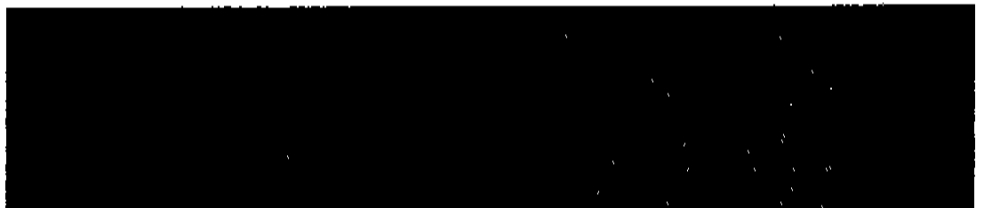
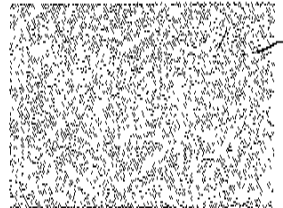
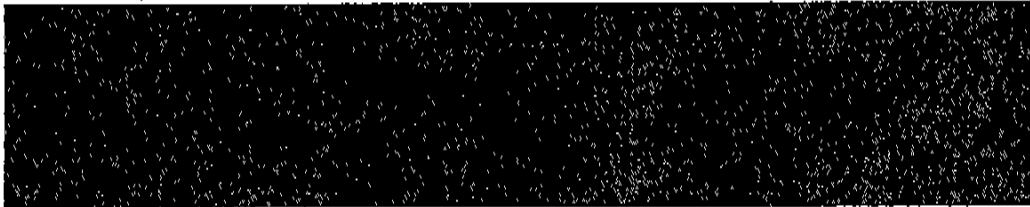


Australian Government



**Building**  
the education revolution



AUSTRALIAN DEPARTMENT OF EDUCATION  
AND TRAINING  
CHILDHOOD DEVELOPMENT  
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.
  - (c) \$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

### Projects for Immediate Implementation

The Victorian Government has a well-developed process to work with schools and communities to plan and fund school infrastructure. It has proven highly successful in delivering the largest school capital program in the State's history – the Victorian Schools Plan. The *Building Futures* framework guides capital investment under the Victorian Schools Plan, ensuring that expenditure on educational assets provides Victorian communities with access to a modern curriculum, individualised learning opportunities and excellent school facilities. Further, through the *Blueprint for Education and Early Childhood Development*, we are committed to promoting schools as community hubs, including co-location of children's centres on school sites.

In order to identify projects for immediate implementation the Victorian Department of Education and Early Childhood Development (DEECD) will leverage off the existing *Building Futures* process. That is, projects that are already well advanced in relation to planning and approval processes will proceed in the first round of each element of the BER.

DEECD will manage proposals against a set of assessment criteria, including state of project readiness, consistency with BER guidelines and extent that capital investments are driven by educational needs and improved strategies.

### Selecting future projects

DEECD's Regional Network Leaders (RNLs) have responsibility for implementing the school improvement agenda by leading and managing a network of schools to improve the educational offering and performance of all students within the network. RNLs develop network provision plans, which are the key regional planning documents that will inform the BER. Network provision plans are based on an analysis of relevant data, including school enrolment forecasts, school infrastructure needs, network data and other regional information and knowledge. These plans, with their inherent investment frameworks, will inform the projects to be delivered under the BER and will allow for priority primary school infrastructure projects to be identified within the network and region. DEECD will then aggregate and filter regional priority lists to create a state-wide priority list to be submitted to the Commonwealth.

Each region has commenced consultation with primary and special schools to establish local priorities and filter for the size and scope of proposals.

In assessing BER projects, DEECD will consider project readiness, Long Term Enrolments (LTE), school commitment to no cost/low cost community access to the new facility, and agreement to the use of the DEECD proposed standard footprint design.

Victorian Department of Education and Early Childhood Development - Building the Education Revolution Implementation Plan

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

Victoria is well positioned to provide quality applications for accessing funding under the Science and Language Centres for 21st Century Secondary Schools program. In November 2006, the Victorian Government committed to provide for more mathematics and science teachers, equipment, science classroom upgrades, as well as the construction of the John Monash Science School and three new specialist science centres. In response to this commitment, DEECD is developing Victoria's Maths and Science Education Strategy, which aims to deliver high quality teaching and learning programs that will support improvement in key educational measures.

In accordance with the process outlined for Primary Schools for the 21st Century, each region will undertake a short period of intensive consultations with secondary schools to establish local priorities and provide a filter for the focus and scope of proposals. The network provision plans will be the mechanism that is used to develop these priorities. DEECD's central Infrastructure Division will assess regional priorities to develop a statewide proposal for Commonwealth Government assessment and approval.

DEECD will prioritise secondary schools that can demonstrate a readiness and capacity to design and begin construction of facilities within the 2009-10 financial year, a need for the specified building (eg the school does not have a contemporary science building or language learning centre, or existing facilities are inadequate for the current or emerging needs of the school) and use of DEECD standard design footprint.

**(c) National School Pride program**

The maintenance/condition of all school facilities is periodically audited by DEECD to identify potential maintenance issues that may arise in the short-medium term. All maintenance issues identified via this process are costed and prioritised in accordance with set criteria and published on the Department's School Maintenance System (SMS) database. Implementation of the National School Pride program will leverage off this existing system to assist in confirming where funding will be allocated.

**Round 1 – Fast tracking stimulus for immediate priorities**

An \$85 million package will provide every school with an initial allocation of \$50,000 for general maintenance or minor works. Each school will submit a list of works to be undertaken, with implementation being monitored using the SMS database as well as the Federal Government system being established. Schools that do not currently have maintenance works totalling \$50,000 on SMS will need to demonstrate that this funding will be directed to other school improvement works, such as landscaping or disability access. Works through the first round allocation will commence by May 2009 and be completed by December 2009.

**Round 2 – Addressing important maintenance works**

Round 2 will give priority to meeting outstanding maintenance works in schools. Works in the second round allocation will commence in July 2009 and be completed by February 2010. The maintenance process of this round would be:

- a) DEECD assesses outstanding planned maintenance items (following audit of expenditure of \$85m above).
- b) Funding distributed for all outstanding planned maintenance items identified in the audited SMS database. This includes items that were obtained from the last maintenance audit that have a high priority ranking that indicates urgent or substantive needs.
- c) Funding for additional targeted programs of works with common themes identified to be an urgent requirement across the State, based on analyses of the SMS data and additional advice from the regions. The criteria for selecting the school projects within each program would be based on maintenance audit data and advice from regions. It would include:
  - upgrade/maintenance works for heritage buildings at 30 schools;
  - asphalt paving works;
  - disability access/upgrades;
  - fire main replacement upgrades at 34 schools; and
  - electrical switchboard/RCD replacements at 320 schools.

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

RNLs will be critical in delivering the BER, particularly assessing and fast tracking proposals. They will undertake consultation with schools to establish local priorities and will feed data into the established Program Management Office, which will prioritise proposals into appropriate funding rounds. Additional staff will be employed to assist this process.

To meet the tight timelines, DEECD, in partnership with schools and regional offices, will modify its traditional design and procurement processes. DEECD will draw heavily on its established series of design footprints which has guided recent government infrastructure projects.

DEECD is also developing a number of standard templates for primary schools, science and language centres, libraries and indoor Sport/Multi-purpose Centres.

Schools will select from these footprints and consultants will finalise the design in consultation with the school.

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

A Victorian Government parameter is that no Government school will be forced to close, hence there are no schools marked for closure.

However, Victorian schools can choose to merge or consolidate if their school communities agree. Victoria has a school regeneration program that can facilitate this process by providing capital investment to a cluster of schools that are looking to merge or consolidate to improve education outcomes. These regeneration projects form an integral part of the Department's long term asset strategy by focussing on education provision planning to improve student outcomes and to optimise the use of school infrastructure.

In relation to the BER, Regional Network Leaders (RNLs) will work with those schools that are listed as being part of a future regeneration project to determine if their capital needs can be met through the BER. Where this is the case, then funding for the schools to be merged may be combined to be used for capital or refurbishment in the new school.

Regional Directors/RNLs will also be accountable for managing the expectations of school communities regarding the timing of Commonwealth/State funding for schools involved in mergers/consolidations.

## Project Management

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

To oversee the implementation of the BER, DEECD has developed a new Project Board and associated governance arrangements. This Project Board will provide high level oversight of BER implementation and will feed into the DEEWR Oversight Group structure.

To implement the three programs DEECD will employ new program managers, design consultants, project managers, finance and communication officers as required. In particular, individual teams will be established to implement all three programs. Each team will have a dedicated program manager, program administrators, project management and design service providers and delivery service providers. These teams will provide comprehensive project management support for implementation for the BER. Private sector project delivery and program management will be sourced to ensure DEECD has access to sufficient commercial, procurement and project management expertise.

A detailed program administration plan that outlines the necessary program resource structure has been developed for Project Board approval.

To ensure timely delivery of the BER, interim program managers will be appointed whilst the broader recruitment process is undertaken.

### 9. What project management approach will be adopted?

DEECD has a well established and successful approach to asset project management. The majority of the management of the department's capital works program is managed by a private provider.

The program management approach for the Primary Schools and Science and Language Centre elements will be based on the existing implementation of the *Managing Successful Programmes* methodology from the UK.

Under this structure the Program Managers will need to:

- Apply *Managing Successful Programmes*
- Liaise with senior DEECD management
- Manage program stakeholders
- Lead the program team
- Supervise the program team and consultants, including architectural design consultants
- Ensure excellent program communications
- Prepare and present key program documents
- Source and recommend selection for program service providers
- Work collaboratively with Department staff and staff of other service providers

Program management for all rounds of the National School Pride program would be undertaken on a state-wide basis and would include monitoring of all stages of all funded works. This function would be delivered within a central program management office covering both capital works and maintenance and minor works.

Detailed project management for significant projects will take place, with three to five organisations to be engaged and project management services being provided on a regional basis.

Project management would include detailed planning and scheduling of works, including coordination and aggregation across sites wherever possible, determining what specialist advice or consultancy services are required for each works item, and arranging for the engagement of those services. Specialist engineering/architectural consultancy services will be used where required. This would include investigation, design and reporting on problems and possible solutions, as well as obtaining quotes and overseeing the conduct and completion of the works proposed.

DEECD has confidence that the proposed approach, which builds on DEECD's existing successful project management approach, will ensure Commonwealth's timelines are met.

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

Through Building Futures and the Victorian Schools Plan, Victoria has a well developed process to support best practice capital development in all school communities, with the aim of maximising opportunities and outcomes. As such, BER implementation will leverage existing structures.

All Victorian government schools will be made aware of the Victorian implementation of the BER through central office electronic circulars and direct communication with regional level staff.

DEECD has commissioned its nine Regional Directors to identify, in consultation with its schools, how BER funds are to be allocated within each school network, taking into consideration recently received State funding and any plans for future regenerations. Schools will be encouraged to build on their existing provision work in developing proposals.

DEECD is dedicating regional resources to work with schools as part of the process for identifying BER projects. Regional Directors and RNLs will provide information to head office which will link into the broader process.

Smaller schools (often with a small number of teachers and in rural locations) will be supported through the small schools network and the interaction with RNLs. These schools will benefit most from utilising DEECD's existing design footprints which provide quality learning spaces and facilitate a faster project completion.

All schools have also been asked to update their data on the Schools Maintenance System to enable the Department to fund priority maintenance projects, with all schools to receive an initial allocation of \$50,000 for general maintenance or minor works.



## 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.

DEECD has provided the Commonwealth with its Standard Design Templates that it will utilise for BER projects - refer email 20/2/09. Where a proposed project has a greater scope than the standard design other designs may be utilised. These designs will only be used where it can be demonstrated that non-use of a template is reasonable, appropriate and that the building process can still be expedited and achieved in prescribed timeframes. Circumstances may arise where our standard templates will need to be adjusted, for example to take into consideration new disability standards currently under consideration in the House of Representatives.

### ***Standard template for New Buildings for Small Schools***

Throughout rural Victoria there are a number of small schools that, despite having sustainable long term enrolments, have been operating from relocatable classroom facilities. Under the Victorian Schools Plan, a commitment was made to replace these outdated relocatable facilities with new permanent facilities. As such, DEECD has established standard templates for permanent replacement facilities for schools across the State which generally have long-term enrolments between 50 to 150 students and which are currently accommodated in predominantly relocatable or older style portable classrooms.

### ***Standard template for New Buildings for merged schools***

Network provision plans are the key regional planning documents that will inform the BER. Network provision planning will be based on an analysis of relevant data, including school enrolment forecasts, school infrastructure needs, network data and other regional information. As a result of the analysis, some schools will explore alternative provision options, in consultation with school principals and their communities, which may result in some schools exploring the option of merging to improve provision for students. For primary schools that choose to merge, this may result in a new building requirement. A template has been provided where this is the case.

### ***Standard templates for Libraries and Indoor Sport/Multi-purpose Centres***

DEECD has developed a number of standard templates for libraries and indoor sport/multi-purpose centres reflecting the facilities that schools are entitled to based on their long term student enrolments. DEECD adopts a contemporary approach for its library templates. That is, libraries are developed as learning resource centres integrated with flexible and functional learning environments, providing 'home-bases' for students. Throughout the home-base, a mixture of open plan and discreet spaces will be created, meeting curriculum and pastoral care needs with ready and adjacent access to distributed learning and library resources. The templates also allow schools some flexibility in the customisation of internal layouts and configurations within standard building footprints.

Templates for indoor sport/multi-purpose centres are developed based on a schools long term enrolment entitlement and reflecting contemporary designs for gymnasiums and multi-purpose facilities. The templates are primarily designed for use by schools, but also acknowledge that they are also used by communities outside of school hours. It is Victorian Government policy that its schools and children's centres should be designed, developed and used as community hubs. The templates allow schools to tailor these facilities by incorporating canteens or kitchens; music; and art facilities as required. The templates also include features which will allow gymnasiums to function as performance spaces where a school chooses to include their music facilities in these

### ***Science and Language Centres***

In November 2006, the Victorian Government committed to provide for more mathematics and science teachers, equipment, science classroom upgrades, as well as the construction of the John Monash Science School and three new specialist science centres.

In response to this commitment, DEECD developed Victoria's Maths and Science Education Strategy, which aims to deliver high quality teaching and learning programs that will support improvement in key educational measures.

Templates are being developed which will allow schools to customise internal layouts and configurations within standard building footprints to address the specific needs of their students in the traditional sciences such as chemistry, biology and physics and emerging sciences such as nanotechnology, biotechnology and environmental science. Flexibility within the templates will also allow schools to customise these buildings to support allied studies such robotics, systems and electronics.

The templates will be developed to accompany the varying and different needs of students from Years 7 to 12; the variety of teaching and learning practices adopted by schools; and the need to provide a mix of theoretical and practical spaces and spaces which allow for students' self-directed learning. The templates will address the curriculum and assessment requirements of VCE. Suitable external access will be incorporated into the templates allowing indoor activity spaces to link with outdoor science related activity spaces (e.g. wetlands) that schools may wish to develop.

Templates for Language Centres are being developed that will support leading practice in languages teaching and learning. Spaces will be provided allowing students to participate in small group oral work without background noise interfering with these activities. Multimedia and video conferencing capabilities will be integrated within the design to allow options for whole class learning, small group learning and individualised learning. While the templates for Language Centres will have an emphasis on the teaching of languages, the facilities will be sufficiently flexible to support studies in other areas of the curriculum. The templates will allow schools to customise internal layouts and configurations within standard building footprints to address the variety of teaching and learning practices adopted by schools.

### **Other buildings**

Victoria appreciates the flexibility inherent in the BER to ensure that schools receive appropriate, significant infrastructure in a timely fashion. The draft guidelines provided for feedback to the States and Territories refer to "other buildings" and co-located early learning centres as possible parts of the primary schools' funding.

Without restricting the scope of these possible "other buildings", Victoria notes that both early learning centres and specialist disability learning centres may be suitable inclusions at certain Victorian primary schools, given the needs of the school community.

Templates are not provided for early learning centres, as the nature and combination of services available through such centres is dependent on local-area needs analyses, and partnership arrangements with local government and other service providers. DEECD has developed a number of designs for specialist disability learning units at mainstream primary schools. These designs can be adapted to the nature of the school and the particular profile of student disabilities.

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

DEECD has existing standards for incorporating sustainable building principles. Consistent with this approach, construction, refurbishment and maintenance projects will need to meet the following criteria:

- Demonstrate evidence that the design of the facilities is durable, flexible, and environmentally and technologically sustainable;
- Meet a medium-to long-term need (beyond 10 years);
- Physical spaces in schools should be designed to match the teaching and learning required for a modern curriculum;
- Good design which places a strong emphasis on flexibility, with spaces capable of supporting different styles of learning;
- Be affordable to implement and maintain; and
- Outline changes in pedagogy that are designed for long-term effect.

The Department has developed Ecologically Sustainable Development (ESD) Guidelines related to ecologically sustainable planning and energy management. These establish a common approach for incorporating ESD into the design of Victorian schools and establish performance measures for energy and water usage as well as waste disposal. These guidelines will place ESD outcomes for DEECD projects within a context of national best-practice, and will be linked to the *Green Star – Education Tool* developed by the **Green Building Council Australia**. The *Guidelines* will also establish performance measures for energy and water usage as well as waste disposal.

Energy-conscious building design leads to improved building operation, better staff performance and student learning, reduced operating costs and lower greenhouse gas emissions. Ecologically sustainable school buildings encourage the creation of teaching spaces that help improve teaching outcomes, linking to factors such as:

- air movement and ventilation;
- thermal comfort;
- classroom lighting;
- natural daylight; and
- acoustics.

The Sustainable Schools Program aims to make Victorian schools leaders in environmental practice by reducing waste, limiting energy and water consumption; and expanding biodiversity.

## 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?

Victoria will take full responsibility for liaising on funding allocations and projects under its share of the BER.

The Victorian Government's Blueprint for Education and Early Childhood Development commits to working in partnership with parents and communities. As such, community consultation is already a fundamental principle that underpins any capital investment.

Existing processes will be utilised to ensure that appropriate consultation takes place for both 'Primary Schools for 21st Century' and 'Science and Languages Centres for 21st Century Secondary Schools'. This is an inclusive approach, involving actively communicating and consulting without the use of jargon and technical terms which can alienate communities and stakeholders. This will occur in a timely and responsive fashion. In addition, in seeking investment under the BER, schools will be required to demonstrate how and when they will engage with the community.

For the National Schools Pride Program, DEECD will consult with schools through regional offices to allocate maintenance funding to areas of highest priority.

*[Note to DEEWR – note Victorian feedback on the draft BER guidelines that this should read "Outline the steps that will be taken to consult with schools as required by the guidelines". "Broad community consultation" is not required by the guidelines and, if interpreted expansively, could be a risk to delivery timelines]*

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?

DEECD is committed to promoting schools as community hubs, which includes sharing school facilities with the broader community. Processes are already in place that help facilitate partnerships ranging from basic hire agreements to formal joint use arrangements.

The DEECD BER proposal template requires primary schools to commit to, and demonstrate, how they will provide access to the new facilities at no cost or low cost to the community. This template will be endorsed by the School Principal, School Council President and Regional Director.

More broadly, DEECD will encourage schools to utilise central supports available to ensure that the facilities are made available at no, or low cost. DEECD will provide assistance to schools to ensure minimal costs are maintained, with high costs not being passed on to users. For example as a result of a maintenance review conducted in 2008, DEECD has developed:

- models for optimal allocation model (centralised vs. regional vs. devolved);
- processes for effective and efficient delivery of maintenance services (ad-hoc, cyclical or condition-based maintenance, prioritises maintenance work, scheduled and preventative, targeted vs. discretionary), and
- good practice procurement models (central, regional or school-level, regional panels of providers); and
- a strategic approach to maintenance.

Central to the availability of facilities to the community will be the effective use of hiring and licensing agreements to ensure that there is sufficient funding to cover recurrent costs such as maintenance and cleaning, while still providing facilities at minimal cost to users. Schools may need to charge a low fee for the use of the facility to cover the recurrent costs associated with providing the community access.

## 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?

A dedicated PMO was established to implement the Victorian Schools Plan. This PMO will be expanded to manage all the data requirements for the BER. The PMO will:

- o Maintain data to monitor, analyse and advise on the delivery of the BER;
- o Provide data on individual projects;
- o Develop data scorecards and progress reporting for the DEECD Project Board and State Coordinator;
- o Undertake high level data costing and analysis;
- o Manage capital budget and reporting; and
- o Develop records to demonstrate compliance with obligations under the bilateral agreements.

Schools will be required to:

- o Provide timely and accurate data on the delivery of projects;
- o Update the School Maintenance System; and
- o Advise of any potential issues that may arise.

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