioritise infrastructure investment, the projected increase of assets in poor or very poor condition will more than double over the next 20 years. This is likely to increase a range of problems including a greater risk to the health and safety of staff and students, inefficient diversion of funds to ongoing repairs and maintenance, and a lack of fit-for-purpose facilities required to meet the demands of South Australian families.

Our commitment to ensuring all children and young people of South Australia have equitable access to high quality education is a core driver in creating conditions that secure the economic future of South Australia.

By working to make every school and preschool great through a considered, integrated approach to infrastructure investment across all regions, we can better meet the needs of students within their existing zones, regardless of background or location. We will ensure that all students have the ability to engage in the modern economy.

This will lead to a fairer distribution of student enrolment across schools, resulting in less pressure on schools nearing their enrolment capacity, and increasing demand for schools and preschools with lower enrolments. This in turn will bring greater equity for all schools and preschools across the public school system.



If one area is really well supported and another area is really neglected, it shows a lack of breadth of support for different types of kids. We need to cater for everyone.

- Parent choice focus group attendee



Rethinking infrastructure

To address the inequity and inefficiency of the historical approach and move towards a system where every public school is a great school, we need to rethink our approach to infrastructure investment. We need to move from a traditional reactive system to embrace a long term, evidence-based prioritisation model, supported by highly responsive service supports to our schools and preschools.

We will create an approach that supports sustainable long-term infrastructure, based on a strategy that will give the greatest platform to meet our challenges.

A new way of prioritising investment in infrastructure will consider a number of factors that apply to schools and preschools, and the communities they are part of.

Figure 2 - Strategic considerations informing prioritisation of education infrastructure investment

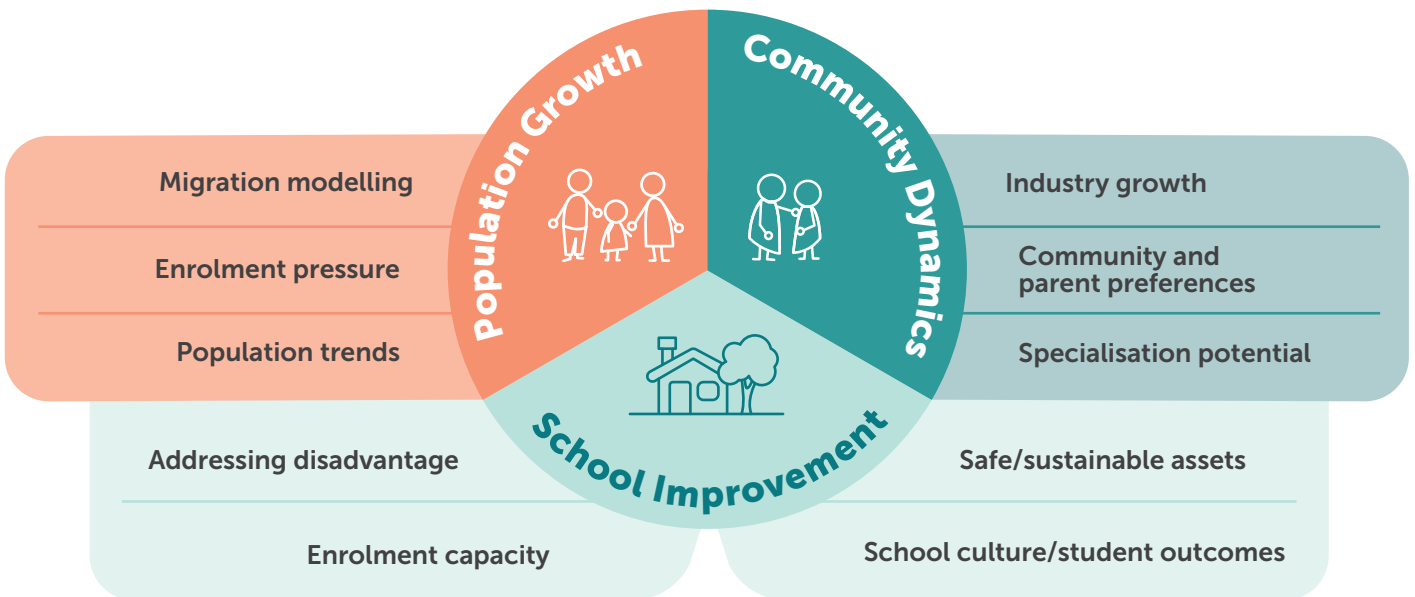


Figure 3 - Comparison of the historical and future approaches.

	Historical	Future
Approach	<ul style="list-style-type: none"> Targeted capital investment programs Reactive approach to planning for new schools and preschools Expansion of popular schools Reallocation of infrastructure investment for other purposes (e.g. Year 7 to High School) 	<ul style="list-style-type: none"> Sustainable enrolment dispersal in schools and preschools Planned, evidence informed asset replacement based on age, risk and condition Proactive planning for new sites Capital investment as a targeted lever for school improvement
Outcomes	<ul style="list-style-type: none"> Significant inequity in asset condition and learning environments Average age of assets: 44 years Inefficient use of available enrolment capacity Reduced parent confidence in public education 	<ul style="list-style-type: none"> Greater equity in students' experience across system Maximising existing site and land capacity Reduce enrolment pressures for popular schools Reduce safety risk Improve parent confidence in public education

Our 20-year Infrastructure Plan seeks to place these funding decisions in a strategic context, through the lens of Every School a Great School. We will make decisions based on the metrics that matter, such as:

- local enrolment dynamics and community perception
- asset age, risk and replacement timeframes
- site enrolment capacity
- site readiness for improvement
- population growth and migration
- local opportunity and specialisation of the school.

This proactive approach will give us a better understanding of which schools are in most need and how best to address those needs, rather than reactive spending allocated to maintenance for end-of-life assets or schools with capacity issues.

This strategic approach will focus on reducing enrolment pressures and creating greater funding equity by improving the community perception and infrastructure of schools and preschools close to at-capacity schools.

By understanding the situation of individual schools, within the overall landscape of schools and preschools in the state, we will seek to maximise the use of each site.

Implementing our approach

Based on this approach, we will make targeted medium-term investments to address capacity issues through the development of new schools and the uplifting of targeted schools at the right time, for the right reasons.



This approach will allow us to meet demand, migration patterns and growth, take advantage of local community dynamics and ensure our assets are managed in a safe and sustainable way that delivers on our ambition for every school and preschool being a great school.



Children should have opportunities to do what they want to achieve in the future. So if they want to pursue a particular career, they should have the resources and facilities to do that, and excel in that.

- Parent choice focus group attendee



Focus area one

Meeting demand



To guide our infrastructure plan, we have used state planning data to map current and future demand for enrolments. We have assessed the number of schools and preschools within each statistical area to meet current and future capacity requirements. We've also assessed current capacity and condition of the infrastructure within these schools to understand where pressure points exist across the state.

Market research with parents, combined with population and migration forecasts from the Australian Bureau of Statistics, Plan SA and others, have helped us to understand and forecast industry trends and future projections that are likely to arise from Government commitments in infrastructure and major projects.

Through this extensive forecasting, we can understand where enrolment pressure will play a factor in geographical areas, helping us to plan for infrastructure capacity in our schools and preschools to meet the needs and ambitions of every community across our state for the long term.

Population



Natural Increase

NET 3999



Net Migration

24,527

= 28,528

Growth rate 1.58% pa
(Dec 2022)





What we've done

Infrastructure SA's *20-Year State Infrastructure Strategy* outlined the need for education infrastructure to respond to population growth and provide spaces and assets that enable and promote modern, flexible and relevant education.

With this in mind we have conducted analysis which identifies the high-growth regions of Mount Barker and the northern suburbs as areas requiring investment in additional enrolment capacity in the short to medium term.

We have developed business cases for both areas investigating the pressures that high population growth is likely to place on enrolment demand, outlining responses to these pressures, and recommended next steps.

We've engaged with Infrastructure SA, Plan SA and other government partners to ensure we have a detailed and shared understanding of what this analysis means in the broader context of South Australia's infrastructure, and specifically for Mount Barker and the northern suburbs. This engagement has helped inform both business cases and our broader plans for education infrastructure.

Between 2010 and June 2020, the population in the northern suburbs grew by 1.8% with an increase of 20,650 people. In February 2023, Riverlea Estate was officially opened. The estate is set to include 12,000 new dwellings to house more than 40,000 people.

Similarly, Mount Barker has experienced the highest average annual population growth rate of any local government area in South Australia. This has led to the region having a high proportion of children compared to Greater Adelaide.

To plan for the growing educational and care needs of both the Mount Barker and northern suburbs communities, we have developed and tested several strategic solutions including policy changes, technological interventions and infrastructure responses. We have also considered enrolment management processes to help us spread demand more evenly and efficiently across sites and improve equity.

This has allowed us to determine the requirements for new school and preschool services in these regions in the most informed way.





What we'll do

To ensure the appropriate provision of public education and care, we have developed targeted solutions for both the Mount Barker and northern suburbs areas to meet population growth.

To ensure our investment is planned and sequenced, we have looked at land parcels across these regions, and identified key land parcels that will safeguard the land we need to guarantee education and care for every student in these areas.

Northern Suburbs

We will be investing \$155 million in a new large secondary school to support growth in the Munno Para area.

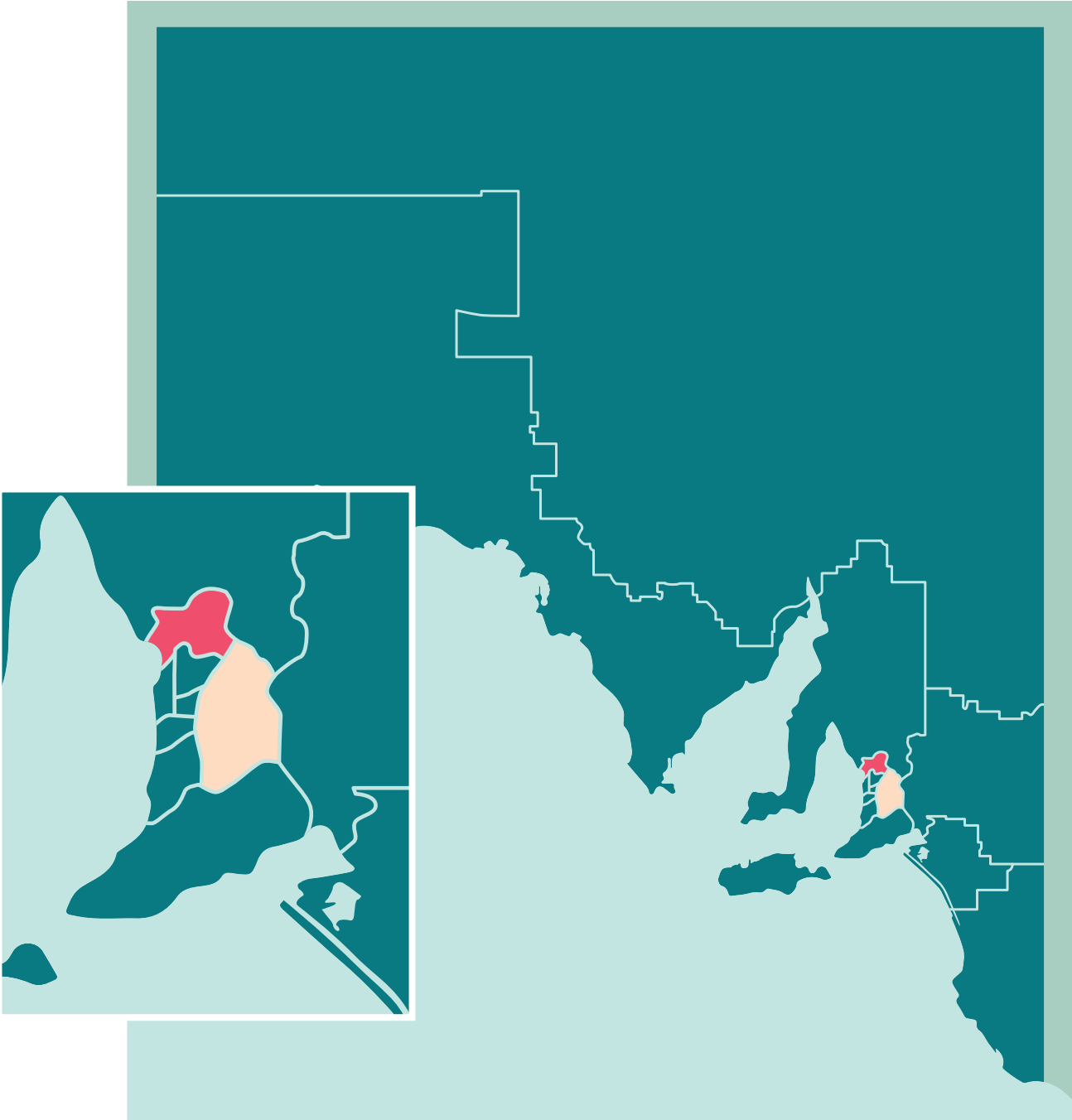
Mount Barker

We will be investing \$61 million in a new co-located preschool and primary school to support our young families living in and moving to the Mount Barker area.

These are our first big steps, and we will keep a close eye to our modelling to identify areas for further investment in new capacity across the next 20 years, particularly as we transition to 3 year old preschool options for all families.



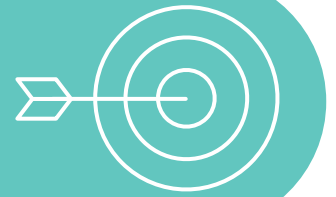
Figure 5 - Current projected new capacity need, low to high over the next 20 years



Capacity need gradient

Focus area two

Leveraging and integrating new infrastructure



Our analysis of the 2023 enrolment forecasts suggests that a strong focus on capacity management in high-demand schools may result in more families choosing non-government schools.

In addition to new services, we are using a planned, data-driven targeted approach to identify sites that can benefit from an integrated approach that leverages infrastructure, in conjunction with other school and preschool supports and effort. We will look to use infrastructure investment as a platform to use with other offerings and supports for the right schools and preschools, at the right time for the right reasons to build our ambition for every school a great school.

What we've done

We recognise the importance of our services and our capacity to deliver quality education and care. We've established the foundations for the future by prioritising:

1. the construction of new schools in Whyalla Secondary College, Aldinga Payinthe College, Riverbanks College and Morialta Secondary College
2. targeted intervention combined with infrastructure investment for site level improvement (ie Plympton International High School)
3. establishment of a dedicated forecasting unit to improve demand forecasting capability
4. growing maturity of our universal school improvement model and readiness to move into targeted work
5. leveraging targeted school improvement, infrastructure investment, marketing and specialisation (ie Findon High School and Technical College).

The department is looking to move to the next stage of maturity to adopt long-term, integrated infrastructure planning.

Through a considered and integrated approach to infrastructure, its integration with other high impact learning improvement strategies, and opportunities for specialisation we can ensure all of our schools and preschools are meeting the needs of their students and the aspirations of their local communities.

Case Study: Findon Technical College

Findon High School has been experiencing dwindling enrolments since 2008, reaching an **all-time low of 250 in 2020** (45% of enrolment capacity). This has been a continuing trend since 1978, where enrolments were at a high of 1036. To date, **the school catches only a small share (30%) of in-zone enrolments** during the high school transition process.

In 2022, **Findon High School was selected as the site for 1 of 5 technical colleges** in South Australia to redirect enrolments, improve student outcomes, and enhance public perception of selected sites. Our School Improvement Implementation Team executed targeted efforts to **reposition Findon as a preferred school** within its community. This included infrastructure upgrades, marketing and communications, as well as integration of specialisation which **positions the school as a leading pathway to VET qualifications and vocational careers.**

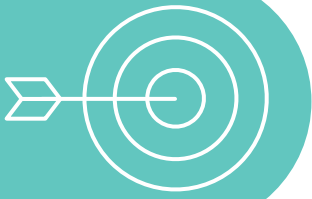
Every School a Great School seeks to apply this integrated approach more broadly across our system by leveraging targeted infrastructure projects within holistic site uplifts to build school reputation and enhance learning and teaching opportunities.



As an adult, if you go to an office that looks dated you're not going to work at your best. We need our schools to be comfortable and inviting.

- Parent choice focus group attendee





What we'll do

Over the next 20 years we will work across our schools and preschools, looking at various indicators of strategic value such as:

- enrolment trends and capacity
- index of socio-economic disadvantage
- asset condition
- school culture
- local community opportunities.

By looking at these metrics, we will seize opportunities to leverage infrastructure in activation with other levers for the right schools and preschools, for the right reasons at the right time.

The first steps in this 20-year plan target the following schools for uplift:

- Mount Gambier High School (\$6 million)
- Le Fevre High School (\$4 million)
- Oakbank School (\$15.9 million).

This work will include the development of planning studies, fixing any outstanding maintenance issues on site and the use of integrated levers and systems of support. This includes intensive work with our school improvement team, updated marketing and, where appropriate, reviewing the desire for specialist education streams.

Strategic Opportunities: Le Fevre and Mount Gambier High Schools and Oakbank School

As a crucial first step in this work, we will invest in three schools that present critical opportunities for infrastructure investment.

With the announcement of the AUKUS submarine program, Le Fevre High School is uniquely aligned to this development through their proximity to the AUKUS site and their existing maritime program. We will seek to elevate this program through investing \$4 million in targeted improvements at Le Fevre High School and building on the existing learning program and links to local industry.

Mt Gambier has been chosen to host 1 of 5 new technical colleges in South Australia. We will invest \$6 million in the nearby Mt Gambier High School to leverage this opportunity and build links to future industries, including multi-trades and agri-tech.

Situated in a key location in the Adelaide Hills, and in close proximity to the high growth region of Mount Barker, Oakbank School has available enrolment capacity. It has a well-regarded agriculture focus offering learning programs for students from reception to year 12, supported by a working farm on its 22-acre site. We will invest \$15.9 million in rejuvenating Oakbank School to provide enriched learning experiences and opportunities for children and young people in the Adelaide Hills region.

With nearby public schools at enrolment capacity, our investment to uplift these schools will allow us to improve enrolment distribution and maximise use of existing capacity across surrounding schools and regions. It will connect students with greater opportunities to learn and develop skills, while working towards our objective of every school and preschool being a great school.

Once selected, we will work with school and preschool communities and staff to deliver targeted supports, including:

- infrastructure investment
- school specialisation, community partnerships and extra-curricular activities
- marketing and engagement with parent communities
- school improvement supports.

We will undertake work with selected schools and preschools to establish an effective school-community-driven, replicable process so schools and preschools can make the most of integrated investments and supports, aligned with the purpose and strategy for public education.

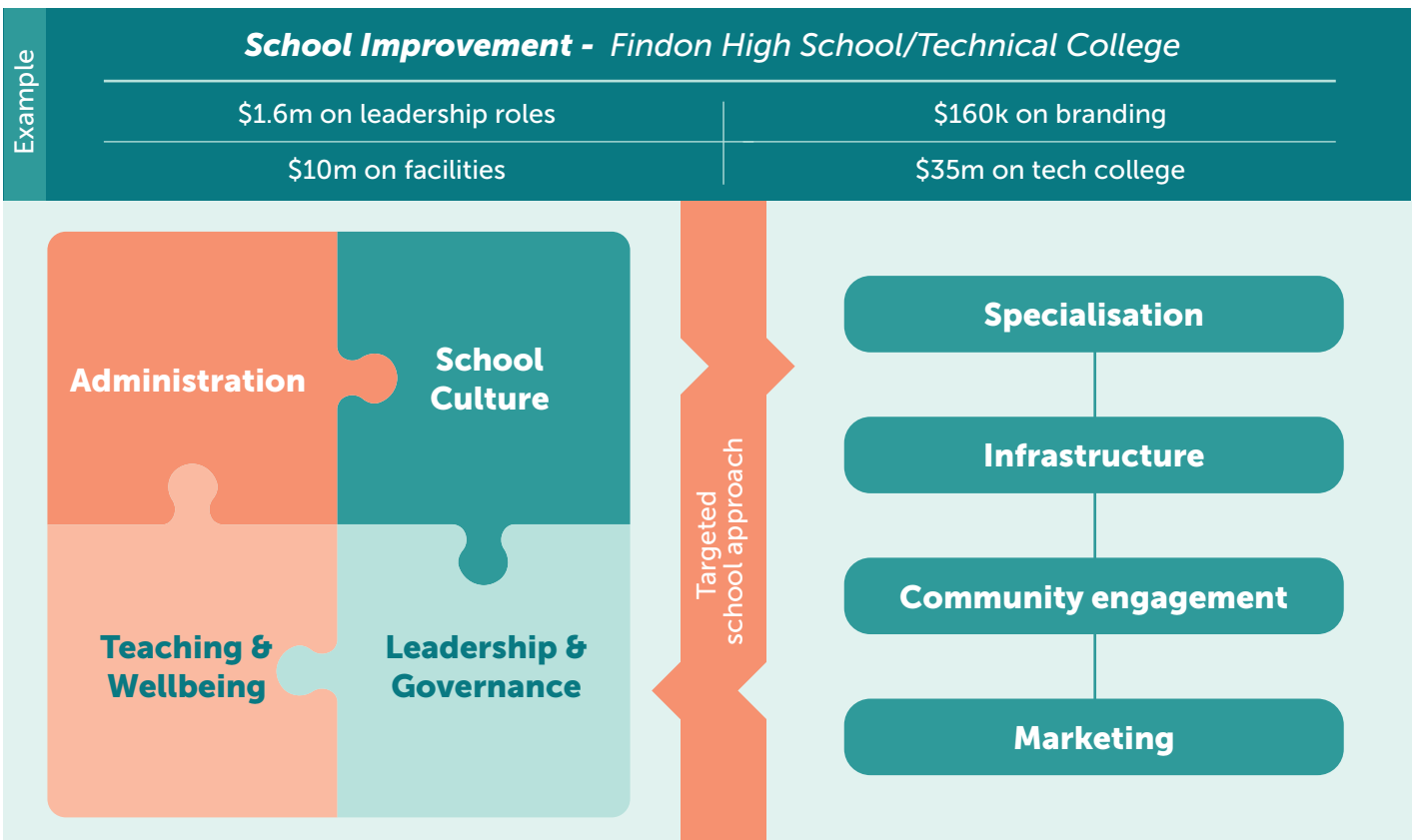


Figure 8 - Targeted approach to school improvement

Focus area three

Maintaining our assets



High-quality and fit-for-purpose assets and facilities are needed to meet the growing and changing needs of our communities and to support the wellbeing, development, and self-identity of all South Australian children and young people.

Our investment must be mindful of the dynamics of the wider school/preschool and public community to successfully provide every student with an opportunity to access high-quality education and care with a consistent experience at their local government preschool, primary school or secondary school.

Our ability to manage our asset portfolio supports improved access for our students in areas of high demand and reduced over-supply in areas of declining demand.

We want every local public school and preschool to be an asset to its community, with infrastructure that its community members can be proud of.



Facilities that are run down, not maintained, are a red flag. It's all very well putting in new things but you have to maintain them

- Parent choice focus group attendee



What we've done

In recent years we have significantly increased our expenditure on asset repairs and maintenance across the system from \$80 million in 2021-22 to approximately \$126 million in 2023-24. We have reviewed asset condition across the system to help us determine what needs to be fixed and where we need to prioritise uplifting our assets and facilities.

To achieve this, we used several asset management information systems covering:

- asset criticality
- current asset condition
- asset type
- asset replacement cost
- projected end of life date
- asset performance and maintenance history
- current issues register.

This provided us with the information we need to make critical asset management decisions across the whole of our portfolio.

The following table highlights the potential impacts of asset failure and supports the department's asset intervention approach, helping us to prioritise assets for renewal or replacement.

This has allowed us to map those South Australian regions and sites that are to be prioritised across the next 20 years, focusing our effort and allowing us to take our integrated uplift approach to the right schools and preschools, at the right time, for the right reasons.

Figure 6 - Impact of reaching end of life

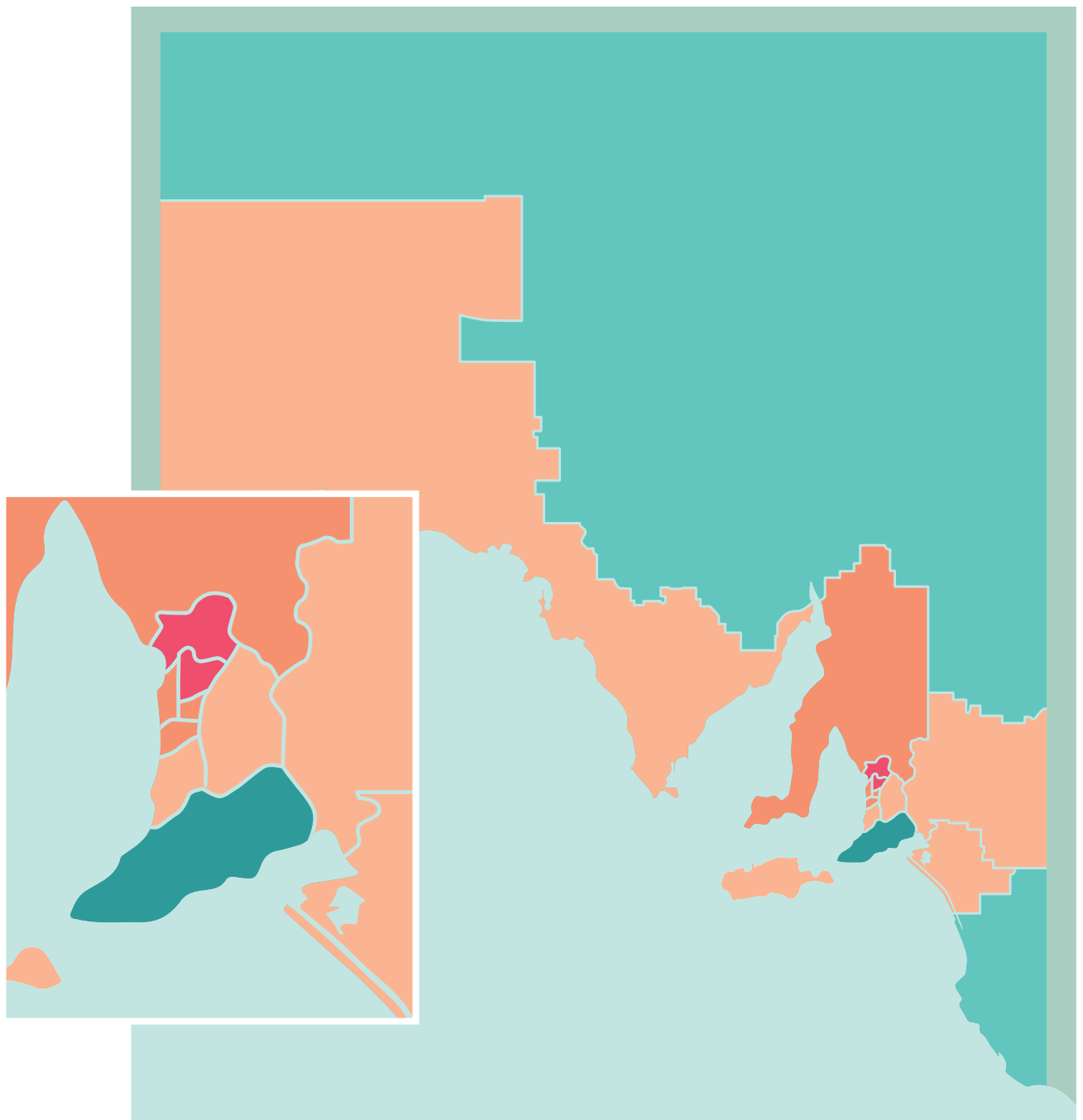
		Likelihood of Failure				
		Rare Failure <i>Very good condition</i>	Unlikely Failure <i>Good condition</i>	Possible Failure <i>Fair condition</i>	Likely Failure <i>Poor condition</i>	Almost Certain Failure <i>Very poor condition</i>
Consequence of Failure	Critical	Medium	Medium	Medium	High	High
	Major	Low	Low	Medium	Medium	High
	Medium	Very Low	Low	Low	Medium	Medium
	Minor	Very Low	Very Low	Low	Low	Medium
	Insignificant	Very Low	Very Low	Very Low	Low	Low

 Very low impact	 Low impact	 Medium impact	 High impact
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The following highlights this prioritisation.

Figure 7 - Investment need, low to high, by region over 20 years



Asset condition – need gradient





What we'll do

Our prioritised approach will focus on schools and preschools in greatest need while also presenting significant opportunity to their community. We will use a whole of school approach, embedded in local and state strategic planning context, rather than dealing with one asset at a time.

This is a planned, considered, methodical and iterative building-by-building approach. We will look to replenish all assets where it is in the school and preschool community's interest to do so at schools and preschools that need it most. Our work will encompass all our schools and preschools over time, to ensure that every school can be a great school.

We will be uplifting the assets and facilities that we know mean the most to our families, staff and students, such as learning areas, floors, ceilings, outdoor play areas and courts, toilets, and staff lunchrooms. This approach allows us to bundle works by site, achieving efficiencies and economies of scale, extending the useful life of our assets, and significantly reducing risk to our students and staff in some of our more disadvantaged locations.

By applying this approach we can maximise the use of existing facilities whilst addressing old and failing assets. This will limit our reliance on combining schools and preschools, dependency on overcrowding our schools, and the need for new schools and preschools in our highly populated areas.

As a critical first step in this process, we will conduct extensive planning studies and invest more than \$28 million in significant upgrades and building replacements at the following schools:

- Bellevue Heights Primary School (\$7.6 million)
- Surrey Downs Primary School (\$16.5 million)
- Mount Barker High School (\$4 million).

This investment to upgrade Mount Barker High School, combined with new and separate investments to build a new primary school in the Mount Barker area and uplift Oakbank School will improve educational offerings for students and families across the Adelaide Hills region.

Following these initial projects, we will invest over time to clear the maintenance backlog at schools and preschools across our public education system.

As reflected in the above list of initial projects, our approach to prioritising schools and preschools in greatest need will ensure those in disadvantaged and regional areas receive the investment they need to be great. While many of these may not face the same capacity pressures as some schools and preschools in metropolitan areas, they are the heart of their local communities and it is crucial that their infrastructure meets the needs and expectations of local children and families.

This is how we will build the value of public education in our communities and across the state. This will be a critical lever for every school being considered a great school.



Long term outlook

The 20-Year Infrastructure Plan will ensure that future infrastructure policy generates optimal benefits for every child and young person in every community to thrive. In doing so, they will contribute to South Australia's economic prosperity.

This considered and adjusted approach will guide us in improving the public perception of schools and preschools at a system level. It will also facilitate department-wide operational change in a targeted and integrated way to support improvement for the right schools and preschools, in the right way, for the right reasons.



