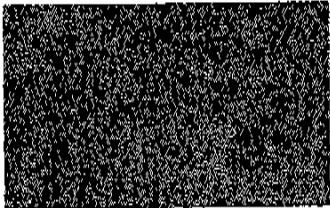


Australian Government



ACT DEPARTMENT OF EDUCATION AND
TRAINING
BUILDING THE EDUCATION REVOLUTION
IMPLEMENTATION PLAN

Introduction

1. This template enables State and Territory Governments and Block Grant Authorities to provide information to the Australian Government on the implementation of the Building the Education Revolution (BER) program. BER complements existing and planned investments by states and territories and non-government systems and schools.

The three elements of BER are:
 - (a) \$12.4 billion for Primary Schools for the 21st Century – all Australian primary schools, K-12 schools (primary school component) and special schools will be eligible to apply for funding to build new iconic facilities such as libraries and multipurpose halls or to upgrade existing facilities.
 - (b) \$1 billion for Science and Language Centres for the 21st Century Secondary Schools – all secondary schools are eligible to apply for funding, on a competitive basis, for the construction of new science laboratories or language learning centres.
 - (i) \$1.288 billion for the National School Pride program – all schools in Australia, government and non-government, will be eligible to apply for funding for minor capital works and maintenance projects.
2. As BER is a critical component of the Australian Government's economic stimulus package it is essential that construction and maintenance work commences as quickly as possible.
3. This Implementation Template forms part of the bilateral agreement between the Commonwealth and [State/Territory/BGA].
4. These implementation arrangements will commence as soon as the Commonwealth and the other Party signs bilateral will be subject to re-negotiation as agreed by both parties from time to time, and will expire on 31 December 2012, or earlier termination as agreed in writing by the Parties.

Commencing Projects

5. Outline how you will call for, assess, prioritise and select projects to meet the requirements of each of the three elements of BER?

(a) Primary Schools for the 21st Century

1. A covering letter with a standard template for the Primary Schools for the 21st Century was emailed to all applicable schools on 12 February 2009. The template includes background explanatory comments and a schedule for each school principal to identify their proposed project and priority, project justification and principal's signature. The completed templates are to be returned by COB on 20 February 2009.
2. During the period 12 to 20 February the Department of Education and Training (DET) undertook a desk top analysis to identify appropriate projects for each school. This process also includes a 'traffic-light' assessment of the following criteria to determine the project's priority:
 - Synergy (the ability of the school to cope with the commencement of works);
 - Asbestos;
 - Builder availability;
 - Heritage issues.
3. DET will compare the desk-top project analysis with the list from each school. Where there are differences, we will consult with the school principal.
4. With the assistance of a Quantity Surveyor, DET will then prepare an estimate cost for the proposed project at each school.
5. The project priority will be determined based on:
 - the 'traffic-light' analysis (above); and
 - the ability to package together very similar projects.
6. Individual submissions will be prepared for each school project (the submission will include the information requested by DEEWR).
7. The completed submissions will then be submitted in priority groups to DEEWR for approval.

(b) Science and Language Centres for 21st Century Secondary Schools

1. Due to the competitive process based on greatest need and a readiness and capacity to be able to build the facilities within the 2009-10 financial year, DET will identify those secondary schools and projects at those schools that are likely to receive funding under this program.
2. Meetings will be held with the school principal of the identified schools to discuss the:
 - scope of the proposed project;
 - basis for demonstrated need or disadvantage; and
 - ability to undertake the proposed works within the 2009-2010 financial year.
3. Based on the information obtained from the above discussions, submissions will be prepared and submitted in DEEWR in the required timeframe.

(c) National School Pride program

This process will be the same as that detailed above for the Primary Schools for the 21st Century program.

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6. What strategies will be used to fast track application and assessment outcomes?

1. Concise and clear templates issued to school principals to complete within seven working days.
2. DET desk top analysis to allow comparison with each school's request.
3. Use a 'traffic-light' process to compare various criteria for each school to determine each project's priority.
4. Engaged a Quantity Surveyor to develop an appropriate initial project budget allocation for each type of facility (library, hall, shade structure, etc) at a school so that funding allocations to each school are realistic.
5. Engaged three retired principals to prepare the DEEWR submission for each school in consultation with the relevant school principal.
6. Discussions with ACT Planning and Land Authority and ACT Procurement solutions to ensure streamlined planning and procurement processes.

7. Outline how you will manage applications from schools marked for closure or for merger?

There is only one school (Urambi Primary School) in the ACT that is currently being considered for closure.

The school principal has been informed that under the Commonwealth's Guidelines, funds will not be allocated from the BER programs to her school.

Project Management

8. What ongoing project management of each project will be offered?

1. DET will allocate experienced staff from the Schools Capital Works Directorate to:
 - Liaise with all DET relevant stakeholders (school principals, Director, Schools, finance, IT, etc);
 - Prepare Statement of Requirements for each project;
 - Representative on tender panels;
 - Provide information requested by the design consultants;
 - Check the quality of the work;
 - Process progress payments to consultants and contractors;
 - Undertake the reporting responsibilities.
2. ACT Procurement Solutions (construction managers for the ACT Government) will allocate experienced staff to:
 - Engage and manage the design consultants;
 - Engage and manage any specialist consultants;
 - Engage and manage the building contractors;
 - Prepare a risk assessment and implement mitigation strategies
 - Liaise with other government agencies
 - Ensure that the required site safety procedures are implemented;
 - Certify progress claims for payment (through DET)
3. ACT Procurement Solutions will engage a project programmer (consultant) to prepare detailed construction programs for each school project. The program will be agreed with and signed by the builder undertaking the works at that school. The agreed program will be monitored on a fortnightly basis to check on the progress of the work so that any slippage can be quickly identified and recovery actions implemented.
4. ACT Procurement Solutions will engage several Quantity Surveyors to prepare cost estimates for each project as the design documentation is being developed.

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9. What project management approach will be adopted?

1. The Department of Education and Training (DET) is the client.
2. ACT Procurement Solutions (ACTPS) is the project manager.
3. Several architectural firms will be engaged to prepare the Project Brief and Concept/Schematic Design for each school project.
4. Several building contractors will be engaged as Construction Project to:
 - engage their own design consultants to complete the design documentation (this may include the novation of the design team engaged by ACTPS);
 - deliver the projects by tendering out the work in trade packages.

Note: This will allow the work to commence and progress while the design details are being developed.

10. How will you ensure every school can maximise opportunities under BER? How will you assist smaller or less resourced schools/communities to participate?

1. All school principals have been briefed on the initiative, its requirements and timelines.
2. DET has engaged three retired school principals to meet with each school principal to assist them in identifying appropriate project proposals under the Primary Schools for the 21st Century and National School Pride programs.
3. All school principals have been asked to consult with their school community on their project proposals.
4. All school principals have been informed of the DEEWR web site to obtain more information on the BER programs.
5. As the ACT is a small jurisdiction with only 84 public schools, all schools and school communities will receive a high level of support from Head Office in delivering projects under the BER program. All school principals regardless of size or resource level can contact Directors at any time if they have any concerns over the delivery of the BER programs.

Building

11. List the design templates to be used (and attach copies for the Commonwealth), or if design templates are not being used detail why this is reasonable and appropriate.

The ACT Department of Education and Training has advised DEEWR in writing that:

"In the case of the ACT, there is a significantly smaller number of schools than other jurisdictions, a wide range of school occupancy levels and various site constraints that limit the effective application of a design template across many schools. Rather than using design templates, therefore, it is our intention to utilise standard design briefs to scope the works in each type of facility. The design briefs allow the flexibility to adapt the design of the proposed facility to the particular school environment. I can confirm that this will expedite, rather than delay, the construction process. Nevertheless [we] would appreciate the opportunity of having access to any templates submitted by other jurisdictions."

12. How will sustainable building principles be incorporated into construction, refurbishments and maintenance, wherever possible?

1. The Scope of Requirements being prepared by DET will include a requirement that the proposed facility design must incorporate appropriate environmentally sustainable initiatives such as:
- Passive solar orientation;
 - Building mass;
 - Building eave design for light entry/shading;
 - Wall and ceiling insulation;
 - Night purging systems;
 - Roof space ventilation;
 - Natural ventilation
 - External shade treatment to windows;
 - Thicker glazing for thermal insulation;
 - Roof runoff into rain water tanks;
 - Water saving devices (dual flush toilets; low flow rate taps etc);
 - Low energy lighting
2. The Reverse Design Brief to be prepared by the project architect will detail the proposed sustainable initiatives to be incorporated into the project.
3. An environmental sustainable consultant will be engaged to:
- Assist DET in the preparation of the Scope of Requirements;
 - Review the Reverse Design Brief submitted by the project architect;
 - Review the schematic design drawings to ensure the initiatives have been incorporated and provide advice on any other relevant issues.
4. DET will co-ordinate the new projects with environmental initiatives currently being implemented, including:
- National Solar Schools Program;
 - Solar Schools (installation of solar power systems)
 - Carbon neutral initiatives.

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13. Outline the steps to be taken to achieve broad community consultation, including incorporating the views of relevant Principals, Parents and Citizens or Parents and Friends groups, on work to be undertaken?

1. The request to school principals to identify project(s) for their school requires them to consult with their school community.
2. Principals will be asked to convey information from Head Office to their school community during the:
 - project assessment and decision phase;
 - design brief and concept/schematic design phase;
 - construction phase
3. School community groups and relevant unions have been kept informed of the initiative and its implementation process.

14. Outline how you will ensure new and refurbished facilities in primary schools will be available for broad community use at no cost or low cost?

The Department's School Management Manual (Section 7: Community Use of School Facilities) states in relation to community use of school facilities that:

"7.60.1 School facilities are publicly-funded assets which are available for non-school use when they are not required for school purposes."

The Manual will be reviewed to ensure that it is consistent with the requirements of the BER initiative, including charging.

Schools will be required to report to Central Office detailing the community usage and charges applied.

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15. Will you undertake data entry on your school projects?

(a) If yes, how will this be achieved? Or

(b) If not, how will you ensure your schools meet all data entry requirement as required?

Yes

The project staff allocated from the Schools Capital Works Directorate will enter the required data for each school project into the web based site to be established by DEEWR.

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