

Parliamentary Inquiry into Managing School Infrastructure

Public Accounts and Estimates Committee

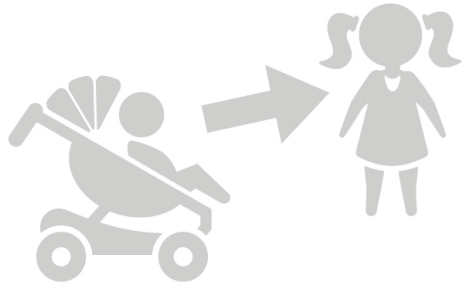


The Department of Education and Training: Our Strategic Intent

*Together we give every
Victorian the best learning
and development
experience, making our
state a smarter, fairer and
more prosperous place.*



Overview of the Victorian education system



Early Childhood
436,000 children
from birth to 4 years
4,567 early
childhood services



School Education
1 million students
between prep and
secondary level
2,247 schools



Higher Education
440,660 students
**Vocational Education
& Training**
945,005 students

Overview of the Victorian government school system

The Victorian government school system



634,000 +
students



1,500 +
schools



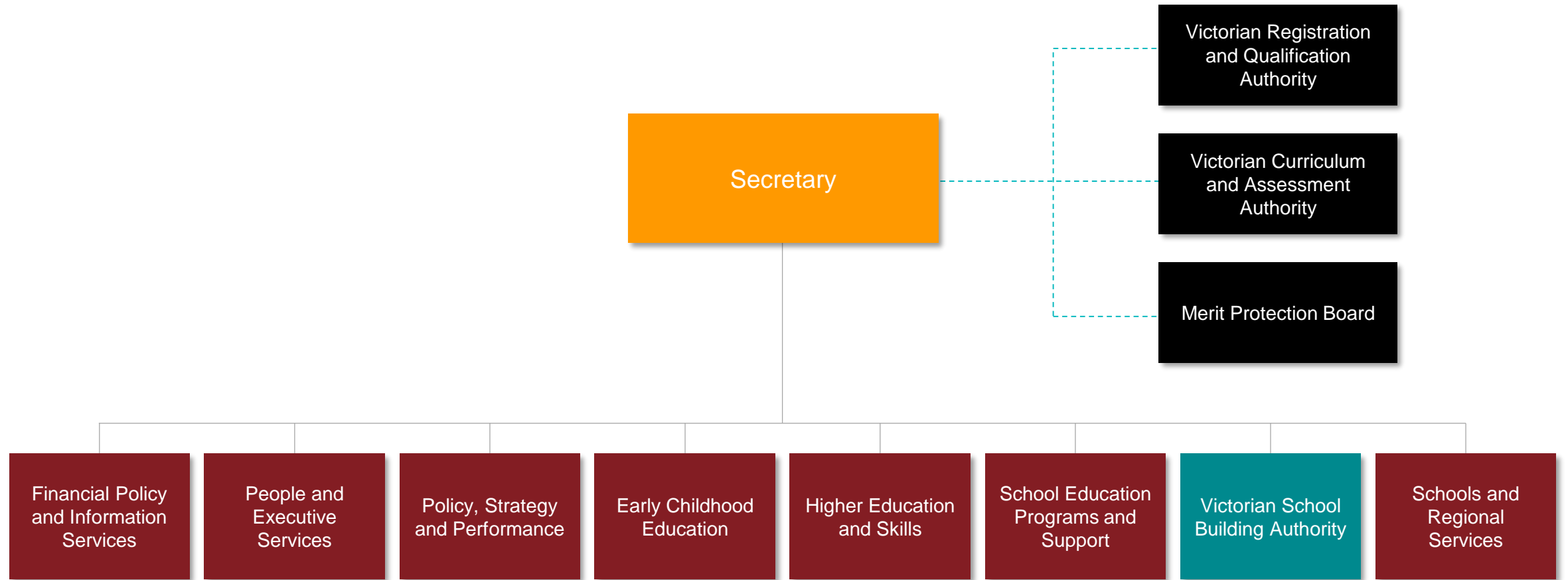
36,000 +
buildings

The Department's role

The Department:

- Develops curriculum and manages assessment and reporting through the Victorian Curriculum and Assessment Authority
- Monitors student achievement and wellbeing
- Drives improvement in outcomes across all schools
- Maintains and builds schools
- Employs and develops a high-quality school workforce
- Provides policy leadership, developing the future direction for education in Victoria, advising on system-wide trends and leading key cross-sector reforms

Department of Education and Training structure



Key

Secretary

Deputy Secretary

Authority Head/CEO

The Victorian School Building Authority (VSBA)



The VSBA was created in 2016 to help deliver the Victorian Government's vision of building a world-class education system and transforming Victoria into the 'Education State'.



Our vision is to build a bright and better education future for Victoria.



We focus on matching community needs with their school infrastructure.



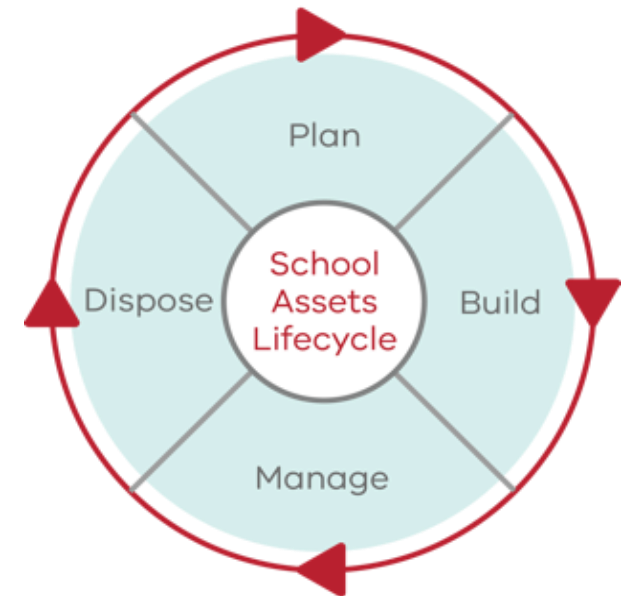
We encourage community engagement and participation activities.



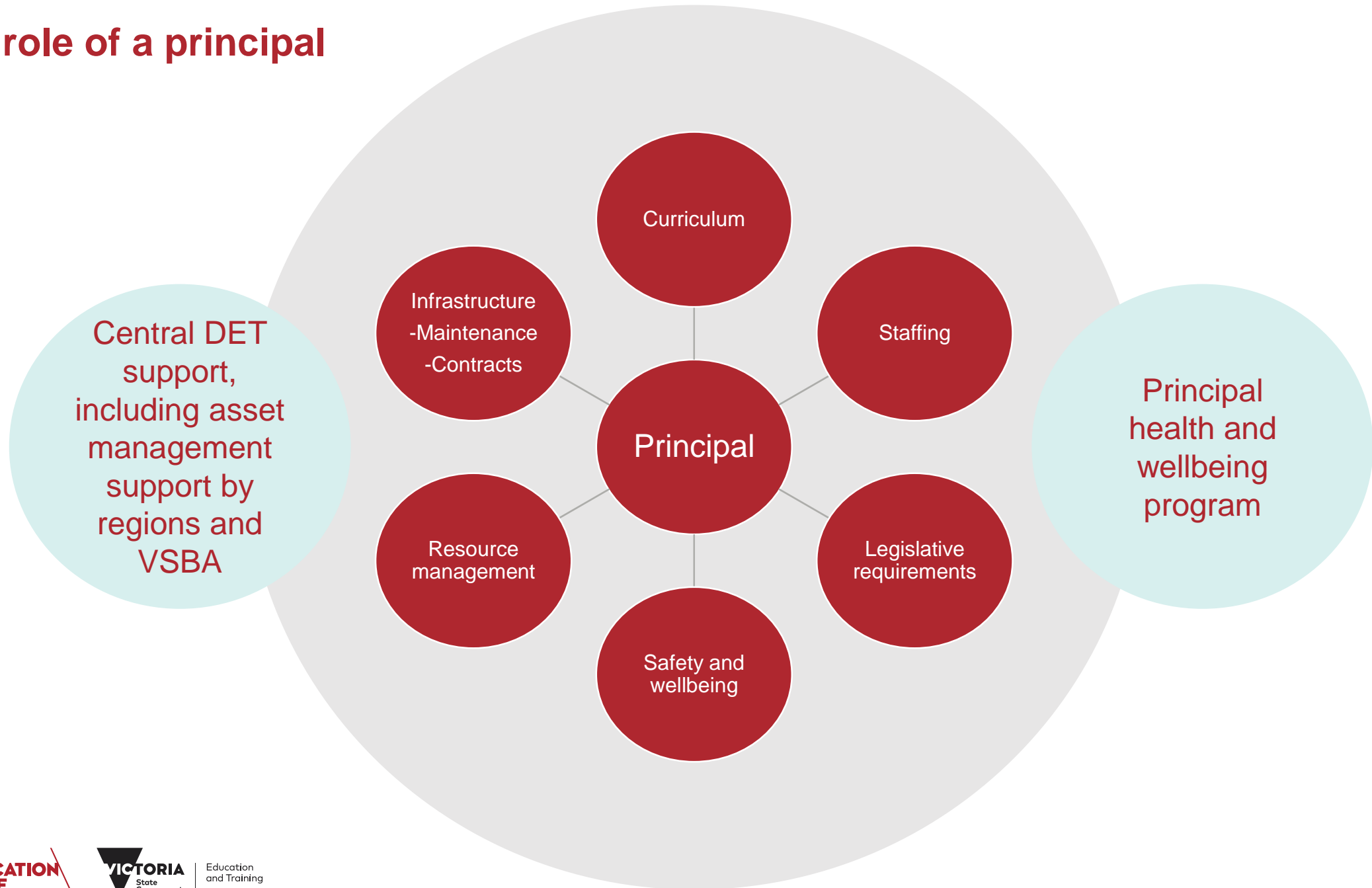
Our team is made up of building experts, project managers, architects and specialists in relocatable buildings, community engagement and asbestos removal.

School Asset Lifecycle

The VSBA takes a whole-of-lifecycle approach to managing the school land and building portfolio. Each stage of the lifecycle is managed to ensure all policies and programs continually improve the operation and condition of Victorian Government schools.



The role of a principal



History of asset management in Victorian Government schools

Shared responsibility model:
School is asset manager but with more
central support and greater oversight
(Today)



Managed centrally by a Public
Works Department
(1980s)



Asset management
devolved to schools
(1990s)

Audit history and key developments

2013

- VAGO audit: Implementation of school infrastructure programs

2014

- Creation of the first *DET Asset Strategy*

2015-16

- Development of VSBA's Asset Management Reform program

2016

- Creation of the VSBA

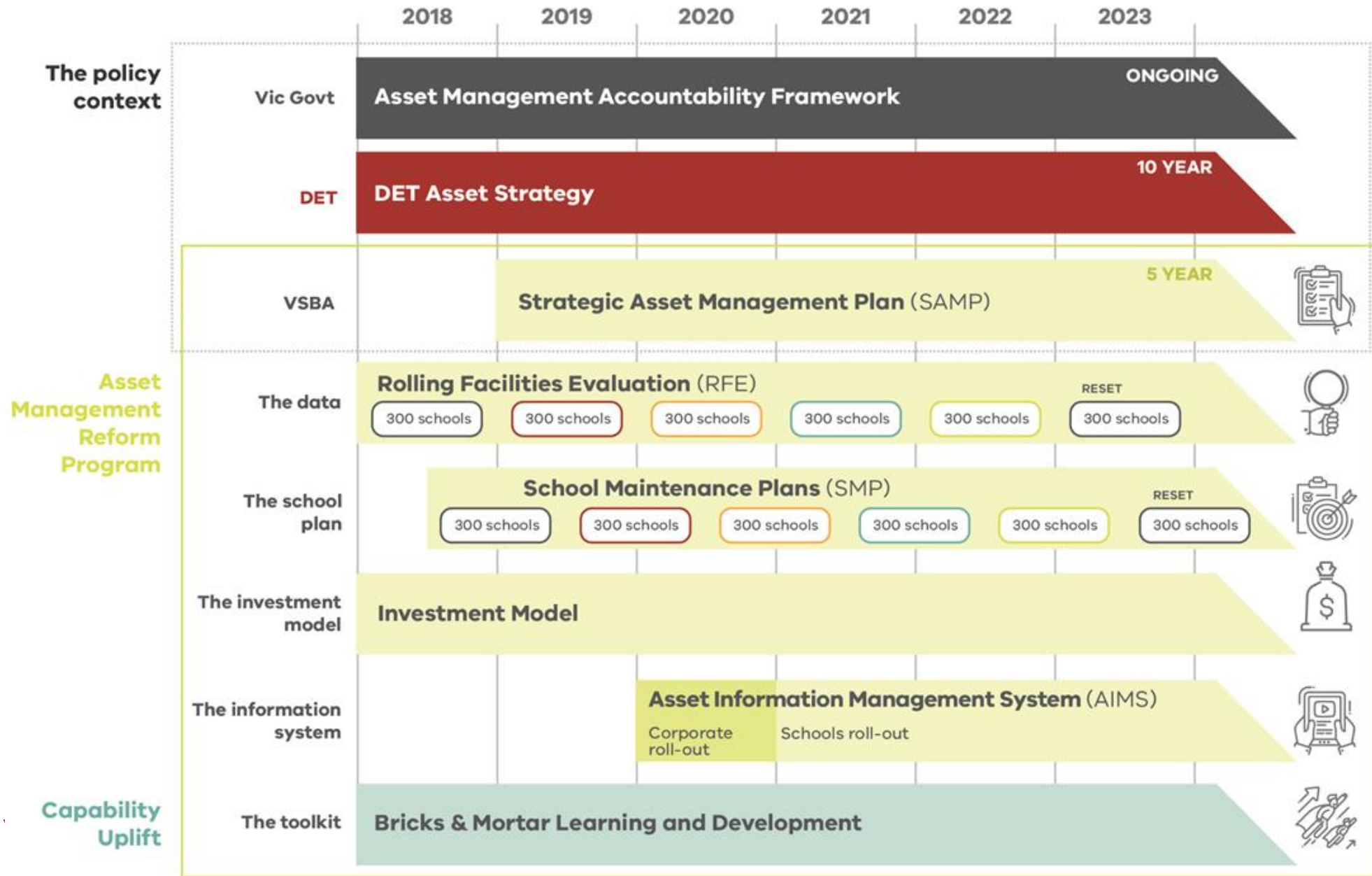
2016

- Launch of whole-of-government *Asset Management Accountability Framework*

2017

- VAGO audit: Managing School Infrastructure

School Asset Management Reform program



School Asset Management

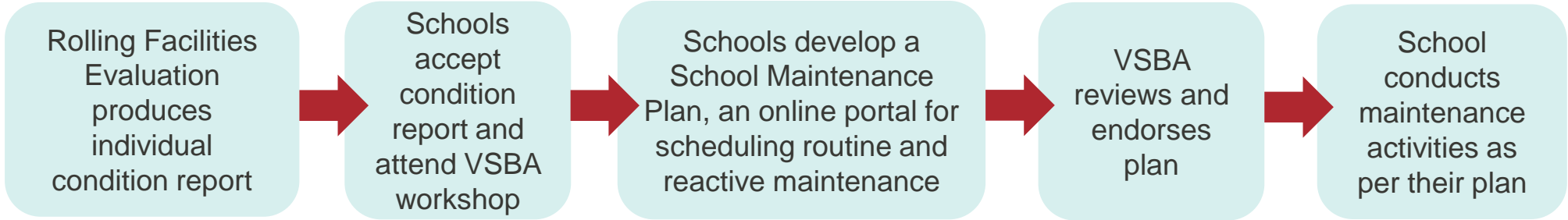


Outcomes for schools

Simpler, more efficient asset management



School experience



VSBA support for schools



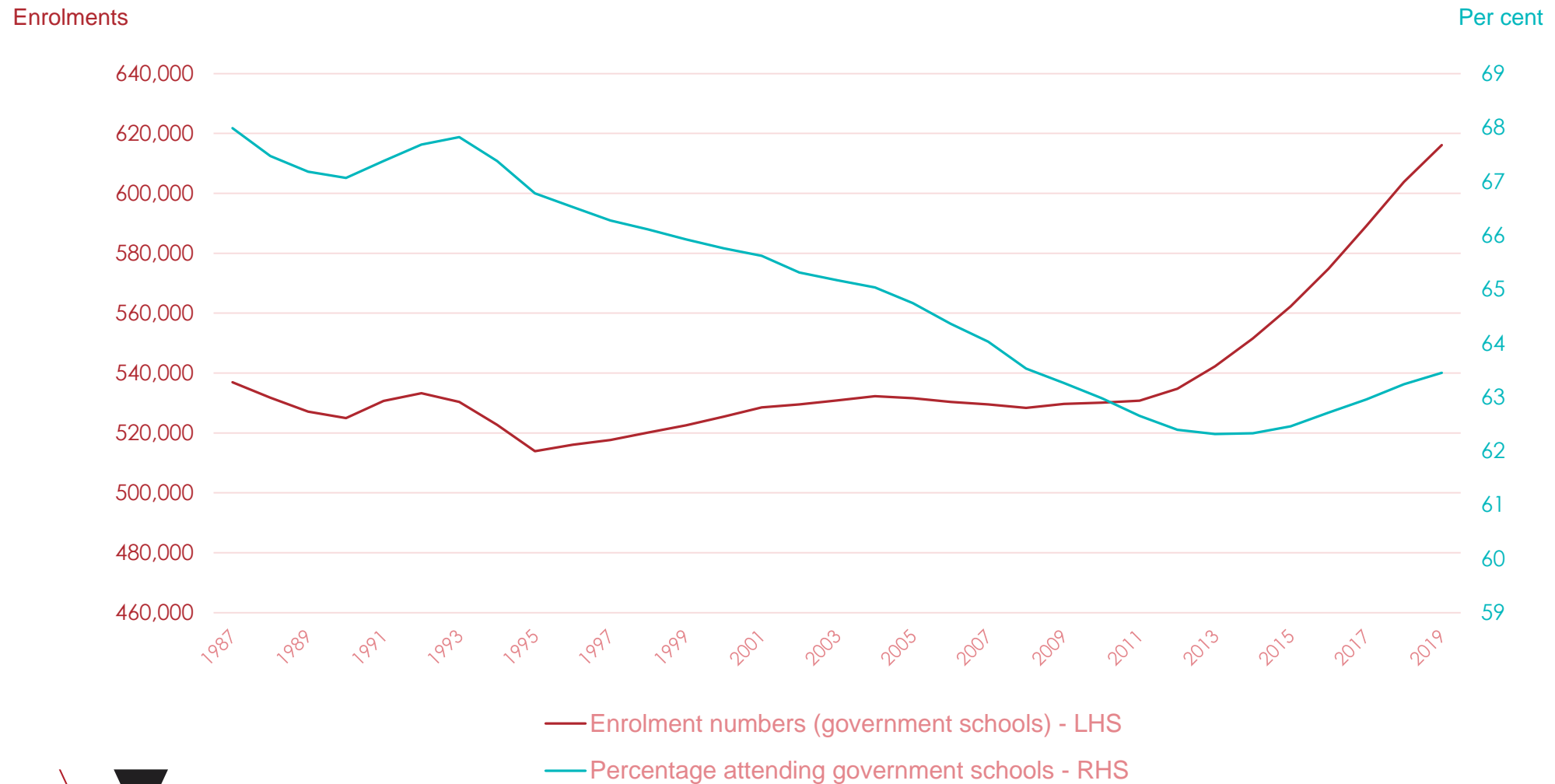
DET drivers for reform

Well-maintained asset base
Strengthened transparency and accountability

Enrolment growth

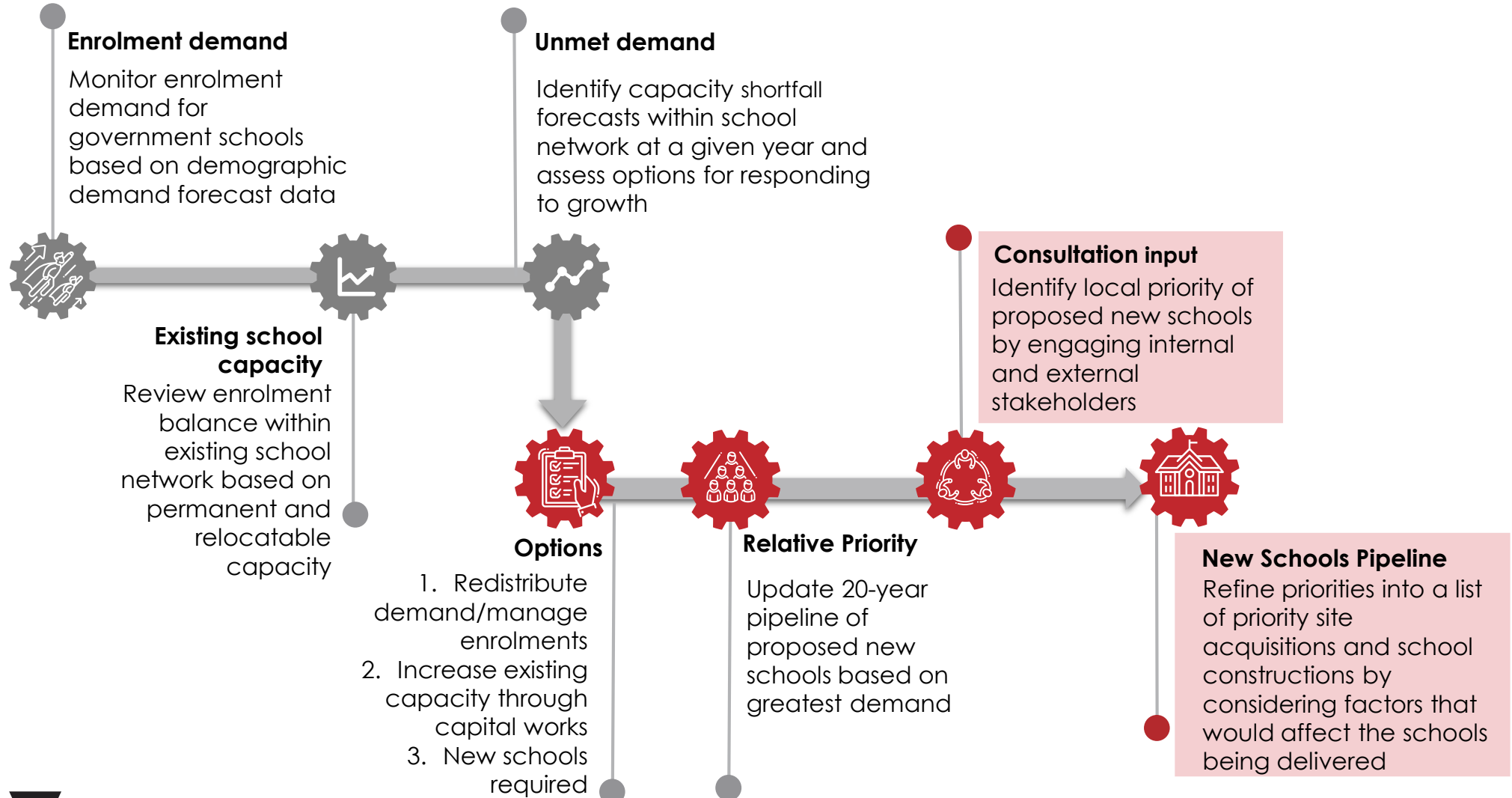
Victoria is now growing faster than any other jurisdiction in Australia.

Growing demand for education

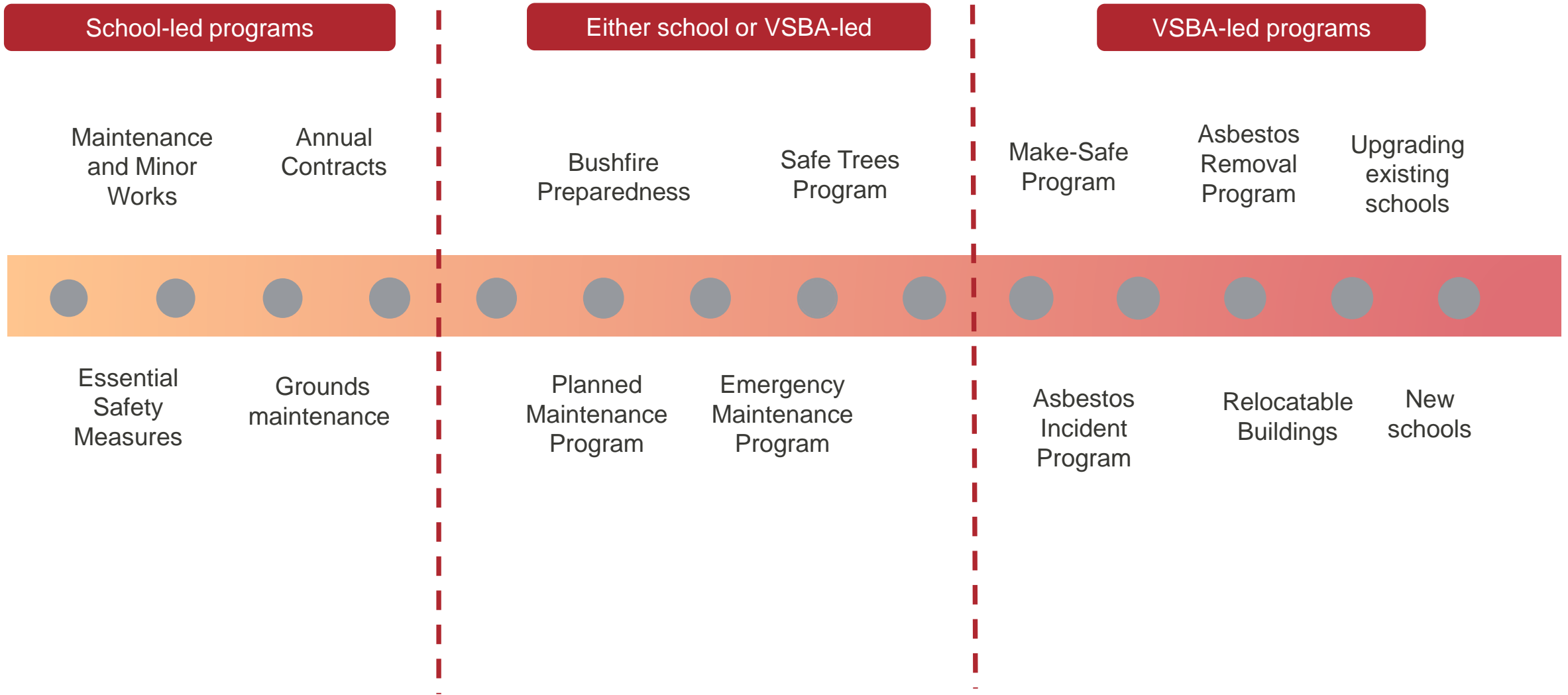


Identifying the need for new schools

A key focus for DET over the last five years has been effectively planning for growth to ensure all Victorian children have access to their local government school.

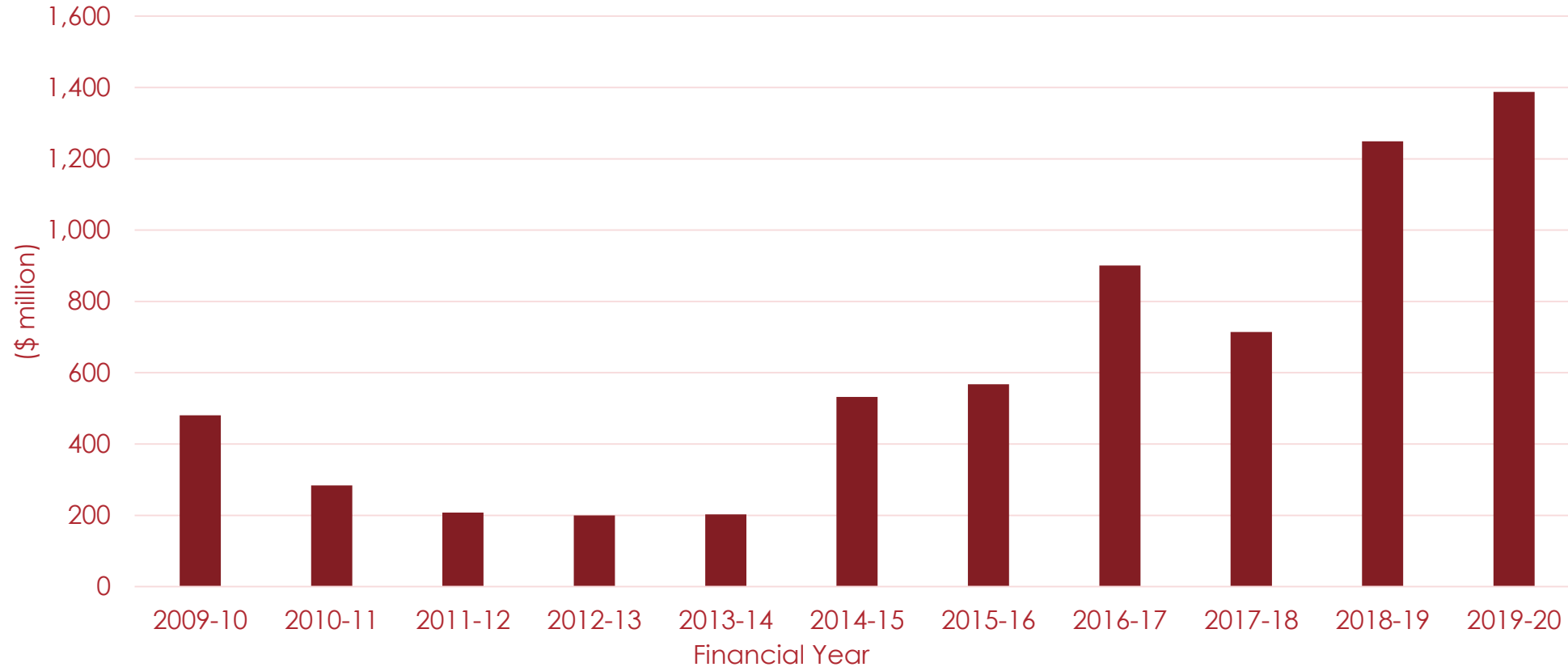


Capital works and maintenance programs



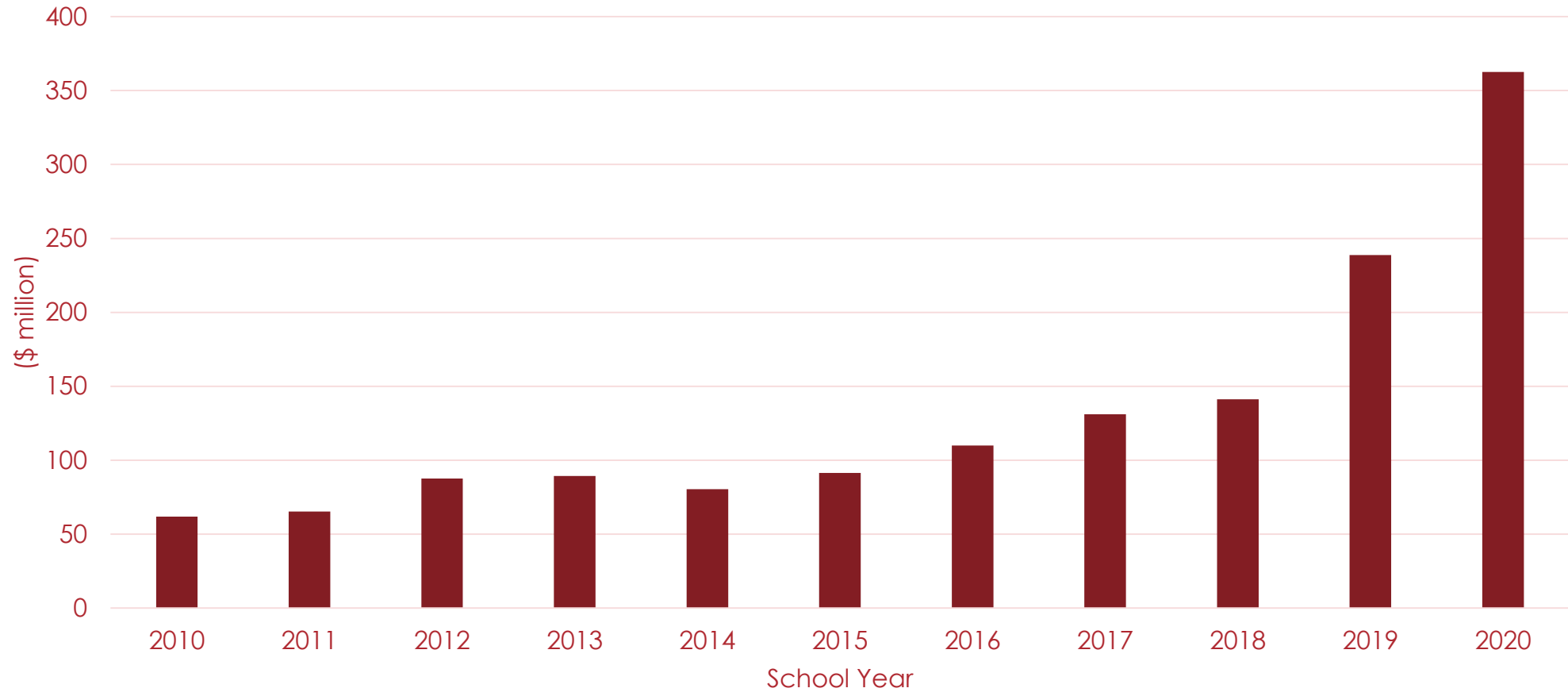
Recent investment in school infrastructure

School Capital Funding
(Total Estimate Investment) allocated in each budget year



Recent investment in school infrastructure

Maintenance, Minor Works and Compliance Funding
(Funding allocations in each school year)



Future reform considerations

DET continues to enhance its approach to asset management.

In addition, key strategic focuses of future improvements include:

- Funding certainty
- Differentiated support
- Adapting to our changing environment
- Meeting the future needs of our students
- Schools as community assets



How the Department has implemented the recommendations from the Audit

Audit recommendation	Status	Implementation
<p>1 Complete the delivery of funding, capability, accountability and portfolio efficiency reforms currently underway</p>	On track	<ul style="list-style-type: none"> - Rolling Facilities Evaluation now providing up-to-date condition data - Routine and reactive maintenance listed in School Maintenance Plans - Investment strategy developed - New Asset Information Management System under development
<p>2 Clarify governance arrangements by specifying the asset planning and management roles and responsibilities of the Department of Education and Training, school councils and principals, their functions and the performance measures they will be held accountable for and hold them accountable.</p>	Implemented	<ul style="list-style-type: none"> - All defined roles and responsibilities reviewed and outlined in the School Asset Management Roles and Responsibilities Framework - Integrated into existing asset management training modules
<p>3 Establish a monitoring and evaluation framework for the asset strategy based on a complete set of performance measures that are specific, measurable, achievable, relevant and timely, that inform the goal of the asset strategies, and that are routinely monitored and reported on</p>	Implemented	<ul style="list-style-type: none"> - Asset Strategy 2018-2028 includes a monitoring and evaluation framework - Regular reporting on actions as well as a full refresh of the Strategy every two-three years
<p>4 Test the accuracy of its provision planning forecasting over short-, medium- and long-term projections to understand its reliability over time</p>	Implemented	<ul style="list-style-type: none"> - Implemented a framework for measuring and validating the quality of school provision planning projections - Evaluation included as an action in the Asset Strategy
<p>5 Establish guidelines to inform its decisions for managing changing enrolments in established areas—considering school locations, purchasing of land ahead of when it is required, access issues for students, and size of school land</p>	Implemented	<ul style="list-style-type: none"> - Established clear guidelines to inform enrolment management - Strategic needs assessment undertaken annually since 2018
<p>6 Work with local councils and other partners, particularly in growth areas, to strategically plan and design multi-use, shared and co-located facilities before new schools are funded through state budgets.</p>	Implemented	<ul style="list-style-type: none"> - Annual and structured forums for consultation with local government - Co-location included as specific site selection criteria - Tracked as a key measure in the Asset Strategy
<p>7 Develop an investment strategy for government school assets to optimise maintenance over the entire life of assets, considering the appropriate mix of allocations for proactive and reactive maintenance, and the implications of current maintenance funding on the life cycle of school assets.</p>	Implemented	<ul style="list-style-type: none"> - Developed an investment strategy which balances planned and preventative maintenance with reactive maintenance - Developed a Capital Allocation Tool to provide objective and detailed asset investment recommendations - Uses up to date condition data collected by the Rolling Facilities Evaluation program



Education
and Training