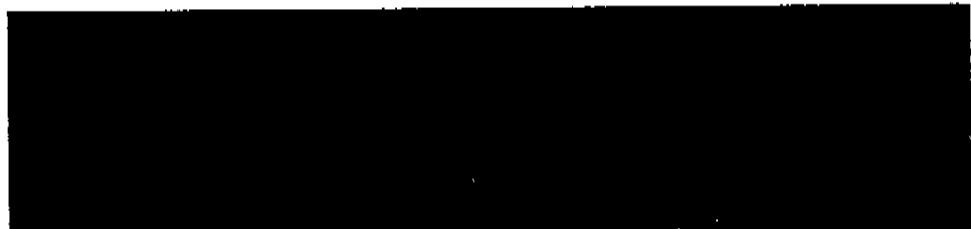
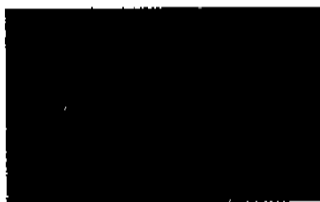
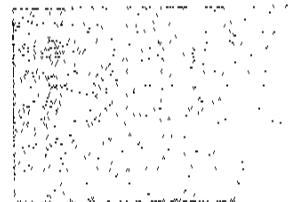




Australian Government



[EDUCATION AUTHORITY OR BGA]
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

Call

The Department of Education and Training (DET) has requested all Primary Schools begin identifying the priority project for their school in accordance with the categories prescribed in the BER draft guidelines and to submit a preliminary indicator to the BER Coordinator on the school's readiness to proceed with the preferred project. Responses are required by 6 March 2009. This will be followed up by a more detailed application process closing in mid March that will assess the project type against the school's functional requirement needs, building condition, and DET strategic priorities.

Schools Regional / Cluster Managers were updated Monday 16 Feb 2009 on the project eligibility and conditions including the need for all schools to engage with their school community / council to determine their needs / business case and priority.

Assess

Schools have been requested to determine their need through a consultative process with community, councils and school managers.

The submitted projects will then be assessed against a set of performance and delivery indicators including the feasibility of the project to succeed within budget and the prescribed timeline. Assessment of feasibility will include, inter alia, consideration of cultural needs, Native Title, land and availability and capacity of services (power, water etc) constraints, while weighting the need criteria to overcome disadvantage.

Prioritise and Select

An assessment panel will be convened to assess and prioritise the applications using a matrix based on eligibility, need, community access and achievability. A loading will be applied to the matrix for alignment with DET strategic priorities as well as level of disadvantage.

DET will have a communication plan in place to inform schools and communities about the outcome of this process.

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

Call

DET will distribute guidelines for BER Element 2 Science and Language Centres for 21st Century Secondary Schools to all secondary school Principals and call for Expressions of Interest by 13 March 2009. Through this process, schools will be required to demonstrate their eligibility under the BER guidelines.

Assess, Prioritise and Select

An assessment panel will be convened to assess and prioritise the EOI submissions. Following this process, high-priority schools will be asked to provide additional detail to support their claims. This information will be used by DET to establish priority lists for urban schools and remote schools.

DET will work with the Block Grant Authority to establish a single priority list for Remote Schools within the Northern Territory. A priority list for DET urban schools will be determined independently of the Block Grant Authority.

The list of priority sites will be submitted to DEEWR for assessment. The list will be supported by a rationale for the prioritisation including evidence of need and disadvantage. n

(c) National School Pride program

Call

Memo sent to all Principals on 10 February 2009 outlining the proposed program, its various categories and intended process to deliver the program. Applications were included and have been called, with the first round closing on 28 February 2009, and the second round closing on 30 April 2009.

A further briefing was provided verbally to General Managers of schools on Monday 16 Feb 2009 and schools have been provided with access to a dedicated email address for individual queries.

Assess

Schools have been requested to determine their need, through a consultative process with community, councils and school managers. The devolution model, already in place in the NT, facilitates fast tracking of assessment of capacity of schools to manage minor works projects. The suitability of projects to proceed to DEEWR assessment will be determined primarily against a set of standard project management principles; that is, need / business case, budget, timeline and achievability.

Prioritise

An assessment panel will be convened to assess and prioritise the applications using a matrix based on eligibility, need and achievability within timeframes.

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

- DET has appointed a Project Manager who is developing a project plan that will detail internal timelines, enabling DET to deliver projects on time and consistent with DEEWR's requirements.
- DET will appoint Regional Coordinators to provide support to schools in the development of applications and implementation of projects.
- An internal BER infrastructure initiative (BERii) team has been established to manage and drive the initiative.
- An email address has been created to ensure that enquiries are fast tracked.
- The DET Exec Board in consultation with the BERii team will establish assessment panels for each of the Elements.
- DET is using its well established Cluster / Organisational structures that are light and responsive to need to communicate across, upward and out to establish priorities and ensure communication occurs at multiple stake holder levels.
- The fast-track approach will be supported by the use of design templates where possible, and schools have been actively encouraged to choose projects that are achievable in terms of the intent of the Stimulus Package.
- Cross agency teams have been established and will assist with the identification of management and delivery issues.

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

There are no schools marked for closure. There is one school marked for merger, and details are scheduled for March 2009 sittings before Cabinet. The merger will not affect infrastructure as the two campuses will continue to operate under the leadership of one principal.

Project Management

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

The Project Management model will include a high level BERii team to ensure the assessment process and priorities reflect DEEWR's requirements and the needs of the Department and communities. Further, DET will appoint Regional Coordinators to provide support to schools in the development of applications and with project implementation. This macro level coordination by Regional Coordinators will be available to all schools but will especially target remote schools.

The project delivery model will provide for a project management interface at both corporate and regional levels to ensure a high level of coordination between project types (ie template projects), current planned works, such as Closing the Gap, and small National Pride projects (a percentage of which are likely to require assistance).

9. What project management approach will be adopted?

The management approach is a hybrid of an established system of project management used to deliver current NT capital works and minor works infused with an external industry professional delivery system. The hybrid system involves three levels of project management.

1. National Pride Projects (repairs and maintenance, minor new works) can be managed by school councils where they have the willingness and the capacity to do so. Systems and policy are in place for this to occur and will require administrative support only for reporting and transparency of procurement.
2. 21st Century Primary Schools and Science and Language Centre Projects (Capital works) will be coordinated by a dedicated project management team in Government who in turn will commission regional external project managers for works across all categories. It is envisaged that a percentage of Pride projects will need support from the regional project manager.
3. DET BERii Team includes a dedicated project manager to oversee all aspects of the program including identification, assessment and prioritising of projects.

The Project Management Delivery approach is dedicated to ensuring the integrity of Nation Building Projects whilst protecting the ability of the NT to continue to deliver pre existent programs through:

1. The appointment of a dedicated NTG BER Project Co-ordinator to DET who will be responsible for the co-ordination of all delivery requirements, including
 - Capacity
 - Industry Liaison
 - Procurement
 - Approvals
 - Inter-agency coordination
 - Regional co-ordination, support and human resources.
2. Use existing and new contractor and consultancy panels to identify and appoint dedicated project managers for the delivery of all projects.
3. Funding for Repair & Maintenance or Minor New Works projects have been devolved directly to schools for their delivery. The NTG BER Project Co-ordinator will provide assistance, advice and support as required to ensure the uninterrupted delivery of these projects.
4. Establishment of Stimulus Action Squads (SAS) across NT Government agencies for fast tracking of initiatives. The SAS report through to the NT Co-ordination group

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

The hybrid project management system described previously provides for local control (under the devolution model) for schools communities to manage the National Pride projects where they have the willingness and capacity to do so while larger projects will be coordinated and delivered through a regional and centralised model.

DET will be working in partnership with Department of Planning and Infrastructure (DPI) and the construction industry to deliver the major projects, in consultation with schools. A website has been established, including a FAQ section for schools and parents.

Nominations have been called for the smaller projects, which school councils may manage where they have the capacity and willingness to do so. Responses for the first round are due by 28 Feb 2009 and by April 30 for Round 2. .

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.

1. Science Centre for remote schools.
2. Language Centre for remote schools.
3. Multipurpose hall with flexible rooms for community including after school care.
4. Multipurpose open hall with half court.
5. Multipurpose open hall with full court and flexible space for performing arts.
6. Modular transportable single classroom.
7. Classroom block.
8. Library – to be advised.

Please note that at this time, there is not a library template. This list is preliminary and work is in progress to source additional templates including templates from other jurisdictions.

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

Under the Department of Education and Training (DET) Plan 2008-2010, we are committed to "working in a way that is socially, environmentally and economically sustainable". In particular, under the draft Environmental Sustainability policy, the DET Infrastructure Division is responsible for ensuring that all new infrastructure incorporates appropriate environmental sustainability measures. Attached is the ESD Checklist used in all Functional Design Briefs for Capital Works (Attachment A).

Currently over 50 NT schools are participating in the Energy Smart Schools Program which will identify infrastructure investments in each school yielding energy efficiency outcomes. These schools will be encouraged to prioritise BER projects that will compliment and support the ESSP.

The Community

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. National Pride projects. Schools have been requested to determine their needs through a consultative process with community, councils and school managers.
2. 21 Century Primary School and Science Language Centres. Schools Regional / Cluster Managers were updated Monday 16 Feb 2009 on the project eligibility and conditions including the need for all schools to engage with their school community / council to determine their needs / business case and priority.
3. Communication will be provided to schools Week beginning 23 February which outlines the eligibility criteria and projects guidelines. This communication will include a call for applications at a conceptual level in order to collate the department's scope of works. The application process will outline steps for consulting with the school community and in the regional areas, other major stakeholders such as traditional owners and shire councils.

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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?

Current DET policy facilitates and encourages community use of facilities. Schools are supported with an access policy and templates to execute the various agreements required. DET specifically encourages community recreation use, and facility designs are mindful of future access requirements.

Data Entry

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?

DET has not been able to consider the impact at this time. Details are required in relation to the volume and frequently of reporting. This element would be very difficult for schools to manage

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