Secretary's report

Second only to support from our family, education represents the single biggest opportunity each of us has to realise our aspirations and ambitions for a good life. It underpins our social and economic fabric and contributes to both social cohesion and our future economic innovation and success.

As the workforce rapidly changes, so too must our education system. Our children's skills and knowledge needs are evolving.

As adults, many of us change careers and also retrain as the employment market demands new skills.

It is our job, as system stewards, to help equip Victorian children and young people with the skills they need to succeed in a world that is increasingly digital, mobile and global.

In recognition of the pivotal role that high quality education plays in our Victorian community, significant reform across each education sector has been underway for several years.

In particular, our significant Education State reforms are working to build a world class education system that strives for and achieves excellence, and creates opportunity for every Victorian. These reforms have been underpinned by best evidence and supported by significant funding.

While the concept of lifelong learning is becoming a reality, early childhood is where we can make the biggest gains in preparing children for this.

The highly anticipated Education State Early Childhood Reform Plan was released in May 2017. This landmark reform agenda for early childhood outlines the government's long-term vision to support children and families in their crucial early years of development. This plan recognises that the first years of life are vital to lifelong learning, wellbeing and success and seeks to create more opportunities for high-quality early years education regardless of background or circumstance. By supporting our children and their families, including by providing enhanced maternal and child health services and by offering additional support to vulnerable or disadvantaged families, we can make a significant difference to a child's lifelong development. The plan includes significant funding to strengthen the Maternal and Child Health Service and supported playgroups that give children the best start in life from birth.

In 2016–17, our focus in the school and vocational education sectors moved from policy design and development to implementation. This involved a deep and sustained support to ensure that principals, teachers and support staff where education services are delivered, are supported with the right tools, knowledge and data to lift outcomes for every student – regardless of their background or circumstances.

The introduction of the Framework for Improving Student Outcomes (FISO) has guided schools with the best evidence and ways to use additional school funding to get the best results and lift student achievement across the state as we strive for excellence. We began engaging with education expert Dr Mary Jean Gallagher, who oversaw a major system lift in Ontario, Canada. Dr Gallagher has been working as the Department's critical friend to provide advice on implementing the Education State in Victoria. In June 2017, we released version one of a literacy and numeracy strategy, which gathers all the evidence and best practice and is designed to aid the work already underway in many schools to lift literacy and numeracy capability, which we know are foundational skills.

The Department's newly-developed Regional Performance Framework has helped support understanding, measurement and monitoring of the performance of many Education State Initiatives through a place-based approach and has helped build a culture of evaluation within the Department.

This year, we have also made significant progress on reducing the impact of disadvantage on learning outcomes by creating more opportunities for vulnerable children to receive a high-quality education. This included implementing the Government's Special Needs Plan, reviewing the Department's Program for Students with Disabilities, and releasing Marrung: Aboriginal Education Plan 2016–2026 to improve outcomes for Koorie learners. Our Navigator and LOOKOUT programs have also continued to keep more vulnerable students engaged in education and support those who have disengaged to re-connect.

In 2016–17, we saw the opening of the first of 10 Tech Schools being built—such a promising example of secondary schools and TAFEs working together to provide education opportunities for Victorian young people. Following the establishment of the Victorian School Building Authority (VSBA), a number of projects have commenced that will transform communities. With $2.5 billion invested, the VSBA is delivering 56 new schools, more than 1000 school building projects and more than 30 early childhood projects— all with a focus on direct community engagement.

Further to our efforts in the schools sector, 2016–17 has been a significant year for our vocational education and training sector. This year, we provided a platform for overhauling the existing TAFE system and released Skills First, raising the benchmark for training quality and supporting students to achieve excellence. This initiative, launched in August 2016, will better manage Victoria's training and TAFE system and deliver the current and future qualification needs of Victorians. From January 2017, we have progressively implemented Skills First across the state to build the quality of training providers and restore public confidence in the vocational education and training sector, and we have launched a TAFE campaign to drive enrolments.

All of this important work was underpinned by the Department's values of responsiveness, integrity, impartiality, accountability, respect, leadership and human rights. Throughout 2016–17, we continued to embed our values in every aspect of our work including various initiatives encouraging all staff to consider how the values contribute to the important work we do.

It has been a big year and of course, none of this could have been achieved without the continuing efforts, energy and dedication of all the staff involved in providing our excellent education services. My thanks go out to all staff across the Department: principals, teachers, school support staff, TAFE and VET providers, maternal and child health providers and early childhood educators across the state. I'd also like to thank our many stakeholders for their support and collaboration.

Victoria is changing rapidly. As a state, our shifting demographic profile, growing population, changing economy and evolving workforce are presenting new challenges to the Department and education providers. I think we are well-placed to meet them.

We have put in place much of the architecture that will enable us to start seeing a system lift. Our challenge is to continue implementing all of these reforms so they start to land at the point of delivery—in kindergartens, classrooms, and in vocational education and training settings.

I look forward to continuing to lead the Department as we build on the important work already underway.

Gill Callister
Secretary

Year in review

The Department of Education and Training is committed to supporting the Victorian Government to make Victoria the Education State, where all Victorians have the best learning and development experience, regardless of their background, postcode or circumstances. Education remains a cornerstone for ensuring all Victorians have the skills and knowledge they need to actively participate in and contribute to our rapidly-changing economy and society.

The Statement of Strategic Intent, as outlined in the Department's Strategic Plan 2016–20, guides the provision of high-quality education, training, development, wellbeing and child health services. By following this plan, the Department, seeks to meet its objectives and the Victorian Government's ambitious Education State targets.

Statement of Strategic Intent

The Department's Statement of Strategic Intent supports the objectives and delivery of the government's Education State agenda:

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

As part of this vision:

- children and young people are confident, optimistic, healthy and resilient
- students reach their potential, regardless of background, place, circumstance or abilities
- Victorians develop knowledge, skills and attributes needed now and for the jobs of the future
- the Department's workforce is high-performing, empowered, valued and supported.

Our objectives in achieving this vision are to:

- ensure Victorians have equitable access to quality education and training
- work with providers and partners to build an integrated birth-to-adulthood education and development system
- support children, young people and adults with well-coordinated universal and targeted services close to where they live
- activate excellence, innovation and economic growth.

In pursuing these objectives, the Department is committed to the Victorian public sector values of:

- responsiveness
- integrity
- impartiality
- accountability
- respect
- leadership
- human rights.

The public sector values underpin the behaviours that the government and community rightly expect of all public sector employees. Acting consistently with the public sector values also strengthens the capacity of our organisation to operate effectively and achieve its objectives.

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

Vision
Our future

- Children and young people are confident, optimistic, healthy and resilient
- Students reach their potential regardless of background, place, circumstance or abilities
- All Victorians develop knowledge, skills and attributes needed now and for the jobs of the future
- Our workforce is high performing, empowered, valued and supported

Objectives
Our aims

- To ensure Victorians have equitable access to quality education and training
- To work with providers and partners to build an integrated birth to adulthood education and development system
- To support children, young people and adults with well-coordinated universal and targeted services close to where they live
- To activate excellence, innovation and economic growth

OUTCOMES

we aspire to excellence in:

- Achievement
- Wellbeing
- Engagement
- Productivity

Approaches
How we will achieve this

SERVICE AND FUNDING REFORM	**WORKFORCE STRATEGIES AND PRACTICES**	**PARTNERSHIP AND INNOVATION**	**ORGANISATIONAL REFORM**
- Give additional, targeted support to Victorians who need it - Connect settings and sectors to improve transitions and ensure continuity of learning - Focus on mental and physical health and wellbeing as an integral part of learning and development - Monitor and improve systems, including by setting standards - Map demand for services and effectively target resources to community needs - Use evidence to design and implement policy	- Develop excellence in educational practice, targeted to individual learning and development needs - Support children and students to learn independently and contribute to each other's learning - Build creative and critical thinking through a world-class curriculum - Build performance, develop capabilities and share expertise across all workforces - Unify the education system through new pathways between schools and central and regional offices - Build workforce capacity to support all children, young people and families, regardless of circumstances	- Work with providers, employers, not for profits, families, children and young people to develop new approaches and share best practice - Strengthen learning, health and wellbeing through stronger place-based partnerships - Strengthen career pathways for learners while meeting the needs of business and industry - Prepare learners to be global citizens and provide them with the skills to succeed in a fast-changing world - Partner with other agencies, Departments and levels of government to deliver outcomes	- Promote strong public sector leadership and the highest standards of governance, integrity and conduct - Build inclusive workplaces based on public sector values (integrity, accountability, impartiality, respect, responsiveness, leadership and human rights) - Ensure use of resources provides value for money and meets community expectations - Establish shared responsibility and clear accountability for decisions - Provide stronger, more direct and place-based support to schools, services and providers

Principles
How we work

We are accountable
We work with integrity, transparency and impartiality

We use evidence to make decisions
We are responsive to the needs of Victorians

We deliver high quality advice and services
We have the capabilities and skills to achieve our priorities

Purpose and functions

The Department is responsible for delivering and regulating statewide learning and development services to at least one-third of all Victorians every year across the early childhood, school education and training and skills sectors.

The Department's services, as at June 2017, are outlined in the table below:

Table 1 – The Department's services as at June 2017

Early childhood	School education	Training and skills
Birth to 8 *More than 400,000 children and families*	*5 to 18* *More than 950,000 students*	*15 to 65+* *More than 463,000 participants in government-subsidised vocational education and training*
• Maternal and child health services • Early years learning and development including early childhood education and care services • Early Childhood Intervention Services (ECIS) • Supported playgroups and parenting supports	• Primary education • Secondary education • Special education • Health and wellbeing	• Technical and Further Education (TAFEs) • Universities • Private registered training providers • Learn Locals
We have a diverse range of public, private and not-for-profit providers serving Victorians of all ages:		
• More than 4100 approved education and care services providing long day care, kindergarten, outside-school-hours care, and family day care • Approximately 400 licensed children's services providing limited-hour services such as occasional care • 664 maternal and child health service locations	• 1528 government schools • 711 non-government schools (492 Catholic schools and 219 independent schools)	• 12 TAFE institutes • 8 public universities (four of which also provide vocational training), one specialised university, and campuses of the multi-state Australian Catholic University • 318 community-owned and managed not-for- profit organisations registered with the Adult Community and Further Education Board as Learn Local organisations eligible to deliver pre-accredited training • 346 government-contracted private registered training organisations

Changes to the Department during 2016–17

During 2016–17, there were no changes to the Department's objectives and output structure as a result of internal reviews or machinery-of-government changes.

Discontinued operations

There were no discontinued operations under the Department's output structure.

Direct costs attributable to machinery-of-government changes

During 2016–17, neither the Department nor its entities consolidated into the Department's annual report pursuant to section 53(1)(b) of the *Financial Management Act 1994,* incurred direct costs attributable to machinery-of-government changes.

Achievements

The Education State is building a system that provides every student with the knowledge, capabilities and attributes that will see them thrive throughout their lives, to have the skills that industry needs, and that employers expect. During 2016–17, the Department continued implementing reforms announced in the government's statewide Education State initiatives across three areas of focus:, early childhood development, schools development and training and skills.

Early childhood development

Early childhood development is at the heart of the Victorian Government's vision for the Education State as the first years of life are crucial to lifelong learning, wellbeing and success. In May 2017, the Education State Early Childhood Reform Plan was released. This plan represents a landmark reform agenda for the early childhood sector and outlines the long-term vision that will:

- support higher quality services and reduce disadvantage in early education: including introducing an Australian first, school readiness funding for kindergarten services and significantly increasing the amount of support we provide to kindergartens to continue to improve their quality

- provide more support for parenting: including expanding the Enhanced Maternal and Child Health (MCH) Service and supported playgroups and, for the first time in Australia, providing an additional family violence visit for women and children at risk of, or experiencing, family violence

- make early childhood services more accessible and inclusive: including initiatives to improve kindergarten participation among children experiencing disadvantage or vulnerability, and providing more support for children with a disability

- build a better system: including a commitment to take on a greater system leadership role, strengthen our relationship with local government and work with the Commonwealth to secure longer term early childhood funding arrangements.

Throughout the year, the Department also continued to implement and deliver a range of early childhood and development reforms and programs. We:

- supported Victoria's 96 per cent high kindergarten participation rate and increased participation rates for Aboriginal children from 82.2 per cent in 2015 to 90.5 per cent in 2016. This increase was supported by continuing the Koorie Kids Shine campaign, which engaged local community members in developing new resources to promote the benefits of kindergarten for Koorie children

- increased the number of children receiving a free, 15-hour kindergarten program through the Early Start Kindergarten (ESK) initiative. In 2016, nearly

1200 three-year-old children experiencing vulnerability accessed ESK, an increase in enrolments of 18 per cent since 2015 and 50 per cent since 2014

- reserved 569 kindergarten places across the state through the 2016 pre-purchased places pilot aimed at vulnerable and disadvantaged children who may present at services outside normal enrolment periods

- provided $13.7 million through the Children's Facilities Capital Program to upgrade existing, and build new, integrated children's centres and early learning facilities. An additional $1.2 million was provided to over 300 successful applicants for minor expansions, refurbishments and information technology purchases

- improved the coherence, sustainability and quality of kindergarten program delivery through the Early Years Management Policy Framework. The framework was well received by the sector and is on track for full implementation by July 2018

- continued work in the national arena under the auspices of the Council of Australian Governments (COAG). Victoria played a lead role in reviewing the National Partnership for the National Quality Agenda for Early Childhood Education and Care (ECEC). The review found that the National Quality Framework is a significant achievement and considerable progress has been made implementing ambitious and ground-breaking reforms. Amendments to the *Education and Care Services National Law Act 2010*, recommended as part of the review, passed the Victorian parliament in March 2017

- advanced the quality of ECEC services by assessing and rating 91 per cent by 30 June 2017. Of these, 35 per cent exceeded, and 49 per cent met, the National Quality Standards

- progressed early childhood actions in Marrung: Aboriginal Education Plan 2016–2026, including developing targeted initiatives in the Early Childhood Reform Plan (Koorie Families as First Educators; Koorie Supported Playgroups). We worked with Aboriginal organisations, the MCH sector, and local governments to co-design strategies that ensure we provide a high-quality, culturally-safe and responsive universal MCH for all Aboriginal families across Victoria.

School education

The Education State: Schools agenda supports builds on the outcomes for every student, in every classroom, and for every community. To progress implementation and delivery of these reforms, the Department:

- embedded the Framework for Improving Student Outcomes (FISO) to guide schools in ways to use school funding to get the best results and lift student achievement across the state. FISO supports schools to work through an improvement cycle that includes undertaking a School Review every four years, complete quality strategic and annual planning, select evidence-based interventions and monitor these interventions to understand their impact on improving student outcomes

- implemented equity funding reforms throughout 2016 and 2017 to provide targeted funding support for students in greatest need, including through the use of the new Student Family Occupation and Education Index (SFOE) to determine the amount of equity funding schools will receive

- delivered the new Victorian Curriculum F–10, which specifies the skills children and young people need for success in work and life: literacy, numeracy, scientific knowledge and skills, resilience, respectful relationships, the use of digital technologies, and the capacity for critical and creative thinking and expression

- re-designed the Bastow Institute of Educational Leadership's suite of professional learning to directly support and implement the Victorian Government's Education State agenda. In 2016–17, there was an 18.6 per

cent increase in the number of schools engaged in Bastow's professional learning suite, with 4507 participants from 993 schools attending learning events (of whom 934 participated in regionally-delivered courses)

- delivered three Education State funded programs through Bastow including, the Wise – System Leaders program for network chairs, the Inspire – Local Leaders facilitator and training program for emerging leaders, and the Unlocking Potential program for aspirant principals. This represents over 1,200 educators involved in new leadership development opportunities to drive improvement across Victoria

- established Professional Learning Communities (PLCs) that provide the culture and structure teachers need to effectively collaborate, reflect on and evaluate the impact of their teaching on student learning, and determine whatways they can improve their professional practice. The PLC pilot program trained 200 instructional leaders and 130 school leaders in 2016, with hundreds more participating in 2017

- introduced the Insight Assessment platform in January 2017 to provide teachers, students and school assessment administrators with a range of quality online assessment tools across several learning areas. Insight captures data on students' progress and achievement to help with analysis and interpretation to improve learning. Since January 2017, more than 188,000 assessments have been completed on the platform

- continued to implement the place-based approach to regional operations (Learning Places) by recruiting more than 150 additional staff to 17 area teams to provide multi-disciplinary support to schools, students and local communities. Since January 2017, around 800 school support services staff have been aligned with area teams

- introduced the Literacy and Numeracy Strategy: Version 1 at the June 2017 Regional Principal Forums, along with the first in a suite of detailed school leadership and teaching resources for improving literacy and numeracy

- delivered all nine initiatives of the Special Needs Plan for Victorian Government schools, including: building teachers' capability for inclusive education, establishing a new Independent Office for School Dispute Resolution, and reviewing the Program for Students with Disabilities (PSD)

- implemented a number of PSD review recommendations and committed to deliver, by the end of 2018, all 21 accepted recommendations under the Government's inclusive education agenda. Reforms delivered since the PSD review in April 2016 include interim funding for students transitioning from Year 6 to Year 7 who are no longer eligible for targeted PSD funding, a funding boost to support students with autism, dyslexia and learning difficulties who are not eligible for PSD funding and the rollout of the Inclusive Schools Fund

- finalised and released Marrung: Aboriginal Education Plan 2016–2026 to support improved outcomes for Koorie learners. Since the plan's July 2016 release, more than 1200 people have participated in 15 Marrung forums co-hosted by the Department and the Victorian Aboriginal Education Association Incorporated (VAEAI). Work has also started on the 2016–17 Marrung budget initiatives including Children's Koori Court Liaison Officers and the Extended Koorie Literacy and Numeracy Program

- opened the first of Victoria's state-of-the-art Tech Schools, as part of the government's $128 million commitment to build 10 Tech Schools across Victoria. The Yarra Ranges Tech School opened in April 2017 and is now delivering innovative Science Technology Engineering and Mathematics (STEM) learning programs to students from partner schools. The Monash Tech School will also open in 2017. Each Tech School is an innovative STEM community hub, owned and operated by a Victorian tertiary provider and governed in partnership by local schools, industry and other stakeholders. The remaining Tech Schools will open during 2018

- built five new schools to meet Victoria's growing demand, completed a further 29 modernisation and upgrade projects for existing schools, and acquired five sites for new schools and site extensions

- established four LOOKOUT Education Support Centres across Victoria to support the educational achievements of children and young people in out-of-home care. LOOKOUT centres trained more than 800 staff from government and Catholic schools to help them advocate for, and support, students in out-of-home care so they can achieve educational success

- established the Navigator pilot program that funds community sector organisations to provide intensive support for disengaged young people aged 12–17 to re-engage in education. Less than a year into operation, Navigator is supporting nearly 500 young people, 270 of whom have already returned to education.

Training and skills

To support the Education State system where every student receives the support they need to gain the skills industry needs, and employers expect, the Department has taken great steps to overhaul the TAFE system and set a high benchmark for training quality.

In August 2016, the Department launched the Skills First reform agenda to ensure Victoria's training and TAFE system offers high-quality training that is most likely to lead to employment. To progress Skills First reform implementation, the Department:

- developed a new, targeted Funded Course List to ensure that Victorian training subsidies target the skills industry needs to grow and meet future demands. The Department worked closely with industry and the Victorian Skills Commissioner to reduce the number of government-funded courses from 1,500 to just over 1,000

- introduced new subsidies that both support the delivery of high-quality training and reflect the true cost of training delivery

- selected Skills First training providers through a rigorous selection process that reviewed expressions of interest against stringent criteria. As a result, only the highest quality training providers delivering industry-relevant courses were contracted to deliver government-subsidised training

- added targeted funding streams to subsidised training funding to: encourage businesses and training providers to work together to find new ways to train for new types of work; support high needs learners to access training and succeed; and extend training provision into specialised areas experiencing shortages

- provided additional funding to restore the reputation, position and financial viability of TAFEs as providers of genuinely valuable educational experiences and outcomes. Between 2015 and 2016, the TAFE and dual-sector market share of government-funded students increased from 31 per cent to 37 per cent. Preliminary data at 30 June 2017 shows an increase to 45 per cent of market share the introduction of since reforms were introduced

- improved the apprenticeship retention rate by providing apprentices with the support they need to finish their training and get the jobs they want. A new Apprenticeship and Traineeship Taskforce was established in May 2017. The taskforce, chaired by the Victorian Skills Commissioner with members drawn from industry, employers, training organisations and unions, will look at what stops employers from hiring apprentices or trainees.

It has been a successful year of reform and implementation across the broad range of services and sectors the Department drives and supports. Underpinned by a set of ambitious, yet achievable system-wide targets, the Department continues to position Victoria to become the Education State.

Objectives, indicators and outputs

The Department's progress is reported under the objectives, outputs and indicators set out in the 2016–17 State Budget Paper No. 3 Service Delivery (BP3). These are shown in the table below.

Progress and performance reporting

The Department's progress towards the BP3 objectives and indicators is reported on pages 14–24.

There is a range of performance measures for each output. The Department's performance against the output performance measures is reported on pages 25.

Table 2 – Departmental objectives, indicators and linked outputs (BP3)

Objectives	Indicators	Outputs
Achievement Raise standards of learning and development achieved by Victorians using education, training, development and child health services.	• Children developmentally 'on track' on the Australian Early Development Census (AEDC) in the language and cognitive skills domains • Proportion of early childhood services meeting or exceeding National Quality Standard Area 1 (NQSA1—Education program and practice) • Students meeting the expected standard in national and international literacy and numeracy assessment • Average score in Science (PISA 15-year-olds) in Victoria compared to global top performers • Percentage of positive responses to teacher collaboration within school • Year 12 or equivalent completion rates of young people • Vocational Education and Training (VET) course completions • Certificate III or above course completions • Proportions of graduates with improved employment status after training.	• Strategy, Review and Regulation • Early Childhood Development • School Education—Primary • School Education—Secondary • Training, Higher Education, Workforce Development and Skills • Support Services Delivery • Support for Students with Disabilities.

Objectives	Indicators	Outputs
Engagement Increase the number of Victorians actively participating in education, training, development and child health services.	• Participation in a kindergarten service in the year before school • Participation in maternal and child health services • Proportion of ECEC services meeting or exceeding National Quality Standard Area 6 (NQSA6—Collaborative partnerships with families and communities) • Mean number of students absent days per full-time equivalent (FTE) a year • Mean number of unapproved student absence days per FTE per year in secondary schools • Students with a positive opinion about their school providing a stimulating learning environment • VET enrolments by age and gender • VET enrolments by administrative regions • VET enrolments by skills shortage category courses • VET enrolments by specialised category courses • VET participation by learners facing barriers • VET participation by unemployed learners • Proportion of VET students satisfied with the teaching in their course.	• Strategy, Review and Regulation • Early Childhood Development • School Education—Primary • School Education—Secondary • Training, Higher Education, Workforce Development and Skills • Support Services Delivery • Support for Students with Disabilities.
Wellbeing Increase the contribution education, training, development and child health services make to good health and quality of life for all Victorians, particularly children and young people.	• Proportion of infants fully or partially breastfed at three and six months • Proportion of children who have no behavioural issues on entry into Prep • Proportion of children who have no general development issues on entry into Prep • Children developmentally 'on track' on the AEDC social competence and emotional maturity domains • Students feeling connected to their school • Students with a positive opinion about their school providing a safe and orderly environment for learning • Level of student satisfaction with VET.	• Strategy, Review and Regulation • Early Childhood Development • School Education—Primary • School Education—Secondary • Training, Higher Education, Workforce Development and Skills • Support Services Delivery • Support for Students with Disabilities.

Objectives	Indicators	Outputs
Productivity Increase the productivity of our services.	• $ per kindergarten student per year (or ECIS or MCH) • $ per primary school student per year • $ per secondary school student per year • $ per VET student contact hour.	• Strategy, Review and Regulation • Early Childhood Development • School Education—Primary • School Education—Secondary • Training, Higher Education, Workforce Development and Skills • Support Services Delivery • Support for Students with Disabilities.

Progress towards achieving departmental objectives

The Department seeks to measure the progress of children and young people as they move from early childhood into their school years and then into further education and work. This section reports on the Department's progress against its four objectives that sit across this life cycle: achievement, engagement, wellbeing and productivity.

A range of indicators are used to demonstrate current performance and trends. Data against these indicators shows that the Department's performance against its objectives remains strong. The majority of Victorian children are engaging with early childhood services, and the quality of these services is high. Victorian students are regularly top performers in national testing of literacy and numeracy, and have maintained results in international testing, at a time when Australia's performance in international tests has plateaued or declined.

There are, however, areas where achievement, wellbeing, engagement and productivity outcomes could improve. Hence, the Victorian Government is committed to making Victoria the Education State by providing excellence and equity in education, from early childhood through school education and the training and skills sectors.

Education State reforms are designed to bring Victoria in line with the highest levels of quality learning and achievement. In the Education State's first year, the Department focused on setting up the foundations for success by investing record funding into systems and resources to ensure every Victorian can access an excellent education. These reforms will help Victoria keep pace with rapid global change.

Objective 1: Achievement

Raise standards of learning and development achieved by Victorians using education, development and child health services.

Providing high-quality ECEC services is an important starting point for child development, setting children up for future educational achievement. The majority of Victoria's ECEC services continue to meet or exceed National Quality Standard 1 (educational program and practice). Newly-announced reforms and investments to early childhood services will further improve Victorian children's achievement by creating a higher-quality, more equitable and inclusive early childhood system.

On entry to school, the majority of Victorian children perform well in their development as measured by the Australian Early Development Census (AEDC). In 2015, Prep teachers assessed nearly 85 per cent of Victorian children as 'on track' in their language and cognitive development, a marginal increase on the 2012 results.

Education State reforms are making sure Victoria has a world-leading school system that goes from 'good' to 'great'. This includes new funding to support students who need more classroom assistance. In combination with FISO, the extra funds will provide the resources schools need to make better-targeted improvements, based on the needs of their students, their school and the local community.

Victoria's performance in national testing remains strong. National Assessment Program for Literacy and Numeracy (NAPLAN) results show that Victoria remains one of Australia's three leading jurisdictions. Since 2012, Victoria's performance above the bottom three NAPLAN bands improved for all year levels except Year 7 Literacy, and performance in the top two bands has also trended upwards across most year levels.

Newly-released data for international testing shows that Victoria is a consistent performer at a time when national performance has declined. In the most recent Trends in International Mathematics and Science Study (TIMSS), the proportion of Victorian students achieving international benchmarks increased for Year 8 students and remained stable for Year 4 students.

Results from the Programme for International Student Assessment (PISA) of 15-year-olds showed mixed results: the proportion of students achieving at or above

the nationally-agreed proficiency standard remained stable for Mathematics but decreased for Reading. In PISA Science, Victoria's mean score improved relative to the top 25 per cent of jurisdictions. In 2015, Victoria performed above the Australian and international testing averages in both TIMSS and PISA testing.

Improving student achievement, particularly in Mathematics and Science, will be supported by the newly released STEM plan in the Education State. This plan invests in STEM programs and initiatives, providing schools with access to leading-edge resources and excellent teaching. This will help equip Victorian learners of all ages and backgrounds with the STEM skills they need now, and for the future.

Teachers play a pivotal role in building the Education State, with positive teacher collaboration being a key success factor. The School Staff Survey's 2016 results (government school teachers) show that teachers' perceptions of collaboration within their school decreased marginally from 2014, with three-in-five teachers responding positively. A key Education State reform, Professional Learning Communities, supports practice change across the education system, providing the culture and structure Victorian teachers need to more effectively collaborate and improve professional practice.

Keeping students engaged and in school is a key platform of the Education State reforms in schools. Completing Year 12 (or equivalent) has a range of economic, social, emotional and health benefits. The educational attainment of young people increased slightly between 2015 and 2016 with just over nine-in-ten young people aged 20–24 years attaining a Year 12 or non-school qualification at or above Certificate II level.

Overall, government funded Vocational Education and Training (VET) activity in Victoria in 2016 continues to decline, a decline that has been observed every year since the record highs of 2012, demonstrating clearly that training activity in previous years was over-inflated.

Initiatives, such as the Quality Assurance Review Blitz that started in July 2015, have made considerable progress addressing previous quality issues and helped restore certainty and stability in Victoria's training system. As a result of the quality blitz, a number of low-quality private training providers offering poor-quality courses and poor student outcomes have been removed from the Victorian training system, in turn reducing training activity numbers.

Table 3 – Departmental indicators against achievement

Indicators	Unit	2012	2013	2014	2015	2016
Early childhood development						
Children developmentally 'on track' on the Australian Early Development Census language and cognitive skills domains						
Proportion of children developmentally 'on track' on the Australian Early Development Census language and cognitive skills domains	per cent	84.0	–	–	84.7	–
Proportion of early childhood services meeting or exceeding National Quality Standard Area 1 (NQSA1—Educational program and practice)						
Proportion of early childhood services meeting or exceeding National Quality Standard Area 1	per cent	–	82.7	85.4	87.0	87.5

Indicators	Unit	2012	2013	2014	2015	2016
School education						

Students meeting the expected standard in national and international literacy and numeracy assessments[1]

NAPLAN Proportion of students above the bottom three bands:

	Unit	2012	2013	2014	2015	2016
Year 3—Literacy	per cent	73.3	75.3	73.7	76.2	75.6
Year 3—Numeracy	per cent	67.3	68.9	69.1	66.4	67.8
Year 5—Literacy	per cent	62.8	66.9	64.1	62.2	66.2
Year 5—Numeracy	per cent	58.9	55.5	57.6	61.2	61.0
Year 7—Literacy	per cent	59.8	59.7	59.2	59.5	56.9
Year 7—Numeracy	per cent	54.2	54.7	56.4	56.4	62.1
Year 9—Literacy	per cent	48.3	50.5	50.6	50.2	48.9
Year 9—Numeracy	per cent	50.3	49.1	51.5	54.0	51.5

NAPLAN Proportion of students in the top two bands:

	Unit	2012	2013	2014	2015	2016
Year 3—Literacy	per cent	51.1	52.2	51.2	53.6	54.1
Year 3—Numeracy	per cent	38.8	37.5	41.1	38.4	40.7
Year 5—Literacy	per cent	34.4	35.6	37.3	36.9	38.3
Year 5—Numeracy	per cent	29.5	27.3	28.7	31.9	31.7
Year 7—Literacy	per cent	29.9	27.6	29.8	30.1	27.4
Year 7—Numeracy	per cent	27.3	27.4	29.2	27.8	32.4
Year 9—Literacy	per cent	20.4	20.7	22.6	22.8	20.7
Year 9—Numeracy	per cent	24.7	25.2	25.3	26.1	23.3

	Unit	2012	2013	2014	2015	2016
Proportion of Year 4 students reaching the international benchmarks (PIRLS)[2]—Reading	per cent	80.0	–	–	–	–
Proportion of Year 4 students reaching the international benchmarks (TIMSS)[3]—Mathematics	per cent	75.0	–	–	–	75.0
Proportion of Year 8 students reaching the international benchmarks (TIMSS)[3]—Mathematics	per cent	65.0	–	–	–	69.0
Proportion of 15-year-old students achieving at or above proficient standard (level 3) in PISA reading literacy[4]	per cent	67.0	–	–	63.0	–
Proportion of 15-year-old students achieving at or above proficient standard (level 3) in PISA mathematical literacy[4]	per cent	58.0	–	–	58.0	–

1 Victorian government and non-government schools.

2 Progress in International Reading Literacy Study. Data collected every five years. Source: Thomson, S., Hillman, K., Wernert, N., Schmid, M., Buckley, S. and Munene, A. (2012). Monitoring Australian Year 4 student achievement internationally: TIMSS and PIRLS 2011, ACER.

3 Trends in International Mathematics and Science Study. Data collected every four years. Source: Thomson, S., Hillman, K. and Wernert, N. (2012). Monitoring Australian Year 8 student achievement internationally: TIMSS 2011, ACER.

4 Programme for International Student Assessment (PISA). Data collected every three years. In Australia, the national agreed baseline, as agreed in the Measurement Framework for Schooling in Australia (May 2015), is at or above the National Proficient Standard (Level 3).

Indicators	Unit	2012	2013	2014	2015	2016
Average score in science (PISA 15-year-olds) in Victoria compared to global top performers						
Average score in science (PISA 15-year-olds) in Victoria compared to global top performers[5]	Mean score	-20	–	–	-14	–
Percentage of positive responses to teacher collaboration within school						
Percentage of positive responses to teacher collaboration within school	per cent	–	–	62.4	60.9	60.6
Higher education and skills						
VET course completions						
VET completions[6]	number	–	–	–	149,800	107,900
Year 12 or equivalent completion rates of young people						
Year 12 or a non-school qualification at Certificate II level or above of young people 20–24 years[7]	per cent	88.0	90.1	89.0	89.5	92.6
Certificate III or above completions						
Certificate III or above completions	number	–	–	–	120,700	87,100
Other	number	–	–	–	29,100	20,800
All qualifications	number	–	–	–	149,800	107,900
Proportion of graduates with improved employment status after training						
Proportion of graduates with improved employment status after training	per cent	–	–	45.7	44.5	n/a[8]

Objective 2: Engagement

Increase the number of Victorians actively participating in education, development and child health services.

It is a priority of the Education State agenda to ensure that all Victorians, whether children, young people or adults, have access to high-quality education, development and child health services. Key aims of recently-announced reforms to the early childhood sector are to make early childhood services more accessible and inclusive, and to support higher quality early education services.

Through the Key Age and Stage (KAS) visits, MCH nurses provide valuable supports to parents and children at critical points in development. Participation in MCH KAS visits remains stable. Higher proportions of families participate in the earlier KAS visits, with rates dropping from universal participation in the first home consultation visit, to around one-third of children for the last visit (at 3.5 years). The Early Childhood Reform Plan

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5 Top performing PISA jurisdictions are defined as the top 25 percent of jurisdictions by mean score (both countries and economic areas) undertaking the PISA test in that cycle. Country/economic area rankings may shift over time.

6 This is a new measure for this report and data are not available prior to 2015. Completed qualifications is a new measure and should be interpreted with care because:

    1.   completion reported in any year relates to commencement in that and previous years.

    2.   the Department cancelled contracts for a number of poor performing Registered Training Organisations following quality audits undertaken as part of the Quality Assurance Review Blitz. This could have increased the number of non-completions and continuing enrolments for 2016.

Data for future years is expected to provide a higher level of comparability.

7 Survey estimates, subject to statistical error. Source: ABS Survey of Education and Work (cat.no. 6227.0).

8 2016 data not available at time of publication.

aims to strengthen engagement with this service by improving and expanding current services across the state, and initiatives to aid staff development.

Kindergarten participation rates remain high in Victoria: in 2016, 96.2 per cent of children attended kindergarten in the year before starting school. This is an important achievement, given the well-documented academic and social long-term benefits for children who attend. To build on this already high performance, the Victorian Government is including more kindergarten funding to help improve the quality of kindergarten services.

Victoria's ECEC sector provides a high level of care, with most service providers performing strongly against national standards. In 2016, 96 per cent of Victorian ECEC services were assessed as meeting or exceeding National Quality Standard Area 6 (NQSA6—Collaborative partnerships with families and communities). This rate is generally consistent with previous years.

Student attendance and participation are important factors in engagement: there is a strong correlation between student attendance and learning outcomes, and reducing disengagement involves reducing school absenteeism. Victoria remains the only jurisdiction where average attendance in government schools across Years 1 to 10 was above 90 per cent[9]. Since 2012, however, the mean number of absent days per full-time-equivalent student in government schools has increased slightly for Years 5, 6,11 and 12, and has remained relatively stable, albeit higher, in Years 7 to 10.

Positive engagement with schooling also promotes achievement. General patterns show that three-in-five primary and about one-in-five secondary school students report positive perceptions of their school providing a stimulating learning environment. A range of Education State initiatives are helping improve engagement in schooling, such as, the 'positive climate for student learning' priority of FISO, and targeted initiatives such as the Navigator program and LOOKOUT Education Support centres.

In 2016, about 320,000 students in Victoria were enrolled in government-subsidised training, a 15 per cent decrease compared with 2015. Enrolments by males and people aged 45–64 years declined the most (16 per cent each), mainly due to lower training numbers for manufacturing, transport and logistics, construction plant operators, and foundation skills.

The proportion of students satisfied with the teaching in their course was 84 per cent in 2016, a decline of four percentage points from 2015. This is consistent with the decline in student and employer confidence in the training system, which suffered from the failure of some providers to deliver quality training.

Commonwealth Government training policy changes resulted in the shift of students to VET-FEE-HELP training and demand driven places in higher education attracting students who previously would have been expected to enrol in vocational education and training.

The other significant policy shift in Victoria was the government's response to widespread training quality problems. The government committed to restore trust, confidence and pride in Victoria's TAFE and Training Sector with an emphasis on quality. The quality initiatives that commenced in 2015 removed a significant number of low quality and fraudulent private RTOs, and this had the effect of further reducing training volumes corresponding to poor quality and poor outcomes for students. Government action to improve the quality of training delivery (measured by providers whose training contracts were terminated) accounts for approximately 58 per cent of the decline in enrolments between 2015 and 2016.

The actions started in mid-2015, including the quality blitz and the January 2017 Skills First reforms, are setting the foundation for a successful training system, leading to

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[9] Productivity Commission Report on Government Services 2017,Table 4A.33

improvements in student satisfaction and employment outcomes. However, it will take time for the Skills First reforms to take full effect and show in performance measures.

Table 4 – Departmental indicators against engagement

Indicators	Unit	2012	2013	2014	2015	2016
Early childhood development						
Participation in a kindergarten service in the year before school						
Participation in a kindergarten service in the year before school[10]	per cent	97.9	98.2	96.4	98.1	96.2
Participation in Maternal and Child Health Services[11]						
Home consultation[12]	per cent	100	101	100.9	n/a	n/a
12 months	per cent	82.0	83.4	83.4	n/a	n/a
3.5 years	per cent	66.5	64.9	66.1	n/a	n/a
Proportion of ECEC services meeting or exceeding National Quality Standard Area 6 (NQSA6 –Collaborative partnerships with families and communities)						
Proportion of ECEC services meeting or exceeding National Quality Standard Area 6	per cent	–	95.5	96.3	96.8	95.9
School education						
Mean number of student absent days per full-time equivalent (FTE) a year[13]						
Mean number of student absent days per FTE a year:						
Year 5	number	14.5	14.3	14.1	14.4	15.1
Year 6	number	14.7	14.8	14.6	15.1	15.6
Years 7–10	number	19.7	19.3	19.5	19.3	19.7
Years 11–12	number	14.9	15.4	16.0	16.8	16.6
Mean number of unapproved student absence days per FTE per year in secondary schools						
Mean number of unapproved student absence days per FTE per year in secondary schools[14]						
Year 7–12	number	7.7	8.1	7.7	7.9	8.0
Students with a positive opinion about their school providing a stimulating learning environment[15]						
Proportion of students who agree or strongly agree that their school provides a stimulating learning environment:						
Years 5–6	per cent	62.7	63.4	63.5	61.1	59.1
Years 7–10	per cent	21.4	21.2	21.7	20.9	20.5

10 In 2014, the methodology changed slightly due to an improvement in available data and analysis methods. The method of identifying and excluding second year enrolments has been improved and the participation rate is now based on child count rather than an enrolment count. In 2016, an improved methodology was developed for estimating the kindergarten participation rate to more accurately reflect the actual age distribution of children enrolled in kindergarten and for alignment with school/kindergarten entry age.

11 Figures for the 2012–13 financial year under 2012, 2013–14 under 2013, and for 2014–15 under 2014. Results for 2015–16 and 2016–17 were not available at the time of publication. Source: Maternal and Child Health Services Annual Report.

12 Participation Rates will exceed 100 per cent when the number of children attending the Maternal & Child Health Centre throughout the year is greater than the number of children registered at the centre on 30th June.

13 Victorian government schools. Data extracted on 3 March 2017.

14 Victorian government schools. Data extracted on 22 June 2017. Unapproved categories include unexplained and parent choice unauthorized.

15 Victorian government schools. Derived from multiple questions. Only students who responded 'agree' or 'strongly agree' on all relevant questions are included. Other students gave mixed or opposing views. Source: Department of Education and Training Attitudes to School Survey.

Indicators	Unit	2012	2013	2014	2015	2016
Years 11–12	per cent	20.3	21.1	20.0	19.8	18.8

Higher education and skills

VET enrolments by students'[16] age and gender

15–19 years	number	120,500	104,600	85,300	69,900	59,300
20–24 years	number	100,900	96,300	93,100	80,200	69,700
25–44 years	number	180,200	178,900	167,100	141,600	121,500
45–64 years	number	96,400	93,100	87,400	75,100	62,900
Under 15, over 64 and not stated	number	11,800	11,900	10,700	11,000	7,700
Female	number	251,900	226,600	208,100	177,100	153,400
Male	number	257,200	257,600	234,900	199,600	166,900

VET enrolments by administrative region

South Western	number	264,000	251,100	230,500	178,600	144,300
North Western	number	124,300	116,200	105,400	97,900	82,600
North Eastern	number	110,200	114,300	86,100	70,800	64,700
South Eastern	number	159,500	153,200	130,900	116,300	92,500

VET enrolments by courses by skills shortage category courses

Government-subsidised enrolments in skill demand occupations	number	151,500	153,000	166,600	148,100	124,800

VET enrolments by specialised category courses

Government-subsidised enrolments in specialist occupations[17]	number	79,300	89,600	88,900	83,800	74,400

VET participation by unemployed learners

VET participation by unemployed learners	number	118,500	135,000	135,900	113,200	87,900

Proportion of VET students satisfied with the teaching in their course

Proportion of VET students satisfied with the teaching in their course	per cent	91.1	88.8	88.6	87.6	83.5

Objective 3: Wellbeing

Increase the contribution that education, development and child health services make to Victorians' good health and quality of life, particularly for children and young people.

All Victoria's children and young people deserve not only the best education system, but also a system that best promotes and nurtures health and wellbeing. The Education State agenda prioritises this. Reforms seek to develop happy, healthy and resilient children and young people who are engaged with their learning and development journey regardless of their social or economic background.

In early childhood, MCH services play an important role in improving children's health and quality of life by identifying health, behavioural and developmental challenges at an early stage, while encouraging positive health and safety behaviours such as breastfeeding, immunisation, safe sleeping and healthy eating. Breastfeeding rates continue to show modest but consistent increases in the proportion of infants being partially or fully breastfed at three and six months. One third of Victorian infants are fully breastfed at six months, which is on par with national levels. The Department is

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16 Number of students undertaking government-subsidised training.

17 The result in 2014 for this indicator was incorrectly identified as 133,800. This figure has been revised to the correct figure of 88,900 which is also consistent with data reported in the 2015 Victorian Training Market Report.

continuing to work to improve the quality of MCH universal services, while also delivering additional, targeted support to families that need it most.

Outcomes are positive for most Victorian children starting Prep. Data shows that more than 80 per cent start school with a low risk of behavioural problems (as identified by their parents through the School Entrance Health Questionnaire (SEHQ)), and more than three-quarters are assessed by their teachers as 'on track' against the AEDC social competence or emotional maturity domains. Results for all of these indicators have decreased slightly. The Department also continued to make MCH services accessible to support families of all backgrounds. This included translating Key Ages and Stages resources into 23 languages to help raise awareness of the importance of behavioural and developmental issues. The proportion of children entering Prep with parent-identified general development issues has increased, and now sits at under half the commencing students. These results may reflect an increasing parental awareness of the importance of behavioural and developmental issues as a result of improved programs and resources.

Student wellbeing factors, such as feeling safe and connected to school, have an impact on many aspects of school life. Most Victorian government school students feel connected to their school. Although, since 2012, responses of primary and later secondary cohorts have trended slightly downwards. Younger students are significantly more positive about school connectedness than older students, although they are slightly less likely to feel that their school is safe than Year 11 and 12 students. Students in Years 7–10 are the most likely to report that other students are disruptive in class. Positive responses to these questions have generally decreased from students of all year levels since 2012, with larger decreases from students in Years 10–12.

To build feelings of connectedness and safety, the Department invests significantly in health and wellbeing support for children and young people. Key programs include:

- eSmart Schools, a framework developed in partnership with the Alannah and Madeline Foundation designed to assist schools to develop a culture that promotes the safe, smart and responsible use of technology

- the Bully Stoppers initiative, developed in partnership with experts in the field, provides teachers and school communities with support, clear guidance and tools to effectively prevent and respond to bullying

- the Safe Schools program aims to ensure schools are safe and supportive environments for all students, staff, and families by challenging and reducing levels of homophobia and transphobia, and actively including those who are same-sex attracted, intersex and gender diverse

- SAFEMinds, in partnership with headspace, to provide professional learning opportunities and a resource package for schools and families.

The level of satisfaction with the quality of vocational training increased by one percentage point to 85 per cent in 2016, but has not yet returned to 2012 levels. This reflects the early impacts of the quality blitz which saw 460 performance reviews of 457 training providers completed since July 2015. In addition, high-risk training providers now undergo a tailored quality review over several days conducted on site by experts. A total of 35 quality reviews have been undertaken since July 2016.

The blitz was important in calling out and addressing bad practices and the Department's action had a deterrent effect across the sector. The blitz also reinforced the need for government to play a stronger role in setting parameters and conditions for the Victorian system, as reflected in: stricter contractual arrangements around subcontracting, marketing, ethical behaviour, justifying course durations, and greater clarity around expectations of quality delivery.

Table 5 – Departmental indicators against wellbeing

Indicators	Unit	2012	2013	2014	2015	2016
Early childhood development						
Proportion of infants fully or partially breastfed at 3 and 6 months[18]						
Infants fully breastfed at 3 months	per cent	51.0	50.6	51.4	n/a	n/a
Infants partially breastfed at 3 months	per cent	12.1	12.7	13.1	n/a	n/a
Infants fully breastfed at 6 months	per cent	33.8	33.9	34.0	n/a	n/a
Infants partially breastfed at 6 months	per cent	14.2	14.6	15.6	n/a	n/a
Proportion of children who have no behavioural issues on entry into Prep						
Proportion of children who have no behavioural issues on entry into Prep	per cent	87.3	86.5	86.1	83.9	83.9
Proportion of children who have no general developmental issues identified by parents on entry into Prep	per cent	52.0	49.8	48.2	46.9	45.6
Children developmentally 'on track' on the Australian Early Development Census social competence and emotional maturity domains						
Social competence domain	per cent	78.6	–	–	77.2	–
Emotional maturity domain	per cent	79.3	–	–	77.5	–
School education[19]						
Students feeling connected to their school						
Proportion of students who agree or strongly agree that they feel connected to their school						
Years 5–6	per cent	66.1	66.6	66.6	65.8	64.7
Years 7–10	per cent	33.8	33.6	33.4	34.0	33.2
Years 11–12	per cent	27.2	27.8	26.0	25.4	23.6
Students with a positive opinion about their school providing a safe and orderly environment for learning						
Proportion of students who agree or strongly agree that their school is 'safe'						
Years 5–6	per cent	63.8	63.6	64.1	60.3	60.1
Years 7–10	per cent	59.1	58.8	60.0	58.7	58.1
Years 11–12	per cent	65.5	65.7	66.3	64.9	64.6
Proportion of students who agree or strongly agree that other students are disruptive in class						
Years 5–6	per cent	14.2	14.4	14.1	14.1	14.3
Years 7–10	per cent	26.5	26.5	26.0	24.7	24.3
Years 11–12	per cent	18.7	18.0	17.0	16.1	15.6
Higher education and skills						
Level of student satisfaction with VET						
Proportion of graduates satisfied with the overall quality of training[20]	per cent	87.6	85.4	84.5	84.0	84.9

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18 Figures for the 2012–13 financial year under 2012, 2013–14 under 2013, and for 2014–15 under 2014. Results for 2015–16 and 2016–17 were not available at the time of publication. Source: Maternal and Child Health Services Annual Report.

19 These school education measures relate to Victorian government schools and are derived from multiple questions. Only students who responded 'agree' or 'strongly agree' on all relevant questions are included. Other students gave mixed or opposing views. Source: Department of Education and Training Attitudes to School Survey.

20 Survey estimates, subject to statistical error. Source: Student Outcomes Survey, National Centre for Vocational Education Research 2015, Table 5: Key findings for government-funded graduates, 2006–2015.

Objective 4: Productivity

Increase the economic and social return on expenditure on the Department of Education and Training's services.

In 2016–17, the standard per-capita rate paid by the Victorian Government increased in the early childhood sector for both kindergarten and MCH services. This reflects increased funding in the 2016–17 Budget.

The unit cost per school student (primary and secondary) both increased from 2013 to 2014. The unit cost per VET student contact hour increased by nine per cent from 2014 to 2015: from $9.84 per hour (2014) to $10.76 per hour (2015).

The following table reports progress against the productivity indicators in the 2016–17 State Budget Paper No. 3 Service Delivery.

Table 6 – Departmental indicators against productivity

Indicators	Unit	2012	2013	2014	2015	2016
Early childhood development[21, 22]						
Dollar per kindergarten student per financial year in the year prior to school (or ECIS or MCH)						
Minimum funding available to every child (provides 6.75 hours of maternal and child health service for each child aged 0 to 3 years)[23]	$ per child	605.9	618.0	630.4	642.9	742.5
Minimum funding available to the majority of children (approximately 96 per cent in 2016) who access a kindergarten program in the year prior to school[24]	$ per child	2,001.0	2,061.0	2,112.0	2,175.3	2,260.0
School Education—Primary and Secondary[25]						
Dollar per primary school student per financial year						
Victorian Government real recurrent expenditure (including User Cost of Capital) per FTE student in primary schools (2014–15 dollars)	$ per FTE student	12,208.8	12,251.5	12,810.8	n/a[26]	n/a[27]

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21 Reflects the Victorian Government expenditure on early childhood services available to all children (that is, universal expenditure) and does not include the significant resourcing provided to deliver a range of targeted services for specific cohorts of children.

22 Figures for the 2012–13 financial year under 2012, 2013–14 under 2013, 2014–15 under 2014, 2015–16 under 2015 and 2016–17 under 2016.

23 Reflects the State Government component of the standard per capita rate at the end of the relevant financial year. Additional loadings are also made available to children living in rural or low socioeconomic areas. Additional resourcing of the delivery of this service is provided through matched local government funding.

24 A small proportion of children (approximately five per cent) who access a kindergarten program in a non-government school receive less (State Government component between $368 and $1,194 in 2016–17). Additional loadings are provided for children based on characteristics including living in a rural area, Aboriginal or Torres Strait Islander status, or being holders of health care or pension cards or refugee or humanitarian visas. Additional resourcing of the delivery of program is provided through parental fees and service fundraising.

25 Victorian government schools. Source: Productivity Commission Report on Government Services 2017,Table 4A.12

26 Figures for School Education—Primary and School Education—Secondary are not available for 2015.

27 Reports on government services are published in January each year; 2016 results not available at time of publication, anticipated to be released in the 2018 Report on Government Services.

Indicators	Unit	2012	2013	2014	2015	2016
Dollar per secondary school student per financial year						
Victorian Government real recurrent expenditure (including User Cost of Capital) per FTE student in secondary schools (2014–15 dollars)	$ per FTE student	15,523.0	15,571.7	16,130.6	n/a[28]	n/a[29]
Higher education and skills						
Dollar per VET student contact hour per calendar year[30]						
Victorian Government real recurrent expenditure per annual hour (2015 dollars)	$ per hour	13.21	11.96	9.84	10.76	n/a[31]

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28 Figures for School Education—Primary and School Education—Secondary are not available for 2015.

29 Reports on government services are published in January each year; 2016 results not available at time of publication, anticipated to be released in the 2018 Report on Government Services.

30 Source: Productivity Commission Report on Government Services 2017, Table 5A.43. In Victoria, the Education and Training Reform Amendment (Dual Sector Universities) Bill 2013 came into effect. As a result the Ministerial directions and guidelines to TAFE institutes no longer apply to the four dual sector universities in Victoria. The Victorian 2014 AVETMISS financial statements therefore reflect a de-consolidation of these entities in the 2014 reporting year. State funding provided to the Universities for training delivery during the 2014 reporting year is reflected as a payment to a non-TAFE provider for VET delivery.

31 Reports on government services are published in January each year; 2016 results not available at time of publication, anticipated to be released in the 2018 Report on Government Services.

Performance against output performance measures

The Department's outputs are reported in seven groups. These are:

- Strategy, Review and Regulation
- Early Childhood Development
- School Education–Primary
- School Education–Secondary
- Training, Higher Education, Workforce Development and Skills
- Support Services Development
- Support for Students with Disabilities.

These output measures refer to the financial year unless indicated.

Strategy, review and regulation

The output group for Strategy, Review and Regulation develops, plans and monitors strategic policy settings across all stages of learning. It includes intergovernmental negotiations as well as research, data and performance evaluations. This output group supports regulation to ensure delivery of quality education and training and contributes to all the Department's objectives of achievement, engagement, wellbeing and productivity.

Table 7 – Strategy, review and regulation performance measures

Performance measures	Unit of measure	2016–17 Target	2016–17 Actual	Per cent variation	Result
Quantity					
Number of registered training organisation quality audits and school reviews undertaken annually	number	67	90	34.3	✓
This performance measure relates to the calendar year. The 2016–17 actual is higher than the 2016–17 target due to unanticipated audits and reviews of potentially high-risk providers. This resulted from potential non-compliance identified by complaints and other intelligence, and increased demand for high-risk thematic areas such as childcare qualifications.					
Quality					
Education peak bodies that rate the Victorian Registration and Qualifications Authority (VRQA) effective or highly effective in performing its regulatory function	per cent	70	100	42.9	✓
This performance measure relates to the calendar year. The actual is higher than the 2016–17 target due to peak bodies reporting significantly higher satisfaction with VRQA than estimated prior to the collection of data for this new measure.					
Regulated schools and Registered Training Organisations that rate the VRQA effective or highly effective in performing its regulatory function	per cent	70	95	35.7	✓
This performance measure relates to the calendar year. The 2016–17 actual is higher than the 2016–17 target due to schools and Registered Training Organisations reporting significantly higher satisfaction with VRQA than estimated prior to the collection of data for this new measure.					
Percentage of government schools where an enrolment audit is conducted	per cent	32.8	32.8	0.0	✓
This performance measure relates to the calendar year.					
Cost					
Total output cost	$ million	95.7	102.3	6.9	✗

Performance measures	Unit of measure	2016–17 Target	2016–17 Actual	Per cent variation	Result
The 2016–17 Actual is higher than the 2016–17 Target primarily due to the implementation of the Department's strategic policy functions and realignment of its operating model to support the vision of the Education State. The Department introduced the new operating model both centrally and across regions to ensure that the support provided to schools, early childhood services and the training sector is coordinated and strengthened. In addition, the higher 2016–17 Actual reflects the timing of the delivery of programs such as IT systems including licencing and maintenance payments.					
Key: ✓ Target achieved or exceeded		■ Target not achieved— less than 5% variance		✗ Target not achieved— more than 5% variance	

Early childhood development

The Early Childhood Development output group provides funding for a range of services that support children in the early years, including kindergarten and children's services, maternal and child health, and early intervention services for children with a disability. These outputs make a significant contribution to the government's key outcomes in early childhood services. This group and its outputs contribute towards providing and improving services to support all the Department's objectives of achievement, engagement, wellbeing and productivity.

Table 8 – Early childhood development performance measures

Performance measures	Unit of measure	2016–17 Target	2016–17 Actual	Per cent variation	Result
Quantity					
Children funded to participate in kindergarten	number	74,250	76,265	2.7	✓
This performance measure relates to the 2016 calendar year. This performance measure includes first and second year kindergarten participants.					
Kindergarten participation rate	per cent	96.0	96.2	0.2	✓
This performance measure relates to the 2016 calendar year, and excludes children who participate in a second year of the four-year-old kindergarten program. In 2016, an improved methodology was developed for estimating the kindergarten participation rate to more accurately reflect the actual age distribution of children enrolled in kindergarten and to align with school/kindergarten entry age.					
Maternal and child health clients with children aged 0–1 year receiving additional support through enhanced Maternal and Child Health Services	per cent	10	15.2	52.0	✓
The final result is currently not available due to timing of the data collection. The result provided under the 2016–17 actual is the expected outcome published in the 2017–18 Budget Paper No.3.					
The 2016–17 expected outcome is higher than the 2016–17 target due to municipal councils providing services to families with a child aged 0–1 year beyond the 10 per cent target cohort.					
Total number of Maternal and Child Health Service clients (aged 0–1 year)	number	75,000	78,955	5.3	✓
The final result is currently not available due to timing of the data collection. The result provided under the 2016–17 actual is the expected outcome published in the 2017–18 Budget Paper No.3.					
The 2016–17 expected outcome is higher than the 2016–17 target due to data anomalies associated with the introduction of a new Maternal and Child Health IT system by local governments.					
Total number of children receiving Early Childhood Intervention Services	number	13,936	12,708	-8.8	✗
The final result is currently not available due to timing of the data collection. The 2016–17 expected outcome is lower than the 2016–17 target as ECIS children (including children on the ECIS waitlist) transferred to the National Disability Insurance Scheme (NDIS) in 2016–17, the first year of transition to the full scheme.					

Performance measures	Unit of measure	2016–17 Target	2016–17 Actual	Per cent variation	Result
Quality					
Education and care services offering a funded kindergarten program assessed as exceeding the National Quality Standard	per cent	43	46	7.0	✓
This performance measure relates to the 2016 calendar year.					
Education and care services offering a funded kindergarten program assessed as meeting or exceeding the National Quality Standard	per cent	88	90	2.3	✓
This performance measure relates to the 2016 calendar year.					
Families who are satisfied with the Early Childhood Intervention Services provided	per cent	90	90	0.0	✓
This performance measure includes internal and external providers. The final result is currently not available due to timing of the data collection. The result provided under the 2016–17 actual is the expected outcome published in the 2017–18 Budget Paper No.3.					
Timeliness					
Children aged 0–1 month enrolled at Maternal and Child Health Services from birth notifications	per cent	98.5	100.9	2.4	✓
The final result is currently not available due to timing of the data collection. The result provided under the 2016–17 actual is the expected outcome published in the 2017–18 Budget Paper No.3. The performance measure may overestimate universal enrolments due to data anomalies associated with the introduction of a new Maternal and Child Health IT system by local governments.					
Cost					
Total output cost	$ million	582.4	572.5	-1.7	✓
The 2016–17 actual outcome is $9.9 million lower than the 2016–17 Budget.					

Key:	✓ Target achieved or exceeded	■ Target not achieved— less than 5% variance	✕ Target not achieved— more than 5% variance

School education

The School Education output group consists of two outputs:

i. The School Education—Primary output provides services to develop essential skills and learning experiences to engage young minds in the primary sector.

ii. The School Education—Secondary output delivers services to consolidate students' literacy, numeracy and creative and critical thinking skills, and to support their physical, social, emotional and intellectual development in adolescence. It also provides education services and support for varied pathways to further education, training and employment.

This output group contributes towards providing and improving services to support all the Department's objectives of achievement, engagement, wellbeing and productivity.

The Government set high aspirations for all students, including Koorie students, which are reflected in BP3 NAPLAN measures implemented in 2015 and move away from a focus on national minimum standards. The BP3 targets for Koorie students, measure the percentage of Aboriginal students above the bottom three NAPLAN bands in Reading and Numeracy at years 3,5,7 and 9. NAPLAN results for Victorian Koorie students are generally above the national Aboriginal cohort across most domains and year levels.

(i) School Education—Primary

This output provides education and other associated services designed to improve the quality of learning of students in Prep to Year 6 in government and non-government schools.

Except where indicated, these performance measures relate to:

- the 2016 calendar year rather than the 2016–17 financial year
- government and non-government schools.

Table 9 – School Education–Primary performance measures

Performance measures	Unit of measure	2016–17 Target	2016–17 Actual	Per cent variation	Result
Quantity					
Average days lost due to absence at Year 5	number	14.1	15.1	-6.6	✖

This performance measure refers to government schools only. Average days lost covers all student absences, including those due to illness, approved family holidays and unapproved absences. A lower figure is more desirable, as it indicates that students are having fewer days away from school.

The 2016–17 actual is higher than the 2016–17 target due to an increase in student absence across most year levels, with some indication of a 'reporting effect' resulting from the system's increased focus on identifying student absence relative to previous years.

| Average days lost due to absence at Year 6 | number | 14.5 | 15.6 | -7.1 | ✖ |

This performance measure refers to government schools only. Average days lost covers all student absences, including those due to illness, approved family holidays and unapproved absences. A lower figure is more desirable, as it indicates that students are having fewer days away from school.

The 2016–17 actual is higher than the 2016–17 target due to an increase in student absence across most year levels, with some indication of a 'reporting effect' resulting from the system's increased focus on identifying student absence relative to previous years.

| Investment in non-government schools (primary) | $ million | 370.7 | 346.6 | -6.5 | ✓ |

The 2016–17 actual is lower than the 2016–17 Target primarily due to the timing in delivery of programs such as enrolment growth funding and capital grants. In addition, the lower 2016–17 Actual is a result of the realignment of uncommitted capacity within the combined base and Fair Funding initiatives to reflect the actual funding requirement.

| Percentage of government primary school students receiving equity funding | per cent | 28 | 28 | 0.0 | ✓ |

New performance measure for 2016–17 to reflect government's Education State priorities. This performance measure relates to the calendar year. This performance measure refers to government schools only.

| Number of teachers completed professional development as Mathematics and Science Specialists | number | 100 | 100 | 0.0 | ✓ |

New performance measure for 2016–17 to reflect government's Education State priorities. This performance measure refers to government schools only.

| Number of Assistant Principals participating in leadership development programs, including the Aspiring Principals Program | number | 470 | 629 | 33.8 | ✓ |

This performance measure refers to government schools only. The 2016–17 actual is higher than the 2016–17 target as the Bastow Institute delivered more professional practice workshops in 2016 (in comparison to previous years), as well as an increase in events relating to the Framework for Improving Student Outcomes and increased throughput in Bastow's Aspirant Principals Program (UP).

| Number of Principals participating in statewide, centrally funded leadership development programs, including the Expert Leaders of Education Program | number | 730 | 959 | 31.4 | ✓ |

This performance measure refers to government schools only. The 2016–17 actual is higher than the 2016–17 target as the Bastow Institute delivered more professional practice workshops in 2016 (in comparison to previous years), as well as an increase in events relating to the Framework for Improving Student Outcomes and a dedicated program for Network Chairs (WISE).

| Number of school staff who are not principals or assistant principals participating in leadership development programs, including the Aspiring Principals Program and the Local Leaders Program | number | 1,950 | 3,185 | 63.3 | ✓ |

This performance measure refers to government schools only. This performance measure includes all school staff (teaching and education support). The 2016–17 actual is higher than the 2016–17 target as the Bastow Institute delivered more professional practice workshops in 2016 (in comparison to previous years), as well as an increase in events relating to the Framework for Improving Student Outcomes.

Performance measures	Unit of measure	2016–17 Target	2016–17 Actual	Per cent variation	Result
Quality					
Parent satisfaction with primary schooling on a 100-point scale	100-point scale	83	82	-1.2	■

This performance measure refers to government schools only. Data is drawn from the Parent Opinion Survey, where a higher score represents a higher level of satisfaction. The 2016–17 actual is lower than the 2016–17 target as schools select 15 per cent of parents randomly (for schools over 40 students), and variance between calendar year results may reflect sampling variance.

Percentage of Aboriginal students above the bottom three bands for numeracy in Year 3 (NAPLAN testing)	per cent	43.9	40.7	-7.3	✓

This performance measure relates to student performance assessed in May 2016.

When interpreting results, a 95 per cent confidence interval of +/- 3.18 percentage points needs to be considered as the reported number is an estimate of the student ability for which there is associated measurement error, standard to any such assessment.

Percentage of Aboriginal students above the bottom three bands for numeracy in Year 5 (NAPLAN testing)	per cent	33.4	30.1	-9.9	■

This performance measure relates to student performance assessed in May 2016.

When interpreting results, a 95 per cent confidence interval of +/- 2.97 percentage points needs to be considered as the reported number is an estimate of the student ability for which there is associated measurement error, standard to any such assessment.

The 2016–17 actual is lower than the 2016–17 target as NAPLAN results reflect student performance as assessed in May 2016, and student achievement during this reporting period therefore does not reflect the full impact of recent Education State and Marrung initiatives.

Percentage of Aboriginal students above the bottom three bands for reading in Year 3 (NAPLAN testing)	per cent	48.7	48.9	0.4	✓

This performance measure relates to student performance assessed in May 2016.

When interpreting results, a 95 per cent confidence interval of +/- 3.29 percentage points needs to be considered as the reported number is an estimate of the student ability for which there is associated measurement error, standard to any such assessment.

Percentage of Aboriginal students above the bottom three bands for reading in Year 5 (NAPLAN testing)	per cent	40.0	37.5	-6.3	✓

This performance measure relates to student performance assessed in May 2016.

When interpreting results, a 95 per cent confidence interval of +/- 3.32 percentage points needs to be considered as the reported number is an estimate of the student ability for which there is associated measurement error, standard to any such assessment.

Percentage of students above the bottom three bands for numeracy in Year 3 (NAPLAN testing)	per cent	68.5	67.8	-1.0	✓

This performance measure relates to student performance assessed in May 2016.

When interpreting results, a 95 per cent confidence interval of +/- 0.96 percentage points needs to be considered as the reported number is an estimate of the student ability for which there is associated measurement error, standard to any such assessment.

Percentage of students above the bottom three bands for numeracy in Year 5 (NAPLAN testing)	per cent	62.3	61.0	-2.1	■

This performance measure relates to student performance assessed in May 2016.

When interpreting results, a 95 per cent confidence interval of +/- 1.04 percentage points needs to be considered as the reported number is an estimate of the student ability for which there is associated measurement error, standard to any such assessment.

The 2016–17 actual is lower than the 2016–17 target as NAPLAN results reflect student performance as assessed in May 2016, and student achievement during this reporting period therefore does not reflect the full impact of recent Education State initiatives.

Percentage of students above the bottom three bands for reading in Year 3 (NAPLAN testing)	per cent	77.0	75.6	-1.8	■

This performance measure relates to student performance assessed in May 2016.

When interpreting results, a 95 per cent confidence interval of +/- 0.82 percentage points needs to be considered as the reported number is an estimate of the student ability for which there is associated measurement error, standard to any such assessment.

The 2016–17 actual is lower than the 2016–17 target as NAPLAN results reflect student performance as assessed in May 2016, and student achievement during this reporting period therefore does not reflect the full impact of recent Education State initiatives.

Performance measures	Unit of measure	2016–17 Target	2016–17 Actual	Per cent variation	Result
Percentage of students above the bottom three bands for reading in Year 5 (NAPLAN testing)	per cent	64.5	66.2	2.6	✓

This performance measure relates to student performance assessed in May 2016.

When interpreting results, a 95 per cent confidence interval of +/- 0.89 percentage points needs to be considered as the reported number is an estimate of the student ability for which there is associated measurement error, standard to any such assessment.

Percentage of students in the top two bands for numeracy in Year 3 (NAPLAN testing)	per cent	41.5	40.7	-1.9	✓

This performance measure relates to student performance assessed in May 2016.

When interpreting results, a 95 per cent confidence interval of +/- 1.02 percentage points needs to be considered as the reported number is an estimate of the student ability for which there is associated measurement error, standard to any such assessment.

Percentage of students in the top two bands for numeracy in Year 5 (NAPLAN testing)	per cent	32.9	31.7	-3.6	■

This performance measure relates to student performance assessed in May 2016.

When interpreting results, a 95 per cent confidence interval of +/- 0.97 percentage points needs to be considered as the reported number is an estimate of the student ability for which there is associated measurement error, standard to any such assessment.

Percentage of students in the top two bands for reading in Year 3 (NAPLAN testing)	per cent	54.6	54.1	-0.9	✓

This performance measure relates to student performance assessed in May 2016.

When interpreting results, a 95 per cent confidence interval of +/- 0.95 percentage points needs to be considered as the reported number is an estimate of the student ability for which there is associated measurement error, standard to any such assessment.

Percentage of students in the top two bands for reading in Year 5 (NAPLAN testing)	per cent	38.7	38.3	-1.0	✓

This performance measure relates to student performance assessed in May 2016.

When interpreting results, a 95 per cent confidence interval of +/- 0.92 percentage points needs to be considered as the reported number is an estimate of the student ability for which there is associated measurement error, standard to any such assessment.

Years 5–6 students' opinion of their connectedness with the school	5-point scale	4.4	4.4	0.0	✓

This performance measure refers to government schools only. Data is drawn from the Attitudes to School Survey, where responses are provided on a scale of 1 to 5 and a higher score represents a higher level of connectedness (that is, students feel they belong and enjoy attending school).

Cost

Total output cost	$ million	4,930.9	4,886.9	-0.9	✓

Key:	✓ Target achieved or exceeded	■ Target not achieved— less than 5% variance	✗ Target not achieved— more than 5% variance

(ii) School Education–Secondary

This output involves provision of education and support services designed to improve student learning, development and wellbeing in Years 7 to 12 in government and non-government schools. It also covers the provision of services to improve pathways to further education, training and employment.

Except where indicated, these performance measures relate to:

- the 2016 calendar year rather than the 2016–17 financial year
- government and non-government schools.

Table 10 – School Education–Secondary performance measures

Performance measures	Unit of measure	2016–17 Target	2016–17 Actual	Per cent variation	Result
Quantity					
Investment in non-government schools (secondary)	$ million	385.8	355.1	-8.0	✓

The 2016/17 actual is lower than the 2016–17 target primarily due to the timing in delivery of programs such as enrolment growth funding and capital grants. In addition, the lower 2016–17 Actual is a result of the realignment of uncommitted capacity within combined base and Fair Funding initiatives to reflect actual funding requirement.

Number of school students enrolled in Victorian Certificate of Applied Learning (VCAL)	number	19,000	18,946	-0.3	■

The 2016–17 actual is lower than the 2016–17 target by only 54 students, representing slight variance on a base of nearly 19,000 students enrolled in VCAL.

Number of school students participating in accredited vocational programs	number	47,000	46,872	-0.3	■

The 2016–17 actual is lower than the 2016–17 target by 128 students, representing slight variance on a base of nearly 47,000 students participating in accredited vocational programs.

Number of school-based apprentices/trainees	number	3,538	3,243	-8.3	✗

The 2016–17 actual is lower than the 2016–17 target as a result of the VRQA's regulatory work in 2015–16, which resulted in the discontinuation of some school-based apprenticeship and traineeship and other vocational programs that did not meet regulatory requirements.

Proportion of all secondary schools offering vocational options to students as part of their secondary school certificate	per cent	95.0	94.5	-0.5	■

The 2016–17 actual is lower than the 2016–17 target by the equivalent of three fewer Victorian schools offering vocational options as part of their secondary school certificate. "Offering" VET is constituted by having at least one student enrolled in a VET certificate. Some year-to-year variation would be expected, according to changes in student preference.

Number of students for which government secondary schools are funded to 'catch up'	number	8,500	8,500	0.0	✓

New performance measure for 2016–17 to reflect government's Education State priorities.

Percentage of government secondary school students receiving equity funding	per cent	35	34	-2.9	■

New performance measure for 2016–17 to reflect government's Education State priorities.
The 2016–17 actual is lower than the 2016–17 target as fewer students are meeting eligibility requirements, as more parents reported in enrolment data as having a bachelor or higher degree than in previous data.

Quality

Performance measures	Unit of measure	2016–17 Target	2016–17 Actual	Per cent variation	Result
Average days lost due to absence in Years 11 and 12	number	16.1	16.6	-3.0	■

This performance measure refers to government schools only. Average days lost covers all student absences, including those due to illness, approved family holidays and unapproved absences. A lower figure is more desirable, as it indicates that students are having fewer days away from school.
The 2016–17 actual is higher than the 2016–17 target due to an increase in student absence across most year levels, with some indication of a 'reporting effect' resulting from the system's increased focus on identifying student absence relative to previous years.

Average days lost due to absence in Years 7–10	number	19.0	19.7	-3.6	■

This performance measure refers to government schools only. Average days lost covers all student absences, including those due to illness, approved family holidays and unapproved absences. A lower figure is more desirable, as it indicates that students are having fewer days away from school.
The 2016–17 actual is higher than the 2016–17 target due to an increase in student absence across most year levels, with some indication of a 'reporting effect' resulting from the system's increased focus on identifying student absence relative to previous years.

Median VCE study score	number	29	29	0.0	✓

This performance measure refers to government schools only.

Parent satisfaction with secondary schooling on a 100-point scale	100-point scale	76	77	1.3	✓

This performance measure refers to government schools only. Data is drawn from the Parent Opinion Survey, where a higher score represents a higher level of satisfaction.

Performance measures	Unit of measure	2016–17 Target	2016–17 Actual	Per cent variation	Result
Percentage of Aboriginal students above the bottom three bands for numeracy in Year 7 (NAPLAN testing)	per cent	26.4	29.1	10.2	✓

This performance measure relates to student performance assessed in May 2016.

When interpreting results, a 95 per cent confidence interval of +/- 3.73 percentage points needs to be considered as the reported number is an estimate of the student ability for which there is associated measurement error, standard to any such assessment.

Percentage of Aboriginal students above the bottom three bands for numeracy in Year 9 (NAPLAN testing)	per cent	25.2	19.9	-21.0	✗

This performance measure relates to student performance assessed in May 2016.

When interpreting results, a 95 per cent confidence interval of +/- 3.24 percentage points needs to be considered as the reported number is an estimate of the student ability for which there is associated measurement error, standard to any such assessment.

The 2016–17 actual is lower than the 2016–17 target as NAPLAN results reflect student performance as assessed in May 2016, and student achievement during this reporting period therefore does not reflect the full impact of recent Education State and Marrung initiatives.

Percentage of Aboriginal students above the bottom three bands for reading in Year 7 (NAPLAN testing)	per cent	29.2	28.6	-2.1	✓

This performance measure relates to student performance assessed in May 2016.

When interpreting results, a 95 per cent confidence interval of +/- 3.25 percentage points needs to be considered as the reported number is an estimate of the student ability for which there is associated measurement error, standard to any such assessment.

Percentage of Aboriginal students above the bottom three bands for reading in Year 9 (NAPLAN testing)	per cent	26.3	21.4	-18.6	✗

This performance measure relates to student performance assessed in May 2016.

When interpreting results, a 95 per cent confidence interval of +/- 3.45 percentage points needs to be considered as the reported number is an estimate of the student ability for which there is associated measurement error, standard to any such assessment.

The 2016–17 expected outcome is lower than the 2016–17 target as NAPLAN results reflect student performance as assessed in May 2016, and student achievement during this reporting period therefore does not reflect the full impact of recent Education State and Marrung initiatives.

Percentage of school leavers completing a VCE VET program in a school progressing to further education, training or work	per cent	95	95	0.0	✓

The final result is currently not available due to timing of the data collection. The result provided under the 2016–17 actual is the expected outcome published in the 2017–18 Budget Paper No.3.

Percentage of school leavers completing an Intermediate or Senior Victorian Certificate of Applied Learning in a school progressing to further education, training or work	per cent	85	85	0.0	✓

The final result is currently not available due to timing of the data collection. The result provided under the 2016–17 actual is the expected outcome published in the 2017–18 Budget Paper No.3.

Percentage of students above the bottom three bands for numeracy in Year 7 (NAPLAN testing)	per cent	56.4	62.1	10.1	✓

This performance measure relates to student performance assessed in May 2016.

When interpreting results, a 95 per cent confidence interval of +/- 1.64 percentage points needs to be considered as the reported number is an estimate of the student ability for which there is associated measurement error, standard to any such assessment.

The 2016–17 actual is higher than the 2016–17 target, which may be attributable to year-on-year cohort and assessment variations.

Percentage of students above the bottom three bands for numeracy in Year 9 (NAPLAN testing)	per cent	54.3	51.5	-5.2	■

This performance measure relates to student performance assessed in May 2016.

When interpreting results, a 95 per cent confidence interval of +/- 1.95 percentage points needs to be considered as the reported number is an estimate of the student ability for which there is associated measurement error, standard to any such assessment.

The 2016–17 actual is lower than the 2016–17 target as NAPLAN results reflect student performance as assessed in May 2016, and student achievement during this reporting period therefore does not reflect the full impact of recent Education State initiatives.

Performance measures	Unit of measure	2016–17 Target	2016–17 Actual	Per cent variation	Result
Percentage of students above the bottom three bands for reading in Year 7 (NAPLAN testing)	per cent	60.0	56.9	-5.2	■

This performance measure relates to student performance assessed in May 2016.

When interpreting results, a 95 per cent confidence interval of +/- 1.54 percentage points needs to be considered as the reported number is an estimate of the student ability for which there is associated measurement error, standard to any such assessment.

The 2016–17 actual is lower than the 2016–17 target as NAPLAN results reflect student performance as assessed in May 2016, and student achievement during this reporting period therefore does not reflect the full impact of recent Education State initiatives.

Percentage of students above the bottom three bands for reading in Year 9 (NAPLAN testing)	per cent	50.4	48.9	-3.0	✓

This performance measure relates to student performance assessed in May 2016.

When interpreting results, a 95 per cent confidence interval of +/- 1.73 percentage points needs to be considered as the reported number is an estimate of the student ability for which there is associated measurement error, standard to any such assessment.

Percentage of students in the top two bands for numeracy in Year 7 (NAPLAN testing)	per cent	28.0	32.4	15.7	✓

This performance measure relates to student performance assessed in May 2016.

When interpreting results, a 95 per cent confidence interval of +/- 1.68 percentage points needs to be considered as the reported number is an estimate of the student ability for which there is associated measurement error, standard to any such assessment.

The 2016–17 actual is higher than the 2016–17 target, which may be attributable to year on year cohort and assessment variations.

Percentage of students in the top two bands for numeracy in Year 9 (NAPLAN testing)	per cent	26.4	23.3	-11.7	■

This performance measure relates to student performance assessed in May 2016.

When interpreting results, a 95 per cent confidence interval of +/- 1.98 percentage points needs to be considered as the reported number is an estimate of the student ability for which there is associated measurement error, standard to any such assessment.

The 2016–17 actual is lower than the 2016–17 target as NAPLAN results reflect student performance as assessed in May 2016, and student achievement during this reporting period therefore does not reflect the full impact of recent Education State initiatives.

Percentage of students in the top two bands for reading in Year 7 (NAPLAN testing)	per cent	30.7	27.4	-10.7	■

This performance measure relates to student performance assessed in May 2016.

When interpreting results, a 95 per cent confidence interval of +/- 1.39 percentage points needs to be considered as the reported number is an estimate of the student ability for which there is associated measurement error, standard to any such assessment.

The 2016–17 actual is lower than the 2016–17 target as NAPLAN results reflect student performance as assessed in May 2016, and student achievement during this reporting period therefore does not reflect the full impact of recent Education State initiatives.

Percentage of students in the top two bands for reading in Year 9 (NAPLAN testing)	number	23.0	20.7	-10.0	■

This performance measure relates to student performance assessed in May 2016.

When interpreting results, a 95 per cent confidence interval of +/- 1.50 percentage points needs to be considered as the reported number is an estimate of the student ability for which there is associated measurement error, standard to any such assessment.

The 2016–17 actual is lower than the 2016–17 target as NAPLAN results reflect student performance as assessed in May 2016, and student achievement during this reporting period therefore does not reflect the full impact of recent Education State initiatives.

Percentage of students who remain at school from Year 7 to Year 12	per cent	92.2	91.8	-0.4	■

The 2016–17 actual is lower than the 2016–17 target as the apparent retention rate is influenced by a range of factors and is subject to cohort variation.

Percentage of VCAL certificates satisfactorily completed by school students	per cent	76.0	76.9	1.2	✓
Years 7–9 students' opinion of their connectedness with the school	5-point scale	3.7	3.7	0.0	✓

This performance measure refers to government schools only. Data is drawn from the Attitudes to School Survey, where responses are provided on a scale of 1 to 5 and a higher score represents a higher level of connectedness (that is, students feel they belong and enjoy attending school).

Performance measures	Unit of measure	2016–17 Target	2016–17 Actual	Per cent variation	Result
Cost					
Total output cost	$ million	4,156.8	4,016.9	-3.4	✓

Key:	✓ Target achieved or exceeded	■ Target not achieved—less than 5% variance	✗ Target not achieved—more than 5% variance

Training, higher education, workforce development and skills

This output promotes training quality. It supports Victorians to acquire knowledge and skills, and supports Victorian industries and businesses growing or adjusting through access to skilled workers. It achieved its measures by:

- developing strategic advice on Victoria's skill requirements

- supporting better training choices by individuals and employers through improved access to information and advice

- contracting training delivery by TAFE institutes, relevant universities, not-for-profit community providers and private registered training organisations

- ensuring there is a highly capable and diverse, internationally-focused VET system in Victoria to support high-quality training outcomes, workforce development and job creation

- supporting growth industries (or those in adjustment), job creation and workforce development

- developing and implementing effective strategies for accredited and pre- accredited vocational education and training through adult community education and youth transition pathways to ensure access to and increased participation in life long skills development

- growing TAFE institutes as public institutions that play a key role in helping the state to meet its economic and employment needs, as well as a unique community role promoting equity and addressing disadvantage.

Except where indicated, these performance measures relate to the 2016 calendar year rather than the 2016–17 financial year.

Table 10 – Training, higher education, workforce development and skills performance measures

Performance measures	Unit of measure	2016–17 Target	2016–17 Actual	Per cent variation	Result
Quantity					
Annual government-subsidised module enrolments	number (million)	4.5	3.5	-22.2	✗
The 2016–17 actual is lower than the 2016–17 target due to past policy changes such as tightened eligibility to subsidised training and foundation courses, and reduced subsidies. Enrolment numbers have also been impacted by the shift of students to VET FEE-HELP, and fewer enrolments in sub-standard training as part of the government's implementation of the Review of Quality Assurance.					
Government-subsidised student contact hours of training and further education provided	number (million)	154	125	-18.8	✗
The 2016–17 actual is lower than the 2016–17 target due to past policy changes such as tightened eligibility to subsidised training and foundation courses, and reduced subsidies. Enrolment numbers have also been impacted by the shift of students to VET FEE-HELP, and fewer enrolments in sub-standard training as part of the government's implementation of the Review of Quality Assurance.					
Number of apprenticeship/ traineeship commencements by new employees	number	36,100	38,000	5.3	✓
Number of government-subsidised course enrolments	number	466,681	389,414	-16.6	✗

Performance measures	Unit of measure	2016–17 Target	2016–17 Actual	Per cent variation	Result

The 2016–17 actual is lower than the 2016–17 target due to past policy changes such as tightened eligibility to subsidised training and foundation courses, and reduced subsidies. Enrolment numbers have also been impacted by the shift of students to VET FEE-HELP, and fewer enrolments in sub-standard training as part of the government's implementation of the Review of Quality Assurance.

| Number of pre-accredited module enrolments government-subsidised through the Adult Community and Further Education (ACFE) Board—Adult Community Education organisations and Adult Education Institutes | number | 45,000 | 44,832 | -0.4 | ■ |

The 2016–17 actual was below target by 168 module enrolments, representing slight variance on a base of 44,832 pre-accredited module enrolments subsidised through the ACFE Board.

| Number of students enrolled in government-subsidised courses | number | 377,831 | 321,090 | -15.0 | ✗ |

The 2016–17 actual is lower than the 2016–17 target due to tighter eligibility rules, the removal of the Certificate I in Vocational Preparation from the foundation course list, and the establishment of the Foundation Skills approved provider list. Enrolment numbers have also been impacted by fewer enrolments in sub-standard training as part of the government's implementation of the Review of Quality Assurance.

| Number of students without Year 12, Certificate II or above enrolled in foundation courses | number | 19,775 | 14,653 | -25.9 | ✗ |

The 2016–17 actual is lower than the 2016–17 target due to a reduction in foundation course subsidy rates, tighter eligibility rules, the removal of the Certificate I in Vocational Preparation from the foundation course list, and the establishment of the Foundation Skills approved provider list. Enrolment numbers have also been impacted by fewer enrolments in sub-standard training as part of the government's implementation of the Review of Quality Assurance.

| Grants to support workforce development, skills sector reform, structural adjustment and job creation initiatives | number | 10 | 10 | 0.0 | ✓ |

This performance measure relates to the financial year.

| Participation rate of 15–24-year-olds in government-subsidised training and further education in Victoria | per cent | 18.7 | 15.9 | -15.0 | ✗ |

The 2016–17 actual is lower than the 2016–17 target due to past policy changes such as tightened eligibility to subsidised training and foundation courses, and reduced subsidies. Enrolment numbers have also been impacted by the shift of students to VET FEE-HELP, and fewer enrolments in sub-standard training as part of the government's implementation of the Review of Quality Assurance, and an increasing participation in university education.

| Participation rate of 25–64-year-olds in government-subsidised training and further education in Victoria | per cent | 6.7 | 5.6 | -16.4 | ✗ |

The 2016–17 actual is lower than the 2016–17 target due to past policy changes such as tightened eligibility to subsidised training and foundation courses, and reduced subsidies. Enrolment numbers have also been impacted by the shift of students to VET FEE-HELP, and fewer enrolments in sub-standard training as part of the government's implementation of the Review of Quality Assurance, and an increasing participation in university education.

Quality

| Proportion of employers satisfied with the training provided by the Registered Training Organisation for apprenticeship and traineeship completers | per cent | 85 | 78 | -8.2 | ✗ |

The 2016–17 actual is lower than the 2016–17 target as there were quality issues with some providers that may have impacted on employer satisfaction.

| Proportion of VET completers who are satisfied with their training | per cent | 80.8 | 82.5 | 2.1 | ✓ |

The 2016–17 result refers to the 2016 survey of 2015 VET graduates and early leavers.

| Proportion of VET completers with an improved employment status after training | per cent | 53.2 | 50.6 | -4.9 | ■ |

The 2016–17 result refers to the 2016 survey result of 2015 VET graduates and early leavers. The 2016–17 actual is lower than the 2016–17 target as there were quality issues with some providers in 2015 that may have impacted on employment outcomes following training.

| Successful training completions as measured by module load completion rate | per cent | 80.7 | 80.8 | 0.1 | ✓ |

This performance measure relates to the calendar year.

Performance measures	Unit of measure	2016–17 Target	2016–17 Actual	Per cent variation	Result
Cost					
Total output cost	$ million	2,477.5	2,174.5	-12.2	✓

This performance measure relates to the financial year. The 2016–17 actual is lower than the 2016–17 Target primarily due to lower than expected third party revenue from TAFEs compared to target due to a decline in enrolment numbers and the timing in delivery of certain programs.

Key:	✓ Target achieved or exceeded	■ Target not achieved—less than 5% variance	✗ Target not achieved—more than 5% variance

Support Services Delivery

The Support Services Delivery output group primarily covers the Department's Regional Services Group. It provides student welfare and support, student transport (excluding transport for special needs students) and health services. This output group contributes to providing and improving services that support all the Department's objectives of achievement, engagement, wellbeing and productivity.

Except where indicated, these performance measures relate to the 2016 calendar year rather than the 2016–17 financial year.

Table 11 – Support services delivery performance measures

Performance measures	Unit of measure	2016–17 Target	2016–17 Actual	Per cent variation	Result
Quantity					
Eligible Primary School students in receipt of Camps, Sports and Excursions Fund	number	139,000	127,022	-8.6	✗

New performance measure for 2016–17 to reflect Government priorities regarding assisting families, ensuring all Victorian students can take part in school camps, excursions and sporting activities. The 2016–17 actual is lower than the 2016–17 target due to a lower number of applications from eligible families (concession card holders).

Eligible Secondary School students in receipt of Camps, Sports and Excursions Fund	number	81,000	78,637	-2.9	■

New performance measure for 2016–17 to reflect Government priorities regarding assisting families, ensuring all Victorian students can take part in school camps, excursions and sporting activities. The 2016–17 actual is lower than the 2016–17 target due to a lower number of applications from eligible families (concession card holders).

Investment in student welfare and support	$ million	274.8	321.6	17.0	✗

The 2016–17 Actual is higher than the 2016–17 target primarily due to the better reclassification of regional support services such as Learning Places, Navigator and Lookout programs under support services delivery output.

Investment in travelling allowances and transport support (excluding special needs students)	$ million	39.2	41.0	4.7	■

The 2016–17 Actual is higher than the 2016–17 Target primarily due to growth in enrolment numbers.

Prep-aged students assessed by school nurses	number	60,000	64,110	6.9	✓

This performance measure includes government and non-government schools. The 2016–17 actual is higher than the 2016–17 target due to population growth and increased demand on Primary School Nursing Program services.

School students (government) supported by conveyance allowance	number	9,600	9,267	-3.5	■

The 2016–17 actual is lower than the 2016–17 target due to changes to the Metropolitan Conveyance Allowance Boundary to account for population growth, school location and public transport changes.

School students (non-government) supported by conveyance allowance	number	29,800	29,468	-1.1	■

The 2016–17 actual is lower than the 2016–17 target due to changes to the Metropolitan Conveyance Allowance Boundary to account for population growth, school location and public transport changes.

Schools allocated a nurse through the Secondary School Nursing Program	number	193	200	3.6	✓

This performance measure refers to government schools only.

Performance measures	Unit of measure	2016–17 Target	2016–17 Actual	Per cent variation	Result
Schools funded for primary welfare officers	number	806	804	-0.2	■

The 2016–17 actual is lower than the 2016–17 target due to five schools closing or being de-staffed and three schools opening.

Quality

School satisfaction with student support services	per cent	85.0	85.2	0.2	✓

This performance measure refers to government schools only.

Cost

Total output cost	$ million	313.9	362.7	15.5	�

The 2016–17 actual is higher than the 2016–17 target primarily due to the better reclassification of regional support services such as Learning Places, Navigator and Lookout programs under support services delivery output.

Key:	✓ Target achieved or exceeded	■ Target not achieved— less than 5% variance	✗ Target not achieved— more than 5% variance

Support for students with disabilities

The Support for Students with Disabilities output group covers the program for students with disabilities, as well as transport, welfare and support services for students with special needs. This output group contributes to providing and improving services that support all the Department's objectives of achievement, engagement, wellbeing and productivity.

Except where indicated, these performance measures relate to the 2016 calendar year rather than the 2016–17 financial year. These performance measures relate to government schools.

Table 12 – Support for students with disabilities performance measures

Performance measures	Unit of measure	2016–17 Target	2016–17 Actual	Per cent variation	Result
Quantity					
Eligible special school students provided with appropriate travel	number	9217	9003	-2.3	■

The 2016–17 actual is lower than the 2016–17 target due to a slower-than-anticipated growth rate in enrolments at specialist schools.

Students funded under the disabilities program in government schools as a proportion of the total student population	per cent	4.2	4.2	0.0	✓

Quality

Parent satisfaction with special education on a 100-point scale	100-point scale	85	85	0.0	✓

Data is drawn from the Parent Opinion Survey, where a higher score represents a higher level of satisfaction.

Cost

Total output cost	$ million	932.4	921.0	-1.2	✓

Key:	✓ Target achieved or exceeded	■ Target not achieved— less than 5% variance	✗ Target not achieved— more than 5% variance

Discontinued measures for 2016–17

Following assessment by the Public Accounts and Estimates Committee, the following performance measure listed below was discontinued for 2016–17.

Table 13 – Discontinued performance measures

Output group	Performance measure name
Strategy Review and Regulation	Education provider satisfaction with the Victorian Registration and Qualifications Authority and its regulatory processes

Discontinued operations

There were no discontinued operations under the Department's output structure.

Five-year financial summary

The financial statements presented in this annual report relate to the controlled operations of the Department, including government schools.

Other agencies within the portfolio report separately and their results are not included within the controlled financial transactions of the Department. These agencies include the Adult, Community and Further Education Board, Adult Multicultural Education Services, the Victorian Curriculum and Assessment Authority, the Victorian Institute of Teaching, the Victorian Registration and Qualifications Authority, and TAFE institutes.

The following table provides information on the Department's financial result for the financial year ending 30 June 2017, and comparative information for the preceding four financial years.

Five-year financial summary	2016–17	2015–16	2014–15	2013–14	2012–13
	$m	$m	$m	$m	$m
Operating revenue					
Revenue from State Government	12,197.3	11,194.0	10,683.5	10,517.1	10,382.3
Other revenue	751.1	776.9	777.2	749.9	734.8
Total income from transactions	12,948.4	11,970.9	11,460.7	11,267.0	11,117.0
Total expenses from transactions	12,626.2	11,740.0	11,280.3	11,101.5	11,028.1
Net results from transactions	322.2	230.9	180.5	165.6	88.9
Total other economic flows	86	(48.4)	(21.7)	(1.2)	34.6
Net results for period	408.2	182.5	158.8	164.3	123.5
Net cash flow from operating activities	**638.5**	**455.4**	**187.8**	**364.3**	**451.9**
Total assets	23,818.6	22,955.5	19,608.5	18,516.8	18,392.4
Total liabilities	2,607.1	2,166.9	1,940.8	1,889.0	1,843.9
Net assets	**21,211.5**	**20,788.6**	**17,667.7**	**16,627.9**	**16,548.5**

Note: Figures for 2014–15, 2013–14, and 2012–13 have been revised compared to the previously-published annual reports.

Current year financial summary

Financial performance

The Department's net result from transactions for the financial year ended 30 June 2017 is a surplus of $322.2 million, compared with a surplus of $230.9 million in 2016. When the other economic flows of $86 million gain are included, the net result for the year is a surplus of $408.2 million, compared to a surplus of $182.5 million in 2016.

The Department's revenue growth primarily reflects the increased funding for delivery of output initiatives on behalf of the government, investment in government schools, and general inflation-related indexation.

The Department's expenditure growth mainly reflects the increased expenditure under the Victorian Government Schools Agreement (VGSA) 2017. Other increases in expenditure include:

- increase in grants to external organisations
- increase in grant payments to TAFE institutes, including:
    - TAFE transitional sustainability funding, and asset maintenance and operational costs. This is funding for implementation of skills and jobs in the Education State.
    - TAFE Rescue Fund for rebuilding and growing the TAFE sector
    - TAFE Workforce and dual sector which is funding for workforce initiatives.

Balance sheet

The Department's net asset base as at 30 June 2017 was $21.2 billion, comprising total assets of $23.8 billion and total liabilities of $2.6 billion.

The major assets of the Department are schools' property, plant and equipment. These assets represent 86 per cent ($20.4 billion) of the Department's total assets. In 2017, the value of the Department's property, plant and equipment increased by $0.5 billion due to the government's continued investment in schools as part of the commitment to make Victoria the Education State.

Liabilities of the Department mainly consist of payables, borrowings and employee benefit provisions, totalling $2.6 billion. The increase of $440.2 million in liabilities in 2017 mainly reflects an increase in financial lease liabilities for Public Private Partnerships (PPP) – new schools, payables and operating accruals due to the timing of payments.

Cash flows

The increased net cash flows from operations is mainly due to the increase in receipts from government, and changes in receivables, payables and provisions arising from the timing of cash payments and receipts against these items.

Disclosure of grants and transfer payments

The Department has provided assistance to certain companies and organisations. Financial assistance provided in 2016–17 is outlined in Appendix 5.

Capital projects

The Department and its related portfolio entities manage a range of capital projects to deliver services for government.

Information on the new and existing capital projects for departments and the broader Victorian public sector is contained in the most recent Budget Paper No. 4 State Capital Program (BP4) which is available on the Department of Treasury and Finance's website (DTF) (www.dtf.vic.gov.au/State-Budget/2016-17-State-Budget/State-Capital-Program).

During the year, the Department or agencies completed the following capital projects with a $10 million or greater Total Estimated Investment (TEI). The details related to these projects are reported below:

Table 14 – Capital projects with a TEI of $10 million or greater completed during the financial year ended 30 June 2017

Project Name	Original completion date	Latest approved completion date	Actual completion date	Original approved TEI budget $M	Latest approved TEI budget $M	Actual TEI cost $M	Variation between actual cost and latest approved TEI budget	Reason for variance from latest approved TEI[1] budget
Morwell Regeneration 2015–16 State Budget	Q2 2016–17	Q2 2016–17	Q3 2016–17	10.450	10.450	10.450	0	N/A
Hazel Glen Secondary College (Doreen Secondary College) 2014–15 State Budget	Q3 2015–16	Q1 2016–17	Q1 2016–17	12.000	12.308	12.308	0	N/A
Newbury Primary School (Craigieburn North West Primary School) 2015–16 State Budget	Q1 2017–18	Q2 2016–17	Q2 2016–17	12.200	12.200	11.427	0.773	The variation is expected contingency expenditure that will be incurred in future years

Governance and organisational structure

The Department's ministers

The Department supports three ministers: the Hon. James Merlino MP, Deputy Premier, Minister for Education and Minister for Emergency Services; the Hon. Gayle Tierney MP, Minister for Training and Skills and Minister for Corrections; and the Hon. Jenny Mikakos MP, Minister for Families and Children and Minister for Youth Affairs.

**Deputy Premier, Minister for Education and Minister for Emergency Services
The Hon James Merlino MP**

James Merlino MP is the Deputy Premier of Victoria, Minister for Education and Minister for Emergency Services. As Minister for Education, Minister Merlino is behind the drive to make Victoria the Education State by providing Victoria's 950,000 students with access to a great school and the opportunity to thrive.

The Education State reforms are designed to lift outcomes in a number of key areas, including literacy, numeracy, science and the arts, as well as student wellbeing and engagement. They also include funding to address disadvantage and help students who have fallen behind.

Minister Merlino is also responsible for record levels of investment in school infrastructure and has introduced programs to raise the quality of teaching, provide more local support to schools, and to help make all schools inclusive.

**Minister for Training and Skills and Minister for Corrections
The Hon. Gayle Tierney MP**

Gayle Tierney is Minister for Training and Skills and Minister for Corrections. She is responsible for overseeing and implementing Victoria's biggest reforms to its VET system. These reforms will ensure Victoria has a high-quality VET system in place that meets the needs of individuals, industry and employers, and gets more Victorians into work.

This includes rebuilding TAFE, restoring credibility to the sector, re-establishing industry and community confidence in training, and investing in training and skills to ensure a solid foundation that supports more people in the workforce.

Minister Tierney is committed to ensuring all Victorians have access to quality training that equips them with the skills they need to obtain and keep a job, and that industry has the skills required to boost productivity and help grow the Victorian economy.

**Minister for Families and Children and Minister for Youth Affairs
The Hon. Jenny Mikakos MP**

Jenny Mikakos MP is the Minister for Families and Children and the Minister for Youth Affairs. She has responsibility for early childhood education and development, including maternal and child health, parenting support services, supported playgroups, kindergarten programs, and early childhood services for children with a disability or developmental delay.

Minister Mikakos is committed to ensuring that all children (including the most vulnerable) have a strong start in life—children's health, education and care before the age of five influences their lifelong happiness, wellbeing and success.

Her responsibilities in the Families and Children and Youth Affairs portfolios also include a range of services administered by the Department of Health and Human Services and the Department of Justice and Regulation. As the Minister for these portfolios, Minister Mikakos is focused on ways of assisting vulnerable families and their children to engage with universal platforms such as health and early years education, with the goal of preventing the need for later-life interactions with tertiary services, such as child protection and youth justice.

The Department's senior executives

Secretary
Ms Gill Callister

Since January 2015, Gill has been Secretary of the Department of Education and Training.

Prior to joining the Department, Gill was Secretary of the Victorian Department of Human Services (2009–14) where she oversaw significant policy, legislative and service delivery reform. In this role, Gill led an organisation of more than 11,000 staff with an annual budget of approximately $4 billion. She was responsible for the delivery of child protection, disability, youth, housing and family violence services.

Gill began her career in the community sector serving disadvantaged Victorians. She then led the child protection, family services and mental health units within the Department of Human Services and, in 2009, was Deputy Secretary at Skills Victoria.

Gill is President of the Institute of Public Administration Australia (Victoria). In October 2014, Gill was awarded the Institute of Public Administration Australia National Fellowship award and a Monash University Fellowship.

Gill holds Bachelor degrees in Social Work (with Honours) and a Bachelor of Arts.

Deputy Secretary, Early Childhood and School Education Group
Ms Katy Haire

Since September 2015, Katy Haire has been Deputy Secretary of the Early Childhood and School Education Group (ECSEG).

The Deputy Secretary ECSEG is responsible for designing a learning, development, wellbeing and child health system that delivers improved outcomes for all children and young people from birth to 18 years of age, and their families, without exception.

Prior to joining the Department, Katy held a range of senior management and executive roles within the Victorian public sector, including Deputy Secretary of Service Design and Operations at the Department of Health and Human Services, and as Director of Social Policy at the Department of Premier and Cabinet (DPC).

Katy holds a Graduate Diploma of Education (Secondary) from Monash University, a Bachelor of Arts (with Honours) in political science and history, and a Master of Arts in the history of education from the University of Melbourne. She also holds an Executive Master of Public Administration from the University of Melbourne and is a Senior Executive Fellow of the Harvard Kennedy School, and Graduate of the Australian Institute of Company Directors.

Deputy Secretary, Higher Education and Skills Group
Mr David Latina

In June 2017, David Latina was appointed the Deputy Secretary, Higher Education and Skills Group (HESG).

The Deputy Secretary HESG is responsible for Victorian Government policy and funding for tertiary education in Victoria, particularly for Vocational Education and Training, including TAFEs and Learn Local Organisations (as community providers).

David joined the Department following a three-year period in DPC, where he held the position of Executive Director, Economic Development and International, with responsibility for economic and industry development and Victoria's international engagement strategies.

David brings a commercial perspective to the public sector, drawing upon his recent experience as a director at the Melbourne office of the professional services firm Deloitte. David previously held a range of senior executive roles over 15 years in the Victorian Department of Economic Development, including in the areas of business engagement and industry development, regulation reform, and Small Business Victoria.

Earlier in David's career he worked as a senior economic adviser in the Australian Government's Department of Finance.

David has degrees in Commerce (with Honours) and Arts from the University of Melbourne.

Craig Robertson held the position of Deputy Secretary, HESG between July 2015 and 24 February 2017.

Lee Watts held the position of Acting Deputy Secretary, HESG between 28 February and 23 June 2017.

Deputy Secretary, Infrastructure and Finance Services Group
Ms Jenny Atta

In December 2015, Jenny Atta commenced as Deputy Secretary, Infrastructure and Finance Services Group (IFSG).

As Deputy Secretary, Jenny is responsible for the management and oversight of the Department's financial, procurement and information technology services, along with strategic advice and planning for state budget processes, and infrastructure policy and delivery across the education and training portfolio.

Jenny has many years' experience in senior public service leadership roles, notably at the Department of Treasury and Finance where she led the portfolio analysis function within Budget and Finance. Jenny previously worked with the former Department of Human Services in a range of strategic policy and project management roles, and with the Victorian Auditor General's Office.

Jenny holds a Bachelor degree in Applied Science and a Masters of Public Policy from the University of Melbourne.

Deputy Secretary, People and Executive Services Group
Ms Kate Rattigan

In June 2016, Kate Rattigan was appointed Deputy Secretary, People and Executive Services Group (PESG) after acting in the role since October 2015.

As Deputy Secretary, Kate drives a complex agenda encompassing legal services, human resources, people and culture, workplace safety, communications and media, change strategy, integrity reform, cabinet, ministerial support, executive services, knowledge and records management, information strategy, freedom of information, privacy, and audit and assurance.

Kate has worked at the Department in various capacities providing strategic oversight over matters including specialist and technical advice to ministers, the Secretary, executives, managers, regional directors, school principals and school councils.

Kate holds a Bachelor of Law (with Honours), Bachelor of Arts and a Masters in Employment and Labour Relations Law, each from the University of Melbourne.

Deputy Secretary, Policy Reform Group
Mr Simon Kent

Simon Kent joined the Department in April 2013 from DPC, where he was the Director of the Social Policy Branch.

As Deputy Secretary, Policy Reform Group (PRG), Simon is responsible for providing policy leadership for the Department through the development of the future direction for education including early childhood education, and providing advice on system-wide trends and leading cross-sector reforms.

Simon has extensive experience in policy-making across the education, human services, health, and justice portfolios. Simon has developed public policy in complex and contested interdepartmental and intergovernmental contexts. He develops policy using multi-disciplinary analysis, by drawing links across sectors and by drawing on analogous experiences.

Simon began his career in higher education advocacy and political advisory roles. His work during eight years at DPC included the reform of vocational education and early childhood development.

Simon holds a Bachelor of Arts and a Master of Public Administration from the University of Melbourne.

Andrew Nipe held the position of Acting Deputy Secretary, PRG between 15 May 2017 and 30 June 2017.

Andrew joined the Department in July 2013 from McKinsey and Company in Washington DC. Andrew has a long career as a public servant and strategic adviser having worked in central agencies in Victoria and the United Kingdom. Andrew has worked on a wide range of strategic policy issues in all three sectors, including needs-based funding reform.

Andrew holds a Bachelor of Arts and Commerce from the University of Melbourne, and a Master of Public Policy from Harvard University.

Deputy Secretary, Regional Services Group
Mr Bruce Armstrong

In April 2016, Bruce Armstrong was appointed Deputy Secretary, Regional Services Group (RSG) after acting in the role since July 2015. He is responsible for the interface between the Department's regions and central office in the provision of early childhood development services and school education.

Bruce's career spans thirty years of active contribution to Victorian public education as a teacher, principal and executive within the Department.

In June 2015, Bruce was awarded a Public Service Medal for outstanding service to educational improvement in Victoria through leadership, change management, policy development and innovation. This included his positive impact on more than 12,000 education leaders as the inaugural Director of the Bastow Institute of Educational Leadership.

As Deputy Secretary, Regional Services Group, Bruce continues to lead key Education State reforms, the implementation of the Framework for Improving Student Outcomes, the new Learning Places regional operating model, school workforce reform and performance improvement to lift student outcomes.

Bruce holds a Master of Education, Bachelor of Arts, Bachelor of Theology and a Graduate Diploma of Education. He is a Fellow of the Australian Council for Educational Leaders.

Deputy Secretary, Strategy and Performance Group
Ms Katherine Whetton

In March 2017, Katherine Whetton was appointed Deputy Secretary, Strategy and Performance Group (SPG) after acting in the role since April 2016.

The Group provides an integrated approach to strategy, governance, planning and performance, enabling the Department to make evidence-informed decisions that improve outcomes for all Victorians.

Katherine was previously the Executive Director, Education State Policy and Design, where she was responsible for leading development and policy coherence of the overarching Education State agenda across the Department's three portfolios—early childhood development, schools, and training and skills—and across government, including economic development, health and human services, justice and police.

Before joining the Department, Katherine worked at DPC for more than 10 years, most recently as Executive Director, Economic Strategy and Director Health and Human Services. She has extensive central agency policy development and advisory experience across social and economic policy areas, working across portfolios and intergovernmental contexts.

Katherine holds a Bachelor of Arts (with Honours) from the University of Melbourne and an Executive Master in Public Administration from the Australian and New Zealand School of Government.

Chief Executive Officer, Victorian Curriculum and Assessment Authority
Mr John Firth

John Firth has been Chief Executive Officer (CEO) of the Victorian Curriculum and Assessment Authority (VCAA) since August 2005. John managed curriculum for more than 12 years prior and developed the Victorian Essential Learning Standards—the curriculum for Victorian schools, prep to year 10.

John also oversaw the development of the VCE as a Year 12 credential of international standing, the full recognition of VET within the VCE, and the implementation of the VCAL as an additional vocational pathway for senior secondary students. Under his leadership, the VCAA considerably expanded its international work, increasing the number of schools offering the VCE in conjunction with international partners. The VCAA also developed the first educational framework for preschool children, which was reviewed in 2015–16.

John has been a member of many state and national groups and speaks frequently at state and national forums. In 2008, he was appointed as a member of the Interim National Curriculum Board and in 2009, a member of the board of the Australian Curriculum, Assessment and Reporting Authority, where he served the maximum six-year term.

John holds a Bachelor of Commerce and a Diploma of Education, and is a Fellow of the Australian College of Educators.

Chief Executive Officer, Victorian School Building Authority
Mr Christopher Keating

Chris Keating is the CEO of the Victorian School Building Authority (VSBA), which was established in August 2016 and Chris was appointed CEO soon after. Chris leads the planning and delivery of Victoria's record investment in schools and early childhood centres. In 2017, Chris oversaw delivery of 10 new state-of-the-art schools, another 10 are due to open next year and a further 22 are at an advanced planning stage.

Before being appointed CEO of the VSBA, Chris led the Department's Infrastructure and Sustainability Division and has more than nine years' experience delivering public school building projects in Victoria.

Chris holds a Bachelor of Arts and a Master in Computer Science.

Assistant Deputy Secretary, Higher Education and Skills Group
Ms Lee Watts

In April 2016, Lee Watts was appointed Assistant Deputy Secretary, VET Reform, with responsibility for the design and implementation of a more managed, stable and competitive training system.

Lee has extensive experience in the skills and higher education portfolios including VET contract and program management, information system design, and provider quality. Before joining the Department, Lee worked as a senior consultant for a US consulting firm. She has previously held senior teaching and research positions at a number of Australian universities with a focus on workplace relations, alternative dispute resolution and change management.

Lee holds a Master of Arts, Bachelor of Arts (Honours) from the University of Melbourne and is the author of a number of books.

Assistant Deputy Secretary, Early Childhood and School Education Group—Early Childhood Portfolio
Ms Kim Little

Since June 2015, Kim Little has been Assistant Deputy Secretary, Early Childhood and School Education Group—Early Childhood Portfolio, responsible for three areas: Early Years and Primary Reform; Quality Assessment and Regulation; and the National and Disability Insurance Scheme Reform branch. The position liaises with the Assistant Deputy Secretary—Schools regarding primary education and transitions from early childhood to school education.

Previously in this Department and at DPC, Kim worked on a range of strategic social and economic policy issues focusing on education. Before joining the public service, Kim worked as a philosopher at Monash University and as a corporate lawyer. Kim holds a Bachelor of Arts (Honours), a Bachelor of Laws (Honours) and a Master of Arts (Honours).

Assistant Deputy Secretary, Early Childhood and School Education Group—Schools
Dr David Howes

Dr David Howes is Assistant Deputy Secretary—Schools, ECSEG. He is responsible for four divisions: Wellbeing, Health and Engagement; Secondary Reform Transitions and Priority Cohorts; International Education; and Health Advice and Policy. His role liaises with the Assistant Deputy Secretary—Early Childhood regarding primary education and transitions from early childhood to school education.

David was previously Executive Director, Curriculum Division at the VCAA, where he was responsible for the development and review of the curriculum for preschool to senior secondary education in Victoria. This included the Victorian Early Years Learning and Development Framework (VEYLDF), the Victorian Curriculum F–10, the VCE, VET and VCAL, and for setting senior secondary examinations in 44 subjects across the curriculum.

David worked for more than 25 years as a teacher and educator in Australia and overseas, including the United Kingdom, the Middle East and Cambodia. David holds a Bachelor of Arts (Honours), a Graduate Diploma of Education, an Executive Masters in Public Administration and a Doctor of Philosophy.

Assistant Deputy Secretary, Regional Services Group
Ms Sue Buckley

In June 2017, Sue Buckley was appointed Assistant Deputy Secretary, Strategic Implementation in RSG, a new senior executive position announced in March 2017 as part of the RSG realignment to sharpen the Department's focus on the implementation of the Education State reforms.

Before returning to the Department, Sue was the General Manager, Teaching and School Leadership at the Australian Institute of Teaching and School Leadership. She provided leadership on national reform projects with a focus on building capability and promoting excellence in the teaching profession.

Sue's extensive career includes various senior level positions within the Department in both policy development and project implementation, in addition to teaching and leadership roles at school and regional levels. She holds the post-graduate qualifications of Executive Master of Public Administration and Master of Education, providing a range of academic frameworks that she applies in daily practice.

Organisational structure

Figure – Organisational structure at 30 June 2017

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                                                    │ Victorian School Building│
                                            ┌ ─ ─ ─ │        Authority         │
                                            │       │   Christopher Keating    │
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                                            │       ┌─────────────────────────┐
                                            └ ─ ─ ─ │ Infrastructure and Finance│
                                                    │    Services Group        │
                                                    │      Jenny Atta          │
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                                                    │ People and Executive     │
                                                    │    Services Group        │
                                                    │    Kate Rattigan         │
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                                                    │   Policy Reform Group    │
                                                    │  Andrew Nipe (Acting)    │
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                                                    │ Strategy and Performance │
                                                    │        Group             │
                                                    │   Katherine Whetton      │
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│  Deputy Premier,     │                            │ Early Childhood and School│
│ Minister for Education│                           │   Education Group        │
│ The Hon. James Merlino MP│                        │     Katy Haire           │
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│   Minister for       │   │   Secretary     │      │  Regional Services Group │
│ Families and Children │   │  Gill Callister │      │   Bruce Armstrong        │
│ The Hon. Jenny Mikakos MP│ └─────────────────┘     └─────────────────────────┘
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┌──────────────────────┐                            │   Higher Education       │
│   Minister for       │                            │   and Skills Group       │
│ Training and Skills  │                            │    David Latina          │
│ The Hon. Gayle Tierney MP│                        └─────────────────────────┘
└──────────────────────┘                            ┌─────────────────────────┐
                                                    │ Victorian Curriculum and │
                                                    │ Assessment Authority     │
                                                    │     John Firth           │
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                                                    │ Victorian Registration and│
                                                    │ Qualifications Authority │
                                                    │     Lynn Glover          │
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                                                    │ Merit Protection Boards  │
                                                    │    Peter Hibbins         │
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Victorian School Building Authority

The VSBA was established in August 2016 to oversee the planning, delivery and maintenance of over $2.5 billion in education infrastructure investment. The VSBA reports through the Infrastructure and Finance Services Group and is responsible for delivering 21st century learning environments that are safe and sustainable, in line with the Victorian Government's priorities for educational infrastructure. The VSBA emphasises community and stakeholder engagement to ensure school building projects are meeting the needs of their local communities.

Infrastructure and Finance Services Group

IFSG leads services delivery and the provision of strategic and technical advice in finance and resourcing, infrastructure, information management and technology, and procurement. It plays a key role in financial management, oversight and reporting across the education and training portfolio.

People and Executive Services Group

PESG provides specialist advice and expertise to lead and shape the Department's direction and to enhance both the Department's culture and people's capabilities. PESG provides critical support to the corporate and schools workforce in areas including legal services, human resources, people and culture, security, communications and media, change strategy, integrity reform, cabinet, ministerial support, knowledge and records management, information strategy, privacy, and audit and assurance.

Policy Reform Group

PRG provides policy leadership for the Department, developing the future direction for education and early childhood in Victoria, providing advice on system-wide trends and leading key cross-sector reforms. PRG drives this reform through four key accountabilities:

- Sets system-level policy developing the Department's policy trajectory and leads priority projects and reforms.
- Provides the overarching cross-government narrative for education and early childhood development in Victoria.
- Develops strategy and high level frameworks to guide the Department's investment in human capital by assessing labour market economics and trends that impact on the Department's objectives.
- Provides economic advisory services to the Department.

Strategy and Performance Group

SPG brings together the Department's strategic planning, data and evidence, program management office functions, and intergovernmental relations. SPG provides a system view of Departmental strategy, governance arrangements, evaluation, planning and performance reporting. SPG supports the Department's operating model and way of working by defining corporate strategy, providing data, evidence and insights, and strengthening the way reform is implemented.

Early Childhood and School Education Group

ECSEG is responsible for the design and development of operational policy and programs to support improved outcomes for children, students and families from birth through school. ECSEG plays a key role in designing and developing policy to provide a person-centred, outcomes-focused and integrated service system. This is achieved through the group's four key roles:

- System architect: providing advice to government on service system design, planning, funding, and regulation.
- Regulator: supporting regulation across the early childhood sector as required by the Education and Care Services National Law Act and *Children's Services Act 1996*.
- Funder/purchaser: administering the funding and associated reporting requirements for service providers.
- System and program designer: developing operational policy to support the delivery of high-quality, effective educational and early years' programs, services and supports.

Regional Services Group

RSG provides an interface between the Department's central office and our service providers to make sure that policy intent and outcomes are delivered on the ground. RSG has a strong focus on driving operational performance, accountability, workforce leadership and policy program design and implementation. Regional and area teams lead place-based approaches to service delivery and are responsible for managing this through our schools and early childhood providers in local communities across Victoria.

Higher Education and Skills Group

HESG is responsible for the oversight of, capacity and effectiveness of tertiary education, adult education and lifelong learning in Victoria. The group ensures Victorians have access to quality post-school education and training that provides skills and knowledge relevant for actively participating in the Victorian economy and society. This includes responsibility for the effectiveness and sustainability of Victoria's TAFEs, Learn Locals and adult education institutions. Effective tertiary education is central to the Victorian Government's Education State objectives.

Governance structure

The Department is led by the Secretary who reports to the Minister for Education, Minister for Training and Skills and Minister for Families and Children and Youth Affairs.

Executive Board

The Department is managed by the Executive Board chaired by the Secretary. Its membership comprises the heads of the Department's seven groups, the Chief Executive Officer of the VCAA, and an assistant deputy secretary on a rotation basis. The Executive Board provides stewardship of the Department and supports the Secretary with strategic leadership of the organisation, its agencies and portfolios. It is responsible for:

- the Department's strategic direction, including vision, objectives and priorities
- performance and operations
- strategic integration across the portfolio
- performance targets and compliance
- leadership and culture
- support to ministers and government
- governance of departmental committees.

Education State Board

The Department's Education State Board is the key advisory body to the Secretary apropos progressing the Education State agenda. The Education State Board is chaired by the Secretary, and comprises the head of each of the Department's seven groups as well as the Chief Executive Officer of the VCAA, the Chief Executive Officer of the VSBA, assistant deputy secretaries of the three portfolio level groups and regional directors of the Department's four regions. The Education State Board is responsible for all matters related to developing and implementing the Education State reform agenda, including:

- key election commitments

- Education State priority reform areas

- engagement with stakeholders and decision-makers

- ongoing departmental continuous improvement that has material impact on the design and delivery of reform directions

- reform design and scope of the Education State strategy

- business case development and work program implementation

- financial and risk management.

Committee structure

There are three committees that report primarily to the Secretary:

Integrity Committee

The Integrity Committee supports the Secretary provide oversight and assurance that the actions and activities undertaken by staff employed by the Department (including schools) are conducted with integrity. The committee oversees work that supports all staff within corporate areas and schools to understand and uphold the highest standards of integrity and public trust, and to resist corruption.

In relation to portfolio statutory entities, the TAFE sector and funded services, the Committee undertakes a stewardship role that reflects the Department's governance responsibilities and operational relationships with these bodies.

The Integrity Committee met on a six-weekly basis in 2016–17. The committee oversaw the effective implementation of the Integrity Reform Program with a focus on good governance and policy, ethical leadership, staff development and support, and smart systems and controls. The committee continued to lead the development of a culture inspired by the Department's values of integrity, respect, responsiveness, accountability, impartiality, leadership and human rights.

Independent member
Neville Tiffen

Neville conducts a specialist consultancy in corporate governance, business integrity and compliance, drawing on his experience in compliance, legal and corporate governance roles, including Global Head of Compliance at Rio Tinto.

He is a Fellow of the Governance Institute of Australia. Neville is a member of the Secretary-General's advisory group on integrity and anti–corruption at the Organisation for Economic Cooperation and Development. He is also a project lead on the World Economic Forum's project, Infrastructure and Urban Development: Building Foundations for Trust and Integrity. Previously, he was a member of Transparency International's steering committee for its Business Principles for Countering Bribery, and a board delegate on the World Economic Forum's Partnering Against Corruption Initiative.

Independent member
Professor Robert Wood

Professor Wood is a Professor at the Australian School of Management, Honorary Professor at the Florey Institute of Neuroscience and Mental Health and former Director of the Centre for Ethical Leadership. In this latter capacity, Professor Wood has been involved in the Vincent Fairfax Fellowship, which develops the ethical leadership capabilities of senior executive leaders in the public and private sectors.

Audit and Risk Committee

The Audit and Risk Committee (ARC) assists the Secretary to fulfil governance responsibilities and obligations under the Financial Management Act.

ARC was established in 2003 to meet the Standing Directions of the Minister for Finance under the Act, which require 'each public sector agency to appoint an audit committee to oversee and advise the public sector agency on matters of accountability and internal control affecting the operations of the agency'.

ARC provides the Secretary with direct advice on governance, risk management, audit and control assurance activities. It comprises four independent members appointed by the Secretary and two executive officers from within the Department. The Chief Finance Officer and Chief Audit Executive also attend all committee meetings.

Independent member
Ms Fiona Bennett, Chair
3 December 2013–30 December 2019

Fiona Bennett is a director of a number of entities including Beach Energy Limited, Hills Limited and Select Harvests Limited. She is also Chair of the Victorian Legal Services Board.

Fiona is a Chartered Accountant with extensive experience in commercial and financial management, governance, risk management and auditing. She has held senior executive positions at BHP Billiton Ltd and Coles Group Ltd, and was chief financial officer of several health sector organisations.

Fiona is a Fellow of the Institute of Chartered Accountants, the Australian Institute of Company Directors and the Institute of Managers and Leaders.

Independent Member
Ms Kerrie Parker
1 December 2015–31 December 2018

Kerrie Parker has held chief executive officer, chief finance officer and executive leadership roles in the fast-moving consumer goods sector, as well as agriculture, manufacturing, financial services and state government. With more than 30 years' experience, Kerrie has led during times of growth, turnaround and crisis. Kerrie has strong financial and operational experience driving improvement via process optimisation, business improvements and structural change.

Kerrie has been involved in several successful business transformations and gained experience in ASX publicly-listed, multinational and private equity companies, as well as state government bodies and the higher education sector.

Kerrie also managed large scale Victorian Government change projects during a period of major transformation and reform. She focused on adding value through strong and proper financial management practices and innovative business solutions.

Kerrie is currently the Chief Financial Officer at Deakin University and is also an independent company director. She is a Fellow of Certified Practicing Accountants Australia and a graduate of the Australian Institute of Company Directors.

Independent member
Mr Stuart Alford, Deputy Chair
9 July 2015–31 July 2018

Stuart Alford previously had 40 years in professional practice with Ernst & Young, including 27 years as a partner. He is a non-executive director with extensive experience in governance, risk management and auditing.

Stuart serves as the Chair of the Centre of Excellence for Intervention and Prevention Science and is on the boards of Eastern Health, Metropolitan Fire and Emergency Services, AMES Australia (Adult Multicultural Education Services) and Kilvington Grammar School. He also holds audit, risk and finance committee roles with a number of organisations, including the VCAA, the Office of the Australian Accounting Standards Board, and the Office of the Auditing and Assurance Standards Board. Stuart is also the independent chair of the National Audit Review Panel for Pitcher Partners.

Stuart is a Fellow of the Institute of Chartered Accountant in Australia and an Associate member of the Australian Institute of Company Directors.

Independent member
Ms Carol Pagnon
25 February 2014–24 February 2017

Carol Pagnon has extensive senior executive experience in strategic oversight and planning, decision making, and learning and development. She has gained specialist experience in accounting and assurance, governance, project and organisation risk management and compliance matters primarily within the Victorian public sector, while acting as Director, Assurance Operations in the Victorian Auditor-General's Office.

Carol facilitates and advises on governance, risk management, project management and change management in the public and not-for-profit sectors.

Carol is a Fellow of Certified Practicing Accountants (CPA) Australia and a graduate of the Australian Institute of Company Directors.

Independent member
Ms Helen Thornton
1 March 2017–28 February 2020

Helen Thornton is an experienced non-executive director and is currently on the boards of Treasury Corporation Victoria, Zoos Victoria, Yarra Valley Water and the Legal Practitioners' Liability Committee.

Helen is also an independent member of the audit and risk committees for the Department of Environment, Land, Water and Planning and the Department of Health and Human Services. She is a Chartered Accountant with extensive experience in finance, risk management, governance and both internal and external auditing. Helen was the Vice President Risk Management at BlueScope Steel Ltd and has held senior positions at BHP Billiton Ltd, KPMG and Deloitte.

Helen is a member of the Institute of Chartered Accountants and the Australian Institute of Company Directors.

Department executive members

Ms Kate Rattigan, Deputy Secretary, People and Executive Services Group
8 December 2015–31 December 2018

Ms Lee Watts, Assistant Deputy Secretary, Vocational Education and Training Reform, Higher Education and Schools
1 March 2017–28 February 2020

Mr Craig Robertson, Deputy Secretary, Higher Education and Skills Group
8 December 2015–28 February 2017

Executive Development and Remuneration Committee

The Executive Development and Remuneration Committee ensures a consistent and rigorous approach to setting and adjusting executive officer remuneration as well as addressing their individual development needs.

Independent member
Ms Pam White

Pam has had more than 30 years' experience in senior management and leadership positions in the Victorian Public Service in both policy development and operations. She has worked in child protection, disability, housing, youth justice and emergency management. For two years, she led the State Services Authority (now the Victorian Public Sector Commission), the body responsible for public sector administration, governance, service delivery, and workforce management and development.

In 2012, Pam was awarded the Public Service Medal for her work improving services for vulnerable children and emergency management recovery services.

Pam appreciates and understands the roles and workings of all levels of government, including the importance of good governance in delivering effective and integrated public services.

There are six committees that report primarily to the Executive Board:

Budget and Financial Management Committee

The purpose of the Budget and Financial Management Committee (BFMC) is to advise the Secretary on priorities for the budget, and oversee effective strategic development and coordination of Departmental finances and physical assets.

The BFMC leads the Department's drive for improved financial sustainability, and ensures the effective oversight and allocation of financial resources in alignment with the Department's objectives.

Independent member
Mr Peter Fuhrmann

Peter came to the Victorian Public Service (VPS) following 22 years in the banking industry, including six years as Budget Manager, State Bank of Victoria.

Peter has more than 32 years' experience in budget and financial management with the VPS, mostly as an executive officer, encompassing all facets of financial and public account management and budgeting.

From 2006 to 2012, he was the Treasurer's representative on the Finance Committee and the Audit Committee of the Cancer Council of Victoria. The committees were responsible to the Executive Committee of the Cancer council for the council's substantial investment program during the global financial crisis, development and monitoring of its operating budget, accommodation, risk management, fund raising strategies and statutory reporting. Peter is a Fellow of Certified Practicing Accountants and in 2010 was awarded the Australian Public Service Medal.

Information Management and Technology Committee

The Information Management and Technology Committee (IMTC) provides strategic oversight of the Department's informational management and technology functions, priorities and systems, including information security. All departmental informational management and technology initiatives must be presented to the IMTC for endorsement before their funding proposal is submitted to the BFMC or before the Executive Board considers them for approval. The IMTC comprises 12 members and is chaired by a deputy secretary.

Policy and Implementation Committee

The Policy and Implementation Committee (PIC) oversees the development, implementation and evaluation of strategically significant policy initiatives to strengthen Victoria's education services and assets. The committee draws on the expertise of all groups to bring a whole-of-lifecycle approach to policy development and execution. The PIC comprises 12 members and is chaired by a deputy secretary.

Performance and Evaluation Committee

The Performance and Evaluation Committee (PEC) provides oversight and assurance of performance monitoring, reporting and evaluation activities across the Department, monitors the implementation of these activities, and ensures that the Department applies the findings of these activities by identifying appropriate responses. The PEC comprises 11 members and is chaired by a deputy secretary.

Procurement and Probity Committee

The Procurement and Probity Committee (PPC) provides strategic oversight of procurement activities within the Department to ensure appropriate rigour has been exercised in accordance with the Department's procurement policy. In doing so, the PPC supports the Secretary's obligations in accordance with Victorian Government Purchasing Board (VGPB) policy, as set out by the Financial Management Act. The PPC considers procurement of goods and services in statutory authorities (VCAA, VRQA and Merit Protection Board). The PPC does not consider procurement related to construction or property. The PPC comprises 13 members and is chaired by a deputy secretary.

Workforce Development and Culture Committee

The Workforce Development and Culture Committee (WDCC) monitors and oversees the development, implementation and evaluation of strategies and activities to promote exceptional organisational culture and capability across all head office, regional, statutory authority activities, and the teaching workforce. The WDCC comprises 11 members and is chaired by a deputy secretary.

Statutory authorities and boards

The Department works in conjunction with the following statutory authorities and boards:

- Victorian Curriculum and Assessment Authority
- Victorian Registration and Qualifications Authority
- Victorian Institute of Teaching
- Adult, Community and Further Education Board
- AMES Australia
- TAFE institutes
- Centre for Adult Education (CAE)
- Children's Services Coordination Board
- Disciplinary Appeals Boards
- Merit Protection Boards
- Victorian Children's Council

Statutory authorities and boards make their own annual reports and produce them for financial years (1 July–30 June) or calendar years (1 January–31 December).

Financial year reports (1 July 2016–30 June 2017)

- Adult, Community and Further Education Board
- Victorian Curriculum and Assessment Authority
- Victorian Institute of Teaching
- Victorian Registration and Qualifications Authority

Calendar year reports (1 January 2017–31 December 2017)

- AMES Australia
- Centre for Adult Education
- TAFE institutes

Reports of the Children's Services Coordination Board, Disciplinary Appeals Board, Merit Protection Board and Victorian Children's Council are included as Appendix 3 of this report.

Workforce data

Public sector values and employment principles

The Department's values, and how we live them, go to the heart of the integrity of our system. The Department has taken as the Department's values, the public sector values set out in the code of conduct for Victorian Public Sector Employees. The Department's Values underpin how we interact with colleagues, learners and families, members of the community, suppliers and Government. Values-driven behaviour strengthens our capabilities and improves outcomes.

When staff act in accordance with the department's Values, our capacity to operate effectively, achieve outcomes and ensure the public has trust and confidence in our system is increased. It also builds trust between our staff and our leadership, with everyone operating from the same principles, confident that we are doing the right thing.

A suite of materials has been developed for use across the Department to ensure consistent interpretation, strong engagement and connection with the values. These materials provide information, education and guidance on what each of the seven values means in the Department's context, and how we can demonstrate them every day through our actions and decisions.

Occupational health and safety

The goal of the Department's occupational health and safety (OHS) strategy is to ensure all staff remain safe and healthy at work. An OHS management system is in place and workplaces within the Department continue to implement local action plans aimed at enhancing safety performance and ensuring safe systems of work.

During the 2016–17 financial year, the Department continued to develop and enhance a number of initiatives to improve the health and safety of staff including, the adoption of the Whole-of–Victorian-Government Mental Health and Wellbeing Charter, the Coaching for Leadership Teams program, refreshed eLearning modules, quarterly safety inspections to identify and address any workplace risks, the school performance improvement program, and the OHS audit program.

During 2016–17, the Department progressed the following priority activities:

- Continued implementing the OHS Management System (OHSMS) Performance Improvement Program where 305 schools were identified for high priority support. Of these, 110 (36 per cent) completed the audit criteria's relevant corrective actions and qualified for removal from the program.

- Provided support and advice on implementing and maintaining the OHSMS in Department schools and workplaces, including more than 6787 phone and email communications. Of 789 site visits, 559 were School Performance Improvement Program visits.

- Completed all 391 scheduled AS4801 OHS audits in schools.

- Continued implementing an online OHS Learning Management System and hosted 16 OHS training modules. At 30 June 2017, Department employees had a 70 per cent completion rate (excluding specialist modules and including refreshed program data). Since December 2013, more than 350,000 OHS and workers' compensation eLearning modules have been completed.

- Supported 179 participants to complete the Bastow institute's 'Safety Management for School Leaders' training program.

- Provided access to an online Health and Wellbeing portal for all employees, receiving 1,044 hits from 158 site visitors.

- Conducted mental health awareness workshops for Victorian Public Sector employees based in the central precinct.

- Enabled access by Department employees to 4,583 hours of sessional Employee Assistant Program (EAP) counselling, manager assist contacts, and critical incident responses.

- Enabled access by Department workplaces to 863 hours of conflict resolution services including mediation, conflict coaching and team facilitations.

- Brokered extensive OHS stakeholder consultation via forums including the statewide OHS and Workers Compensation Stakeholder Reference Group, and the School Support Services Health and Safety Committee.

- Successfully implemented the new and improved OHS Advisory service and OHS Audit program contracts for Department schools and workplaces.

- Maintained ongoing review and improvement of the Department's OHS Management System.

Incident management

Incidents reported across the Department, including injuries and other hazard-related incidents, increased from 18.25 per 100 FTE in 2015–16 to 19.25 per 100 FTE in 2016–17 (Figure 1). This equates to an additional 975 reported incidents, with 12,067 in 2016–17 compared with 11,092 in 2015–16.

Figure 1 – Number of incidents and rate per 100 FTE 2014–15 to 2016–17

	2014-15	2015-16	2016-17
Incidents	10,320	11,092	12,067
Rate per 100 FTE	17.59	18.25	19.25
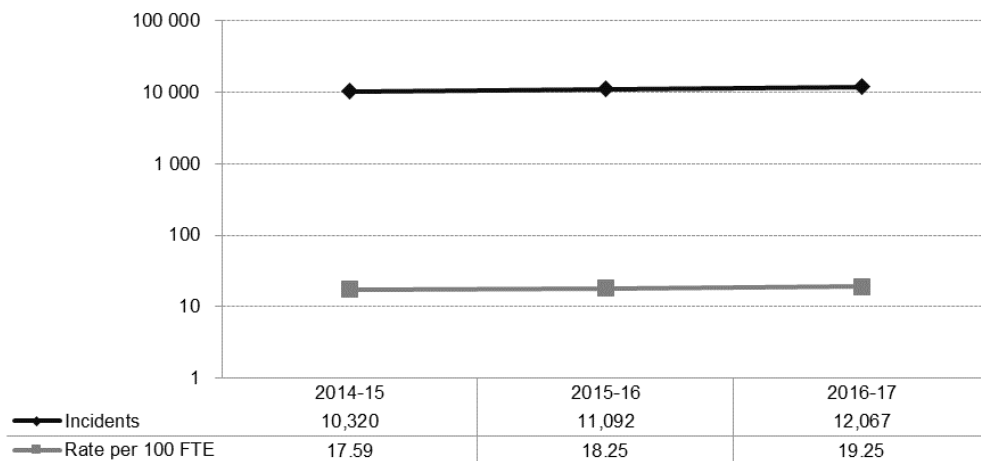
Workers' compensation

Workers' compensation initiatives delivered by the Department aimed to improve return-to-work outcomes for injured employees, reduce human and financial costs associated with workplace injuries, provide support and advisory services to workplace managers and injured workers, build the capability of the organisation to manage workers' compensation and return-to-work responsibilities effectively, and meet legislative compliance.

During the 2016–17 financial year, the Department developed a number of initiatives to improve the health and wellbeing of staff including maintaining the Medical Advisory Service, refreshed training and eLearning modules, the appointment of a new WorkSafe agent and improved collaboration with stakeholders.

The main activities during 2016–17 were:

- delivering face-to-face workers' compensation training to over 1,000 participants

- ongoing improvement of the Department's workers' compensation management through employee and stakeholder consultation and analysis of workplace data

- moving the Department's workers' compensation insurance policies from CGU Workers' Compensation Ltd to Gallagher Bassett Services Workers' Compensation Vic Pty Ltd

- ongoing review of existing workers' compensation claims and incident management systems, data and processes to identify opportunities for improvement

- ongoing review and implementation of improved reconciliation processes and procedures

- providing support and advice to Department workplaces and schools through the Workers' Compensation Advisory Service

- ongoing improvement in workers' compensation management through initiatives to promote early intervention and improve claims performance

- continued implementation of online learning workers' compensation training

- ongoing support to Department workplaces and external stakeholders in dispute resolution matters including conciliation and workers' compensation legal proceedings

- ongoing management of the Department's Medical Advisory Service provider.

There were 825 standard workers' compensation claims in 2016–17, compared with 796 in 2015–16. The increase in claim numbers is attributed to an increase in physical injuries. The rate per 100 staff remains steady at 1.32 per 100 in 2016–17 compared with 1.31 in 2015–16 (Figure 2).

Figure 2 – Number of standard claims and rate per 100 FTE 2014–15 to 2016–17

	2014-15	2015-16	2016-17
Standard claims	884	796	825
Rate per 100 FTE	1.51	1.31	1.32
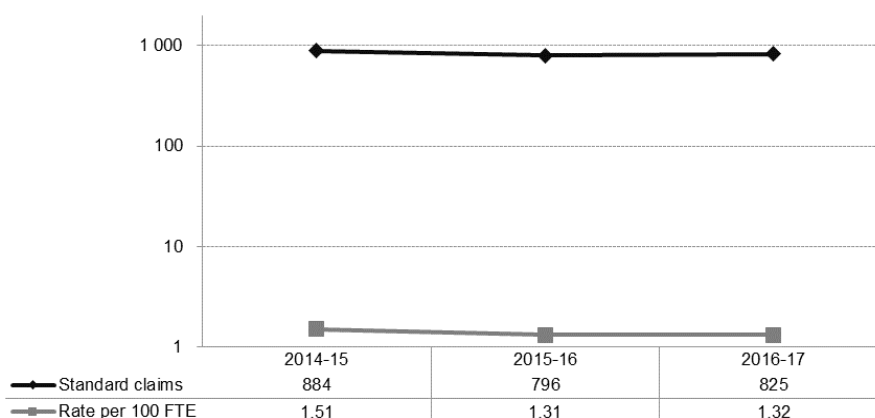
The number of claims exceeding 13 weeks increased to 183 in 2016–17 compared with 178 in 2015–16 (Figure 3).

*Figure 3 – Claims exceeding 13 weeks and rate per 100 FTE 2014–15 to 2016–17*

	2014-15	2015-16	2016-17
Claims Exceeding 13 Weeks	103	178	183
Rate per 100 FTE	0.176	0.293	0.292
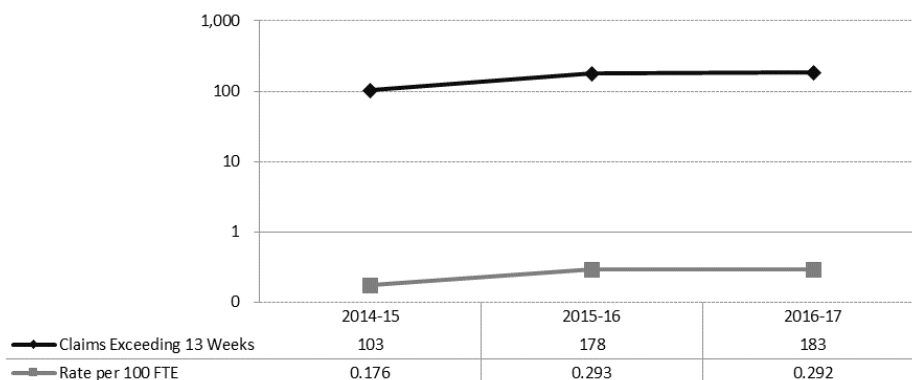
The Department's initial workers' compensation premium increased from $58.2 million (excluding GST) in 2015–16 to $62.0 million (excluding GST) in 2016–17, due to an increase in the weighted industry rate set by WorkSafe Victoria for premium calculation purposes and remuneration. The Department's workers' compensation premium rate decreased in 2016–17 (Figure 4) from 1.11 per cent in 2015–16 to 1.097 per cent in 2016–2017, which is attributed to the overall improvement in the Department's workers' performance measured over a five period.

The average cost per standard claim increased from $55,810 in 2015–16 to $63,212 in 2016–17.

Figure 4 – Premium rate 2014–15 to 2016–17

	2014-15	2015-16	2016-17
Premium Rate	1.09%	1.11%	1.09%
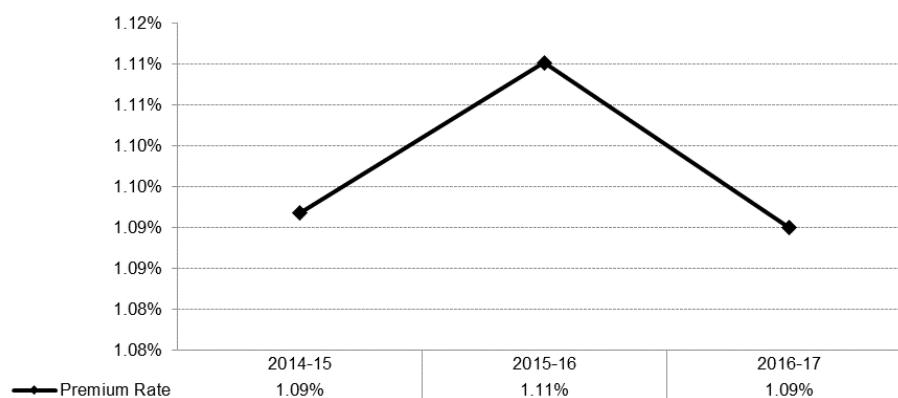
The Department's workers' compensation employer performance rate slightly increased in 2016–17 (Figure 5) from 1.036 per cent in 2015–16 to 1.043 per cent in 2016–2017, which is attributed to claims performance between the periods 1 January 13 to 30 June 2015.

Figure 5 – Employer performance 2014–15 to 2016–17

	2014-15	2015-16	2016-17
Employer performance	1.059%	1.036%	1.043%
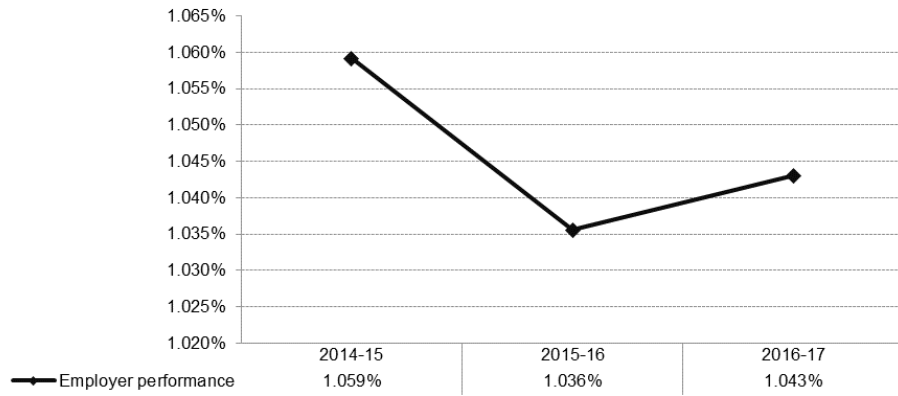
Table 15 – Performance against occupational health and safety and workers'
compensation management measure

Measure	Key performance indicator	2014–15	2015–16	2016–17
Incidents	Number of incidents	10,320	11,092	12,067
	Rate per 100 FTE	17.7	18.25	19.25
Claims	Number of standard claims	884	796	825
	Rate per 100 FTE	1.52	1.31	1.32
	Number of lost time claims	321	291	371
	Rate per 100 FTE	0.551	0.479	0.592
	Number of claims exceeding 13 weeks	103	178	183
	Rate per 100 FTE	0.200	0.300	0.292
Fatalities	Fatality claims	1	0	0
Claim costs	Average cost per standard claim ($)	40,047	55,810	63,212
Management commitment	Evidence of occupational health & safety policy statement, objectives, regular reporting to senior management & plans (signed by CEO or equivalent)	Complete	Complete	Complete
	Evidence of occupational health & safety criteria in purchasing guidelines (including goods, services & personnel)	Complete	Complete	Complete
Consultation & participation	Evidence of agreed structure of designated workgroups, health & safety representatives, & issue resolution procedures	Complete	Complete	Complete
	Compliance with agreed structure of above	Complete	Complete	Complete
Risk management	Percentage of internal audits/inspections conducted as planned	100	100	100
	Percentage of issues identified actioned arising from internal audits, health & safety representatives, provisional improvement notices & WorkSafe notices	100	100	100
Training	Percentage of managers & staff that have received OH&S training (induction, management training, & contractors, temps & visitors) (%)	66	70	70
	Percentage of HSRs trained (acceptance of role, re-training/refresher, & reporting of incidents & injuries) (%)	77	86	82

Comparative workforce data

The following tables disclose the head count and full-time staff equivalent (FTE) of all active public service employees of the Department [1,2,3]

Table 16 – Victorian Public Service staff employment levels June 2016 and 2017

Victorian Public Service	June 2017							June 2016						
	All employees		Ongoing			Fixed term and casual employees		All employees		Ongoing			Fixed term and casual employees	
	Headcount	FTE	Full-time (headcount)	Part-time (headcount)	FTE	Headcount	FTE	Headcount	FTE	Full-time (headcount)	Part-time (headcount)	FTE	Headcount	FTE
Gender														
Male	807	781.7	630	51	665.0	126	116.7	672	649.6	552	45	582.9	75	66.7
Female	2,596	2,265.2	1,351	755	1,838.1	490	427.1	2,114	1,824.0	1,175	707	1,626.7	232	197.3
Age														
Under 25	66	59.3	27	1	27.6	38	31.7	33	29.3	17	1	17.6	15	11.7
25–34	662	613.3	352	76	399.5	234	213.8	495	448.9	288	88	341.2	119	107.6
35–44	930	808.8	475	289	660.8	166	148.0	724	626.4	395	246	553.0	83	73.4
45–54	815	747.8	534	180	657.2	101	90.6	713	644.0	481	187	604.1	45	39.9
55–64	795	710.4	525	209	659.5	61	50.8	711	637.0	486	188	608.8	37	28.3
Over 64	135	107.4	68	51	98.5	16	8.9	110	88.0	60	42	84.8	8	3.2
VPSG1–6	2,444	2,288.3	1,617	360	1,866.9	467	421.3	1,973	1,844.8	1,410	306	1,620.2	257	224.6
VPSG1	1	0.9	–	–	–	1	0.9	4	2.9	1	–	1.0	3	1.9
VPSG2[4]	130	112.8	84	28	103.0	18	9.8	132	115.1	91	26	108.1	15	7.0
VPSG3	380	348.5	254	54	289.6	72	58.9	323	295.8	225	55	261.1	43	34.7
VPSG4	489	463.0	327	62	370.1	100	92.9	381	358.2	281	56	319.4	44	38.8
VPSG5	978	912.9	605	168	722.0	205	190.9	749	697.6	506	136	599.8	107	97.8
VPSG6	466	450.3	347	48	382.3	71	68.0	384	375.2	306	33	330.8	45	44.4

Demographic data (left vertical label for Gender and Age rows)

Classification data (left vertical label for VPSG rows)

| Victorian Public Service | | June 2017 | | | | | | | June 2016 | | | | | | |
| | | All employees | | Ongoing | | | Fixed term and casual employees | | All employees | | Ongoing | | | Fixed term and casual employees | |
		Headcount	FTE	Full-time (headcount)	Part-time (headcount)	FTE	Headcount	FTE	Headcount	FTE	Full-time (headcount)	Part-time (headcount)	FTE	Headcount	FTE
Classification data	Senior Employees	118	115.9	105	10	113.1	3	2.8	96	93.2	83	11	91.4	2	1.8
	STS	28	27.3	22	3	24.5	3	2.8	20	19.1	14	4	17.3	2	1.8
	Executive Officers	90	88.6	83	7	88.6	–	–	74	73.2	69	5	73.2	–	–
	SMA	–	–	–	–	–	–	–	2	0.9	–	2	0.9	–	–
	Other	841	642.8	259	436	523.0	146	119.7	717	535.7	234	435	498.0	48	37.7
	Allied Health	571	449.6	183	267	347.8	121	101.8	446	343.5	160	263	324.3	23	19.2
	Nurse	270	193.1	76	169	175.2	25	17.9	271	192.2	74	172	173.7	25	18.5
	Total employees	**3,403**	**3,046.9**	**1,981**	**806**	**2,503.1**	**616**	**543.9**	**2,786**	**2,473.7**	**1,727**	**752**	**2,209.6**	**307**	**264.1**

1 'Headcount' refers to the number of people employed where each person counts as an employee regardless of the number of hours engaged to work.

2 'Casual' means a person who is subject to clause 25, Casual Employees—loading of the VPS Agreement 2006, or similar clauses in other relevant agreements. It includes a person employed on a seasonal basis where such provision is made under an applicable industrial agreement.

3 'Age' of staff calculated as at 30 June each year.

4 The category VPSG2 includes graduate recruits.

Table 17 – Government Teaching Service staff employment levels in June 2016 and 2017

Government Teaching Service		June 2017							June 2016						
		All employees		Ongoing			Fixed term and casual employees		All employees		Ongoing			Fixed term and casual employees	
		Headcount	FTE	Full-time (Head count)	Part-time (Head count)	FTE	Headcount	FTE	Headcount	FTE	Full-time (Head count)	Part-time (Head count)	FTE	Headcount	FTE
Demographic data	**Gender**														
	Male	16,093	14,939.8	10,334	1,798	11,526.4	3,961	3,413.4	15,700	14,584.3	10,246	1,798	11,436.3	3,656	3,148.0
	Female	53,458	44,705.7	22,730	14,397	31,897.8	16,331	12,807.9	52,319	43,741.7	22,859	14,971	32,405.8	14,489	11,335.9
	Age														
	Under 25	3,038	2,785.8	482	55	520.1	2,501	2,265.7	2,987	2,733.2	524	144	622.9	2,319	2,110.3
	25–34	17,901	16,462.3	9,347	1,940	10,466.5	6,614	5,995.8	17,309	15,953.7	9,379	1,915	10,492.6	6,015	5,461.1
	35–44	15,646	12,933.8	7,261	4,059	9,739.7	4,326	3,194.0	14,965	12,333.8	7,050	4,119	9,565.8	3,796	2,768.0
	45–54	16,833	14,126.6	8,024	4,313	10,947.4	4,496	3,179.2	16,831	14,087.2	8,076	4,835	11,328.5	3,920	2,758.7
	55–64	14,235	11,923.4	7,221	4,910	10,476.8	2,104	1,446.6	14,226	11,962.8	7,439	4,903	10,687.3	1,884	1,275.5
	Over 64	1,898	1,413.6	729	918	1,273.7	251	140.0	1,701	1,255.4	637	853	1,145.0	211	110.4
Classification data	Executive Class	117	116.0	106	2	107.0	9	9.0	109	108.0	96	2	97.0	11	11.0
	Principal Class [1]	3,071	3,051.6	2,997	74	3,051.6	–	–	3,008	2,986.5	2,936	72	2,986.5	-	-
	Teacher Class [2]	45,717	41,050.7	25,055	10,038	31,319.5	10,624	9,731.2	44,709	40,239.8	25,225	9,679	31,295.0	9,805	8,944.9
	Education Support Class	20,646	15,427.2	4,906	6,081	8,946.2	9,659	6,481.1	20,193	14,991.7	4,848	7,016	9,463.6	8,329	5,528.1
	Total employees	**69,551**	**59,645.4**	**33,064**	**16,195**	**43,424.2**	**20,292**	**16,221.3**	**68,019**	**58,326.0**	**33,105**	**16,769**	**43,842.0**	**18,145**	**14,484.0**

1 Principal class includes Principals, Assistant Principals and Liaison Principals.

2 Teacher Class includes Classroom Teachers and Paraprofessionals.

Workforce inclusion

The Department is committed to supporting and developing a diverse and inclusive workforce. It adheres to the principles of access, equity and equal opportunity. The Department's policies and practices also encourage people of all backgrounds to pursue challenging and rewarding public sector careers at all levels.

In May 2017, the Department launched the DET VPS Workforce Diversity and Inclusion Strategy 2017–2020. This strategy outlines the Department's commitment to a corporate workplace culture that is grounded in respect, fosters inclusion, promotes diversity and embraces the unique skills and qualities of all our people. This commitment is supported by actions to:

- Provide guidance and support
- Raise awareness
- Build skills and capability
- Build evidence and track progress
- Ensure good governance.

The strategy supports other work being undertaken to build safe and inclusive workplaces outlined in the Investing in Our People Strategy. The Department is also working towards a new Aboriginal Inclusion Action Plan builds on existing approaches to engender a more inclusive workplace culture to improve attraction and retention of Koorie employees.

Industrial relations

Department employees, other than executive officers, are covered by industrial agreements. Industrial action is not permitted on matters within industrial agreements prior to their nominal expiry dates.

The Victorian Government Schools Agreement 2013 covers Government Teaching Service employees and has a nominal expiry date of 31 October 2016. On 23 March 2017 it was announced the Department reached in-principle agreement for a proposed Victorian Government Schools Agreement 2017, which has been submitted to the Fair Work Commission for approval.

The Victorian Public Service Agreement 2016 came into effect on 18 May 2016 and will not expire until 31 December 2019.

The Nurses (Department of Education and Training) Agreement came into effect on 28 December 2016 and will not expire until 31 December 2019.

No time was lost due to industrial action during 2016–17.

Executive officer data

The following tables disclose the executive officers of the Department and its portfolio agencies for 30 June 2017.

Table 18 — Total Number of executive officers (FTE) for the Department by gender

Class	All		Male		Female	
	Number	Variance	Number	Variance	Number	Variance
EO-1	5	+2	2	+1	3	+1
EO-2	41	+6	20.9	+3.9	20.1	+2.1
EO-3	34.6	+9.6	16	+6	18.6	+3.6
Total	**80.6**	**+17.6**	**38.9**	**+10.9**	**41.7**	**+6.7**

Table 19 —Reconciliation of executive officer numbers (Headcount) for the Department

	2017	2016
Executives (Financial statement Note 9.3)	99	96
Accountable Officer (Secretary)	1	1
Less Separations	(17)	(21)
Total executive numbers at 30 June	**83**	**76**

Table 20 —Number of executive officers for the Department's portfolio agencies

Agency	Total		Male		Female	
	Number	Variance	Number	Variance	Number	Variance
VCAA	5	-1	2	-2	3	+1
VRQA	2	-1	1	-1	1	–
Total	**7**	**-2**	**3**	**-3**	**4**	**+1**

Table 21 —Number of executive officers for the Department's portfolio agencies

Portfolio agency	2017			2016			Change		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
AMES Australia	6	3	**9**	6	5	**11**	0	-2	**-2**
Bendigo Kangan Institute	3	3	**6**	4	6	**10**	-1	-3	**-4**
Box Hill Institute	6	5	**11**	8	5	**13**	-2	0	**-2**
Chisholm Institute	7	7	**14**	6	5	**11**	1	2	**3**
Federation Training Institute	1	4	**5**	3	3	**6**	-2	1	**-1**
Gordon Institute of TAFE	5	2	**7**	3	1	**4**	2	1	**3**
Goulburn Ovens Institute of TAFE	4	3	**7**	2	3	**5**	2	0	**2**
Holmesglen Institute	11	8	**19**	10	7	**17**	1	1	**2**
Melbourne Polytechnic	9	16	**25**	12	20	**32**	-3	-4	**-7**
South West Institute of TAFE	1	3	**4**	1	3	**4**	0	0	**0**
Sunraysia Institute of TAFE	0	1	**1**	1	3	**4**	-1	-2	**-3**
VET Development Centre	0	1	**1**	0	1	**1**	0	0	**0**
Victorian Institute of Teaching	1	0	**1**	1	0	**1**	0	0	**0**
William Angliss Institute of TAFE	0	5	**5**	0	5	**5**	0	0	**0**
Wodonga Institute of TAFE	1	3	**4**	0	5	**5**	1	-2	**-1**
Total	**55**	**64**	**119**	**57**	**72**	**129**	**-2**	**-8**	**-10**

For the purpose of this table, Executive Officers are defined as employees who have significant management responsibility AND receive a total remuneration package of $156,374 or more.

All figures reflect employment levels as at 30 June 2017 unless otherwise stated.

Excluded are those on leave without pay or absent on secondment, external contractors / consultants and temporary staff employed by employment agencies.

Centre for Adult Education reported that they have no personnel meeting executive criteria.

AMES Australia (1 Female) and Box Hill Institute (2 Females and 1 Male) each have executives they will not be including in their annual report.

Pecuniary interests

Declarations of pecuniary interests have been duly completed by all relevant officers.

Shares held by senior officers

No shares are held by a senior officer as nominee, or held beneficially in a statutory authority or subsidiary.

Other disclosures

Victorian Industry Participation Policy

The Victorian Industry Participation Policy Act 2003 requires departments and public sector bodies to report on the implementation of the Victorian Industry Participation Policy (VIPP). The policy applies to procurement activities valued at $3 million or more for projects in Metropolitan Melbourne, and $1 million or more for procurement activities in regional Victoria.

During 2016–17, the Department commenced and completed contracts under the State Capital Works Program. The VIPP applied to 77 contracts totalling $481.5 million: 40 metropolitan contracts totalling $319.2 million and 37 regional contracts totalling $162.3 million.

The commitments under the VIPP policy included:

- an average level of local content of 86 per cent across the contracts

- 3,433 continuing and new full-time equivalent jobs and 493 continuing and new full-time equivalent apprenticeships or traineeships

- benefits to the Victorian economy through: development and implementation of technology in schools; professional development for staff; skills development through work on infrastructure projects; and participation in related training in occupational health and safety and trades.

Government advertising expenditure

Table 22 – Campaigns with a media spend of $100,000 or greater 2016–17 ($ excluding GST)

Campaign	Summary	Start/End	Advertising (media)	Creative & campaign development	Research & evaluation	Print & collateral	Other	Total
Never Leave Kids in Cars	To raise awareness of the dangers of leaving children unattended in cars on hot days, and the speed the temperature doubles inside a parked car. Campaign is in partnership with the Department of Health and Human Services, Ambulance Victoria and KidSafe.	Dec 2016–March 2017	169,852	15,265	0	8,134	67,030	260,281
TAFE Victoria	This campaign aims to restore pride in the TAFE network, position TAFE as a market leader and, ultimately increase enrolments.	Dec 2016–June 2017	1,498,615	695,518	104,400	15,120	25,560	2,339,213

Consultancy expenditure

Details of consultancies valued at $10,000 or greater

In 2016–17, there were 105 consultancies where the total fees payable to the consultants were $10,000 or greater. The total expenditure incurred during 2016–17 in relation to these consultancies was $11.4 million (excluding GST).

A list of consultancies $10,000 or greater is published in the *Department of Education and Training Annual Report 2016–17 Additional Information* available at www.education.vic.gov.au.

Details of consultancies valued at less than $10,000

In 2016–17, there was one consultancy where the consultant's total fees were less than $10,000. This consultancy's total 2016–17 cost was $7,500 (excluding GST).

Information and Communication Technology (ICT) expenditure

In accordance with the Victorian Public Service ICT Reporting Standard, the Department's ICT expenditure is reported in the table below.

Table 23 – ICT expenditure

	$m
Business As Usual (BAU) ICT expenditure	295.490
Non-Business as Usual (non-BAU) ICT expenditure	
Operating expenditure	11.816
Capital expenditure	27.727
Total ICT non-BAU expenditure	39.543
Total ICT expenditure	**335.033**

Disclosure of major contracts

The Department has disclosed, in accordance with the requirements of government policy and accompanying guidelines, all contracts greater than $10 million in value it entered into during the year ended 30 June 2017. Details of contracts disclosed in the Victorian Government contracts' publishing system can be viewed on the internet at www.procurement.vic.gov.au.

Contractual details have not been disclosed for those contracts for which disclosure is exempted under the *Freedom of Information Act 1982* and/or government guidelines.

Freedom of information

The Freedom of Information Act allows the public a right of access to documents held by the Department. During 2016–17, the Department received 398 applications. Of these, 211 were from individuals seeking access to their own records, 47 were requests from members of parliament, 44 from media organisations and 96 from members of the public seeking access to policy-related and other miscellaneous documents.

In most instances, the Department provided full or partial access to the requested documents, but 27 decisions went to the FOI Commissioner for review and five went on appeal to the Victorian Civil and Administrative Tribunal (VCAT).

The information required to be published pursuant to section 7 of the Freedom of Information Act is contained elsewhere in this report or at www.education.vic.gov.au/about/working/Pages/foi2.aspx.

Making a request

Access to documents is via written request to the Department's Freedom of Information Unit as detailed in section 17 of the Freedom of Information Act. In summary, a request must:

- be in writing
- identify as clearly as possible the document(s) being requested
- be accompanied by the appropriate application fee (the fee may be waived in certain circumstances).

Table 24 – Freedom of Information contacts

Agency	Postal address	Email	Telephone
Department of Education and Training	Manager, Freedom of Information Department of Education and Training GPO Box 4367 Melbourne 3001	foi@edumail.vic.gov.au	(03) 9637 2670
Victorian Curriculum and Assessment Authority	Level 1 2 Lonsdale Street Melbourne, 3000 Australia	vcaa.foi@edumail.vic.gov.au	(03) 9032 1700 1800 134 197
Victorian Registration and Qualifications Authority	Level 4 2 Lonsdale Street Melbourne 3000	vrqa@edumail.vic.gov.au	(03) 9637 2806
Merit Protection Boards	Level 4 2 Lonsdale Street Melbourne 3000	meritboards@edumail.vic.gov.au	(03) 9032 1707
Victorian Institute of Teaching	PO Box 531 Collins Street West Victoria 8007	vit@vit.vic.edu.au	1300 888 067
Disciplinary Appeals Boards	Level 4 2 Lonsdale Street Melbourne 3000	meritboards@edumail.vic.gov.au	(03) 9032 1701

Requests can also be lodged online at www.foi.vic.gov.au.

Access charges may apply once documents have been processed and a decision is made on access; for example, for photocopying, and search and retrieval charges.

Further information regarding freedom of information can be found at www.foi.vic.gov.au.

Compliance with DataVic Access Policy

Consistent with the DataVic Access Policy issued by the Victorian Government in 2012, the information listed below and included in this Annual Report will be available at www.data.vic.gov.au in electronic readable format:

- Progress towards achieving departmental objectives
- Performance against output performance measures
- Five-year financial summary
- Performance management of occupational health and safety and workers compensation management measures

- Comparative workforce data
- Executive officers data
- Government advertising expenditure
- Financial statements (key financial information)
- Appendix 2 Budget portfolio outcomes.

Compliance with the *Building Act 1993*

Mechanisms to ensure that buildings conform to the building standards

The Department complies with the *Building Act 1993* and other statutory obligations with respect to construction and modernisation of educational facilities. The school modernisation program and building compliance program progressively ensure that existing buildings comply with relevant legislative requirements.

Major works projects (greater than $50,000)

For details of all such projects, see 2016–17 Budget Paper No. 4: State Capital Program.

During 2016–17, major works (greater than $50,000) not subject to certification of plans, mandatory inspections of the works, and issue of occupancy permits or certificates of final inspection, were undertaken at the following schools:

Bellbrae Primary School	Lindenow Primary School
Ceres Primary School	Manifold Heights Primary School
Dandenong North Primary School	Mansfield Primary School
Dimboola Primary School	Melton Secondary College
Drouin Secondary College	Melton South Primary School
Drouin South Primary School	Mooroopna Park Primary School
Epping Primary School	Mount Waverley Secondary College
Epping Secondary College	Newcomb Secondary College
Gisborne Secondary College	Noble Park Primary School
Glen Waverley Secondary College	Noorat Primary School
Glenferrie Primary School	Park Orchards Primary School
Grovedale College	Romsey Primary School
Heatherhill Primary School	Sunbury Heights Primary School
Horsham West and Haven Primary School	Sunshine Heights Primary School
Katandra West Primary School	Thomastown Secondary College
Laharum Primary School	Torquay P-6 College
Lalor East Primary School	Traralgon (Liddiard Road) Primary School
Lara Primary School	Warracknabeal Primary School
Leongatha Primary School	Wonthaggi Primary School
Leopold Primary School	

Mechanisms for inspection, reporting, scheduling and carrying out of rectification and maintenance works on existing buildings

The Department engages the program managers of compliance programs to carry out inspections, reporting, scheduling, and rectification works designed to bring existing buildings into compliance with current building regulations. Compliance programs cover areas such as asbestos removal, fire service upgrades, integration (disability access), environmental (such as the removal of underground petroleum storage systems), and works aimed at preventing falls. The Department also operates an emergency maintenance program to respond to any unforeseen issues that pose an immediate and serious health and safety risk.

National Competition Policy

Under the National Competition Policy, the guiding principle is that legislation, including future legislative proposals, should not restrict competition unless it can be demonstrated that the:

- benefits of the restriction to the community as a whole outweigh the costs

- objectives of the legislation can only be achieved by restricting competition.

Competitive neutrality requires government businesses to ensure, where services compete or potentially compete with the private sector, that any advantage arising solely from their government ownership be removed if it is not in the public interest. Government businesses are required to cost and price these services as if they were privately owned and are therefore required to be fully cost-reflective. The National Competition Policy provides government businesses with a tool to enhance decisions on resource allocation. It does not override other policy objectives and focuses on efficient service provision.

The Department continues to comply with the National Competition Policy. All new legislation and regulations enacted within the portfolio during 2016–17 were subject to a regulatory burden assessment, which included consideration of the principles contained in the National Competition Policy.

Compliance with Protected Disclosure Act 2012 (formerly Whistleblowers Protection Act 2001)

The *Protected Disclosure Act 2012* encourages and helps people disclose improper conduct by public officers and public bodies. It provides protection to people who make disclosures and establishes a system for the matters disclosed to be investigated and rectifying action to be taken.

The Department does not tolerate improper conduct by employees, nor reprisals taken against those who disclose such conduct. It is committed to ensuring transparency and accountability in administrative and management practices, and supports the making of disclosures that reveal corrupt conduct, conduct involving a substantial mismanagement of public resources, or conduct involving a substantial risk to public health and safety or the environment.

The Department takes all reasonable steps to protect people from any detrimental action in reprisal for making such disclosures.

Making a disclosure

Disclosures of improper conduct or detrimental action by the Department or any of its employees may be made to:

Mr Jonathan Kaplan
Protected Disclosure Coordinator
Executive Director, Integrity and Assurance Division
Department of Education and Training

Street address:

2 Treasury Place
East Melbourne Victoria 3002

Document Exchange address:

DX 210083
Postal address:
GPO Box 4367
Melbourne VIC 3001

Telephone: 03 9651 3650
Email: kaplan.jonathan.e@edumail.vic.gov.au

or one of the following officers of the Department:

- a manager or supervisor of a person from the Department who chooses to make a disclosure

- a manager or supervisor of a person from the Department about whom a disclosure has been made

- the Secretary of the Department.

or:

The Independent Broad-based Anti-corruption Commission (IBAC)

Street address:
Level 1, North Tower
459 Collins Street
Melbourne Vic 3000

Postal address:
GPO Box 24234
Melbourne Victoria 3001
Telephone: 1300 735 135
Internet: www.ibac.vic.gov.au

Further information

The Department has published guidelines regarding the procedures it has instituted to comply with the Protected Disclosures Act:
www.education.vic.gov.au/about/contact/Pages/protecteddisclosure.aspx

Table 25 – Disclosures under the Protected Disclosure Act 2012

Disclosures under the *Protected Disclosure Act 2012*	2016—17	2015–16	2014–15
The number of disclosures made by an individual to the Department and notified to the Independent Broad-based Anti-corruption Commission—assessable disclosures	6	3	9
Matters referred by IBAC pursuant to section 73 of the *Independent Broad-based Anti-corruption Commission Act 2011*	8	37	3
Total number of disclosures	**14**	**40**	**12**

Compliance with Disabilities Act 2006

The Department of Education and Training has a disability action plan in place, setting out the Department's commitments and actions within the Victorian State Disability Action plan 2013–16.

The Department participated in the development of Absolutely Everyone: State Disability Plan 2017–20, and is developing a new departmental disability action plan to align with the new State plan.

Compliance with Carers Recognition Act 2012

The Department is committed to ensuring that the rights and interests articulated in the Carers Recognition Act are considered in the delivery of its services to clients who are in a care relationship and has taken all practical measures to comply with its obligations under the Act.

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Office-based environmental impacts

The Department's Environmental Management System (EMS) provides a structured approach to planning and implementing environment protection measures in the Department's office-based activities. In line with government directives, the Department reports on energy, paper and water consumption, waste generation, transportation, greenhouse gas emissions, and sustainable procurement for all non-school office sites with at least 10 FTEs.

The EMS objectives include:

- reducing the amount of waste and maximising re-use and recycling
- separating office waste into reusable, recyclable, compostable and landfill
- minimising energy, paper and water consumption
- reducing passenger vehicle fleet emissions
- ensuring new office accommodation incorporates environmental sustainability principles
- adopting an environmental management system based on ISO14001
- communicating environmental performance through regular reporting
- encouraging staff to reduce their environmental impacts.

Unless otherwise stated, all consumption data is for 1 April 2016–31 March 2017.

Energy

The data presented below was collected through energy retailer billing information and represents 97 per cent of sites and 99 per cent of FTE staff.

Target

Reduce energy consumption per square metre by 15 per cent of 2013–14 levels by 31 March 2024, averaging an incremental reduction of 1.5 per cent each year for 10 years.

Table 26 – Energy consumption

Indicator	2016–17				2015–16			
	Electricity	Natural gas	Green power	Total	Electricity	Natural gas	Green power	Total
Total energy usage segmented by primary source (MJ)	21,900,076	7,817,788	0	29,717,864	20,910,815	6,858,907	0	27,769,722
Greenhouse gas emissions associated with energy use, segmented by primary source and offsets (t CO_2 e)	7,239	433	–	7,672	7,319	380	–	7,699
Units of energy (electricity plus natural gas) used per FTE (MJ/FTE)	8,114	2,897		11,011	9,656	3,167	–	12,823
Percentage of electricity purchased as green power	–	–		0	–	–	–	0
Units of energy (electricity plus natural gas) used per unit of office area (MJ/m^2)	522	187		709	554	182	–	736

Assessment against target

Electricity and gas consumption has increased since 2015–16, five per cent and 14 per cent respectively, translating to a seven per cent increase in total energy use. However, the reduction in energy used per square metre in 2016–17 was a four per cent drop from last year. It also represents an overall downward trend, where energy use per FTE is six per cent lower than 2013–14, and is on track to meeting the Department's targets. The Department will continue to contribute to this downward trend through ongoing diligence in managing its energy consumption.

Explanatory notes

All central and some regional offices share energy meters with other non-Departmental buildings. The data presented is based on a percentage of the net leased area held by the Department's buildings.

Waste

The Department continues to address waste generation through a variety of re-use and recycling methods. The data below is based on collections at four central offices, which comprise 48 per cent of the total reportable net leased area and 49 per cent of all reportable FTE. The landfill, co-mingled recycling and compost figures below represent point-in-time data extrapolated through sample waste audits.

Table 27 – Waste generation

| Indicator | 2016–17 | | | | | | 2015–16 | | | | | |
	Landfill	Co-mingled recycling	Compost	Shredded paper	Other	Total	Landfill	Co-mingled recycling	Compost	Shredded paper	Other	Total
Total units of waste disposed of by destination (kg/yr)	24,489	9,755	11,905	67,565	1,178	114,894	24,343	8,734	13,440	35,144 (12,103)	1,435	83,095
Units of waste disposed of per FTE by destination (kg/FTE)	18	7	9	51	1	86	20	7	11	29 (10)	1	69
Recycling rate (% of total waste)	–	8	10	59	1	79	–	11	16	42	2	71 (59)
Greenhouse gas emissions associated with waste disposal (t CO_2 e)	34	–	–	–	–	34	29	–	–	–	–	29

Note: Figures in parentheses were published in the 2015–16 Annual Report, and were based on incomplete data that has subsequently been updated.

'Other' includes collection of toner cartridges, steel, reusable plastics and batteries.

Target

Increase recycling rate to a minimum of 85 per cent by 31 March 2017.

Assessment against target

The recycling rate increased from 71 per cent in 2015–16 to 79 per cent of total waste, not quite reaching the 31 March 2017 target.

Explanatory notes

All types of waste generation either decreased in per capita terms or remained neutral from 2015–16 levels, except for an increase in shredded paper. Decreases included landfill and compost, which are the second and third biggest sources of waste. The overall increase in waste generation is driven by an increase in shredded paper.

The increase in shredded paper is in part due to several internal restructures and office relocations, resulting in disposals of large volumes of documents and publications that had accumulated over time. With the structure settled, the impact of these changes are expected to be one-off.

Paper

The data presented below was collected through stationery suppliers and represents 100 per cent of sites and 100 per cent of FTE staff.

Table 28 – Paper purchasing and usage

Indicator	2016–17	2015–16
Total units of copy paper used (reams)	35,175	33,185
Units of copy paper used per FTE (reams/FTE)	13	15
Percentage of 75–100% recycled content copy paper purchased (%)	67	74
Percentage of 50–74% recycled content copy paper purchased (%)	0	5
Percentage of 0–49% recycled content copy paper purchased (%)	33	21
Total units of A4-equivalent paper used in publications (reams)	48,872	30,012

Target

Reduce copy paper consumption to 12 A4 reams per FTE by 31 March 2017.

Increase the amount of copy paper purchased with 75–100 per cent recycled content to a minimum of 75 per cent by 31 March 2017.

Assessment against target

Paper consumption in 2016–17 saw a 6 per cent increase on 2015–16 levels, the highest it has been since 2012–13. However, the consumption increase is less than the past year's staff growth, evidenced by a fall in copy paper used per FTE. It was down to 13 reams per FTE equalling the lowest result recorded in 2012–13.

The proportion of paper with the highest recycled content fell by seven percentage points, down from 74 per cent in 2015–16 to 67 per cent. There was a corresponding increase in copy paper with lower amounts of recycled content.

An increase in printed publications resulted in a 63 per cent rise in the total units of A4 equivalent paper used since 2015–16.

Water

The data in the table below is based on water meter readings at 80 per cent of office sites covering 88 per cent of FTEs.

Table 29 – Water consumption

Indicator	2016–17	2015–16
Total units of metered water consumed by usage types (kL)	18,556	18,013
Units of metered water consumed in offices per FTE (kL/FTE)	7.74	9.69
Units of metered water consumed in offices per unit of office area (kL/m2)	0.53	0.55

Target

Reduce water consumed per FTE by 15 per cent of 2013–14 levels by 31 March 2024, averaging an incremental 1.5 per cent reduction each year for 10 years.

Assessment against target

Compared to the target's 2013–14 baseline year, the Department has achieved a more than 25 per cent decrease in water consumption per FTE. Over the period, total water consumption increased slightly, but total FTEs grew significantly, resulting in a lower water consumption per FTE.

Explanatory notes

All central and some regional offices share a water meter with other non-Departmental buildings. The data presented is therefore based on a percentage of the buildings' net leased area held by the Department. Water consumption data for some regional offices is unavailable due to the offices being shared facilities.

Transport

The Department-owned operational fleet comprises 272 vehicles. Of these, 34 per cent are hybrid electric vehicles, one per cent are LPG-fuelled, 63 per cent are petrol-fuelled, and two per cent are diesel-fuelled.

The data in table 30 measures the kilometres, energy consumption and associated emissions for work-related travel by corporate employees, segmented by transport type, excluding public transport. This excludes executive vehicles.

Table 30 – Energy consumption of operational vehicles

Operational vehicles	2016–17				2015–16			
	Hybrid	LPG	Petrol	Diesel	Hybrid	LPG	Petrol	Diesel
Total energy consumption by vehicles (MJ)	2,447,989	251,198	8,146,226	460,986	3,659,494	609,523	5,702,249	963,027
Total vehicle travel associated with entity operations (km)	1,376,512	80,490	2,994,667	155,821	2,051,734	195,262	2,053,244	357,327
Total greenhouse gas emissions from vehicle fleet (t CO_2 e)	174	16	580	34	261	39	406	71
Greenhouse gas emissions from vehicle fleet per 1,000 km travelled (t CO_2 e)	0.13	0.20	0.19	0.22	0.13	0.20	0.20	0.20

Table 31 – Air travel (Department)

Air travel	2016–17			2015–16		
	Short <500 km	Medium 500–3,700 km	Long >3,700 km	Short <500 km	Medium 500–3,700 km	Long >3,700 km
Total distance travelled by aeroplane (km)	196,762	466,434	645,417	156,412	495,194	483,802

Table 32 – Sustainable community of staff

Sustainable commuting	2016–17		2015–16	
	Central	Regional	Central	Regional
Percentage of employees regularly (>75 per cent of attendance days) using public transport, cycling, walking or car-pooling to and from work or working from home, by workplace locality.	95	80	93	0

Target

Reduce by five per cent of 2015–16 levels the total kilometres travelled by operational vehicles by 31 March 2017.

Assessment against target

Total kilometres travelled by the operational vehicle fleet fell by one per cent from 2015–16, not quite reaching the five per cent reduction target. In addition, the use of petrol-fuelled vehicles increased, while there was less use of more fuel-efficient vehicles such as hybrids. This led to a corresponding rise in the energy consumed and a commensurate net emissions increase of four per cent from 2015–16 levels.

Explanatory notes

Sustainable commuting figures are obtained via staff survey and can be affected by response rates.

Greenhouse gas emissions

The emissions disclosed in the section below are taken from the previous sections and brought together here to show the Department's greenhouse footprint.

Table 33 – Department emissions

Indicator	2016–17	2015–16
Total greenhouse gas emissions from energy use (t CO_2 e)	7,673	7,699
Total greenhouse gas emissions from waste production (t CO_2 e)	34	29
Total greenhouse gas emissions from paper purchases (t CO_2 e)	115	115
Total greenhouse gas emissions from water consumption (t CO_2 e)	25	25
Total greenhouse gas emissions from vehicle fleet (t CO_2 e)	805	777
Total greenhouse gas emissions from air travel (t CO_2 e)	284	251
Grand total greenhouse gas emissions created by the Department	**8,936**	**8,896**

Target

Reduce by 15 per cent of 2013–14 levels the Department's office-based greenhouse gas emissions by 31 March 2024, averaging an incremental reduction of 1.5 per cent each year for 10 years.

Assessment against target

Total greenhouse gas emissions saw negligible change from 2015–16, increasing by less than half a percent. Nonetheless, there has been a steady downward trend over the past four years, with this year's results being 5.5 per cent lower than the 2013–14 baseline, exceeding the 2016–17 incremental reduction target.

Procurement

The Department continues to promote the purchase of environmental friendly products, specifically stationery/office products. This is achieved by incorporating more environmentally friendly items listed as 'preferred product options'. Before purchasing new stationery items, business units are also encouraged to visit the Department's 'Swap Shop'—a stationery re-use system.

The Department continues to work with print management provider Finsbury Green to ensure sustainability is a consideration in all externally printed publications, for example, by using vegetable dyes and minimal packaging.

The Procurement Division encourages Procurement Evaluation Panels to add environmental commitments into the Invitation to Supply (ITS) template. This ITS template is available on request to all business units.

Infrastructure project tenders are evaluated against the criteria of their 'ability to satisfy environmental sustainability requirements'.

Details of changes in prices, fees, charges, rates and levies

Details of current prices, fees, charges, rates and levies charged by the Department are outlined at www.education.vic.gov.au/about/working/Pages/fees.aspx. In compliance with the requirements of the Standing Directions of the Minister for Finance, changes in these are available on request, subject to the provisions of the Freedom of Information Act.

Additional information available on request

Financial Reporting Direction (FRD) 22H requires the Accountable Officer to retain and make available specified information. This material may be made available to ministers, members of parliament and the public on request, subject to the provisions of the Freedom of Information Act.

The Department has made this information available (or provided details of how the material may be sourced) in the Department's Annual Report 2016–17 or the Department's Annual Report 2016–17 Additional Information Report.

Requirements covered in this annual report include:

- a statement that declarations of pecuniary interests have been duly completed by all relevant officers
- details of shares held by a senior officer as nominee or held beneficially in a statutory authority or subsidiary
- details of publications produced by the entity about itself and how these can be obtained
- details of assessments and measures undertaken to improve the occupational health and safety of employees
- a general statement on industrial relations within the entity and details of time lost through industrial accidents and disputes
- details of changes in prices, fees, charges, rates and levies charged by the entity.

The requirements listed below are included in the Department's Annual Report 2016–17 Additional Information Report available from the Department's website at www.education.vic.gov.au and include:

- details of any major external reviews carried out on the entity
- details of major research and development activities undertaken by the entity
- details of overseas visits undertaken including a summary of the objectives and outcomes of each visit
- details of major promotional, public relations and marketing activities undertaken by the entity to develop community awareness of the entity and its services
- a list of major committees sponsored by the entity, the purposes of each committee and the extent to which the purposes have been achieved
- details of all consultancies and contractors including:
  - o consultants/contractors engaged
  - o services provided
  - o expenditure committed to for each engagement.

Attestation for compliance with Ministerial Standing Direction 3.7.1

I, Gill Callister, certify that the Department of Education and Training has complied with Ministerial Standing Direciton 3.7.1—Risk Management Framework and Processes, except with reference to the insurance

requirement of fully maintaining a current register of all indemnities. The Department has alternatively provided a list of significant indemnities to the Victorian Managed Insurance Authority and accounts for these as contingent liabilities.

With effect from 1 July 2017, the Department has established an indemnity register as required by Standing Direction 3.7.1 and will provide details of indemnities recorded, as and when requested by the Victorian Managed Insurance Authority.

The Department of Education and Training's Audit and Risk Committee has verified this.

Gill Callister

Secretary

31 August 2017

Details of publications about the Department

Table 34 – Publications published by the Department about itself during 2016–17

Publication	Date produced	How to obtain a copy
The Department's 2016–2020 Strategic Plan	January 2017	www.education.vic.gov.au/about/department/Pages/stratplan.aspx
The Department's Annual Report 2015–16	October 2016	www.education.vic.gov.au/about/department/Pages/annualreports.aspx

About this report

In accordance with Ministerial Reporting Direction FRD10A, the Department is required to include a disclosure index in its annual report that:

- lists relevant clauses of Victorian legislation with statutory disclosure requirements that the Department has to comply with

- provides a short description of the relevant requirements

- provides a page reference for the annual report where the disclosure for each requirement is made.

Material not required under relevant legislation and pronouncements is not included in this report. A disclosure index that identifies the Department's compliance with statutory requirements is provided in Appendix 1.