



2001-02

ANNUAL REPORT

Department of Education & Training

Knowledge&Skills
Building a Future



14 October 2002

The Hon. Lynne Kosky, MP
Minister for Education and Training

The Hon. Monica Gould, MLC
Minister for Education Services and Youth Affairs

Dear Ministers

I have pleasure in submitting the annual report of the Department of Education & Training for the year 2001–02 in accordance with the *Education Act 1958* and the *Financial Management Act 1994*.

Yours sincerely



Stuart Hamilton AO
Secretary

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About this report

This report sets out the Department's key activities and achievements from 1 July 2001 to 30 June 2002 against the goals and priorities outlined in the 2000–03 corporate plan and 2001–02 business plan.

The report of operations is organised around the services provided to external clients:

- school education (pages 18–51)
- training and tertiary education (pages 52–74)
- youth (pages 75–9)
- policy, strategy and information services (pages 80–96).

There is also information on departmental services (pages 97–108) and other agencies (pages 109–12).

The theme for this report is 'access, innovation and excellence'.

The financial report (pages 113–42) provides information on the financial position and performance of the Department in 2001–02.

Ten appendixes (pages 143–69) provide supplementary financial and non-financial information.

The report is a public document tabled in the Victorian Parliament in October 2001. It is available on the Department's website <www.det.vic.gov.au>.

2001–02 OVERVIEW

Valuing and investing in lifelong education

The Bracks Government believes that education is the key to our children's future and Victoria's prosperity. Education opens the doors to high-quality jobs, to a full and creative life and a sense of common citizenship.

Growing Victoria Together – Innovative State. Caring Communities.

Vision

All members of the Victorian community are active and enthusiastic learners throughout their lives, and the education and training system is characterised by excellence and innovation at every stage of learning.

Principles

The Department's vision can be best realised by:

- **excellence and equity** – all providers striving to provide world-class education and training within an equitable statewide framework
- **valuing stakeholder involvement** – working closely with external groups and stakeholders, particularly those concerned with advancing youth participation in education, training and the labour market
- **encouraging partnerships** – liaising with the community and private corporate sector to ensure key policy objectives of the Government are understood and, where appropriate, lead to joint initiatives
- **teamwork and professionalism** – establishing working relationships within the Department to maximise cooperation, mutual trust and professional commitment, and to foster integrity, honesty and ethical behaviour
- **diversity and innovation** – valuing diversity in the workplace and adopting innovative and integrated processes across the Department to assist service delivery
- **cooperation** – working closely with central agencies and other departments to ensure whole-of-government approaches to achieve key social and economic objectives benefiting all Victorians.



2001–02

Secretary's report



There have been significant changes to the Department and in education and training over the last year. As a result of machinery-of-government changes in February 2002, the Department was renamed the Department of Education & Training (DE&T). Responsibility for the employment function transferred to the Department of Innovation, Industry and Regional Development on 5 March 2002.

Achieving the Government's goals and targets

The Government's goals and targets for education and training appear on page 5.

The Department has developed a strategic framework for achieving the goals and targets as the basis for policy and planning across the education and training system. The framework provides the foundation for the Government's overall strategic directions to develop and reform the education and training system so that Victoria becomes a learning community and the knowledge centre of Australia. It builds on two major Government statements – the Premier's goals and targets for education and training announced in October 2000, and the Government's broad vision for the State, *Growing Victoria Together*, released in November 2001.

Progress towards literacy and numeracy targets in primary education is strong with 93 per cent of Year 3 and 5 students achieving the national literacy and numeracy benchmarks – in all cases above the national average.

In 2001, the percentage of young people (aged 19) in Victoria who successfully completed Year 12 or a vocational certificate at Australian Qualifications Framework level 2 or above was 73 per cent, an improvement from 71.6 per cent in 2000. Participation in education and training by young people aged 15–19 in rural and regional Victoria is around 90 per cent.

School education

Major achievements in school education during 2001–02 included the following.

The Early Numeracy Research project (1999–2001) was completed. The final report showed that students in trial schools significantly outperformed students in reference schools in all areas of mathematics at each year level. It provided further evidence that the Government's commitment to curriculum reform and resourcing in the early years of schooling is having a significant impact on outcomes for students.

Premier Steve Bracks chose Aspendale Gardens Primary School to launch the Government's *Growing Victoria Together* statement, in which valuing and investing in lifelong learning is identified as a key issue for Victoria over the next ten years



The Restart initiative was introduced in 2002 in 100 targeted secondary schools to improve the achievement of Year 7 students identified as being at risk in literacy.

Schools, parents and the community were invited to participate in a review of services and support for students with special educational needs. The results of the review will be used to develop an improved model for program delivery and support for students with disabilities to better match resources to educational needs.

The Victorian Schools Innovation Commission, chaired by the Hon. Dr Barry Jones, was established to provide advice on fostering innovation in schools and to help them keep pace with constant changes in technology and new ways of learning.

The Victorian Institute of Teaching came into being in June 2002 and has responsibility for the registration and professional standing of teachers across all school sectors.

Training and tertiary education

During 2001–02, the Department undertook a process of policy and program review that led to the Ministerial Statement on Knowledge & Skills for the Innovation Economy, made by the Minister for Education and Training in June 2002. The statement outlines how vocational education and training (VET) in Victoria will transform itself to meet the challenges

of the innovation economy. There are three key strategies to achieve this:

- increase the value to Victorian business and the community of the \$1.3 billion invested in Training and Further Education (TAFE) institutes
- increase the investment from the private sector in vocational education and training
- increase the participation of businesses and individuals in nationally recognised training undertaken in vocational education and training.

The reform of the VET sector will strengthen its already significant role in meeting the Government's goals and targets for education and training.


On 4 December 2001, the then Minister for Post Compulsory Education, Training and Employment announced the review of university governance to examine the accountability of Victoria's public universities. The review reported to the Minister in April 2002. The full text of the report and recommendations made were released for public discussion and included on the Department's website.

Apprenticeship and traineeship places were boosted further. In 2001, the total number in training exceeded 100,000 for the first time in Victoria. Funding continued for nine Learning Towns, and adult and community education programs were delivered through more than 450 neighbourhood houses and adult community learning centres.

Cross-sectoral achievements

The Victorian Certificate of Applied Learning (VCAL), the first new qualification to be developed by the Victorian Qualifications Authority (VQA), was launched in February 2002. This qualification provides flexible and challenging options for students who do not find that the Victorian Certificate of Education (VCE) meets their needs. It is being trialed in a number of selected schools and TAFE institutes in 2002. All parts of the Department and the associated authorities were involved in its development.

Further progress was made in establishing Local Learning and Employment Networks (LLEN), which aim to broaden education and training opportunities for young people. A total of 31 LLENs – local partnerships of schools, TAFE institutes, adult community education (ACE) and other training providers, local employers, industry associations, and welfare and government agencies – are now in place, giving full coverage across the State.



The Minister for Education and Training, the Hon. Lynne Kosky, officially launches the VCAL

Young people

The Office for Youth managed a number of programs and services for young people aged between 12 and 25 years. These included the Victorian Youth Development Program (VYDP), the Government Youth website, participation in National Youth Week in 2002, and the FReeZA program, future funding for which was secured in the May 2002 State Budget. Responsibility for the Youth Services Program transferred to the Department at the end of the reporting period from the Department of Human Services.

The Office also consulted extensively with key stakeholder groups and developed a comprehensive whole-of-government framework for youth policy and program development, to be released later in 2002.

Responsibility for the Youth Affairs portfolio transferred to the Hon. Monica Gould, MLC, Minister for Education Services and Youth Affairs, in February 2002.

Senior staff changes

After nearly four years as Director, Office of Employment, Training and Tertiary Education, Meredith Sussex left the Department in December 2001 to become Executive Director, Commonwealth Games, in the new Department of Tourism, Sport and the Commonwealth Games. I thank Meredith for her significant achievements in and leadership of the training and tertiary education sector. Kim Bannikoff moved from the role of Director, Office of Portfolio Integration, to take up Ms Sussex's former position. Jenny Samms, Acting Deputy Secretary, Strategic, Economic and Social Policy, Department of Premier and Cabinet, made a welcome return to the Department in January 2002 to become Director, Office of Portfolio Integration.

Access, innovation and excellence

The achievements of the Department would not have been possible without the support of staff in schools, regions and the central office to whom I extend my appreciation and thanks. I look forward to continuing to work with all staff, stakeholders and interest groups to realise the Government's theme for education and training – access, innovation and excellence – and so achieve the Government's goals and targets for the Department.

Outlook

In 2002–03, the Department will build on the achievements and substantial investment in education and training in previous years. The Department is committed to supporting the Government in continuing reform of the entire education and training system, and to tackling the underlying issues in a comprehensive and coordinated way.



Stuart Hamilton AO
Secretary



Goals

- To improve the standards of literacy and numeracy in primary schooling.
- To increase the percentage of young people who successfully complete Year 12 or equivalent.
- To have more adults take up education and training and so increase the overall level of educational attainment and literacy levels in Victoria.
- To increase the level of participation and achievement in education and training in rural and regional Victoria and among groups where it is presently low.
- To make near-universal participation in post-school education and training the norm in our society – not just for the young, but for all Victorians.

Targets

In October 2000, the Premier set three challenging performance targets for education and training. Performance against the targets is shown in the following table.

Premier's target	Measure	Actual 2000 (%)	Actual 2001 (%)	Comment
By 2005, Victoria will be at or above national benchmark levels for reading, writing and numeracy as they apply to primary students.	Percentage achieving national benchmark in Year 3 literacy	93.0*	Not available	Progress towards achieving the literacy and numeracy target in primary education is strong. Victorian students are above the national average for Year 3 and Year 5 reading, and are the best of all the States and Territories for Year 3 and Year 5 numeracy.
	Percentage achieving national benchmark in Year 3 numeracy	96.5*	Not available	
	Percentage achieving national benchmark in Year 5 literacy	92.1*	Not available	
	Percentage achieving national benchmark in Year 5 numeracy	94.3*	Not available	
By 2010, 90 per cent of young people in Victoria will successfully complete Year 12 or equivalent.	Percentage of 19-year-olds in Victoria who have completed Year 12 or equivalent	71.6	73.0	Progress is being made on the percentage of young people completing Year 12 or equivalent but there is still significant work to be done.
	Percentage of 18–24-year-olds in Victoria who have completed Year 12 or equivalent	78.6*	80.4*	
By 2005, the percentage of young people aged 15–19 in rural and regional Victoria engaged in education and training will rise by 6 per cent.	Percentage of 15–19-year-olds participating in education and training in rural and regional Victoria	90.0	90.3	Participation in education and training by 15–19-year-olds in rural and regional Victoria is about 90 per cent. This is higher than expected because of the strong participation of young people in rural and regional areas in TAFE and ACE courses. However, a lower percentage of young people in rural and regional areas (68.7 per cent) complete Year 12 or equivalent than in metropolitan areas (75.2 per cent).
	Percentage of 19-year-olds in rural and regional Victoria who have completed Year 12 or equivalent	68.1	68.7	

*Actual data for 2000 and 2001 may contain error margins up to 1.9 per cent.



Objectives

To achieve the Government's goals and targets, the Department's objectives are to:

- improve the standards of literacy and numeracy in primary schooling
- increase the percentage of young people who successfully complete Year 12 or its equivalent
- have more adults take up education and training and so increase the overall level of educational attainment and literacy levels in Victoria
- increase the level of participation and achievement in education and training in rural and regional Victoria and among groups where it is presently low
- make near-universal participation in post-school education and training the norm in our society
- develop and lead whole-of-government initiatives to improve the outcomes of all young Victorians.

About the Department

The Department of Education & Training, formerly the Department of Education, Employment and Training, was established on 5 March 2002. The Department relinquished responsibility for employment services on 5 March 2002. They are now the responsibility of the Department of Innovation, Industry and Regional Development.

Responsibilities

The Department provides education and training services to Victorians of all ages through:

- schools
- TAFE institutes and other registered training organisations
- apprenticeship field officer support
- adult community education (ACE) providers
- targeted youth programs.

The Department is responsible for:

- providing and ensuring access to high-quality primary and secondary education for all Victorian children, including support for non-government schools
- delivering education, training and apprenticeship programs that strengthen the knowledge and skills of all Victorians
- ensuring that Government policies and service delivery reflect and meet the needs of all young Victorians
- helping to develop a sense of community through active citizenship and providing infrastructure and support mechanisms to assist in building a fairer and more harmonious Victorian society
- ensuring that Victoria's skill base meets the needs of industry and promotes Victoria's social and economic prosperity.

In addition, the Department provides support and advisory services to the Minister for Education and Training and the Minister for Education Services and Youth Affairs. It is also responsible for the effective management and administration of their respective portfolios.



Services

The Department provides services in the following areas.

School education

- Primary education (Years Preparatory (P)–6)
- Junior secondary education (Years 7–10)
- Senior secondary education (Years 11–12)
- Non-government school education
- Student welfare and support
- Students with disabilities
- Education Maintenance Allowance (EMA)
- Student transport

Training and tertiary education

- TAFE places
- ACE places and community support
- Employment services (to 5 March 2002)
- Higher education

Youth

- Youth policy coordination
- Youth services

Policy, strategy and information services

- Policy, strategy and executive services
- International education
- Public information and promotion

Support to the Department as a whole is provided through the following services:

- human resources
- asset management
- information and communication technology (ICT)
- financial management
- shared services.

Stakeholders

Key stakeholders and their expectations in relation to services provided by the various Offices of the Department are included in the table on page 8.



Services	School education	Training and tertiary education	Youth	Policy, strategy and information services
Responsible Office	Office of School Education	Office of Training and Tertiary Education	Office for Youth	Office of Portfolio Integration
Key stakeholders	<ul style="list-style-type: none"> • Students • Parents • Victorian community • Industry • Teacher, principal, school council and parent associations • Community groups • Catholic Education Office • Association of Independent Schools of Victoria • Local government • Other government departments and agencies 	<ul style="list-style-type: none"> • Students • Employers • Victorian community • Industry • TAFE institutes • Registered training organisations • Private and community providers • ACE providers • Universities • Local government • Teacher associations • Other government departments and agencies 	<ul style="list-style-type: none"> • Young people (aged 12–25) • Victorian community • Other government departments and agencies • Community groups • Local government • Youth sector • Youth peak bodies 	<ul style="list-style-type: none"> • Ministers • Statutory authorities • Victorian community • Schools, TAFE, ACE and youth sectors • Teacher, principal, school/TAFE council and parent associations • Victorian community • Overseas students, teachers, delegates and agents • Overseas education and training communities • Other government departments and agencies
Expectations	<ul style="list-style-type: none"> • Education for all – access and equity • Increased levels of participation and successful completion • Systems dedicated to the student and the highest standards of achievement and excellence • Flexible, responsive services • Improved outcomes for all students • Enhanced self-management within a strong statewide framework 	<ul style="list-style-type: none"> • Education and training responsive to changing economic needs • Increased levels of participation and successful completion • Greater accountability for the outcomes and destinations of young people 	<ul style="list-style-type: none"> • A voice for youth in Government policy • Coordinated approach to youth services • Increased opportunities for youth participation and development 	<ul style="list-style-type: none"> • High-quality advice and executive support • Greater cross-sectoral integration of programs and services • Internationally competitive education and training services • High-quality information to key stakeholders • Equitable access to information by the Victorian community

Budget

Budget summary by outputs, 2000–01 and 2001–02

	2000–01	2001–02	Variation
	\$ million	\$ million	Per cent
Outputs			
School education	4609.3	4710.4	+2.2
Training and tertiary education	982.6	1041.1	+5.9
Youth	6.5	6.0	-7.7
Policy, strategy and information services*	20.0	33.6	+68.0
Total	5618.4	5791.1	+3.1

*The variation reflects the impact of improved costing methodologies. These outputs now include costs previously attributed to other outputs.

Source: Department of Treasury and Finance



Summary of financial results

The Department of Education & Training portfolio as described in the State Budget papers comprises four key service delivery areas:

- school education
- tertiary education and training
- youth
- policy, strategy and information services.

The financial statements presented in this annual report relate to the controlled operations of the Department, and include corporate activities, 1625 primary and secondary schools, payments of \$624 million to the entities listed below, and employment services up to 28 February 2002.

Other agencies within the portfolio report separately and therefore are not included within the controlled financial transactions of the Department. These entities include the Victorian Curriculum and Assessment Authority, the Victorian Qualifications Authority, the Victorian Learning and Employment Skills Commission, the Adult, Community and Further Education Board and TAFE institutes.

The table below discloses information on the Department's financial results for 2001–02 and comparisons with the previous four financial years.

It should be noted that although accrual reporting was introduced in the Victorian budget sector in 1995–96,

full accrual budgeting and reporting came into operation as of 1 July 1998 as part of the Management Reform program for the Victorian budget sector. The deficit position of the Department reported in the 1997–98 financial year reflects this fact. Prior to the 1998–99 financial year and the implementation of accrual budgeting, revenue from State Government (appropriations) did not incorporate a number of accrual items and recorded some capital expenditure in the operating statement.

There were no significant changes in financial position during the financial year.

The Department is not aware of any events that adversely affected the achievement of operational objectives for the year.

There were no events subsequent to the balance date that would have a significant effect on the operations of the Department.

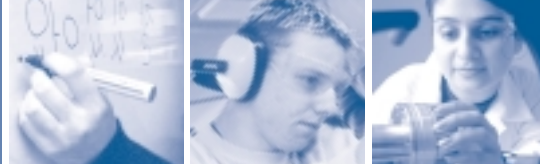
2001–02 result

The Department's result from ordinary activities for 2001–02 was \$54.4 million, compared with \$89.5 million in 2000–01. Although this represents a 40 per cent decrease in the quantum of the surplus, the movement is not material when compared to the Department's total turnover of \$5,781.8 million.

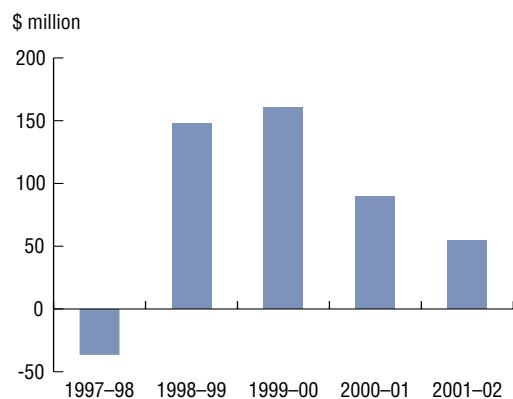
This result was achieved from the efficient delivery of outputs on behalf of the Government and the continued success of schools in raising funds locally throughout the year.

Summary financial information (controlled operations)

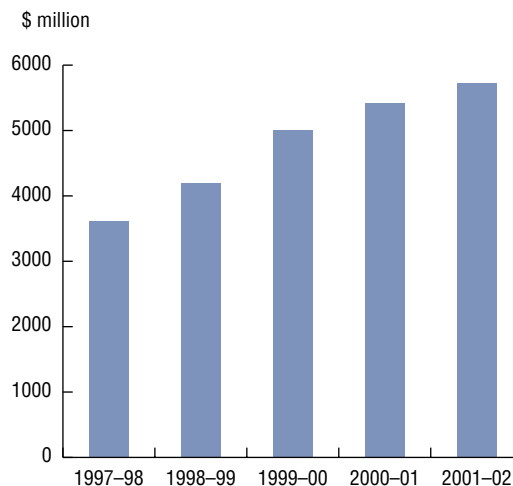
	1997–98 \$ million	1998–99 \$ million	1999–2000 \$ million	2000–01 \$ million	2001–02 \$ million
Operating revenue					
Revenue from State Government	3,219.2	3,987.0	4,761.3	5,089.0	5,323.8
Other revenue	357.6	356.5	405.6	422.9	458.0
Total operating revenue	3,576.8	4,343.5	5,166.9	5,511.9	5,781.8
Operating expenses	3,613.4	4,196.1	5,006.6	5,422.4	5,727.4
Operating surplus/(deficit)	(36.6)	147.4	160.3	89.5	54.4
Total assets	5,162.3	5,466.3	5,984.8	6,494.5	7,212.6
Total liabilities	812.9	784.5	810.3	934.9	1,045.0
Net assets	4,349.4	4,681.8	5,174.5	5,559.6	6,167.6
Statement of cash flows surplus/(deficit)	330.6	283.9	342.0	321.2	399.9



Operating result



Expenses



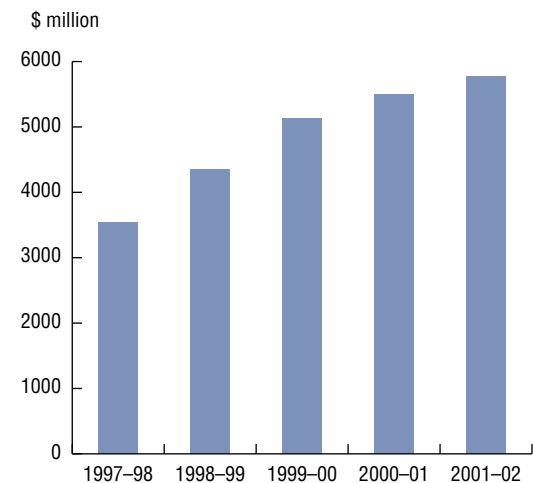
Revenue and expenses

During 2001-02, the Department continued the implementation of the Government's education and training initiatives that commenced during 2000-01. These initiatives included:

- reduction in class sizes for Years P-2
- support for students with disabilities
- the full-year impact of the new teachers' industrial agreement
- support for non-government schools
- employment programs (until the transfer of responsibility to the Department of Innovation, Industry and Regional Development)
- increased demand for apprenticeships and traineeships
- a reduction in the maintenance backlog in schools and TAFE institutes.

These initiatives are the main reason for the continued growth in the Department's revenue and expenses.

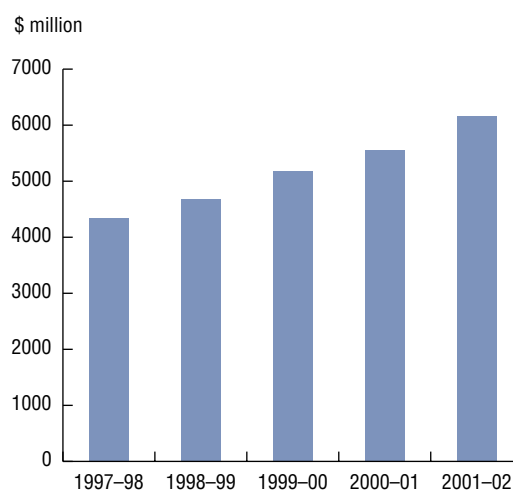
Revenue



Assets

The value of the Department's assets increased by \$718 million in 2001-02. Of this increase, \$543 million arose from the annual revaluation of the Department's non-current assets. The balance of the increase reflects spending under the Government's commitment to improving the quality of school infrastructure as well as asset purchases funded by schools from their own fundraising.

Net assets



Governance

Governance is the control and government of an organisation to achieve its strategic goals and operational objectives. Good governance is the mechanism through which the Department enhances its performance, moving beyond compliance to focus on the reliable achievement of its objectives, with an acceptable degree of risk.

Governance frameworks assign responsibilities, which in turn define accountabilities. The Secretary, as the accountable officer, is responsible to the portfolio Ministers for the efficient and effective performance of the Department. The Executive assists the Secretary in this task.

Principles

Governance principles are as follows:

- development of forward strategic plans based on the Government's goals and targets and Departmental objectives, and from these, annual plans that dictate the structure, roles and responsibilities of staff
- delegations to match the responsibilities of staff
- a code of conduct to ensure client service, probity, ethical tone, continuous improvement and fraud minimisation
- effective and timely internal and external reporting and monitoring processes to ensure compliance with policy and standards, and performance against objectives and plans
- effective information management and communication flows to ensure transparency
- effective operation, conduct and performance of the Executive and executive committees
- effective operation of an internal audit function across the portfolio.

During 2001–02, the Executive initiated a number of activities to further strengthen governance across the portfolio. The Executive:

- established networks of senior staff to develop cross-Department strategies in key areas such as research processes, targets and performance, governance and accountability, and internal communications
- reviewed the Executive Services Branch to further strengthen executive and administrative support services to the Ministers and the Secretary
- reviewed internal communications to build a better framework for effective, efficient and appropriate communication internally and with stakeholders
- undertook a risk management audit and implemented mitigation strategies for higher risk areas
- implemented key recommendations of the Probity Audit of Corporate Governance

- set up an Evaluation Branch with the objective of strengthening the evaluation culture across the portfolio
- appointed a research consortium to conduct strategically focused research to better inform policy development and program reform and enhancement.

Department Executive

The Executive adopted a strategic performance management approach to governance to support the Secretary in his role as the accountable officer for the Department.

The Executive integrates the work of the Department and provides a mechanism for dealing with competing priorities across all activities within the portfolio.

The Department's success hinges on the collective ownership and active involvement of its senior managers. The Executive takes responsibility for driving the reform agenda set by the Government, as reflected in the goals and targets and in Ministerial directions and statements.

The Executive sets the strategic direction for the portfolio, settles the allocation of resources against Ministerial and Government priorities and considers all strategic issues facing the Department. Members lead the organisation collectively and are accountable for outcomes.

Membership

Stuart Hamilton, Secretary (and accountable officer)

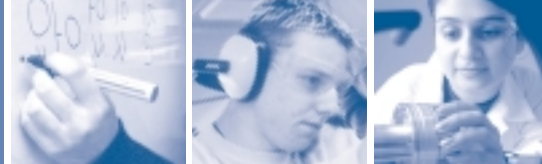
Michael White, Director, Office of School Education

Kim Bannikoff, Director, Office of Training and Tertiary Education

Jenny Samms, Director, Office of Portfolio Integration

Karen Cleave, Director, Office of Departmental Services

The Executive meets weekly. To further integrate the activities of the Department, the chief executive officers of the two statutory authorities separately staffed by Department officers – the Victorian Qualifications Authority (VQA) and the Victorian Curriculum and Assessment Authority (VCAA) – are invited to attend Executive meetings.



**Secretary
Department of Education
& Training**
Stuart Hamilton AO
BA(Hons), BEc

Stuart Hamilton commenced as Secretary of the Department in February 2001.

Mr Hamilton was Executive Director of the Australian Vice-Chancellors' Committee, the national representative organisation for Australia's universities, from 1996 to 2001. From 1993 to 1996 he was Secretary to the Commonwealth Department of Environment, Sport and Territories, and from 1988 to 1993, Secretary to the Commonwealth Department of Health, Housing and Community Services. He joined the Australian Public Service in 1975 and worked in several Commonwealth departments, including a period as Deputy Secretary, Department of the Prime Minister and Cabinet, from 1987 to 1988.

In addition to his current ex-officio appointments to the VCAA, VQA and Victorian Learning and Employment Skills Commission (VLESC), Mr Hamilton has held several Board appointments. These include the Australian Council for Educational Research, the International Association of Universities, the Australian Qualifications Framework Advisory Board, the Australian Heritage Commission, the Australian Sports Commission, the Administrative Review Council, the Health Insurance Commission and the Australian Institute of Health and Welfare.

Mr Hamilton chairs the Department's Executive, Audit Committee and Diversity Network, the Victorian Government's Youth Inter-Departmental Committee, the Australian Education Systems Officials Committee, and the national Teacher Quality and Educational Leadership Taskforce.



**Director, Office of School
Education**
Michael White
BA, DipEd, MEd

Michael White joined the Department in May 2000. Prior to this he held a senior executive position with the Department of Education and Community Services in the ACT. In addition to his work in education, Mr White has led and managed community services, including child protection and youth justice in the ACT and Tasmania, and he had responsibility for community health services in Tasmania. Mr White also lectured in teacher education and human development for fifteen years. He commenced his career as a secondary teacher in Victoria and is a registered psychologist.

The Office of School Education focuses on policy, planning and quality assurance for school communities. It is organised in four divisions – policy, planning and accountability; learning and teaching innovation; students and communities; and school resources strategy and regional coordination.



**Director, Office of Training
and Tertiary Education**
Kim Bannikoff
BA, DipEd

Kim Bannikoff joined the Department in January 2001. He was Director, Office of Portfolio Integration, before taking up his current position in January 2002. He has wide experience in education and training and has held senior positions in a number of states, the Commonwealth and the private sector.

The Office of Training and Tertiary Education focuses on vocational education and training, adult community education and tertiary education programs. It is organised in six divisions – policy and planning; learning, teaching and innovation; vocational education and training; adult, community and further education; higher education; and quality assurance and review.



Director, Office of Portfolio Integration
Jenny Samms
BEc

Jenny Samms returned to the Department in January 2002. Prior to that she was Director, Social Policy and Acting Deputy Secretary, Strategic, Economic and Social Policy in the Department of Premier and Cabinet. Ms Samms has had extensive experience in the Commonwealth and State public sectors in the areas of education, training and labour market policy and programs.

The Office of Portfolio Integration undertakes policy development, strategic planning and resource allocation across the portfolio. It is organised in five divisions – strategic planning and resources; external and inter-governmental relations; cross-sectoral policy and projects; evaluation and audit; and international education. The Office for Youth is also located within the Office of Portfolio Integration.



Director, Office of Departmental Services
Karen Cleave
BEc

Karen Cleave joined the Department in September 1999. Prior to this she was with the Department of Treasury and Finance. Ms Cleave has had extensive experience in public sector administration in both Commonwealth and State government departments. Her areas of expertise include program and service system redevelopment, reform of work practices in service delivery, development of alternative funding models, financial management and accountability. Ms Cleave is a member of the Victorian Government Purchasing Board and a Council member, Swinburne University of Technology.

The Office of Departmental Services provides cross-department services in the areas of human resources; facilities; ICT; finance; and shared administrative services.

Audit Committee

The Audit Committee assists the Secretary and the Ministers to discharge their responsibilities for financial reporting, maintaining a system of internal controls and fostering the Department's ethical environment.

Scope

The scope of the Audit Committee's responsibilities is:

- Office of School Education (including all government schools)
- Office of Training and Tertiary Education (excluding all higher education institutions)
- Office of Portfolio Integration
- Office of Departmental Services
- Office for Youth
- Merit Protection Boards
- Registered Schools Board.

It is also the Audit Committee's role to consider reports from the audit committees of the ACFE Board, VCAA, VQA and VLESC.

Functions

The functions of the Audit Committee include:

- reviewing financial statements
- monitoring risk assessment and internal controls
- ensuring the establishment of appropriate internal control frameworks
- approving internal audit programs (including school audit programs)
- reviewing internal and external audit reports
- ensuring appropriate action is taken by managers to maintain a proper system of internal control and financial management.

Membership

The members of the Audit Committee in 2001–02 were:

Stuart Hamilton, Secretary (Chair)

Michael White, Director, Office of School Education

Kim Bannikoff, Director, Office of Training and Tertiary Education

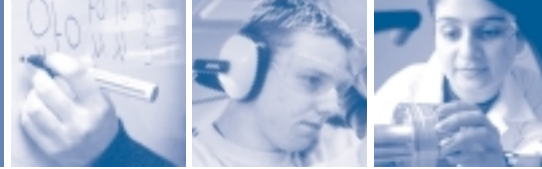
Jenny Samms, Director, Office of Portfolio Integration

Karen Cleave, Director, Office of Departmental Services

Don Pasquariello, Partner, KPMG

Professor Barry Cooper, School of Accounting and Law, Royal Melbourne Institute of Technology (RMIT)

Patricia Neden, then General Manager, Performance Review, Evaluation and Audit Division (Executive Officer)



The Committee meets approximately five times a year. Its executive and research functions are carried out by the Department's Audit and Evaluation Division.

In 2001–02, under the management of the Audit Committee, the Department implemented an internal audit program within the context of the Department's Risk Management Framework. The 2002–03 program will be informed by an independent analysis of financial risk relating to the critical operations of the Department.

Risk management

In 2001–02, the Department established a risk management project team to support the integration of risk management processes into the Department's central and regional policy support functions.

The project team supports the Department's Risk Management Implementation Committee (RMIC). The Committee, chaired by the Director, Office of Departmental Services, is responsible for the review and reporting of progress on risk management activities across the Department's policy areas.

In accordance with Australian Standard 4360, the Department defines risk as anything that may cause loss, damage or injury and thus impact upon the achievement of the Department's objectives.

Risks and risk management strategies endorsed by the Executive are dealt with by line managers directly responsible for the delivery of the Department's outputs. The risk management project team, in conjunction with RMIC, supports line management in:

- the identification of risks that might impact on Department objectives
- the assessment of the likelihood and consequences of those risks
- the development of action plans to mitigate risk
- arrangements for the monitoring of progress on action plans through RMIC and the Executive.

Key achievements

In 2001–02, the risk management project team:

- consulted widely with senior management and their staff on key risks affecting the Department achieving its objectives
- developed a strategic framework to guide staff through the risk management process
- established a communication strategy to further integrate risk management processes into line management
- implemented a monitoring and review process through RMIC
- developed a risk register comprising key corporate risks and local divisional risks
- acquired a risk management software system to support line management in the active management of risk.

Probity and ethics

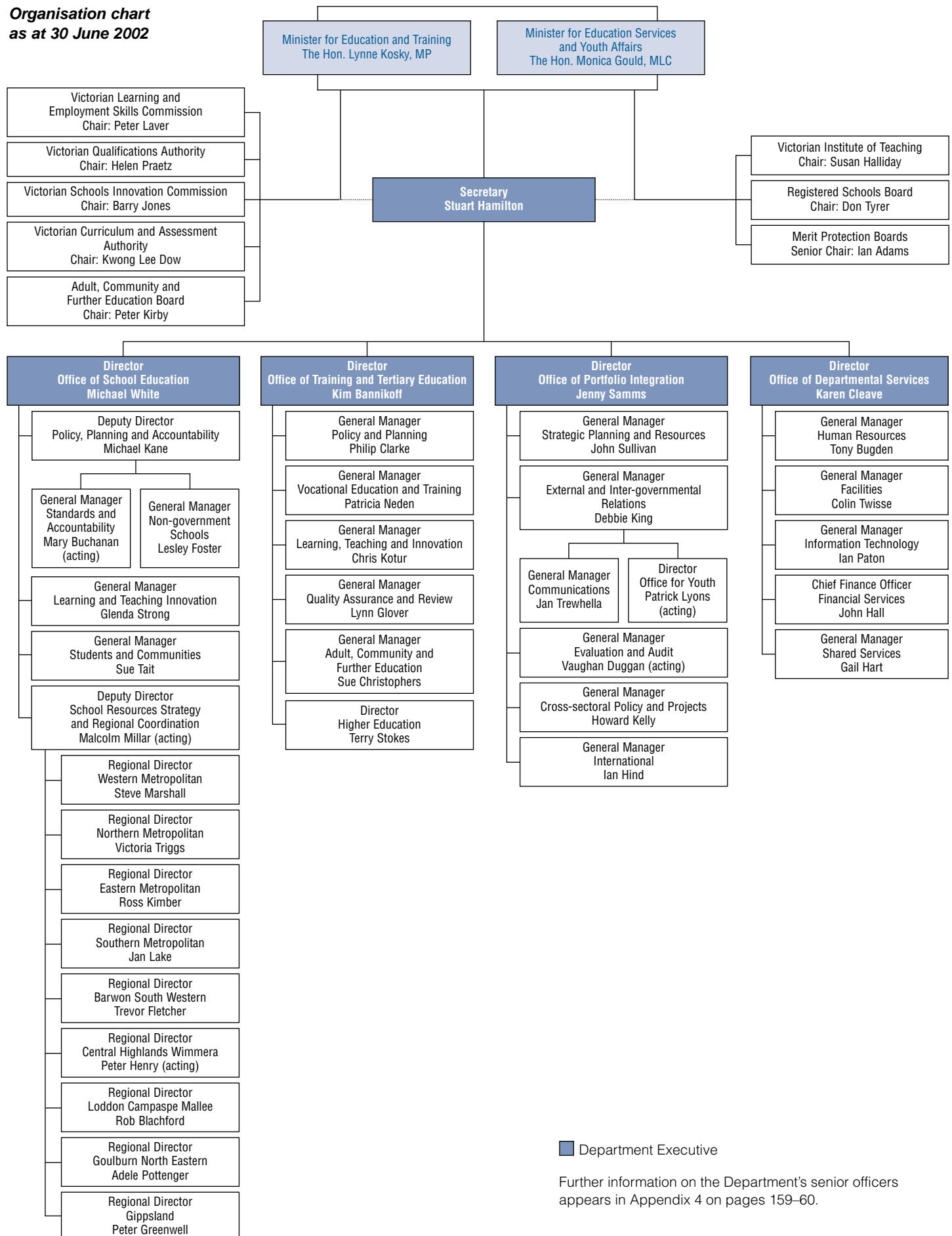
The Department promotes consistent rules on probity and ethics in all of its purchasing and contracting arrangements, in line with the Government Purchasing Board's probity policy. These principles are intended to achieve an equitable and sound purchasing process, providing equal opportunity for all parties.

The Department conducted a seminar for contract managers in December 2001, specifically to address probity and ethics in Departmental tendering and contract management. The Department also conducts a regular series of training courses in purchasing, tendering and contracting and ensures that probity and ethics are discussed at each session.

The Department's acceptable-use policy for Internet, email and other electronic communications was extensively rewritten and promulgated during the year. The policy has been redeveloped to:

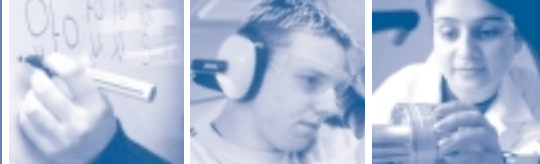
- clarify the Department's policy regarding use of the Internet
- encourage effective and positive use of resources
- shield the Department against potential liability
- avoid security threats by promoting awareness and best practice.

**Organisation chart
as at 30 June 2002**



■ Department Executive

Further information on the Department's senior officers appears in Appendix 4 on pages 159-60.



Workforce

Equivalent full-time (EFT) staff on pay, June 1998–2002

Location	1998	1999	2000	2001	2002
School					
Teaching	34,901.8	35,966.4	36,883.8	37,520.4	38,211.0
Non-teaching	6,576.4	7,267.0	8,006.5	8,589.8	9,108.1
Subtotal	41,478.2	43,233.4	44,890.3	46,110.2	47,319.0
Central office and regions*	1,429.9	1,538.4	1,421.1	1,636.5	1,740.2
Total	42,908.1	44,771.8	46,311.4	47,746.7	49,059.2

*Includes staff in the statutory authorities and extension services such as the National Gallery of Victoria, the Museum of Victoria and Sovereign Hill.

Source: Department of Education & Training

EFT staff by Office on pay, June 2002

Office	EFT
Office of School Education	721.6
Office of Training and Tertiary Education*	206.9
Office for Youth	18.7
Office of Portfolio Integration and the Secretary	195.1
Office of Departmental Services	435.3
Ministerial offices**	11.0
VCAA	136.2
Merit Protection Boards	5.6
VQA	9.8
Total	1,740.2

*Excludes staff in Employment Division, responsibility for which transferred to the Department of Innovation, Industry and Regional Development in March 2002.

**From 1 July 2001, departments include the staffing allocation for each Minister.

Source: Department of Education & Training

Central office and regional staff, comprising 3.5 per cent of all Department staff, provide policy advice, curriculum support and administrative services for schools, the training and tertiary education sectors and for youth.



EFT staff on pay, June 2002

Classification	Male	Female	Total	Female (per cent)
School: Teaching				
Primary	4,120.3	15,723.6	19,843.9	79.2
Secondary	7,992.0	10,375.1	18,367.1	56.5
Subtotal	12,112.4	26,098.6	38,211.0	68.3
School: Non-teaching				
School Services Officer	694.0	7,984.7	8,678.8	92.0
Victorian Public Service	89.4	337.8	427.2	79.1
Other	—	2.1	2.1	100.0
Subtotal	783.4	8,324.6	9,108.1	91.4
Central office and regions				
Teaching staff	37.2	66.2	103.4	64.0
Executive Officer	45.9	25.0	70.9	35.3
Victorian Public Service	627.1	911.8	1,538.9	59.3
Ministerial staff*	4.0	7.0	11.0	63.6
Other	6.0	10.0	16.0	62.5
Subtotal	720.2	1,020.0	1,740.2	58.6
Total	13,616.0	35,443.2	49,059.3	72.2

*From 1 July 2001, departments include the staffing allocation for each Minister.

Source: Department of Education & Training

The Department's workforce continues to be predominantly female – 91.4 per cent of non-teaching staff in schools, 79.2 per cent of primary teachers and 58.6 per cent of central office and regional staff. Only in the Executive Officer and Principal Class categories do males exceed females, 64.7 per cent and 57.4 per cent respectively. Overall 72.2 per cent of Department staff are female.

Further workforce data can be found in Appendix 3 on pages 155–8.

School education



Services were provided through a range of school structures:

- primary schools for Years P–6
- secondary colleges in Years 7–12, 7–10, 9–12 and 11–12 configurations
- primary–secondary schools in Years P–7, P–8, P–10 and P–12 configurations
- specialist schools for students with disabilities
- English language schools and centres, the Victorian School of Languages and other settings for students with specific educational needs
- the Distance Education Centre of Victoria.

School education covers the policy and planning activities for the regulation, management and support of Victoria's system of self-managing government schools, including:

- provision of a safe and effective learning environment staffed by appropriately trained and qualified teachers and conducted in a properly resourced and maintained physical environment
- high-quality curriculum delivery to prescribed content and performance standards outlined in the Curriculum and Standards Framework (CSF) in the eight Key Learning Areas in P–10, and in accordance with the requirements of the VCE (Years 11–12)
- reporting on the performance of government schools and, in particular, the standard of student learning to parents, the local community and the Government
- provision of programs that are specifically designed to improve the quality of student learning and school management

- provision of specialist services designed to meet the needs of students with a disability or impairment, or a specific learning or social need.

Financial support and accountability arrangements for non-government schools are also included.

Key Government objectives

- Improving the standards of literacy and numeracy in primary schooling.
- Increasing the percentage of young people who successfully complete Year 12 or its equivalent.
- Increasing the level of participation and achievement in education and training in rural and regional Victoria and among groups where it is presently low.

Key Government outcomes

- Valuing and investing in lifelong learning.
- Growing and linking all Victoria.
- More jobs and thriving, innovative industries across Victoria.
- Building cohesive communities and reducing inequalities.
- Promoting rights and respecting diversity.

To achieve these outcomes, all Victorian school students will have access to an excellent school education that ensures they leave school literate, numerate and socially skilled and, crucially, with the capacity and aptitude to be active and enthusiastic learners throughout their lives.

Principles

Four core principles have been identified. A school sector should be:

- innovative and flexible
- community-focused
- inclusive and collaborative
- characterised by high and improving standards.

Key Department priorities

Guided by the Government's goals and targets for education and training, key priorities in 2001–02 included:

- continuing improvement in literacy and numeracy standards in the early years of schooling
- development of a policy framework for systemic reform of the middle years of schooling to enhance student engagement and achievement
- broadening of opportunities in the post-compulsory years through the provision of additional pathways
- targeted assistance to students with special educational needs
- reform of the school global budget to better support school self-management and implement the new teaching salary and career structure
- enhanced professional standards in teaching
- establishment of collaborative school networks
- improved integration of information and communication technologies in teaching and learning across all stages of schooling
- encouragement of innovative approaches to school provision.

Key results

- Overall teacher–student ratios at the primary school level were lowered to 1:16.6.
- 93 per cent of Year 3 students achieved the national reading benchmark and 92.1 per cent reached the Year 5 national benchmark. In both cases these results were above the national average and reflected improvement upon the 1999 results.
- 96.5 per cent of Year 3 students achieved the national numeracy benchmark, the best result of all Australian States and Territories.
- The proportion of young people (aged 19) who had successfully completed Year 12 or a vocational certificate at Australian Qualifications Framework level 2 or above climbed to 73 per cent.
- More than 90 per cent of 15–19-year-olds in rural and regional Victoria participated in education and training during 2001.
- The 2002–03 State Budget allocated \$84.3 million over four years for a new middle years reform program, Schools for Innovation and Excellence.
- Other major initiatives in the State Budget included \$81.6 million over four years to hire 300 additional secondary teachers for specifically targeted secondary schools as part of the Access to Excellence initiative.
- The VCAL was piloted in 20 schools (15 government and five Catholic) and two TAFE institutes.
- The Victorian Schools Innovation Commission was established.

Supplementary school education data appears in Appendix 2 on pages 150–1.



Overview

Education in Victoria is compulsory for children aged from six to 15 years. Children must be at least five years of age by 30 April of the year in which they enrol in school. All children are required to be attending school by the time they are six years old.

Traditionally, students have spent the first seven years (P–6) of school education in a primary school, while Years 7 to 12 were spent at secondary school. Recently there has been some variation on this standard organisational model, particularly with the development of junior and senior secondary schools.

The first five years of schooling (P–4) are referred to as the ‘early years’ and are chiefly concerned with developing in each child the essential skills necessary for ongoing progress in education. Literacy and numeracy are widely recognised as foremost among these foundation skills.

The ‘middle years’ of schooling (Years 5–9) encompass the period when students generally make the transition from primary to secondary school. This is now recognised as a fundamental stage of learning. Students growing from childhood to adolescence should not only consolidate competency in literacy and numeracy, but also attain a greater breadth of knowledge and learning, including the capacity for creative and critical thinking.

Post-compulsory education includes the final years of schooling (Years 10–12). The priority is to provide young people with effective and varied pathways, whether their preferred destination is further study, employment or a mixture of both. While the VCE remains the mainstream qualification for Years 11–12 students, other options are being opened up, including the VCAL.

Top: Mont Albert Primary School's transition program has Prep students looking forward to school

Middle: Learning school routines, such as collecting books from lockers, helps to ease the transition from primary to secondary school

Bottom: A voice-activated alarm clock won Year 9 Gisborne Secondary College student Braden Kidd a national award in the 2001 Electrotechnology Industry Secondary Student Award

Key Learning Areas

In 2001-02, schools continued to develop and implement programs based on the eight Key Learning Areas outlined in the CSF and in accordance with targets and priorities for improved learning outcomes for students.

The Key Learning Areas are:

- The Arts
- English, including English as a second language (ESL)
- Health and Physical Education
- Languages other than English (LOTE)
- Mathematics
- Science
- Studies of Society and Environment
- Technology.

The CSF describes what students in Victorian schools should know and be able to do at progressive levels from P-10.

Curriculum and Standards Framework

Level 1	End of Prep Year
Level 2	End of Year 2
Level 3	End of Year 4
Level 4	End of Year 6
Level 5	End of Year 8
Level 6	End of Year 10

New directions

The Office of School Education was established in May 2001 and is made up of four central divisions (Learning and Teaching Innovation; Policy, Planning and Accountability; School Resources Strategy and Regional Coordination; and Students and Communities) together with nine regional offices. Further enhancements made to the management structure of the Office of School Education came into effect on 13 May 2002.

The Office of School Education supports the achievement of the Government's directions for the education and training system. Its fundamental purpose is to provide strategic leadership in the delivery of the Government goals and targets as they pertain to the school sector, both government and non-government.

The central divisions of the Office of School Education are responsible for the policy and planning activities for management and support of the government school system, as well as the funding and accountability arrangements for non-government schools. The regional offices have responsibility for quality assurance and supporting government schools in increasing student participation and improving performance standards.

Learning and teaching innovation

The Department conducts research, develops advice and provides associated professional development and ongoing support to instil effective teaching and learning practices in schools. Students who may be at risk of not achieving their educational potential are a particular focus of this work.

Support is provided within the framework of the three stages of schooling: the early years (P-4), the middle years (Years 5-9) and the post-compulsory years (Year 10 and beyond).

Middle years initiatives were developed focusing on the priority areas of innovative curriculum, attendance, retention and student outcomes in literacy.

Support for schools in the planning and provision of integrated pathways for post-compulsory students was provided and continues to be further developed. The focus is on the provision of opportunities for students to pursue a variety of pathways involving a mix of academic, vocational education and training, and work options.

In addition, the Department commenced a review of curriculum provision to address the following issues:

- core competencies for effective participation in society
- curriculum relevance and currency
- organisation of the Key Learning Areas
- principles of teaching, learning and assessment.

Recommendations from this review will inform the ongoing development of support for schools.

Schools' Television was increasingly used to deliver statewide professional development.

The Department's aim is to support schools to develop students who can effectively participate in a diverse and changing world.

Performance measures: primary education (Years P-6)

Measure	2001 target	2001 actual	Variance %	Comments
Quantity				
Average Years 3-6 class size	25.2	25.2	-	
Teacher-student ratio	1:16.8	1:16.6	-1.2	
Students accessing education through distance education	300	357	+19.0	Demand was greater than expected.
Students receiving funding for shared specialist teachers in small schools	15,100	14,535	-3.7	



Early years

The objective of the Early Years strategy is to support the improvement of student learning outcomes through the implementation of Early Years Literacy and Numeracy programs in P–4.

Performance measures: early years (P–4)

Measure	2001 target	2001 actual	Variance %	Comments
Quantity				
Average P–2 class size	22.5	22.4	-0.4	
Year 1 cohort accessing one-to-one literacy intervention programs such as Reading Recovery	20%	19.4%	-3.0	
Quality				
Year 3 students reaching national benchmarks in English: Reading	93%	Not available	Not available	
Year 3 students reaching State standards in Mathematics: Number	90%	95.4%	+6.0	
Students achieving satisfactory standards in Prep reading assessments	90%	95.6%	+6.2	Students deemed as capable read unseen text with 90 per cent accuracy at text level 1.
Students in non-metropolitan regions achieving satisfactory standards in Prep reading assessments	92%	93.6%	+1.7	Students deemed as capable read unseen text with 90 per cent accuracy at text level 1.
Student attainment at text level 1 at end Prep in Reading	95%	95.6%	+0.6	Students deemed as capable read unseen text with 90 per cent accuracy at text level 1.
Student attainment at text level 5 at end Year 1 in Reading	100%	99.3%	-0.7	Students deemed as capable read unseen text with 90 per cent accuracy at text level 5.

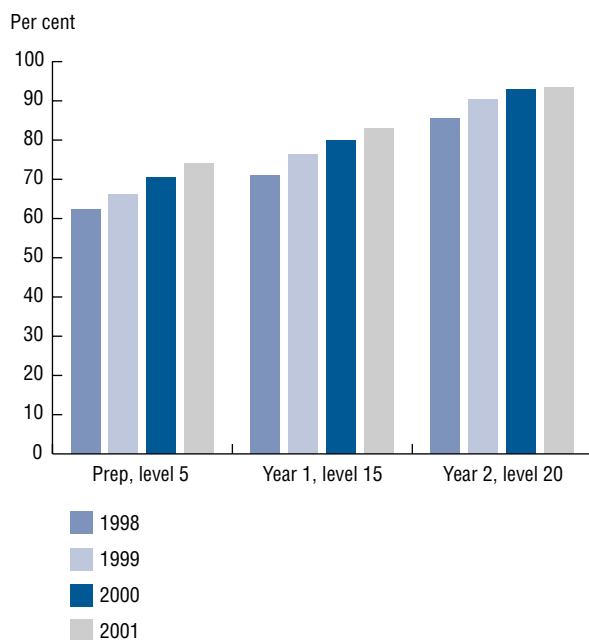
Key achievements

- Funding of \$27.6 million for school-based coordination assisted with embedding the Early Years Literacy strategy in primary schools.
- The Early Years Literacy strategy continued, in conjunction with a reduction in P–2 class sizes to 21.8, with achievement in levels in reading for students in P–2 continuing to improve.
- \$31 million was provided to support the implementation of a one-to-one intervention program, such as Reading Recovery, for students most at risk in Year 1.
- Reading Recovery was implemented in 1026 schools, with 8998 students participating, representing 20 per cent of the Year 1 cohort.
- Professional development was provided in early numeracy, including a six-day program for the school-based coordinators employed in 84 per cent of schools.
- Over 7000 teachers registered to view four Schools' Television programs that focused on issues relating to early numeracy.

- The Early Numeracy Research project (1999–2001) final report was completed and indicated that in terms of mean gains, students in trial schools significantly outperformed students in reference schools in all areas of mathematics at each year level.
- Literacy Week (September 2001) and Numeracy Week (August 2001) were celebrated, with 96 per cent of schools participating in Literacy Week and 72 per cent of schools participating in Numeracy Week.

Assessment of reading P-2, 1998–2001*

Reading levels show an improvement in each year and at each year level



*Percentage of students reading text levels with more than 90 per cent accuracy

Source: Department of Education & Training



The Early Years strategy is a comprehensive and rigorous approach to improving student outcomes in literacy and numeracy in the first five years of schooling



Middle years

The objective of the Middle Years strategy is to improve student outcomes in literacy, numeracy, attendance and retention in Years 5–9, and to engage students in their learning by improving school and classroom organisation and curriculum delivery.

Performance measures: middle years (Years 5–9) and junior secondary education

Measure	2001 target	2001 actual	Variance %	Comments
Quantity				
Secondary teacher–student ratio (all secondary)	1:12.4	1:12.5	+0.8	
Students accessing education through distance education (all secondary)	3000	3464	+15.5	Demand was greater than expected.
Years 7–10 English class sizes less than 26 students	79%	83.2%	+5.3	
Participation rate of 15-year-olds	95.5%	94.7%	-0.8	Data refers to government and non-government schools.
Average rate of student attendance in Years 7–10	92%	90.1%	-2.1	Data refers to the 2000 calendar year.
Quality				
Year 5 students reaching national benchmarks in English: Reading	92%	Not available	Not available	
Year 5 students reaching State standards in Mathematics: Number	90%	95.3%	+5.9	
Year 7 students reaching State standards in English: Reading (sample)	90%	93.5%	+3.9	
Year 7 students reaching State standards in Mathematics: Number (sample)	90%	93.3%	+3.7	
Transition rate from Years 10–11 (February census)	95.5%	94.9%	-0.6	
Transition rate from Years 10–11 in non-metropolitan regions (February census)	92%	91.7%	-0.3	
Years 10–12 apparent retention rate (August census)	75%	76.8%	+2.4	
Years 10–12 apparent retention rate in non-metropolitan regions (August census)	70%	72.8%	+4.0	



Involvement of members of the community in middle years classrooms can have great benefits for students

Key achievements

- The Restart initiative was introduced in 100 targeted schools to improve the achievement of Year 7 students identified as being at risk in literacy.
- Funding was provided through the Middle Years Reform program to all schools with students in Years 7–9 for the employment of approximately 225 teachers to improve literacy, attendance and retention.
- Connecting Through the Middle Years project, funded by VicHealth, commenced in 25 schools.
- Student Action Teams in 38 schools (funded by VicHealth and the Department of Justice, Crime Prevention Victoria) were implemented to assist in the achievement of the Government's targets of 92 per cent average attendance rates for students in Years 5–9, and 96 per cent retention of students in Years 7–10.
- The Middle Years Research and Development project, involving 250 schools, was completed.
- 120 professional development programs were provided in literacy and numeracy for approximately 6000 teachers to strengthen and extend the systematic approach to the implementation of literacy and numeracy programs.



Student engagement and well-being and the thinking curriculum are key components of the Middle Years strategy

- 4000 delegates attended the statewide Middle Years conference and regional conferences, assisting with increasing teachers' knowledge and understanding of the issues affecting student learning in the middle years.
- Materials were developed and distributed to assist teachers to support student learning and to increase parents' understanding of the role they can play in supporting their children's education.

Later years

The objectives of the Later Years strategy are to:

- support increased participation and attainment in education and training
- ensure students have access to an appropriate pathway from school to further education and training or work through Managed Individual Pathways (MIP)
- assist schools to provide students with the opportunity to combine general and vocational studies, undertake learning in the workplace, and gain a nationally recognised training certificate as part of their VCE
- enable VCE students to undertake paid employment and structured training to achieve nationally recognised training qualifications in addition to the VCE
- develop key competencies in Year 9 and 10 students in the area of enterprise education, career education and community-based learning
- support schools and other stakeholders in initiatives related to career education.





Performance measures: senior secondary education (Years 11–12)

Measure	2001 target	2001 actual	Variance %	Comments
Quantity				
Students participating in VCE VET programs	24,000	24,686	+2.9	Data refers to government and non-government schools. Both target and actual figures measure enrolments.
Average number of VCE studies provided per school	26.7	26.6	-0.4	
Annual student contact hours (million) in VCE VET programs	6.384	6.24	-2.3	The hours delivered within the VET programs in Agriculture and Horticulture are not included in the actual result. These programs assess completion on a points system. If the nominal annual student contact hours for these programs were included, the result would be 6.43 million student contact hours.
Participation rate of 17-year-olds	75%	75.9%	+1.2	Data refers to government and non-government schools.
Students accessing technology-enabled curriculum choices	1,300	2,948	+126.8	Improved systems allowed more than one site to access teaching activities at once.
Quality				
VCE VET students progressing to further education, training or work	95%	93.6%	-1.5	Data refers to government and non-government schools.
School leavers progressing to further education, training or work	89%	92.0%	+3.4	
Median VCE study score	29	29	–	
VCE VET students completing a qualification	6,000	9,262	+54.4	The target was an under-estimate.
Enrolments in VCE VET units as a proportion of total VCE unit enrolments	4%	4.6%	+15.0	There was strong growth and demand for VCE VET. Growth was greater than anticipated, with as many Year 10 as Year 12 students participating in VCE VET. Data refers to government and non-government schools.
Average rate of student attendance in Years 11–12	93%	91.0%	-2.2	Data refers to the 2000 calendar year.
Years 7–12 apparent retention rate (August census)	72%	73.7%	+2.4	
Years 7–12 apparent retention rate in non-metropolitan regions (August census)	63%	66.4%	+5.4	
Transition rate from Years 11–12 (February census)	83.5%	85.2%	+2.0	
Transition rate from Years 11–12 in non-metropolitan regions (February census)	80%	81.3%	+1.6	
Eligible students with a MIP plan	25%	54.0%	+116.0	Initial uptake by schools was better than expected.

Key achievements

- VCE VET enrolments increased from 21,171 in 2000 across all sectors to 24,686 in 2001, with 16,589 enrolments in government schools.
- The number of government and non-government secondary colleges providing VCE VET programs increased from 432 in 2000 to 453 in 2001.
- Approval for credit into the VCE of part-time apprenticeships and traineeships for school students' programs in 11 industry areas was granted by the VCAA.

- Enrolment of part-time apprentices and trainees occurred in 133 government schools in 2001.
- A MIP was developed for 54 per cent of Years 10–12 students in 2001, compared with the target of 25 per cent.
- Implementation of the pilot programs for The Real Game series was supported, and occupational health and safety (OHS) professional development and resources for schools were developed in conjunction with the Victorian WorkCover Authority.
- Professional development programs were provided on the use of labour market and online career counselling website materials.



Sunbury Downs Secondary College art teacher Mike Harrison and student Kristian Lucas celebrate the selection of *Me, Myself, I and You* for the VCE Top Arts exhibition at the National Gallery of Victoria

Outlook

In 2002-03, the Department will:

- allocate \$34.6 million over four years to support a school-based coordination role for the implementation of early years numeracy programs, with improved numeracy achievement levels of students
- reduce class sizes in P-2 to improve early years literacy and numeracy through the allocation of \$43.3 million over three years for an additional 285 teachers
- continue improvement in literacy achievement levels of students, with a focus on cohorts who may be at risk
- provide an additional 300 teachers in targeted secondary schools with students in Years 7-10 to improve literacy and numeracy outcomes and attendance rates through the Access to Excellence initiative
- provide initial funding in 2003 and ongoing funding for a further two years to employ a middle years educator for 70 clusters of primary and secondary schools through the Schools for Innovation and Excellence initiative
- provide ongoing professional development and support for teachers of students in the middle years for curriculum innovation, literacy and numeracy
- develop and publish resource materials for schools and communities
- support the expansion of pathways for post-compulsory students by increasing the number of students undertaking VET in Schools and supporting the expansion of the VCAL
- provide assistance to schools to implement initiatives in MIPs, vocational learning and careers education across the curriculum.

Special initiatives

The Department implements a number of special initiatives within the broad framework of the stages of schooling. These initiatives target particular groups of students, including those from Aboriginal and Torres Strait Islander background, those from language backgrounds other than English, gifted students, and boys and girls at risk of not reaching their potential because of gender-related issues or attributes.

Other special initiatives target specific areas of the curriculum such as cultural diversity and citizenship; use of ICT to support learning; science; health, sport and physical education; and the arts.

In addition, the Department has conducted a review of the teaching of LOTE. Recommendations will be made to address issues arising from this review, including provision of languages in country Victoria and continuity from primary to secondary school.

A further review was conducted into the provision of funding for subject and cultural organisations that operate in partnership with the Department to provide support for schools. Recommendations are being implemented.

The Department aims to assist schools to enhance the quality of life of all students as well as meeting the needs of particular students. It also aims to equip students with the skills that they will need to contribute effectively to the positive development of a rapidly changing future.

Koorie education

The objectives of Koorie education are to improve the educational outcomes for Aboriginal and Torres Strait Islander (ATSI) students and to ensure that all students have an understanding of ATSI cultures and histories.



Performance measures: Koorie education

Measure	2001 target	2001 actual	Variance %	Comments
Quality				
Year 3 Indigenous students reaching national benchmarks in English: Reading	70%	Not available	Not available	
Year 5 Indigenous students reaching national benchmarks in English: Reading	65%	Not available	Not available	



Key achievements

- Koorie education policy 2001: Yalca: A Partnership in Education and Training for the New Millennium was launched in recognition of the partnership between the State Government and the Victorian Aboriginal Education Association Incorporated.
- The number of ATSI student enrolments increased from 5431.9 in 2000 to 5750.9 in 2001.
- ATSI programs were delivered under the Koorie 2000 Framework, with a new strategic plan finalised for 2001–04.
- Support for more than 125 locally based projects, focusing on improving literacy and numeracy outcomes, student support and inclusive curriculum, and involving professional development for regional and school-based staff, was provided through eight regional Koorie education committees.
- Operation of four Koorie Open Door Education campuses continued.
- Koorie Literacy Links (P–4) and Koorie Middle Years Literacy Links (Years 5–9) projects continued, and the Koorie Middle Years Numeracy Links project commenced.
- 56 EFT Koorie educators were employed in schools to support Koorie students and provide culturally relevant resources; 16 Koorie education development officers provided curriculum support for regions and schools; and three home-school liaison officers worked in conjunction with the Koorie education development officers and Koorie educators to support Koorie students and families.

English as a second language

ESL programs and services aim to improve provision and targeted support for new-arrival ESL students, including those in isolated settings, and to provide ongoing support to these students for up to seven years. They include intensive full-time programs in English language schools and centres, outposting programs in mainstream schools supported by English language schools and centres, and a combination of mentor training and short-term funding to support new-arrival students in isolated settings and country schools.

Koorie programs not only support Koorie students in schools but also increase all students' knowledge of Indigenous issues

Performance measures: ESL

Measure	2001 target	2001 actual	Variance %	Comments
Quantity				
New-arrival students receiving intensive or targeted ESL support in primary schools	745	794	+6.6	
Eligible students in regular primary schools receiving ESL support	90.1%	90.1%	–	
New-arrival students receiving intensive or targeted ESL support in secondary schools	800	741	-7.4	
Eligible students in regular secondary schools receiving ESL support	94.3%	94.3%	–	

Key achievements

- Intensive ESL programs were provided for 1430 newly arrived students in English language schools and centres and through outposting programs.
- Support was provided for an additional 118 students through New Arrivals programs in Geelong and Shepparton, and through the Isolated ESL Students program in regional Victoria.
- \$24.6 million was allocated to 345 primary schools, 109 secondary schools, ten primary-secondary schools and two specialist schools for the provision of ESL programs. In addition, 238 EFT multicultural education aides were allocated to schools.
- An ESL school cluster was established in Wodonga. Four outreach services coordinators were appointed to support schools with programs for new-arrival students.
- 7886 on-site and telephone interpreting assignments were provided in 60 languages, and 553 documents were translated into 45 languages for government schools.
- Additional ESL support was provided through the development of print and multimedia resources and the provision of professional development programs for 1172 teachers and 150 multicultural education aides, and credit-bearing ESL courses for 25 teachers.

Languages

The objective of LOTE programs and services is to support language teachers and schools to implement high-quality languages programs.

Key achievements

- 87 credit-bearing training courses were provided to over 900 teachers to improve language teacher supply and quality.
- Multimedia and online materials were developed in Indonesian, French, German and Italian.
- Language awards and promotional forums were provided for later-years students.



Blackburn English Language School provides specialist ESL programs for newly arrived immigrants and refugees of primary and secondary school age



- A wide range of languages was taught, including 18 languages in government schools, 39 through the Victorian School of Languages, and over 50 in after-hours ethnic schools.
- The majority of students in government schools were involved in learning a language in 2001, including 87 per cent of primary students, 71 per cent of Years 7–10 students, and 13.6 per cent of students in Years 11–12.
- 31,000 students learned more than 50 languages in after-hours ethnic schools.
- A LOTE Analysis was established in August 2001 to make recommendations on policy directions for languages, including more appropriate accountability mechanisms, greater choice and continuity of languages and better access for metropolitan and country students.

Cultural and linguistic diversity and citizenship education

The objectives of these initiatives are to support schools to:

- provide culturally inclusive programs
- promote understanding and appreciation of Australia's social and political heritage
- encourage active citizenship and harmonious relationships in our culturally diverse, democratic community.

Bayside Secondary College teacher Adel Moussa was among nine Victorian teachers honoured at the 2001 LOTE Awards

Key achievements

- *Guidelines for Managing Cultural and Linguistic Diversity in Schools* were distributed.
- Professional development programs were provided on anti-racism education and multicultural perspectives across the curriculum for 1015 teachers.
- Over 400 new borrowers were registered at the Languages and Multicultural Education Resource Centre and more than 12,000 items were borrowed from the Centre by education professionals.
- Discovering Democracy professional development grants were provided to support 56 schools, and 150 teachers attended the annual Discovering Democracy conference.
- A manual, *Civics and Citizenship Education: Extended Professional Development Program*, was published and 70 teacher facilitators were trained to deliver professional development to support student learning.
- Schools' Constitutional Conventions were staged, involving 2100 secondary students.
- Over 200 students participated in the Primary Parliaments.
- Schools and teachers were recognised for their outstanding achievements in Civics and Citizenship Education through the presentation of awards.

In the Chinese Year of the Snake, the snake project at Harrisfield Primary School was used to promote learning about Asian cultures



Information and communication technologies

A range of initiatives ensures that teachers have access to ICT, including exemplary online resources and the skills to use them with confidence in delivering improvements in teaching and learning.

Performance measures: ICT

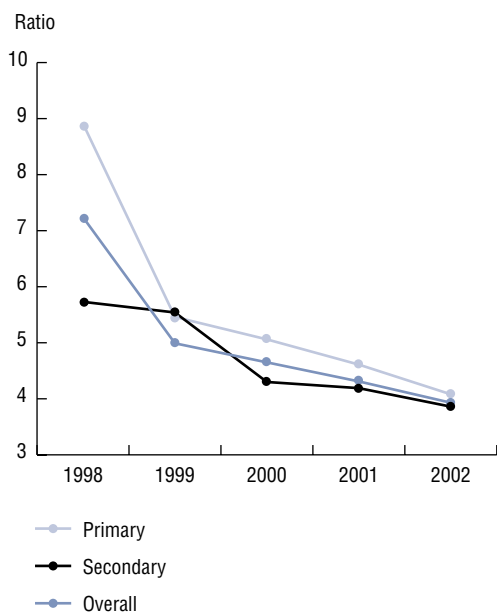
Measure	2001 target	2001 actual	Variance %	Comments
Quantity				
Primary schools with a 1:5 or better computer-student ratio	90%	88%	-2.2	
Primary teachers and principals with a notebook computer	95%	83%	-12.6	Target was not reached due to significant increase in number of teachers (36,469 to 40,306) and adverse effect of changes in the exchange rate during the period of the program. A further 3500 notebook computers were delivered during the June-July 2002 term break, bringing the actual performance to 91%.
Technical support staff-computer ratio in primary schools	1:300	1:319	-6.3	
Secondary schools with a 1:5 or better computer-student ratio	90%	88%	-2.2	
Secondary teachers and principals with a notebook computer	95%	83%	-12.6	Target was not reached due to significant increase in number of teachers (36,469 to 40,306) and adverse effect of changes in the exchange rate during the period of the program. A further 3500 notebook computers were delivered during the June-July 2002 term break, bringing the actual performance to 91%.
Technical support staff-computer ratio in secondary schools	1:300	1:329	+9.7	
Quality				
Primary teachers reporting routine use of learning technologies in curriculum planning and delivery	65%	80%	+23.1	The notebook computer program for teachers and increased access to computers by students contributed to the increased result.
Secondary teachers reporting routine use of learning technologies in curriculum planning and delivery	65%	81%	+24.6	As above.

Information technology and the Internet provide students with new and exciting opportunities for learning



Computer–student ratios, 1998–2002

The February 2002 computer census indicated that the overall computer–student ratio was 1:3.9, compared with 1:4.3 in 2001



Source: Department of Education & Training

Key achievements

- A 1:5 computer–student ratio was achieved in 88 per cent of primary schools.
- \$30 million was provided for the Technical Support to Schools program to fund 300 specialist technicians to deliver high-level technical support throughout the State.
- Almost 85 per cent of all teachers and principals who have received a notebook computer reported routine use of computers at school. By June 2002, 83 per cent of all teachers and principals had a notebook computer.
- 80 per cent of primary school teachers and 81 per cent of secondary teachers used ICT as part of everyday classroom practice.
- A mixture of classroom teacher-run activities and specialist classes run by information technology (IT) teachers occurred in secondary schools.
- curriculum@work provided valuable resources for use within the classroom.
- Online delivery of the *eLearning Planning Guide* assisted school leaders and teachers to develop or update their eLearning/Learning Technologies plan.

The Science in Schools strategy encourages students to participate in VCE science subjects and pursue science-related careers

From the archives: the physics and chemistry room at Shepparton Agricultural High School, c.1910



Science in Schools

The Science in Schools strategy supports a culture of innovation by engaging students in exciting science and technology learning and provides opportunities for students to be creative and inventive.

Key achievements

- Significant improvements were identified in the teaching and learning of science in schools participating in the Science in Schools research project (phase two report).
- Production of high-quality ScienceTrek and Science and Technology Education in Primary Schools materials continued.
- 3000 teachers participated in an extended professional development program and the online component was used by 100 teachers and facilitators.
- The Teachers of Technology and Science in Industry pilot program was introduced.
- 95 teachers graduated with certificates in either science teaching (primary) or science education (physics).
- Ten VCE students and four teachers from government schools completed the Victorian Student Expedition to Arctic Station, Greenland.
- Links were established with more than 200 business and tertiary organisations through the Community Partnerships program.
- 58 schools were part of the Scientists and Engineers in Schools program.

Students and teachers from around Victoria participated in the Victorian Student Expedition to Arctic Station, Greenland, in January-February 2002



Physical and sport education programs promote greater fitness and skill development for students



Health, physical and sport education

The objective of these programs and services is to promote and support physical and sport education in schools, as well as health and traffic safety education.

Key achievements

- Over 3000 teachers accessed professional development programs that assisted with promoting and supporting the teaching and learning of physical and sport education.
- Resources were developed to support innovative teaching and learning practices, including curriculum@work learning sequences, a bus safety video, Catching On-STI/AIDS prevention education, and a fundamental motor skills instructional video.
- Awards programs were conducted for students and teachers, including state and regional school sports awards, the Pierre de Coubertin awards for secondary students, and the traffic safety education awards.
- Sports programs for students and teachers were conducted, including quality interschool and interstate sporting opportunities through School Sport Victoria, the Sportspeople in Schools program and the School Sport Linkages project.
- The sixth annual Teachers Games were held in Gippsland in September 2001.

From the archives: a fingernail and handkerchief inspection at Brunswick East Primary School, early 1950s





The arts

The objective of these programs is to provide support to schools on how to use the arts across the curriculum to improve student learning outcomes.

Key achievements

- The Instrumental Music program was audited to inform the development of guidelines for the future directions of the program.
- A statewide professional development program based on the Arts Matters multimedia project was implemented. A particular focus was the introduction of an online teaching and learning resource component.
- The National Asian Languages and Studies in Australian Schools Performing Arts of Asia video project was completed.

Gender education

The objective of gender education is to provide advice on effective gender education strategies to teachers, other educators, government departments and external agencies.

Key achievements

- A submission, including an implementation plan, was presented to the Government's Women's Safety strategy committee on the links between women's safety and education. Education and violence prevention is a key theme in the strategy.
- The Government's submission to the Federal Inquiry into the Education of Boys was revised. It outlines key issues for consideration for particular groups of boys and girls, including student performance and participation, literacy and lack of engagement.

- A new Gender Education website and the Writing Women into Australian History and Society website were developed and placed on the Department's website (SOFWeb).

Gifted education

Gifted education provides support to school communities to assist them to work effectively with their high-potential students. The broad definition of high potential includes students who are underachieving as well as those already achieving at a high level.

Key achievements

- 52 local gifted education networks were supported by professional development and funding. These networks provide support to gifted students, their parents and teachers from local schools.
- Professional development activities were provided, including the Fourth Australasian International Conference on the Education of Gifted Students, one-day seminars and twilight seminars. More than 1500 professionals including teachers, psychologists, guidance officers and principals participated in these activities.
- Four additional secondary schools were included in the accelerated learning program, bringing the total of schools involved to 22.

Strategic partnerships

The Strategic Partnerships program (formerly known as the Extension Education program) provides funding to organisations for the provision of curriculum resources, student programs and teacher professional development across Victoria.

The program was reviewed and a number of changes will be introduced.

The arts allow students to express themselves and use multiple intelligences

From the archives: a school band in the 1950s



Outlook

In 2002–03, the Department will:

- continue to improve literacy and numeracy outcomes for Koorie students, supported by Koorie educators and Koorie education development officers
- continue to focus on the issue of high absenteeism and low retention rates of Koorie students through school support teams, and the establishment of six new home-school liaison officer positions
- continue to improve the quality of provision and support for newly arrived students in isolated settings and for schools with newly arrived ESL students with a background of severely disrupted schooling
- research, design and develop initiatives to support systemic reform of languages education
- promote culturally inclusive curriculum, anti-racism and human rights education by working with schools and their communities, relevant community organisations and the Victorian Human Rights Education Committee
- continue to implement the Discovering Democracy professional development program, particularly through the grants scheme, extended professional development program and annual conference
- promote good school practice in the study of history and civics and citizenship education through professional development, student activities and teacher resources
- continue to replace notebook computers for teachers and principals under the three-year replacement cycle and offer computers to additional teachers who request them within the budget allocated for the program
- implement the second year of the networking component of the Bridging the Digital Divide program
- continue the Technical Support in Schools and access@schools programs
- provide high-quality, innovative and pedagogically sound teaching and learning resources that continue to extend and support the use of ICT in school communities
- continue to design and develop programs to improve the participation and achievement of students in science and technology
- provide schools with a sustainable model for improvement in science and technology learning
- continue to design and develop programs that support and maintain students' skills, knowledge and attitudes in health, physical activity, safety and student well-being
- develop a gender education strategy for schools for 2003–05, and associated professional development
- support schools to implement successful gender education strategies in order to improve the participation and achievement of boys and particular groups of girls in all stages of their schooling
- develop accelerated learning program guidelines for secondary schools
- identify high-potential Koorie students and develop strategies to appropriately meet their educational needs
- identify existing arts programs in schools and arts organisations that demonstrate best practice in meeting Government goals and targets through the arts, particularly increased student engagement, retention and lifelong learning
- provide funding to organisations under the Strategic Partnerships program for 2003 and beyond that are strongly aligned to the Government's goals and targets for education and training.

Students and communities

The Department designs and develops systems and strategies to enhance the relationships between students, schools and their communities to promote excellence, innovation, access and well-being. This involves strengthening and extending the framework for student well-being, further developing a systemic approach to supporting students with disabilities and those at risk, and developing a policy framework for effective school and community partnerships.

Important activities during 2001–02 included the review of the Students with Disabilities program, the consultation paper on the provision of student services, and the launch of the statewide cooperative school networks strategy.

Students with disabilities

The Students with Disabilities program provides high-quality education support for eligible students with a disability attending either a regular school or one of the 80 specialist schools across the State. Additional resources for students, ranging from \$3928 to \$29,979, are provided to schools to support educational programs for these students. Schools have the responsibility to provide an appropriate program within the budget allocation.



Performance measures: students with disabilities

Measure	2001 target	2001 actual	Variance %	Comments
Quantity				
Students funded under the disabilities program in government schools as a percentage of the total student population	3%	3.2%	+6.7	
Regular schools with students with disabilities	89%	90.0%	+1.1	
Quality				
Parent satisfaction with special education	88%	90.0%	+2.3	Data refers to the 2000 calendar year.
Staff morale of specialist school teachers	78%	76.0%	-2.6	Data refers to the 2000 calendar year.

Mirror balls, ultraviolet lights, space-age music – Paul Norton at work with student Nicholas in Dandenong Valley School's multi-sensory room

Vermont South Special School teacher Jan Brown uses activities to stimulate the senses to interest students in environmental science



The Department commits approximately 6 per cent of the total school global budget to the education of students with disabilities attending government schools, including specialist schools.

Numbers of students with disabilities in government schools, April 2002

Regular schools	12,132
Specialist schools	6,038
Total students with disabilities	18,170
Percentage of the total student population	3.4

During 2001–02, the number of identified students increased by 1411 from the previous year.

Key achievements

- Approximately 90 per cent of all regular schools have between one and 50 students with disabilities attending regular classes each day.
- Regular reappraisal of the educational needs of students with disabilities was implemented.

- A review of services and support for students with special educational needs was conducted.
- Identification of students with a disability in government schools continued to increase.

Students with special learning needs

Funding for students with special learning needs is provided for those students whose readiness to learn is affected by a range of reasons, including prior educational experiences, and family or other personal circumstances. Consequently, special learning needs funding supports programs that focus on students at risk of not achieving success at school.

The indicators that make up the Special Learning Needs index are:

- proportion of students at the school receiving the EMA or Youth Allowance
- proportion of students who transfer into the school other than at the beginning of the year
- proportion of students who are Koorie

- proportion of students who mainly speak a language other than English at home
- measure of family status
- measure of occupational status.

Special learning needs funding is distributed to schools via the school global budget. It is based on data collected from schools as part of the August census, which is used to determine each school's special learning needs index for the following year. Special learning needs funding enables schools to provide support for students at risk of not achieving success at school. It is anticipated that programs will translate into improvements in student performance and increased retention rates.

Through the 2002 school global budget, \$33.4 million was allocated to schools for the 2002 calendar year. As a result, special learning needs funding is provided to schools that comprise approximately 60 per cent of the State's government school enrolments.

Student welfare and drug education

The Department develops policies, conducts research and develops resources to support schools in the implementation of the *Framework for Student Support Services in Victorian Government Schools*. A major project in 2001–02 was the review of the delivery of student support services to ensure that students are provided with additional support and services to meet specialised needs.

A key to the successful development of school support services has been the coordination, in conjunction with the Department of Human Services, of the School Focused Youth Service, the Secondary School Nursing program, revised protocols for child protection, and attendance and engagement of students in out-of-home care.

The implementation and review of Individual School Drug Education strategies in all government and participating Catholic and independent schools has been facilitated by the Department's contribution to research and policy development. This supports ongoing, comprehensive drug education programs for all students.

The Victorian College for the Deaf produced a video and CD-ROM that presents *Little Brown Monkey* in Australian Sign Language (Auslan). Multimedia technology enables students to understand the story in Auslan so that they develop their reading skills in English



Performance measures: student welfare and support

Measure	2001 target	2001 actual	Variance %	Comments
Quantity				
Government schools meeting minimum requirements of the Framework for Student Support Services in Victorian Government Schools	95%	95.3%	+0.3	
Students serviced through an offsite alternative program	875	1165	+33.1	There has been an increase in the number of offsite programs available to schools through Middle Years, Later Years and Pathways initiatives.
Students who have returned to their home school from an offsite alternative setting	825	792	-4.0	Some Later Years and Pathways initiatives are placing students in other training or education rather than returning them to their home school.
Schools (government and non-government) implementing Individual School Drug Education strategies	98%	98.0%	–	
Quality				
School satisfaction with student support services	82%	79.0%	-3.7	
Level of participant satisfaction with drug education-related professional development and parent education programs	90%	98.0%	+8.9	



Key achievements

- The percentage of government schools meeting the minimum requirements of the *Framework for Student Support Services in Victorian Government Schools* was 95.3 per cent, slightly above expected outcomes.
- Schools reported a 79 per cent satisfaction rate with student support services. This was a focus of the review of the delivery of student support services.
- Revised information was provided to schools about child protection, including duty of care and mandatory reporting. This information was complemented by the revised child protection protocols and professional development program that were developed and implemented with the Department of Human Services and made available to all schools.
- Guidelines for the Secondary School Nursing program were developed jointly with the Department of Human Services.
- A review of infrequent or irregular school attendance took place through a statewide reference group and focus groups.
- All government schools and 80 per cent of non-government schools have now developed an Individual School Drug Education strategy, an action plan for review, or are actively involved in drug education initiatives.

Buddy Bears are central to a program to develop students' self-esteem, confidence and social skills at Sandringham East Primary School



- All schools have had the opportunity to review their Individual School Drug Education strategy and develop a further three-year action plan to enhance their drug education programs.
- The resource, *Volatile Solvents – A Resource for Schools: Health and Safety Guidelines*, was developed to assist schools to address issues around volatile solvent use.
- A teacher's manual was developed to assist schools to engage parents by implementing the student-led parent drug education program, *Creating Conversations*.

Bullying in schools

The Department's strategic plan to address bullying, harassment and violence in schools involves a phased implementation. Phase one involved the development of a resource package for schools, including a comprehensive interactive website: *Addressing Bullying Behaviour – It's Our Responsibility*.

Phase two of the strategy involved a Ministerial launch of a joint Department and St Kilda Football Club program *SAINTS: A Prevention Approach to Bullying*. The *SAINTS* program is an innovative example of how Victoria's strategic approach to addressing issues of bullying, harassment and violence can be implemented through a community partnership project.

Another Department project, a partnership project with the Alannah and Madeline Foundation, included the development of a picture storybook *Little Buddy is Being Bullied: Buddy Bear Helps Out*. The book was written and illustrated by children's author and artist Michael Salmon in collaboration with personnel in the Department.

The Department was also involved as a partner in VicHealth's *Together We Do Better* campaign to raise awareness of bullying as a public health issue with long-term consequences.

School networks

In February 2002, the former Minister for Education, the Hon. Mary Delahunty, officially launched the cooperative School Networks strategy. The launch of school networks was supported by the publication of a booklet outlining existing successful practice across the State. A companion document, *A Framework for School Networks*, was also distributed to schools. This document outlined broad parameters around the formal establishment of school networks, key conceptual issues relating to the benefits of cooperation, as well as functional requirements of networks.

Effective networks will provide improved access to educational opportunities and better outcomes for young people in the network area. Over time, networks will link with and complement the work of the LLENs. They will develop partnerships with other agencies, business and the

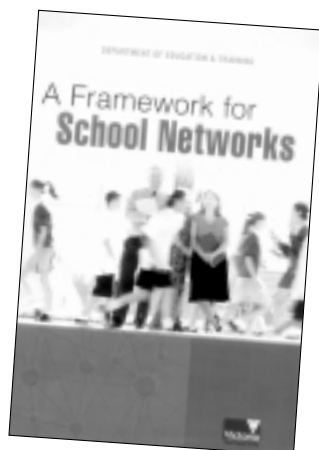
community to improve student outcomes, attendance and participation, facilitate pathways to further education and employment, enhance the provision of local resources and services, and support student well-being.

Throughout the year, schools have been involved in discussions with neighbouring schools to formalise membership of networks. Once formalised, school networks developed accords that outlined their purpose, management arrangements and expected outcomes. Funding was provided to assist networks develop their initial accords.

Regions have played a key role in supporting schools through the establishment phase of networks and will provide ongoing advice and support.

A statewide networks reference group has been established to assist in strengthening the development of networks. The reference group will support regions in their role and identify innovative ideas and successful practice that can be shared across all networks, and facilitate partnerships across agencies and the community.

Educational opportunities for all students are enhanced by networks of schools working together to improve schooling and support provision of school services in the local area



School council and community support

School councils provide a vital link between schools and their communities. The Department has established an extensive program of support to ensure that principals, as the executive officers of school councils, have the knowledge and understanding required for this role. In addition, training and other support is provided at regional and central levels to members of school councils so that they are equipped with the necessary information and skills to carry out their role efficiently and effectively.

The training programs provided for school councillors included:

- induction programs for school council presidents
- induction programs for school councillors
- support for school council networks, such as assisting school councillors to understand their financial responsibilities.

Voluntary contributions

At the beginning of 2002, advice was provided to schools about parent voluntary contributions and school curriculum and materials charges. The purpose was to outline the Government's position in respect to voluntary parent contributions and to specify which materials parents can reasonably be expected to provide or pay the school to provide.

School councils are able to invite voluntary contributions from parents to support particular initiatives of the school. Common examples of the purpose for voluntary contributions include building and grounds beautification, the library fund, cooperatives, additional computers and a general contribution to the school.

Education Maintenance Allowance

In March 2002, the EMA arrangements were revised in recognition that families incur the greatest part of the costs associated with educating their children at the start of the school year. The first instalment of the EMA for 2002 was 70 per cent, with the remaining 30 per cent to be provided in the second instalment. The previous arrangements provided 50 per cent in each instalment.

The revised arrangements have also increased schools' accountability, as schools must now inform parents in writing of the essential items purchased on the parents' behalf using the school's portion of the EMA.

In the first semester 2002, 203,957 students accessed the EMA, with 99.9 per cent of EMA payments processed and paid according to the publicised timelines.

Performance measures: EMA

Measure	2001 target	2001 actual	Variance %	Comments
Quantity				
School students receiving EMA	215,000	206,549	-3.9	With the introduction of GST, the income threshold for eligibility for welfare payments was lifted. It was anticipated that more parents would become eligible for the EMA. This did not happen. Actual data relates to the 2001 calendar year.
Timeliness				
EMA payments processed according to published timelines	100%	100%	-	



Outlook

In 2002–03, the Department will:

- implement an improved mode of delivery of student support services, based on the outcomes of the student services consultation paper
- develop a professional development strategic plan for student support services officers
- develop an improved model for program delivery and support for students with disabilities to better match resources to educational needs
- develop a professional development strategic plan for teachers and support staff to support students with special educational needs
- update the Disabilities Educational Needs questionnaire
- conduct accredited drug education training and professional development in all regions
- disseminate the Volatile Solvents resource to all schools through a comprehensive professional development program for teachers and support staff on its appropriate use
- provide advice to schools on improving student attendance
- coordinate a review of the guidelines for the student code of conduct
- commence a social competencies pilot program in two schools per region across the State
- conduct a major statewide social competencies conference
- provide school councils and school communities with advice on building sound relationships and resolving concerns
- provide improved student health and safety guidelines
- provide school councils and school communities with updated advice on sponsorship and partnership guidelines
- identify successful school–community partnership models, best practice in innovation and excellence, and share this information with all schools and communities
- develop a policy framework for effective school–community partnerships
- jointly auspice Best Start – a prevention and early intervention project to improve the health, development and well-being of all Victorian children from birth through to transition to school – with the Department of Human Services
- establish partnership arrangements with community organisations to support and promote excellence and innovation in schools.

School resources strategy and regional coordination

The Department aims to ensure that a strategic and future-oriented approach underpins the use of resources for school education. This is achieved through leadership programs, strategic advice, and the development of a strategic framework for information and resource delivery in the areas of human resources, facilities, IT and finance. The vision is to ensure the maximum achievement of student outcomes through the best possible use of available resources.

School funding

Refinements were made to the school global budget for the 2002 school year in response to concerns of stakeholder organisations and principals regarding the model introduced in 2001.

The Office of School Education established a consultative committee to work with stakeholders to refine the school global budget model for implementation in 2002. In addition, a broad consultation process with principals was undertaken and business managers were also consulted about the model.

External modelling of the 2001 school global budget was also commissioned to confirm the validity of the approach taken by the Department.

As a result, the school global budget for 2002 comprised three key elements:

- a common fund-in rate for each teacher (as in 2001) that recognises the effects of salary movements and the new career structure since 2001

Flexible classroom spaces and withdrawal areas combined with appropriate furniture and storage support active learning for young learners at Macleod P–12 College



- a management component (new for 2002) designed to recognise the needs of different-sized schools
- a salary profile factor (new for 2002) that fully funded schools where the salary profile exceeds statewide averages. The provision of a profile factor assisted schools to plan confidently for 2002.

The agreement to the teaching and leadership components of the 2002 school global budget concluded the transition phase to the refined school global budget model and provided a sound platform for school planning.

School leadership and teacher professional development

The Office of School Education provided programs for principals covering preparation for school leadership, induction into principalship, and ongoing growth in the leadership role. These acknowledge the wide-ranging needs of school leaders at differing stages of their careers.

The major programs included:

- Principal Induction template – developed for regions to tailor to local needs and containing units focused on the extensive administrative and managerial responsibilities of new school leaders.
- Mentoring and Coaching programs – designed to develop experienced principals into mentors and coaches. The focus is on principals supporting their own staff and on being able to provide support to inexperienced principal colleagues.
- A financial training program, Dollars and Sense – developed for new principals and aspirants to leadership roles. The four-module program takes participants through the major areas of school budget development, management, monitoring and reporting and is delivered by regions.

Jocelyn Owen, Assistant Principal, and Roger Fiedler, mentor, are advocates for the mentoring program at Wodonga West Primary School



To facilitate teacher professional development, \$9.8 million was granted directly to schools through school global budgets in 2001-02. This enabled schools to support teachers and other staff to undertake professional development that upgraded their professional knowledge and skills, and thus assisted effective student learning. In addition, many schools contributed additional funds to support professional development.

In addition to the school global budget professional development funds, the Department provided funds and resources for teacher professional development in several priority areas. These initiatives included:

- a program for professional development coordinators facilitated by regions
- further development of PD Search – the Department's searchable online database of professional development activities and programs – with an increase in the number of providers listed
- regional beginning and returning teacher programs for the 2002 school year
- a Teacher Mentor Research, Development and Evaluation project undertaken for the Department by the Monash University Professional Development Institute
- professional development programs conducted by teacher subject associations using funds provided by the Department.

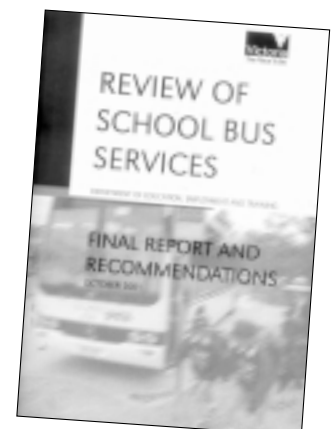
Student transport

The free school bus service, administered by the Department of Infrastructure on behalf of the Department of Education & Training, carries approximately 73,000 students on a daily basis at a cost of \$116 million per year.

About 38,000 school students received conveyance allowances totalling over \$15 million in 2001-02. These allowances are paid to eligible students to assist with travel costs where access to free school bus services is not available.

The Department also provides transport for students attending specialist schools. In 2001-02, approximately 6100 students were transported by bus and taxis to these schools at a cost of \$24.5 million.

A number of recommendations from the Review of School Bus Services were adopted and funded for implementation in 2003





The final report from the Review of School Bus Services was presented to the former Minister for Education in October 2001. The review panel found that the system of free bus travel in rural and regional Victoria should be maintained and strengthened.

The key change arising from the implementation of some of the recommendations from the Review is the introduction of new distance-based scales of payment for conveyance allowances. The basic eligibility criteria for free bus travel and conveyance allowance – students attending the nearest school and travelling more than 4.8 km – were confirmed.

Performance measures: student transport

Measure	2001 target	2001 actual	Variance %	Comments
Quantity				
School students supported by conveyance allowance	38,500	38,000	-1.3	
Eligible special school students provided with appropriate travel	5600	5700	+1.8	
Quality				
Sample of claims checked for accuracy	70%	85%	+21.4	Improvements arise from increased efficiency.
Timeliness				
Payments made according to published schedule	100%	100%	–	

Outlook

In 2002–03, the Department will:

- prepare new leadership professional development programs that will have an emphasis on developing the capacity of school leaders to meet Government and Department targets and priorities
- revise teacher professional development resources to support schools with induction of beginning and returning teachers
- develop further resources for school professional development and curriculum leaders

- train teacher mentor coordinators and school mentors
- develop a new secondary teacher program designed to promote innovative thinking among students in the later years of schooling
- update online professional development information
- implement the recommendations of the school bus review
- publish new guidelines relating to student conveyance allowances
- develop a strategic framework for decision making in the areas of human resources, facilities, IT and finance.

School regions

An independent review of the regions was undertaken during the latter half of 2001. The objective was to enhance the role of regions as one of support to principals and schools to improve student outcomes.

The Department Executive accepted the major recommendation on the role of the regions and thus affirmed that the five country and four metropolitan regions will remain and form part of the administrative arm of the Department. In turn, regions will support an operating layer of self-managing schools and networks.

The role of the regions has been further enhanced by a realignment within the central offices of the Department. This will enable regional offices to exercise greater responsibility within their regions.

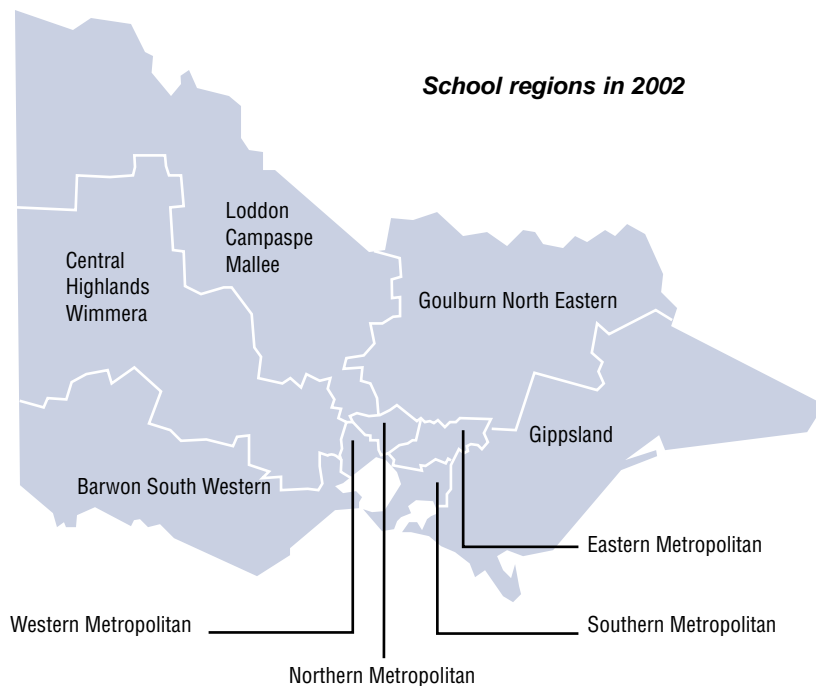
In order to support the attainment of Government's goals and targets, the prime focus of the regions is to support schools, individually and in networks, to build on their capacity to deliver better student outcomes.

This is being achieved through:

- facilitation of cooperation between schools, both formally in networks and informally
- quality assurance of school and network curriculum and student welfare programs
- provision of advice and support in resource management and administration to schools
- support in school improvement strategies and school accountability.

Within the above framework, regions will concentrate their support in schools at risk of not meeting the required targets.

A Regional Liaison Unit was established to ensure more effective implementation of policy in regions and schools.



School regions in 2002

Regional directors of education:
(from back left) Ross Kimber,
Eastern Metropolitan; Jan Lake,
Southern Metropolitan; Steve
Marshall, Western Metropolitan;
Adele Pottenger, Goulburn North
Eastern; Trevor Fletcher, Barwon
South Western; Rob Blachford,
Loddon Campaspe Mallee; (front
left) Peter Henry (acting), Central
Highlands Wimmera; Malcolm
Millar (acting), Deputy Director,
School Resources Strategy and
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Victoria Triggs, Northern
Metropolitan; Peter Greenwell,
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Profile of government school regions, Victoria, 2001 and 2002

Region	February census 2002						August census 2001	
	Schools	Students (EFT)	Apparent retention rate		Average class size		LBOTE* (EFT)	Koorie (EFT)
			10–12	7–12	P–2	All primary		
Western Metropolitan	141	62,591.8	83.0	83.3	22.7	24.2	27,238.1	443.0
Northern Metropolitan	201	76,888.8	86.0	85.1	22.1	23.9	29,717.6	959.7
Eastern Metropolitan	255	107,742.1	91.7	88.6	22.5	24.2	30,944.8	317.6
Southern Metropolitan	248	111,198.4	80.4	84.3	22.4	24.1	33,590.9	550.3
Barwon South Western	150	42,738.4	78.9	72.7	21.2	22.8	3,555.9	550.6
Central Highlands Wimmera	130	26,103.7	73.9	68.2	20.1	21.8	1,244.2	348.5
Loddon Campaspe Mallee	168	39,442.4	81.8	76.7	20.7	22.3	2,279.3	1,102.3
Goulburn North Eastern	177	37,303.6	74.7	69.6	20.8	22.4	2,653.2	778.9
Gippsland	155	32,553.3	70.9	71.0	20.4	22.1	1,916.1	700.0
Metropolitan regions	845	358,421.1	85.5	85.6	22.4	24.1	121,491.4	2,270.6
Non-metropolitan regions	780	178,141.4	76.4	72.0	20.7	22.3	11,648.7	3,480.3
Total	1,625	536,562.5	82.3	80.7	21.8	23.5	133,140.1	5,750.9

*Language background other than English

Source: Department of Education & Training

Policy, planning and accountability

Strategic planning and review are key aspects of the Department's role. Advice is provided on high-level school education, policy, planning, standards and accountability arrangements. Quality assurance processes for government and non-government schools, including strategic and comprehensive data collection and analysis services, are also managed.

School improvement and review

Through an integrated system of planning, monitoring, reporting and review, school improvement and review aims to:

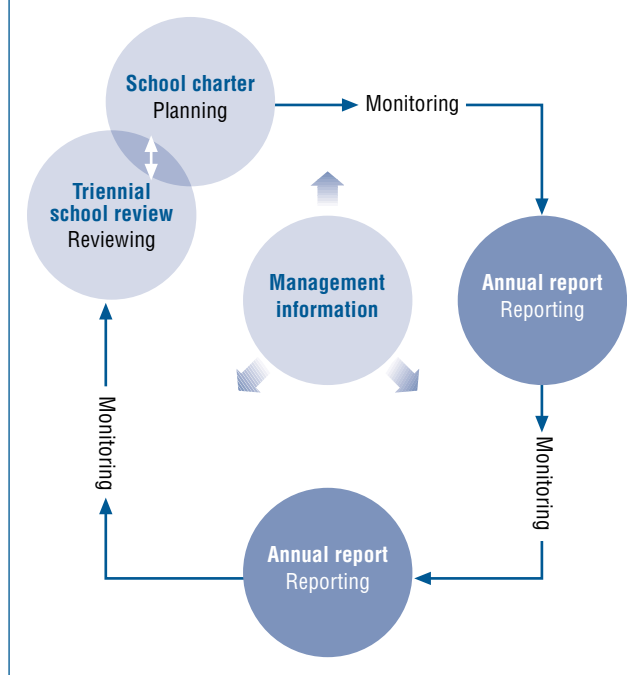
- establish standards of student achievement and provide accountability and budget frameworks
- disseminate performance information and develop effective improvement strategies for schools.

The three key components of this accountability framework are the:

- school charter – a statement of the school's goals and priorities aimed at continuous improvement in standards of achievement throughout all areas of school life
- annual report – a yearly progress report on the school's achievements towards the goals and priorities set out in their school charter
- triennial review report – a report by an external evaluator on achievements in performance trends that emerge from the school's data, with findings contributing to recommendations for future charters.

The relationship between each component is shown in the diagram opposite.

School accountability framework



During 2001–02, the Department sought to strengthen the review and performance frameworks, reaching a closer alignment between school accountabilities and Government goals and targets, and improving monitoring of Victorian government schools' performance against that of other states.

Performance measures: standards and accountability

Measure	2001 target	2001 actual	Variance %	Comments
Quality				
Primary schools identified as performing at or above expected levels as identified in the triennial review process	93%	94.6%	+1.7	
Parent satisfaction with primary schooling	85%	85%	–	
Morale of primary school teachers	75%	75%	–	Data relates to the 2000 calendar year.
Secondary schools identified as performing at or above expected levels as identified in the triennial review process	90%	93%	+3.3	
Parent satisfaction with secondary schooling	75%	75%	–	
Morale of secondary school teachers	58%	59%	+1.7	Data relates to the 2000 calendar year.

Key achievements

- Further improvements were made to accountability reporting processes.
- The introduction of an electronic reporting system, in which schools supply information via the Internet and email, allowed for efficient data processing and timely supply of benchmark information. This system also streamlined internal processes.
- Reporting on school performance data was enhanced with a comprehensive consolidated data report, incorporating trend information, being made available to all government schools.
- Real retention allowed schools to get an accurate picture of their actual, as well as apparent, rate of student retention.
- School charter guidelines were redrafted to reflect the Government's goals and targets. Principals were asked for input to ensure that guidelines meet school needs.
- A School Development policy framework was drafted and was the subject of consultation with key education stakeholders and schools.

Outlook

In 2002-03, the Department will:

- introduce a differential review model that is more flexible and responsive to the diverse needs of schools
- conduct an accreditation program for new reviewers
- develop a template for schools to assist with the preparation of their school charters
- host the Australian Accountability Network conference, with delegates from Australia and New Zealand exchanging ideas, processes and future directions about benchmarking international best practice.

Statewide student assessment

The Achievement Improvement Monitor (AIM) is the principal means of assessing students on a statewide basis.

Achievement Improvement Monitor

The AIM contains five 'pillars'. Each complements the other and supports current teaching practices.

Classroom assessment assists teachers to improve the consistency and accuracy of judgements about student achievement. A consultation paper on assessment and reporting was circulated to schools and key stakeholders in Term 4, 2001. Responses to the consultation paper will inform the development of a position paper providing broad principles for assessment and reporting of student achievement within the CSF. Annotated student work samples for English, mathematics and science were provided to schools in Term 4, 2001. A professional development program for teachers on these materials was developed in Semester 1, 2002.

Homework guidelines assist student learning outside the classroom and ensure that parents are informed. *Homework Habits: Homework Guidelines* were announced in April 2001. Schools are expected to use the guidelines to consult with their communities in developing local school homework policies.

Comprehensive reporting provides school and student achievement to parents and the local community. Community consultations on reporting were conducted in Term 4, 2001.

The Learning Improvement program provides funding to boost student learning. During 2001-02, nearly \$5 million was disbursed to schools that had undertaken a triennial school review in that year. Funding was linked to the outcomes of the triennial school review to target improvement in the literacy and numeracy levels of students. An interim evaluation of the Learning Improvement program, conducted in Semester 1, 2002, found that money disbursed to date had been used effectively to target improvements in student learning.



Statewide testing provides information on how students are performing against the statewide standards of the CSF and against national literacy and numeracy benchmarks. Year 7 students participated in the AIM in English and mathematics for the first time in 2001. More than 120,000 students in Years 3 and 5 and nearly 32,000 students in Year 7 in the government, independent and Catholic sectors participated in the testing program, which was conducted in August.

In December 2001, the VCAA announced the decision to bring the development and delivery of the statewide testing component in-house. The decision will ensure that test development, analysis and reporting expertise is retained within the Victorian education system. Participation rates are expected to increase in 2002, the second year of implementation at Year 7.

School audits

The Department manages a program of internal control, which includes the conduct of financial and enrolment audits in Victorian government schools.

Financial audits

The annual audit of school financial statements is required under legislation.

The Department coordinates the financial audits through independent audit contractors, who completed all the audits for the year ended 31 December 2001 by 31 May 2002. The audit program has been designed to focus on and check the quality of a school's internal controls. Management reports are issued to school councils following the completion of the audits.

The audit program is amended annually to reflect changes to financial management practices in schools and the external environment.

Enrolment audits

The Department verifies the February census returns for all Victorian government schools to ensure that student counts are accurate. The audits are undertaken after the submission of census returns either through an audit visit or a check of attendance rolls submitted by schools. Following the audit process, the enrolment figures are used to determine school global budgets.

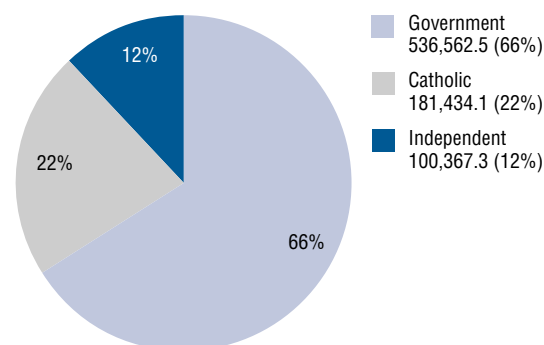
Enrolment audits of the February 2002 census data were completed by 24 May 2002.

Non-government schools

Non-government schools educate 34 per cent of Victoria's school students. Of these students, 64 per cent are in Catholic systemic schools and 36 per cent in independent schools. Non-government schools represent a diversity of providers in size, curriculum and affiliation. As of February 2002, there were 489 Catholic schools and 212 independent schools. Of the independent schools, a minority operate within small systems, the Christian, Ecumenical, Lutheran and Seventh Day Adventist systems.

Enrolment share across the three school sectors, February 2002

About one-third of Victorian school students attend non-government schools



Source: Department of Education & Training

The percentage of Catholic and independent school enrolments in Victoria has traditionally been higher than in the other States and Territories, except the ACT.

The Minister for Education and Training has legislative responsibility for the education of all primary and secondary school students in Victoria, including those in non-government schools. A legislative and administrative framework supports the Minister.

The non-government sector and its schools make a unique and valuable contribution to educating students in Victoria. Indeed, the Government's goals and targets for education and training are for all those engaged in school education. Strengthened relationships between government and non-government schools have been identified as a key strategy in achieving the goals and targets.

Liaison, policy development, funding, accountability and regulation in relation to non-government school education are the responsibility of the Non Government Schools Branch, which incorporates the Registered Schools Board.

Key achievements

In 2001–02, \$232.66 million was allocated to Victorian non-government schools on a per capita basis under the State Recurrent Grant. Funding is provided to assist schools to meet recurrent operating costs. In addition, \$17.5 million in supplementary funding was allocated on a per capita basis to non-government schools in Education Resource Index categories 8–12. This is consistent with an election commitment by the Government to provide an additional \$57.5 million over four years (commencing in 2000) to needy non-government schools.

Financial assistance was provided to 68 non-government schools – 34 Catholic and 34 independent – in urgent need of capital works. The Needs Based Capital Assistance initiative assists needy non-government schools to repair run-down classrooms and build new facilities where classrooms and facilities are inadequate. A total of \$5 million was allocated to the Catholic Education Commission of Victoria and the Association of Independent Schools of Victoria Block Grant Authority, who are administering the program on behalf of the Department.

Funding to non-government schools in 2001-02 also included \$13.7 million for the Education Allowance to assist in the purchase of textbooks and other materials, \$3.4 million in support services to assist students with disabilities and impairments, and \$1.2 million for suicide prevention.

Registered Schools Board

The *Education Act 1958* Parts III and V requires that the Statutory Authority of the Registered Schools Board govern the administration of the non-government schools sector. The Victorian Government recognises the right of parents to choose schools other than those conducted by the Department to provide for the education of their children. The Government also accepts its responsibility to safeguard the interests of the young by setting the essential principles and criteria that it considers should be met by non-government schools.

The Government oversees the operation of schools to ensure that satisfactory standards are met in the interests of students attending non-government schools. Registration also serves to inform and reassure the community that satisfactory standards are being met and that young people are provided with educational opportunities that equip them for living in contemporary Australian society.

In administering the Act, the Registered Schools Board is required to:

- register and, where appropriate, revise the registration of schools – a process by which schools are monitored for compliance with the Act by a registration review every six years
- register and, where appropriate, revise the registration of teachers and remove the names of teachers from the register where they are convicted or found guilty of a sexual offence or other conduct unbecoming a teacher
- endorse schools as suitable to accept full fee-paying students from overseas.

Strategic policy advice is provided to the Minister on the regulation of non-government schools with regard to school and teacher registration, monitoring and endorsement.

Registration of non-government schools

During 2001-02, the Registered Schools Board approved the registration, or revision of registration, of schools in the following categories.

New primary schools	6
New secondary schools	1
New primary and secondary schools	5
New special schools	1
Primary schools added to existing secondary schools	1
Additional secondary year levels	23
Additional campuses	3
School amalgamations (two schools to form one school)	1
Relocations	6
School closures	4

Performance measures: non-government school education

Measure	2001 target	2001 actual	Variance %	Comments
Quantity				
Non-government teachers registered annually	2000	2514	+25.7	Increase is due to a combination of factors – the successful promotion of teaching as a rewarding career, an increase in the number of applications coming from young (predominately) English and Irish teachers who are travelling and seeking employment, and a general increase in applications from overseas.
Teachers registered in accordance with published timelines and procedures	98%	98%	–	
Quality				
Recommendations of non-government school registration reviews approved by Registered Schools Board	99%	99%	–	
Timeliness				
Schools, additional year levels and new campuses registered in accordance with Board procedures by 31 March	100%	100%	–	



The first school offering distance education was approved after a period of intensive preparation. Under the same procedures followed for all new schools, and those that have opened additional year levels and campuses, Glenvale School opened its distance education delivery in February 2002.

The Distance Education program is administered from the main school campus in Glenroy, delivering a curriculum model catering for distance education students who attend five approved centres located around Victoria, usually two days per week. The students work on the material provided by registered teachers at home on the remaining days. The program is monitored as part of the regular monitoring of new schools.

All new schools complete an 'approval to open' period of at least six months prior to opening. This allows schools to work with the Registered Schools Board's officers to establish their curriculum and facilities and to ensure teacher registration and required minimum enrolments are in readiness for the registration process.

Visits are made to these schools on two occasions during their first year of operation. Reports are made to the Board following each of these visits.

Registration of teachers

The Board continues to consider applications from teachers who wish to be registered to teach in non-government schools.

2604 teachers were registered as primary, secondary or special or a combination of these categories in the 2001–02 year, with a record 1315 applications processed during the first three months of 2002. This increase in the numbers of applications received over previous reporting periods has continued.

While registration seeks to give professional and public assurance of teacher quality, the Board recognises that there may be compelling reasons why a small number of people who, while meeting the Board's requirements for character and fitness to teach, do not meet the qualifications standards and yet should be employed in schools to undertake teaching roles. Thirty-one applicants were granted permission to teach and 33 teachers were approved for single-subject registration.

One hundred and sixteen applicants who did not meet the requirements for appropriate qualifications or suitability of character were refused registration during the reporting period.

To ensure the safety and well-being of students in non-government schools, the Registered Schools Board investigates allegations of conduct unbecoming teachers. Where the case is not a police matter under sections 35 and 38 of the *Education Act 1958* Part III, section 41 provides that the teacher concerned be given an opportunity to be heard by the Board where the allegations are of a serious nature. The names of four teachers were removed from the register in 2001–02.

Monitoring of schools

Annual returns

As a requirement of the Act, the Registered Schools Board maintains a database of school details that is collected on census day in February. For the first time in 2002, this data was collected electronically. The new application enables schools to complete their annual returns at the appointed time and to update their data during the year. A small group of schools piloted the project in 2001 and all schools were requested to use this format for the 2002 census. Ten schools required a paper format on religious grounds. The new format allows schools to complete staff details, check on the registration status of teachers, complete returns on new buildings during the year and change administrative details.

Registration reviews

In order for non-government schools to maintain registration under the Act, the Registered Schools Board must be satisfied that the school continues to meet the requirements for registration with regard to:

- maintenance of minimum enrolments appropriate to its registration category
- teacher registration
- suitably certified buildings appropriate to the level of registration
- appropriate curriculum and resource provision
- a satisfactory standard and appropriate level of instruction.

The Registered Schools Board sees this accountability role as an important function, set within an environment of school self-evaluation that supports planning for school improvement. Schools are monitored once every six years through the process of registration review.

During 2001–02, 142 schools were reviewed. Reviews are undertaken in a number of ways.

- Schools may opt to participate in a self-evaluation process that is then validated by Board officers. Sixty-seven schools underwent this review process during the reporting period.
- Fifty schools opted to undertake their self-evaluation and chose their validators from a group of independent educators who possess recent school experience and the expertise to provide an objective assessment of the school. These validators were briefed and offered guidance by Board officers during the process.
- Twenty-five schools undertook their self-evaluation and then formed a team of validators from the approved group of independent educators and officers of the Board.

One hundred per cent of registration review recommendations made to the Board were approved, exceeding the agreed target of 98 per cent.

Full fee-paying overseas students

The high reputation of Victorian education institutions and the increasing popularity of Australia as an education destination for international students led to the international education program, which is governed by the Commonwealth *Education Services for Overseas Students Act 2000*.

In Victoria, the Registered Schools Board is responsible for the endorsement of registered schools to accept full fee-paying overseas students in line with the Act.

During 2001-02, there were 142 registered schools endorsed to accept the 3118 full fee-paying overseas students, compared with the 2795 students attending endorsed schools for the previous reporting period. Eight schools were newly endorsed, 29 re-endorsed and 13 schools extended the levels for which they were endorsed. Five schools sought to cancel their endorsement when they decided not to include overseas students. There were no suspensions or cancellations of endorsement by the Board.

During 2001, the *Education Services for Overseas Students Act 2000*, the Education for Overseas Students Act Regulations 2001 and the National Code of Practice were implemented. Changes to the Act and the National Code of Registered Provider Obligations impacted on endorsed schools. Registered Schools Board staff, in conjunction with the Association of Independent Schools of Victoria, worked with schools to inform them of the changes and how these should be interpreted by schools.

Publications

The Registered Schools Board continues to distribute the *Circular to Principals* each term.

As part of the school registration and monitoring functions, the Board publishes 'Guidelines for Approval to Open a School or Changes to an Existing Registered School' for proponents wishing to open new schools and additional year levels. The Board also publishes a *Validators Briefing*, used in the training of independent validators for registration review purposes. These two documents are available from the Board.

The Board website continues to provide a means by which the Board can be reached by schools and the general public seeking feedback on issues under discussion at the Board. The policies and guidelines manual continues to be updated and is the major feature of the website.

The Board's website address is <www.sofweb.vic.edu.au/rsb/>.

Membership

The Board, which meets monthly, consists of eight members, four from the government sector, including the nominee of the Secretary of the Department as chair, and four members from the non-government sector, appointed by the Governor-in-Council.

At the May 2002 meeting, the Board recognised the services of Ms Fiona Ogilvy-O'Donnell, who resigned after sixteen years as a most active Association of Independent Schools of Victoria representative.

Membership of the Registered Schools Board is as follows:

Department of Education & Training

Mr Don Tyrer (Chair)

Mrs Cynthia Merrill (Manager)

Ms Lesley Foster

Ms Mary Buchanan

Catholic Education Commission of Victoria

Mr Tony O'Meara

Ms Pauline Audley

Association of Independent Schools of Victoria

Mr Geoff Ryan

Ms Kerri Knopp (acting)

Mr Robert Witchell is the registrar of the Registered Schools Board.



Registered Schools Board: (from back left) Don Tyrer (Chair), Geoff Ryan (Association of Independent Schools of Victoria), Pauline Audley (Catholic Education Commission), Tony O'Meara (Catholic Education Commission), Robert Witchell (Registrar); (seated left) Cynthia Merrill (Manager), Mary Buchanan (Department); absent: Lesley Foster (Department)



Outlook

In 2002–03, the Department will:

- develop technical advice to the Government on an equitable funding model for non-government schools, together with an associated accountability framework in the context of the Government's goals and targets for education and training
- enhance existing collaborative partnerships with non-government schools and their key organisations in furthering the Government's goals and targets for education
- review the role of the Registered Schools Board in light of the establishment of the Victorian Institute of Teaching, which is due to commence operating in 2003.

Other bodies

Victorian Institute of Teaching

The advice of the Ministerial Advisory Committee for the Victorian Institute of Teaching, established in May 2000, was submitted at the end of June 2001.



Susan Halliday, former Federal Sex Discrimination Commissioner, is the first chair of the Victorian Institute of Teaching

The Victorian Government's formal response to the advice of the Ministerial Advisory Committee for the Victorian Institute of Teaching was the *Victorian Institute of Teaching Act 2001*.

Legislation was introduced into the Victorian Parliament on 1 November 2001 and passed on 6 December 2001. The Act formally established the Victorian Institute of Teaching as an independent statutory authority to recognise, promote and regulate the teaching profession in Victoria from February 2003.

Key achievements

The Minister for Education Services and Youth Affairs, the Hon. Monica Gould, announced the establishment of the Victorian Institute of Teaching on 11 June 2002 and the inaugural meeting of the Institute's First Council was held on 20 June 2002.

Ms Susan Halliday, former Federal Sex Discrimination Commissioner, was appointed as the inaugural chair of the Institute, together with 19 members comprising a range of professional experience and expertise across school sectors, types and locations.

The Institute Council is being supported in this work by an interim secretariat comprising Department officers seconded to the Institute, pending the establishment and employment by the Council of its own secretariat.

Outlook

In 2002–03, the key priorities for the inaugural Institute Council are to:

- prepare an initial register of teachers to enable elections for the second Institute Council
- establish the key policies and business practices to enable the Institute to perform its legislated functions (including the registration of all teachers in government and non-government schools) from 1 February 2003.

Victorian Schools Innovation Commission

The Victorian Schools Innovation Commission was established in June 2001 to advise the Minister for Education and Training about innovations in public education, promote and advance the interests of schools, and act as trustee of the Education Charitable Trust Victoria, a public charitable trust, and any other trusts established by the Minister.



The Hon. Dr Barry Jones chairs the Victorian Schools Innovation Commission

The chair and the following directors and members meet regularly to discuss the issues facing education and directions of the Commission:

Dr Barry Jones (Chair)

Ms Ellen Koshland (Deputy Chair)

Mr Alister Maitland (Deputy Chair)

Mr Philip Bullock

Mr Julian Burnside QC

Ms Sharan Burrow

Ms Tricia Caswell

Mr John Clarke

Dr Annie Ghisalberti

Ms Susan Halliday

Mr Peter Laver

Ms Susan Pascoe

Professor David Stokes

Mr Michael White.

Ms Viv White, former national coordinator of the Australian National Schools Network, is the chief executive officer.

The Victorian Schools Innovation Commission has four major functions:

- to advise the Minister for Education and Training in relation to innovative strategies to assist in meeting the Government's initiatives for:
 - middle years schooling and the issues of engagement and retention of students
 - science

- the VCAL
- literacy and numeracy
- ICT and e-learning
- LLENs
- networks of schools
- creativity and design
- other areas identified for advice
- to research and evaluate innovative solutions to challenges around participation and retention rates, literacy and numeracy and the use of ICT to improve student learning
- to act as an educational 'think tank' to identify and recommend innovative solutions to the challenges of education
- to seek corporate, philanthropic, international, state and federal government grants to support pilot projects for these initiatives.

Key achievements

The Commission is working closely with teachers and school communities to build collective knowledge about education and teaching practice.

The Rotary Club of Melbourne is sponsoring a student futures coordinator position at the Commission. This will assist the Commission to research, implement and evaluate innovative solutions to the challenges facing education, and seek funding to support pilot projects for these initiatives.

Outlook

In 2002-03, the Commission will:

- employ four staff to support the work of the middle years initiatives – Schools for Innovation and Excellence and Access to Excellence
- generate excitement about learning through capitalising on:
 - successful innovative techniques and strategies identified within and outside the education sector
 - greater integration of the education system and the wider community
 - innovative responses to the current challenges facing the public education system.

Training and tertiary education 2001–02



Services were provided by a range of organisations:

- TAFE institutes, including TAFE divisions within universities
- private providers of TAFE
- ACE organisations, including neighbourhood houses and community-based organisations
- adult education institutions such as the Adult Multicultural Education Services (AMES) and the Centre for Adult Education (CAE)
- universities and private providers of higher education.

Training and tertiary education services are provided to the Victorian community through a number of programs and service providers. The role of the Department varies from direct service provision to accreditation and monitoring and includes:

- training and further education provided by TAFE institutes and other registered training organisations as well as associated support services
- adult community education provided by community-owned and -managed organisations and adult education institutions
- employment programs delivered in partnership with employers, government and local communities (until 5 March 2002)
- approval of higher education awards through authorised private providers.

Services are provided to the Victorian community through a number of programs and service providers. The Department is responsible for the planning, regulation and delivery of these services.

Snapshot of training and tertiary education:

- 14 TAFE institutes
- nine Victorian universities, five with TAFE Divisions
- 1189 registered training organisations
- total TAFE activity was 104 million student contact hours delivered to approximately 486,000 students
- over 450 ACE organisations and two adult education institutions
- total adult community education provision of over 12.9 million student contact hours for over 467,000 enrolments from all funding sources
- 10,000 long-term and disadvantaged young people employed as apprentices or trainees and achievement of the target of 6000 additional apprentices in areas of skill shortage
- 196,367 student enrolments in higher education.

Key Government objectives

- Increasing the percentage of young people who successfully complete Year 12 or its equivalent.
- Having more adults take up education and training and so increase the overall level of educational attainment and literacy levels in Victoria.
- Increasing the level of participation and achievement in education and training in rural and regional Victoria and among groups where it is presently low.
- Making near-universal participation in post-school education and training the norm in our society.

Key Government outcomes

- Valuing and investing in lifelong learning.
- Growing and linking all Victoria.
- More jobs and thriving, innovative industries across Victoria.
- Building cohesive communities and reducing inequalities.
- Promoting rights and respecting diversity.

Key Department outcomes

All Victorians will have access to tertiary education, training and employment services necessary for the social and economic development of the State. This will be achieved by:

- ensuring that tertiary education and training services provided are of the highest quality
- creating additional employment opportunities, particularly for young people and disadvantaged communities
- linking TAFE to employment, especially in high-skill areas and areas of skill shortage.

Key Department priorities

Guided by the Government's goals for education and training, key priorities for 2001-02 included:

- ensuring that students in the post-compulsory years have the opportunity to attain the knowledge and skills required to progress to further education, training and employment
- achieving a sustainable network of reinvigorated TAFE institutes, engaged with their local communities through formal partnerships and consultation processes to improve local education and employment outcomes
- improving TAFE viability
- improving access to and the quality of TAFE and adult community education
- improving employment opportunities for all Victorians, particularly youth
- working in partnership with business, unions and the community to ensure that Victorians gain the knowledge and skills to participate successfully in the knowledge economy.

Key results

- The Ministerial Statement on Knowledge & Skills for the Innovation Economy was launched in June 2002, outlining future directions for vocational education and training in Victoria.
- Registered training organisations provided approximately 486,000 students with almost 104 million student contact hours of vocational training and further education.
- There were 1189 registered training organisations in June 2002, compared with 1041 at the same time last year.
- Over 4 per cent of Victorians aged 15 years or above participated in reported provision of ACE programs.
- The total reported provision by ACE organisations and adult education institutions in 2001 was over 12.9 million student contact hours, with over 467,000 enrolments.
- During 2001, 451 audits were undertaken to monitor the compliance of training organisations with the Australian Recognition Framework and government-funded training contracts.
- Victoria has implemented 71 training packages, including the publication of the relevant implementation guides.
- \$2.9 million was allocated to 55 ACE projects to improve ACE infrastructure.
- There were 57,361 apprentice and trainee commencements by new employees in 2001, an increase of 16.7 per cent on commencements in 2000.
- The number of new employees in training as apprentices or trainees increased by nearly 13 per cent to 82,786 and all apprentices and trainees in training increased by over 22 per cent to 111,803 in 2001. Growth continued from January to May 2002, with 24,714 new employees taking up an apprenticeship or traineeship and with a total of 32,564 commencements. The number of new employees in training by the end of May 2002 was 90,425. When existing employees are included, the number in training increases to 123,658, an increase of 20 per cent compared with the first five months of 2001.
- The Community Jobs program funded 1175 participants and the Community Business Employment program placed almost 8000 unemployed Victorians in employment from July 2001 to February 2002.
- Youth employment programs provided 459 apprenticeship and traineeship positions in the public sector and the Youth Employment Incentive Scheme met its four-year target of 10,000 placements in its first two years.
- The Youth Employment Link was introduced in July 2001 and by February 2002 had received over 140,000 website page impressions and telephone enquiries.
- 196,367 students were enrolled in Victorian universities as at March 2001. The total undergraduate student enrolment in Victoria increased from 141,114 in 1997 to 148,154 in 2001, a growth of 5 per cent. Postgraduate enrolments increased from 39,595 in 1997 to 47,013 in 2001, an 18.7 per cent increase.

Supplementary training and tertiary education data appears in Appendix 2 on pages 152-4.



Overview

The Department supports and manages the provision of TAFE and adult community education places and provides higher education accreditation and monitoring services.

From 1 July 2001 to 5 March 2002, the Department was responsible for providing employment advice to the Government. It also provided targeted employment programs and services such as the Community Jobs program, the Community Business Employment program, youth employment programs and the multicultural employment program. Specialist advice and assistance on employment opportunities and the labour market were also provided.

Responsibility for employment services was transferred in March 2002 from the Department of Education & Training to the Department of Innovation, Industry and Regional Development. Employment services are reported from July 2001 to February 2002 in this report.

The Department is responsible for the planning, regulation and delivery of education and training programs and services in Victoria.

These services are provided through:

- 19 TAFE institutions (including five universities with TAFE divisions)
- over 450 ACE organisations and two adult education institutions
- Victoria's business and industry sector, which supported over 112,000 people in fee-for-service training
- 1189 registered training organisations.

The regulation of this network is managed through two independent statutory authorities: VLESC and the ACFE Board. Both have broad advisory, policy, regulatory and management functions.

The Office of Training and Tertiary Education is responsible for overseeing the administration and coordination of programs for the provision of training and further education, adult community and further education and tertiary education in Victoria.

The Office has responsibility for all matters relating to VLESC as the state training agency, adult community education, the ACFE Board, higher education, and employment services up to 5 March 2002.

Both VLESC and the ACFE Board report separately to Parliament. Their annual reports provide additional information relating to training and tertiary education services.

General education and skills training is provided through:

- courses in basic literacy and numeracy
- basic preparation for work
- entry- or certificate-level training, including apprenticeships
- advanced vocational training, including training for para-professionals
- advanced technician and advanced post-initial training courses.

Higher education accreditation and monitoring services provided by the Department included negotiation of appropriate levels of Commonwealth resources, accreditation of higher education courses delivered through private providers, authorisation of private providers to conduct higher education courses, and the endorsement of higher education providers offering courses to international students.

Training and further education

Training and further education places are provided by TAFE institutes and other registered training organisations in accordance with priorities set by government, industry and the community.

David Morris,
Tania Thomsen and
Jackie Stewart have
all benefited from
on-the-job training
delivered by Swinburne
University of
Technology's TAFE
Division



Performance measures: TAFE places

Measure	2001 target	2001 actual	Variance %	Comment
Quantity				
Annual government-funded module enrolments (million)	2.59	2.43	-6.2	
Government-funded student contact hours (million) of training and further education provided	67.62	72.81	+7.7	
Change in apprenticeship/traineeship commencements by new employees	6%	16.7%	+178.3	Demand for apprenticeships and traineeships is largely based on recruiting decisions by employers and relate to employers' confidence that the economy will sustain their business. The target was subject to finalisation of negotiations of the ANTA Agreement.
Audit of contract compliance by registered training organisations and other State Training System organisations	350	451	+29.9	The aim is to audit all registered training organisations in their first year of operation.
Industry-based contract compliance audits of registered training organisations	6	5	-16.7	More detailed audits, with extensive follow-up to ensure quality improvement, were conducted.
Quality				
TAFE graduates in employment in year following graduation	75%	73.5%	-2.0	
Persons aged 15-64 participating in TAFE programs as a percentage of the population	14.2%	13.4%	-5.6	
Successful training completions as measured by module load pass rate	75%	75.0%	-	
Employer satisfaction with training	83%	78.0%	-6.0	Survey not completed in 2000. The national satisfaction level in 1999 was 83%.
Timeliness				
Performance agreements with TAFE institutes in place according to agreed timelines	100%	100%	-	

The State Training System

Collectively, registered training organisations provided approximately 486,000 students with almost 104 million student contact hours of vocational training and further education. This is an increase of 8 per cent on the 2000 delivery.

When personal enrichment programs are included, almost 107 million student contact hours were delivered to over 579,000 students. The delivery represents an increase of 8 per cent on 2000.

Of this total delivery, government-funded delivery accounted for over 80.2 million of the reported contact hours, a 2.6 per cent increase on 2000. In 2001, TAFE institutes delivered over 63.4 million of the government-funded hours, an increase of 4 per cent on 2000. The remaining 16.8 million government-funded student contact hours were delivered by adult community education and private registered training organisations.

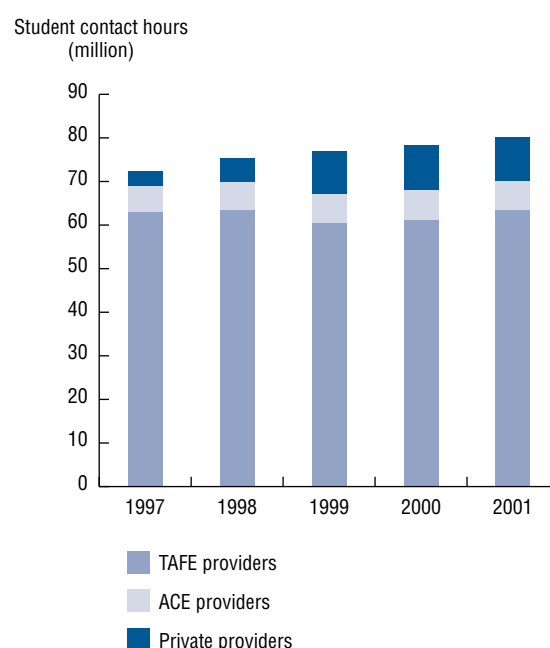
Over 76 million student contact hours of delivery were within the scope of activity covered by the Australian National Training Authority (ANTA) Agreement.

In the 2001-02 Budget, \$83.9 million was allocated to build on the substantial construction, upgrade and maintenance program for training and further education. More than half these projects were in regional Victoria.

In 2001, the Government also allocated more than \$4 million to a Regional Differential Fund for the State's nine regional TAFE institutes.

Government-funded training and further education by provider type, Victoria, 1997-2001

TAFE institutes remain the major providers of government-funded training and further education in Victoria

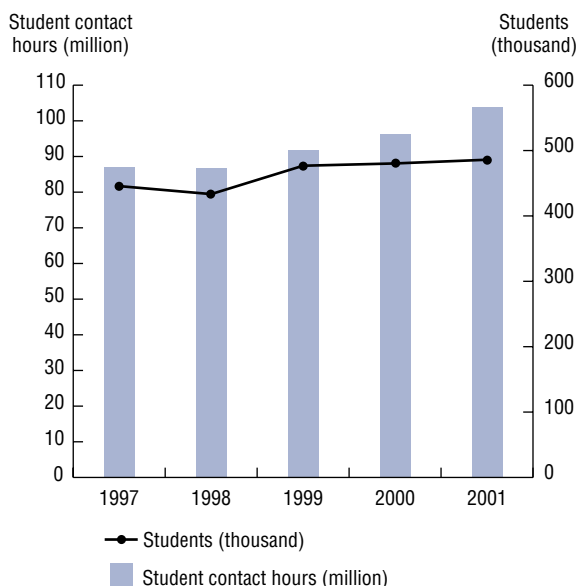


Source: Department of Education & Training



Reported VET activity in the TAFE system

Student contact hours have increased by 19.3 per cent in the five-year period 1997–2001



Source: Department of Education & Training

Notwithstanding growth in delivery, skill shortages remain and are being addressed, particularly through the Private Sector Skills Development program and through the priority allocation of Government funds for training to areas of skill shortages.

ANTA Agreement 2001–03

The first ANTA Agreement was signed in 1992 between the Commonwealth and the States to form a national VET system. A key element was a commitment by the Commonwealth to provide significant growth funding for the system.

In June 2001, the ANTA Ministerial Council endorsed in principle a new agreement for the period 2001–03. The agreement sets out the objectives of the national system as well as the roles and responsibilities of the Council, the Commonwealth and State and Territory training agencies.

Under the agreement, the Commonwealth will maintain 2000 base funding levels in real terms and provide indexed growth funding nationally of \$50 million in 2001, \$75 million in 2002 and \$100 million in 2003. Victoria will receive about 25 per cent of this growth funding.

States and Territories are required to increase their own funding to match additional Commonwealth funding.

Additional funding already budgeted by the Victorian Government will meet this requirement. States and Territories will also be required to increase outputs commensurate with total additional funding and to meet specific growth targets for apprenticeships and traineeships.

VLESC is the state training agency for Victoria for the purposes of the ANTA Agreement.

Victoria is required to report annually on the achievement of goals and targets specified in the ANTA Agreement against agreed key national training priorities. The ANTA report is tabled in the Commonwealth Parliament.

Knowledge & Skills for the Innovation Economy

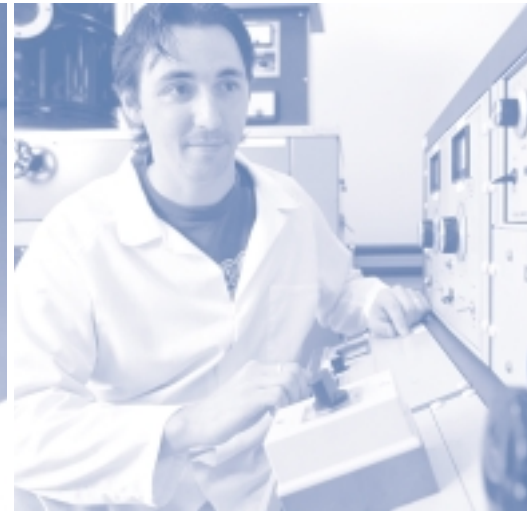
In June 2002, the Government released a comprehensive plan for addressing the future skill requirements for Victoria. The Ministerial Statement on Knowledge & Skills for the Innovation Economy sets out the future directions for the Victorian VET system.

The Ministerial Statement draws on and complements the program of activities and policies across Government, within the Growing Victoria Together framework, to support the development of Victoria as an innovation economy.

The Ministerial Statement will reposition Victoria's VET system to support the achievement of the Government's goals and targets for education and training. It will also support the Government's commitment to building a competitive, innovative and connected business environment. It outlines the next steps to take in transforming the VET system from one that relates to an industrially based economy to one that assists firms to compete in the innovation economy, and assists communities and individuals to gain the skills they need for the future.

Victorian Learning and Employment Skills Commission chair, Peter Laver (left), and secretariat manager, Keith Gove, discuss a point at a working meeting





The Ministerial Statement on Knowledge & Skills for the Innovation Economy focuses on Victoria's need for a training system that is responsive to the needs of existing and emerging industries, innovative and able to specialise in key industry areas

The next steps are to:

- reinvigorate TAFE so that it has a highly skilled workforce to provide innovative and relevant training for firms and for students preparing for active citizenship in the innovation economy
- develop new VET products to meet the generic skill needs of individuals and firms, meet new and emerging skill needs, value local customised responses and improve learning pathways
- implement a coordinated development of lifelong learning by linking vocational education and training – and the benefits of its close association with industry – to adult community education, schools and universities.

New VET products and services

The innovation economy requires providers of vocational education and training to move beyond standard training products and take a new approach to design, development and delivery by engaging with new clients, customising their products more effectively and broadening courses and qualifications available. The Ministerial Statement calls for the development of new VET products to meet the generic skill needs of individuals and firms, to meet new and emerging skill needs, to value local customised responses and to improve learning pathways.

Key initiatives outlined in the Ministerial Statement include:

- working with national training packages to incorporate generic skills and to broaden and enrich the training outcomes they specify
- creating new courses and qualifications with an explicit focus on generic skills development, either integrated with the delivery of industry-specific competencies or with other vocational programs
- the inclusion of high-level generic skills, such as design and innovative thinking, in additional qualifications and through work-based training
- more flexible approaches to the delivery of training packages to customise training to the needs of a diverse client base
- delivering higher level/advanced training products and services to meet the skill needs for emerging occupations
- effective tracking of clients through post-compulsory pathways
- the development of educational precincts based on partnerships between education providers and industry sectors.



To implement this reform agenda, the Government will:

- establish Innovation Funds for TAFE institutes to trial new initiatives in innovation, emerging skills and industries, and leveraged flexible delivery
- provide \$5 million in seed funding for specialist centres, initially in health services, manufacturing, food processing, building, environmental design, hospitality, and services to small- to medium-sized enterprises – with submissions for these centres to be taken from registered training organisations, adult education institutions and TAFE institutes
- provide \$4 million over two years for specialist design centres, as part of a \$9.2 million allocation to develop Victoria's design capabilities with the first centres to be in digital design and automotive/aerospace design
- allow TAFE institutes to offer degrees in niche areas such as viticulture, aquaculture, IT and biotechnology.

New approaches to planning

VLESC purchases advice on the training needs of industry from a network of 20 industry training advisory bodies. Each body provides an annual training plan, which contains information on significant developments, issues and trends in the industry and industry's regional priorities for training. This advice is a major source of industry information for vocational education and training planning in Victoria, both at statewide and local levels.

Globalisation of economic activity and rapid advances in technology are driving major changes in the structure of industry and the nature of work, the way work is organised and the knowledge and skills our workforce requires.

A more comprehensive understanding of industry skill and training needs across the State is required, especially for new and emerging industries. Victoria's capacity to provide a high-quality skills formation system is dependent on high-quality advice on the short-, medium- and long-term skill needs of industry. Accordingly, VLESC is undertaking a review of the mechanisms by which industry advice on skill formation needs is provided in Victoria. A report is expected in September 2002.

In 2002, VLESC will develop an approach to establishing priorities for vocational education and training through quantitative analysis of industry training needs, based on a range of information sources. The approach will ensure that resources are targeted to maximise benefits for the State. VLESC will provide advice about:

- ensuring a sufficient flow of new and replacement workers to address future skill shortages resulting from structural change in the economy and an ageing workforce

- overcoming skill gaps and upgrading the skills of the existing workforce to boost productivity and support industry restructuring
- meeting future skill needs in key areas, including biotechnology, advanced manufacturing, design, aerospace, ICT and environmental technologies
- developing the skills sets needed for new and emerging industries and for innovation and knowledge creation in industry
- improving the skill needs of priority groups, including young people, unemployed and under-employed workers, people with disabilities, Indigenous people and those in economically disadvantaged communities.

National training packages

Training packages describe the skills and knowledge needed to perform effectively in the workplace and specify the skills, knowledge and application required for a particular job.

Victoria has implemented 71 training packages, including the publication of relevant implementation guides. Seven training packages are owned privately by individual enterprises and have been developed to meet the specific training needs of their employees. Further information on training packages is available at <www.anta.gov.au>.

Victoria is contracted by ANTA to develop Training Package Implementation Guides for national use. The guides address issues such as transition arrangements, relationships between existing curriculum and new qualifications, apprenticeship and traineeship pathways, and the nominal duration of units and qualifications.

Northern Metropolitan Institute of TAFE's Eden Park vineyard, near Whittlesea, will be joined by two new vineyards at Ararat and Yarra Glen to create the Australian College of Wine



Victoria has published 89 guides and ten are currently being developed. More information on the guides is available at <www.otte.vic.gov.au> through the training packages link.

Teaching and learning initiative

Six initiatives were undertaken to further assist registered training organisations in implementing training packages in metropolitan and regional Victoria, including:

- *Purchasing Guide and Additional Delivery Advice*
- funding support for teacher networks
- a training package advisory service managed by the curriculum maintenance managers network across TAFE institutes
- the significant redevelopment of the curriculum resource centre website to include new teacher resources and information
- a program to identify training options for young people who have disengaged from traditional schooling
- the development by VETASSESS of best-practice models for assessment in training packages.

Apprenticeships and traineeships

There was further strong growth in apprenticeships and traineeships in Victoria in 2001. By the end of 2001, the number of new employees commencing apprenticeships and traineeships increased by over 16 per cent to 57,361 and the total commencements increased to 76,862.

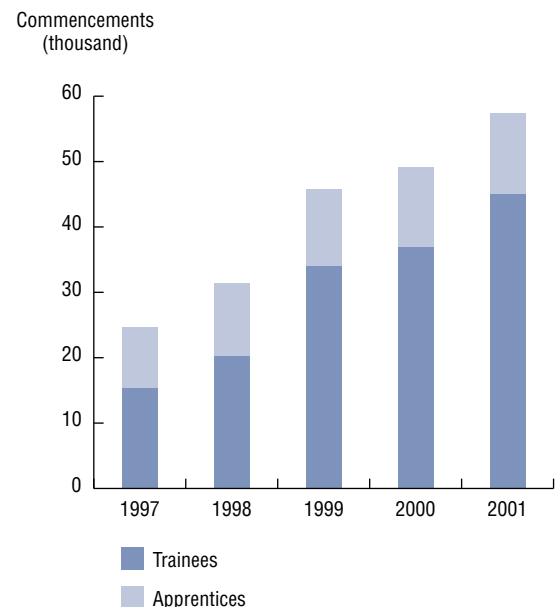
Completions of apprenticeships and traineeships by new employees increased by over 25 per cent to 21,511. Total completions increased by 18 per cent to 24,950.

The number of new employees in training as apprentices or trainees increased by nearly 13 per cent to 82,786. All apprentices and trainees in training increased by over 22 per cent to 111,803.

Growth continued in 2002. Almost 24,714 new employees took on an apprenticeship or traineeship between January and May 2002. In total, there were 32,564 commencements in this period. The number of new employees in training in May 2002 was 90,425, almost 13 per cent higher than in May 2001. When existing employees are included, the number in training increases to 123,658, an increase of 20 per cent compared to the same period in 2001.

Apprenticeship and traineeship commencements (excluding existing employees), Victoria, 1997-2001

Apprenticeship and trainee commencements increased by 133 per cent over the five-year period 1997-2001



Source: Department of Education & Training



Lucy McIntosh, Female Apprentice of the Year 2001, completed a wood machining apprenticeship at Holmesglen Institute of TAFE and is now employed by a leading furniture manufacturer



Quality in apprenticeships and traineeships

The Department continued to implement the recommendations of the Independent Review of the Quality of Training in Victoria's Apprenticeship and Traineeship System. The majority of these recommendations were incorporated into systems and processes within the areas of apprenticeship policy and administration, contracted training delivery, provider registration and audit.

Projects undertaken during the year included the delivery of a communication strategy to roll out new national standards for registered training organisations, professional development for registered training organisations and apprenticeship field officers, an audit program to identify the risks of conflict of interest where organisations perform multiple roles, and funding the initial round of Partnerships for Quality projects.

The final major project, nearing completion, is to develop a set of quantitative and qualitative performance measures that ensure that a quality and cost-effective apprenticeship and traineeship system is achieved.

Other initiatives included the introduction of the national Apprenticeship and Traineeship Training Contract, further training of apprenticeship field officers, a review of Approved Training Scheme content, and a review of the minimum hours requirements for part-time and school-based apprenticeships and traineeships.

Victoria continues to successfully manage record numbers of apprenticeships and traineeships (over 120,000 in training across the year in review, the highest of any state in Australia) through a highly efficient apprenticeship administration system, including a professional team of apprenticeship field officers.

A Diploma in Textiles, Clothing and Footwear (Fashion) is offered at RMIT (TAFE Division)



Skilling Victoria

The Skilling Victoria for the Information Age strategy, launched in November 2000, is a comprehensive strategy for the post-compulsory education and training sector. It is designed to promote the transition to the knowledge economy through a partnership with industry and the Victorian community.

The strategy aims to:

- increase collaboration between government and industry in the development of industry strategy and the conduct of strategic skills audits to better inform the purchase of training by the Government
- foster innovation and creativity through the promotion of research and development in the ICT industry, and rewarding innovation
- connect individuals with skills through developing ICT literacy and fluency, as well as increasing the focus on and acquisition of generic, technical and specialist ICT skills
- enhance access by the Victorian community to ICT infrastructure and resources.

\$102.9 million is being invested in the State Training System over three years including:

- \$19 million for broadband ICT delivery infrastructure in TAFE institutes
- the establishment of training facilities to support industries across Victoria, including building, viticulture, forestry and environmental management
- the development of research and education facilities in regional Victoria

Andrew Wallis, a director of APM Internetworks, is a recent graduate of Box Hill Institute of TAFE's Advanced Diploma in Computer Services



- improved science, IT and laboratory facilities for TAFE institutes
- the development of flexible learning facilities throughout Victoria.

Initiatives undertaken to implement the Skilling Victoria for the Information Age strategy include:

- research into training and employment outcomes for ICT graduates and future ICT skill needs
 - a pilot project to develop training for the growing computer games industry in Victoria
 - an ICT Vendor Training pilot program that incorporates vendor training in national training package qualifications
 - an ICT Literacy and Fluency program to promote ICT as a key learning and teaching tool in TAFE
 - a series of customised e-commerce projects designed to develop e-commerce capabilities in priority industries such as tourism.
- Funding of \$6.8 million was designated for distribution to TAFE institutes to improve the bandwidth and electronic services provided to staff and students.
 - 1682 notebook computers (totalling \$4.3 million) were distributed to TAFE teachers. The notebook computers provide a more flexible technology infrastructure for teaching.
 - Flexible Learning Networks, cooperatives of education providers working at a community level, provided flexible options for lifelong learning.
 - The TAFE Frontiers consortium was funded to provide strategic planning, promotion, research, professional development and evaluation services, together with online and multimedia learning resources, to support and develop flexible learning.

Flexible Learning strategy

The Flexible Learning strategy may be accessed at the learning technologies website
<www.otte.vic.gov.au/learningtechnologies>.

Initiatives have been implemented to realise the goals of the strategy.

- The TAFE Virtual Campus (TAFE VC) provides information and a learning environment to students, teachers and employers who either wish to study via the Internet or access information about the TAFE and ACE sectors in Victoria. In 2001, the TAFE VC won the Yahoo, Australia and New Zealand 'Pick of the Year' education site. Eighty-five providers used this platform for training delivery in 2002, with 21,000 students accessing the Virtual Campus as registered users.

TAFE institute infrastructure

First-class education and training facilities and resources are fundamental to success in the innovation economy. They must support leading-edge education and training to meet the demands of industry and individuals and to keep pace with changing requirements.

Capital planning

In September 2001, the Department completed a Strategic Infrastructure Management plan for the Victorian TAFE sector for the period 2002-04. It describes the investment processes linked to capital resource planning in addition to providing the vision, direction and priorities for the management of training assets for the period 2002-04.

The William Angliss Institute of TAFE Cyber Centre is designed to stimulate a quantum change in the student-teacher relationship appropriate for Victoria's innovation economy and knowledge society. It is the largest and most advanced centre of its kind in Australia





New projects

The 2001–02 Victorian Budget continued the commitment to TAFE infrastructure through the funding of \$16.7 million for projects at four TAFE institutes – an Automotive Centre of Excellence for Kangan Batman, the second stage of the Cyber Centre at William Angliss, a Food Technology and Koori Centre for Wodonga, and a Primary Industries Production Facility at Northern Melbourne.

Facilities management

A new facility management system was developed. The first stage commenced with a tender being let for the development of an asset management inventory and the operation of supporting bureau services. The progressive implementation of the inventory will support the effective planning of TAFE services across Victoria.

Work has been undertaken to collect and standardise building plans as the initial step in the migration of data to the new system.

Australian Quality Training Framework

The Department promotes improved quality in the TAFE system through:

- the recognition of registered training organisations under delegation from the VQA and under the Australian Quality Training Framework (AQTF)
- the recognition of registered training organisations to deliver training to overseas students under the *Commonwealth Education Services for Overseas Students Act 2000*
- the ongoing performance monitoring of organisations by conducting initial registration audits and strategic industry audits through an approved audit program based on a risk assessment strategy
- participation in annual reviews of performance as part of the ANTA Agreement with Victoria.

The AQTF was developed by the National Training Quality Council of the ANTA Board and endorsed by the ANTA Ministerial Council on 8 June 2001.

The Department has employed the following strategies to support the full implementation of the AQTF from 1 July 2002:

- development and distribution of information materials to all registered training organisations
- workshops on the AQTF for intending and existing registered training organisations
- training of all auditors to the Australian Standard AS3911.2
- professional development support for key stakeholders
- review of internal business processes against the AQTF standards for registering bodies
- implementation of a risk management approach to auditing.

During 2001, 451 audits were undertaken to monitor the compliance of training organisations with the Australian Recognition Framework and government-funded training contracts.

The Department continued its program of strategic industry audits, which review the quality of training delivery and assessment systems at an industry level. The audits adopt an integrated approach to identify compliance and quality issues in particular industry sectors. They also provide a basis for systematic improvements in training.

A strategic audit on training in the transport and distribution industry was completed, as well as audits on the delivery of training in child-care and aged care – part of the community services and health industries. Training experts in these industries participated in the audits to identify best practice across each sector and assist in improving the quality of training.

Managing diversity

The Managing Diversity policy framework applies to all government-funded providers and other agencies of the State Training System. Providers are required to develop and report on Managing Diversity plans to improve outcomes and employment prospects for disadvantaged groups and people living in rural and remote areas.

Initiatives to improve participation of under-represented clients' access to and outcomes from TAFE included:

- progressive implementation of the Wurreker strategy to ensure that Koorie communities are involved in decisions about the planning and delivery of training and that TAFE delivery and support services respect Koorie culture and value the needs of individual Koorie students

Kevin Sheahan, manager of Kangan Batman Institute of TAFE's new Polymer Engineering Centre in Broadmeadows, outside the building that won the Victorian Architectural Award for 'Green Building of the Year' in 2001



- allocation of funding to the Victorian Aboriginal Education Association Incorporated to provide advice on Koorie training needs, develop an annual training plan and promote Indigenous training in Victoria
- allocation of \$1.7 million through the Disability Support Fund to assist TAFE institutes to meet their obligations under the *Disability Discrimination Act 1992*
- implementation of the Government's strategy, *Valuing Victoria's Women: Forward Plan 2000-2003*, which details strategies to be undertaken across and between departments
- implementation of Managing Diversity plans for government-funded training to promote improved participation of clients from diverse language and cultural backgrounds, and the delivery of courses in LOTE and ESL
- improving access to new learning opportunities through the TAFE VC.

Transforming the TAFE institute workforce

The Ministerial Statement on Knowledge & Skills for the Innovation Economy outlines the Government's commitment to transform the TAFE institute workforce. It acknowledges the central role of TAFE staff as knowledge workers whose skills will be vital to ensuring that TAFE institutes are able to contribute to the development of an innovation economy. The Statement outlines the need for educators and managers in TAFE institutes to take a leading role in the creation of new knowledge through design, research and development activities.

Do Pham, a trainee on the Wired High-Rise project, delivers recycled computers and provides access to the Internet to residents of Fitzroy's Atherton Gardens public high-rise estate

Additional funding will be made available over three years to support the further development of the TAFE skills profile, raise professional standards and manage the TAFE workforce more strategically.

Consistent with this approach, in 2002 the Department established a new advisory mechanism, the TAFE Institute Workforce Working Party, to promote strategic workforce management across the TAFE sector. This working party represents all the major industry parties and provided additional impetus to the development of a new strategic framework for professional development. A new strategic workforce development function was established to focus on projects of statewide significance.

During the year, over \$6 million was committed to statewide programs to support professional development in the State Training System, a figure that excludes the additional investment made by providers and staff.

Sunraysia Institute of TAFE became the first public TAFE provider to be awarded the international Investor in People award for its people management strategies and practice.

Other significant activities during 2001-02 included:

- \$1.25 million in professional development grants for 135 projects involving 1900 TAFE teachers and support staff to upgrade flexible learning skills related to the Australian Flexible Learning strategy (*LearnScope 2002*), including participation in the national Virtual Learning Community program
- \$2 million in professional development grants to TAFE institutes to meet key staff development needs, especially in relation to teaching and learning, resulting in over 7000 TAFE staff participating in professional development activities.

Lee Bech (right), a second-year visual arts student at Chisholm Institute of TAFE, proudly displays her work *Coral Snake*, with Institute chief executive officer Virginia Simmons





Outlook

In 2002–03, the Department will:

- allocate funds to promote innovative training delivery, support emerging skills and industries and encourage additional investment from the private sector
- establish TAFE-based specialist centres for training in priority industry areas
- establish Design Centres of Excellence as part of a broader initiative to develop Victoria's design capabilities
- implement initiatives to increase the skills profile of the TAFE workforce, raise professional standards and strategically manage the workforce
- supplement training package delivery with locally developed, customised training products that respond to the needs of innovative firms
- increase the capacity of VET providers to deliver flexible, client-driven programs and services
- establish a new and emerging skills unit
- establish industry liaison agents to enhance the delivery of manufacturing training in small to medium enterprises
- use the AQTF as a platform to enhance the overall quality and effectiveness of registered training organisations in Victoria.

Adult community education

The ACE sector is made up of community-owned and -managed providers of adult, community and further education in community settings and adult education institutions – the CAE and AMES.

Participation

More than 12.9 million student contact hours were reported as delivered in ACE organisations in 2001 through over 467,000 enrolments from all funding sources. The Government funded over 6.7 million of these student contact hours for almost 191,000 enrolments during 2001.

Participants were drawn from diverse educational, linguistic and cultural backgrounds. More women than men participated.

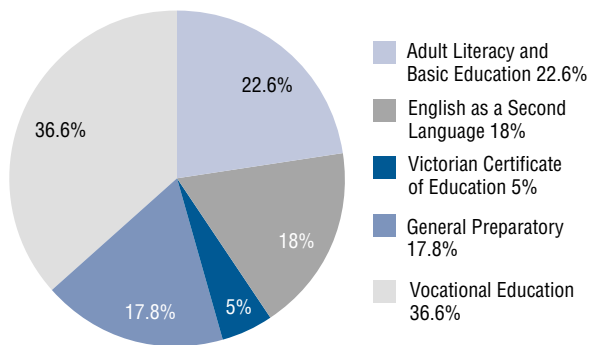
The total reported learners in ACE programs in 2001 represented over 4 per cent of the total Victorian population aged 15 years or above according to the 2000 Australian census figures. In 2001, there was a significant increase in the provision of the VCE in adult community education and there was a significant increase in participation in adult community education by early school leavers.

Performance measures: ACE places and community support

Measure	2001 target	2001 actual	Variance %	Comments
Quantity				
Government-funded annual module enrolments – ACE organisations and adult education institutions	129,000	141,062	+9.4	
Total annual module enrolments – ACE organisations and adult education institutions (includes self-funded courses)	356,000	363,756	+2.2	
Government-funded student contact hours (million) of vocational education and training activity provided through ACE providers and adult education institutions	3.68	4.96	+34.8	The high proportion of language and literacy courses, which have significant student movement, and the nature of the ACE sector contributed to over-delivery.
ACE organisations registered to issue national vocational and further education qualifications	200	230	+15.0	The number of ACE organisations seeking registration has increased as a result of learner demand for certification.
Number of Learning Towns operating	9	9	–	
Quality				
Student satisfaction with ACE courses meeting overall needs	80%	93.4%	+16.7	All regions reported above 90% overall satisfaction with courses undertaken for year-end 2001. The highest level of satisfaction was with the tutor/teacher.
Persons aged 15 and over participating in ACE as a percentage of the population	4.8%	5.2%	+8.3	
Successful completions as measured by module load completion rate – ACE organisations and adult education institutions	80%	80.7%	+0.9	
Timeliness				
Performance agreements with Regional Councils signed before 31 December	9	1	-88.9	Because of the extended period for the development of the Regional Council/provider agreements in 2001, only one Regional Council agreement was signed with the ACFE Board by 31 December 2001. The remaining eight Regional Council agreements were signed at the end of January 2002.

Government-funded provision by ACE organisations and adult education institutions by program type, Victoria, 2001

Government-funded provision is education and training provided from State and Commonwealth funds allocated by the ACFE Board and VLESC



Source: Department of Education & Training

Vision

Adult community education delivers accessible, quality and timely learning in autonomous community settings as a valued partner in Victoria's post-compulsory education and training system. The sector's mission is to enhance and extend its capacity to create empowered learners, to build democratic learning communities, and to open learning to adults who have yet to realise their power as learners.

Adult ESL students participate in a Certificate of Spoken and Written English class at North Melbourne Language and Literacy

Profile

Adult, community and further education provides lifelong learning opportunities for Victorian adults.

Program areas include:

- Adult Literacy and Basic Education (ALBE), which provides literacy, numeracy and basic education courses (up to Year 10 equivalent) for learners ranging from those who are just beginning their return to education to those seeking entry to other forms of education and training
- the VCE for adult learners through full-time or part-time study
- General preparatory programs and bridging programs, including return to study and work preparation programs
- ESL courses aimed at improving the English language skills of learners with a language background other than English
- vocational education programs offered through ACE organisations
- general adult education programs such as arts, crafts, health, history, languages, literature, personal development, philosophy, politics and science.

Providers of adult, community and further education programs are:

- ACE organisations
- two adult education institutions – the CAE and AMES
- TAFE institutes
- private registered training organisations.

Hospitality course participants (left to right) Elizabeth Guy, Stacey Knight and Renee Howard, with tutor Jeanette Hartley, are undertaking accredited studies with ACE provider Continuing Education Bendigo





The Government provided a total of over \$29.4 million for adult community education in 2001–02. The Government (through the ACFE Board) provides funding for program delivery and development to ACE organisations and the adult education institutions. The Commonwealth Government also funds AMES.

To increase the quality of provision by the ACE sector, the Government announced an increase to the student contact hour rate for 2003 for ACFE program delivery in the ACE sector, boosting funding by \$2 million.

This increase in funding will enable:

- increased skill development in areas covered under the AQTF to facilitate compliance by ACE organisations
- increased skill development for ACE organisation staff
- increased skill development for ACE organisation management
- increased provision of services to young people and new and emerging groups of 'second chance' learners
- the continued development of innovative products and services for adult learners
- better pathways for students to TAFE and more formal VET programs.

Learning communities

The Victorian Government's Growing Victoria Together strategy stressed the need to provide better links between schools, businesses and communities.

ACE Clusters

Funding has continued for the 65 ACE Clusters that were established across Victoria in 2000. Approximately 280 eligible ACE organisations are involved in Clusters.

The Clusters have undertaken cooperative activities leading to:

- increased pathways for learners and links to accredited education and training
- shared information and universal access to resources and IT
- successful applications by Clusters for other project funding
- joint professional programs for volunteers and professional staff
- joint needs analysis linked to regional needs analysis and planning.

An evaluation of the ACE Clusters provided evidence of enhanced delivery and concluded that they are a valuable innovation and a worthwhile investment and that the program should continue to be supported. In view of these findings, the ACFE Board provided the opportunity for a greater number of eligible ACE organisations to participate in Clusters, and agreed on future priorities for the enhancement of programs and services to learners and on quality assurance.



Tutor Chris Morris (right) provides first aid training to Cathy Woodhouse and Vicki Fitzgerald as part of the Certificate in Community Services (Aged Care) conducted by Bairnsdale Adult and Community Education

Learning Towns

Continued funding of the nine Learning Towns (Ballarat, Bendigo, Geelong, Horsham, Kyabram, South Gippsland, Wangaratta/Benalla, Wodonga/Albury, Wycheproof) established collaborative and strategic learning partnerships between education providers, businesses, local government and other community bodies. Strategic plans and targeted projects were developed by the Learning Towns to deliver integrated economic and social development to their communities under an action-learning model. Learning Towns are now mentoring other communities aiming to achieve similar outcomes. Support was also provided to the Mt Evelyn Learning Town for the development of the Township Development Toolkit as a guide to developing sustainable lifelong community learning.

An independent evaluation supported continuing the Learning Towns initiative. The ACFE Board has set future directions for Learning Towns that will extend their role as convenors of proactive education and training and community, local government and industry partnerships.

Remote and rural communities

An independent study was undertaken into adult community education provision in remote rural communities in Victoria. The study concluded that adult learning is a critical success factor for community sustainability. The presence of ACE providers and ACFE-funded delivery is an important support for the development of remote communities.

New learning technologies

Three programs had considerable impact.

Mobile computer learning libraries

Eleven IBM ThinkPad portable computer libraries were distributed throughout Victoria to increase access for learners in small community settings to a wide variety of training, including IT and the Internet.



Connected ACE aims to ensure that all Victorians have access to and training in the Internet



The Centre for Adult Education is a key provider of the VCE in the ACE sector



The Aboriginal Community Elders Service choir gives an open-air performance

Connected ACE

The Connected ACE strategy connected 59 sites throughout rural and regional Victoria to the Internet. The second phase of this project, beginning in June 2002, will connect approximately 100 non-metropolitan organisations with ICT infrastructure by upgrading hardware and software networks. The project's intended outcomes are that all Victorians will have access to the services and information provided through the Internet, and to provide ACE staff located in rural and regional Victoria with more efficient and timely delivery of services and information to clients.

LearnScope

LearnScope is the national professional development project focusing on the development of ICT and related flexible learning skills, knowledge and understanding. The Victorian ACE component of the project provides professional development for ACE staff who are interested in the application of new learning technologies. In 2001-02, 13 ACE projects were undertaken and completed and a further ten projects commenced.

ACE infrastructure

The State Government, through the Community Support Fund, approved the allocation of over \$2.9 million to 55 projects. Approximately half of the projects funded under the second round of funding were in rural and remote Victoria.

Youth in adult community education

The ACE sector received \$500,000 for the implementation of the MIP program in 2001. A further one-off allocation of \$120,000 enabled funding of 17 MIP projects involving 26 ACE providers to assist over 1000 young people. Most of the young people assisted were early school leavers, with 65 per cent aged 17 years or less and 84 per cent having completed Year 10 or a lower level of schooling. Funding to the ACE sector for MIP projects increased to \$1.1 million for the 2002 calendar year.

Two pilot programs were funded to assist early school leavers to obtain their VCE. The programs provided support to students including case management, counselling, extended course delivery hours and an extensive pre-VCE preparatory phase. The pilot programs continue in 2002.

Koories in adult community education

There are 19 Koorie ACE organisations eligible for funding from the ACFE Board. Twelve of these organisations are in rural and regional Victoria. A number of these organisations offer the Coorong Tongala accredited Certificate I in Koorie Education.

This course, which is designed to provide accredited training for Koorie people in developing skills for further education, training and employment, was reaccredited and further strengthened by the development of Certificates II and III. This was in response to the key outcomes proposed in the Wurreker strategy. The new curriculum will enable courses to be delivered in a flexible, supportive and culturally relevant manner.

Curriculum

Responsibility for accreditation of further education courses was transferred from the ACFE Board to the VQA in 2000.

The ACFE Board works in partnership with the VQA to support linkages between qualifications and to make it easier for people to re-enter education and training and to acquire qualifications throughout their lives.

Curriculum initiatives funded by the Board in 2001-02 included:

- Certificates in Science for Adults, an innovative and flexible program that provides a science curriculum framework for adult learners up to Certificate III to meet the diverse needs of learners and to provide employment and further study outcomes



BRACE offers Certificates of General Education for Adults in the Ballarat area

- a more flexible framework for the Certificates of General Education for Adults
- reaccreditation of the Diploma in Liberal Arts
- review and redevelopment of the Coorong Tongala Certificate I in Koorie Education
- support for implementation of the Certificates in English Language Literacy
- a resource manual to support delivery of the Diploma in Further Education.

In addition, stakeholders are being consulted to establish ongoing curriculum maintenance arrangements for further education programs.

Australian Quality Training Framework

The ACE sector prepared for the implementation of the AQTF over 2001–02 with the development of a comprehensive guide and protocols for organisational self-assessment, and the conduct of a professional development program.

Promotion

Initiatives to raise the profile of adult community education and its value in the community included *ACFE Update* (a regular newsletter to all ACE organisations), the *ACE Practice* magazine, the ACFE Board website, Regional Council websites, Adult Learners' Week (the major annual national promotion for the ACE sector), a stand at the Victoria's Seniors' Expo, and the Adult Education Resource and Information Service (an ACFE information publication service, library and clearing-house service).

ACE Practice disseminates good practice in the ACE sector



Professional development

A number of peak organisations and professional associations were funded to facilitate professional development in the ACE sector.

The Adult Education Resource and Information Service was contracted to provide professional development support and advice on ACFE program matters throughout Victoria, in line with agreed priorities for ACE organisations and providers of further education.

Thirty professional development activities were undertaken in eight regions across Victoria. Eighty-nine per cent of participants in these activities indicated that the professional development met or exceeded their needs.

Outlook

In 2002–03, the Department will:

- work with VLESC and the ACFE Board to develop policy and strategies to improve collaboration between vocational education and training and adult community education providers
- continue to improve the levels of literacy, numeracy and ICT of adults who return to learning
- continue to build communities and contribute to the innovation economy through adult community education
- continue to provide accredited education and training to young people aged 15–17 years
- consolidate and extend the outcomes from ACE Clusters and Learning Towns and disseminate lessons from these programs
- streamline the reporting requirements for ACE organisations
- facilitate the implementation of the revised AQTF
- strengthen the governance and strategic planning arrangements within the ACE sector
- strengthen the commitment to an evidence-based approach to planning, innovation and development.

Employment services

Responsibility for employment services was transferred in March 2002 to the Department of Innovation, Industry and Regional Development. Employment services and programs include employment programs, such as the Community Jobs program, the Community Business Employment program, youth employment programs, and specialist advice and assistance on employment opportunities and the labour market.

Performance measures: employment services

Measure	2001–02 target	2001–02 actual*	Variance %	Comments
Quantity				
Government Youth Employment Scheme – apprenticeships and traineeships commenced	650	459	Not applicable	All stakeholders were notified on 17 January 2002 that program targets had been reached due to strong response from employers.
Private Sector Skills Development program – apprenticeship and traineeship commencements	1500	2855	+90.3	
Go for IT – apprenticeship and traineeship commencements	370	277	Not applicable	
Youth Employment Incentive Scheme – number of long-term or disadvantaged unemployed young people assisted	2500	3156	+26.2	
Youth Employment Link (Information Service) – number of website hits and telephone enquiries	30,000	144,084	+380.3	March quarter results far exceeded current baseline targets. Website and call centre contacts increased in particular during March. Advertising and promotion undertaken in late February and early March assisted results.
Community Jobs program – commencements	2300	1175	Not applicable	Target exceeded due to better than anticipated results from promotional and marketing campaigns and consequent contact from clients.
Community Business Employment program – placements made	10,000	7919	Not applicable	
Overseas Qualifications Unit – client services provided (by phone, in person or in writing)	4200	2550	Not applicable	
Skilled Migration Unit – services provided to migrants and employers	4000	5094	+27.4	
Quality				
Government Youth Employment Scheme – participants who complete and are in employment, education or training three months after completion	80%	Not applicable. Refer to the Department of Innovation, Industry and Regional Development.		
Private Sector Skills Development program and Go for IT – participants who complete and are in employment, education or training three months after completion	80%	Not applicable. Refer to the Department of Innovation, Industry and Regional Development.		
Community Jobs program – participants who are in employment, education or training three months after leaving program	60%	Not applicable. Refer to the Department of Innovation, Industry and Regional Development.		
Community Business Employment program – participants retained for 13 weeks	80%	Not applicable. Refer to the Department of Innovation, Industry and Regional Development.		
Overseas Qualifications Unit – client satisfaction with services provided	90%	Not applicable. Refer to the Department of Innovation, Industry and Regional Development.		
Skilled Migration Unit – client satisfaction with services provided	80%	Not applicable. Refer to the Department of Innovation, Industry and Regional Development.		
Timeliness				
Labour market information reports (monthly) produced and distributed within three working days	90%	Not applicable. Refer to the Department of Innovation, Industry and Regional Development.		

*The transfer of the employment function from the former Department of Education, Employment and Training to the Department of Innovation, Industry and Regional Development took effect in March 2002. Therefore, the 2001-02 'actual' refers to the period 1 July 2001 to 28 February 2002 inclusive. Refer to the Department of Innovation, Industry and Regional Development's annual report for year-end performance results.



Community Jobs program

The Community Jobs program provides opportunities for community and government organisations to develop new infrastructure and local initiatives, such as IT, office administration, social services, retail, hospitality or environmental-based projects. It also provides Victorian job seekers with award-wage work experience, accredited skill development opportunities and improved prospects of obtaining ongoing employment. Projects employ an average of 12 participants for up to 16 weeks and target economically disadvantaged communities. They assist job seekers who have been unemployed for at least six of the previous 12 months, or unemployed and deemed to be disadvantaged and at risk of long-term unemployment. All participants are voluntary. At the end of February 2002, 74 projects employing over 1175 people were approved, with a total grant fund allocation of \$9.5 million (plus \$1.1 million in training funds).

Youth employment programs

Four youth employment programs were offered in 2001–02.

Government Youth Employment Scheme

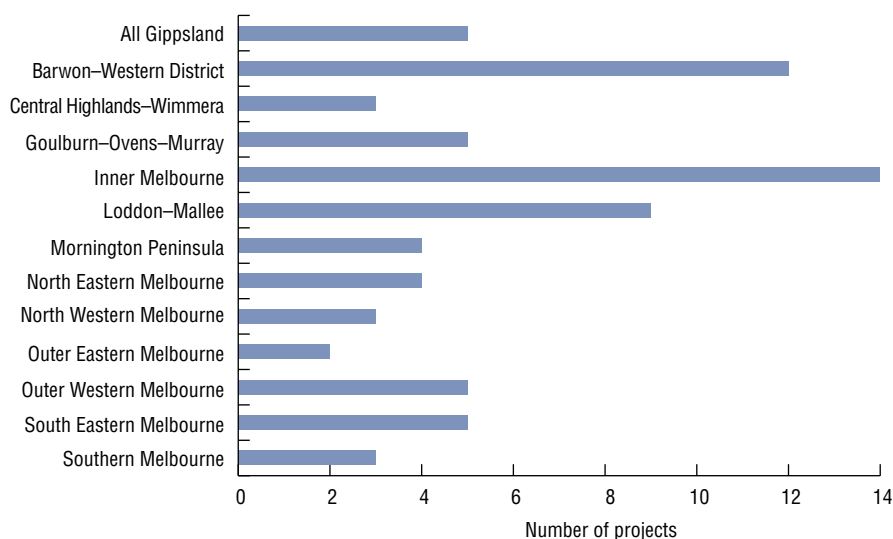
Funding of \$39.8 million was allocated to provide 650 apprenticeship and traineeship positions in the public sector each year for four years. Forty-three per cent of the 517 people commencing during the period 1 July 2001 to 28 February 2002 were in rural and regional Victoria.

Youth Employment Incentive Scheme

\$12.5 million over four years was allocated to assist employers to take on 10,000 long-term unemployed or disadvantaged young people aged 15–24 years as apprentices or trainees each year. Employers receive a subsidy of \$1250 in recognition of the extra training and support required by these young people. In 2001–02, this scheme was exceptionally well supported by Victorian

Community Jobs program: funded projects by labour force region, Victoria, July 2001 – February 2002

Projects were divided between the metropolitan area and rural and regional Victoria



Source: Department of Innovation, Industry and Regional Development

Community Business Employment program

The Community Business Employment program contracts community organisations and private-sector agencies to assist unemployed Victorians to find work. Priority is given to groups facing particular barriers to employment and needing special assistance. For the period 1 July 2001 to 28 February 2002, almost 8000 unemployed were placed. They included long-term and short-term unemployed, young people, older people and people from non-English-speaking backgrounds who were not in receipt of intensive assistance from the Commonwealth Government.

industry, with a higher-than-expected number of applications received. As a result, the scheme achieved the four-year target within two years. Fifty-five per cent of eligible applications were from Victorian rural and regional businesses.

Private Sector Skills Development program

The Government has provided \$32.4 million over four years to develop partnerships with the private sector to recruit 6000 additional apprentices and trainees in areas and occupations experiencing skill shortages.

Employers receive an annual wage subsidy of \$1000 for each additional trainee or apprentice employed. This program achieved its four-year target within two years. Sixty-two per cent of applications came from Victorian rural and regional business.

Go for IT

The Go for IT program provides opportunities for entry-level traineeships in the field of ICT in areas such as computer and software sales, web design and help-desk support. The program aims to increase the number of trainees and apprentices in the ICT industry in Victoria.

Employment attraction

The Employment Attraction Unit provides a contact point for businesses requiring information on human resource issues and employment profiles. Companies looking to invest or expand their workforce in Victoria can access information on skill availability and employment and training data, as well as market salary rates.

To the end of February 2002, the Unit:

- provided 175 employment profiles, detailing workforce information for companies seeking to expand or locate within Victoria
- published three editions of *Employment Matters*.

Employment Matters provides news and information about good ideas that generate employment in Victoria



Youth Employment Link

The Youth Employment Link, introduced in July 2001, is a website and telephone help-line service for young people aged 15–24 years that provides referrals to careers, training and employment organisations and resources. As at the end of February 2002, approximately 140,000 website page impressions and telephone enquiries had been recorded.

Tourism Student Business initiative

The Tourism Student Business initiative is a joint project with Tourism Victoria that recognises the innovative work of final-year tourism and hospitality students. First place in 2001 was awarded to Helen Treloar and Pierre Jakobsson, of William Angliss Institute of TAFE, for their business plan, titled Bookoola Native Tours.

Employment development

The Employment Development Unit provides advice on the trends, needs and opportunities across the Victorian labour market. It develops, implements and evaluates initiatives to improve employment opportunities for Victorians and enhance the skills and capacities of the Victorian workforce.

Key initiatives undertaken in 2001–02 included:

- an evaluation of the Community Business Employment program and each of the Government's youth employment programs
- a mid-point review of the Community Jobs program
- intensive audits of the employment and skill needs of Victoria's wine and tourism and hospitality industries
- a pilot program for mature-aged job seekers in the aged care and soft furnishings industry sectors.

Multicultural Employment program

The Multicultural Employment program is designed to enhance the skills base of the Victorian workforce through skills attraction from overseas and to assist particular groups in our multicultural communities who need assistance in finding work.

Overseas qualifications

This free service facilitates the entry of overseas-qualified professionals into the Victorian workforce. By February 2002, 2550 services had been provided to overseas-qualified professionals resident in Victoria.

Skilled migration

This program implements initiatives to attract skilled migrants to Victoria and link them to employers, industries and regional areas with skill needs. By 28 February 2002, 4531 services were provided to people wishing to migrate to Victoria. This included 563 services to Victorian employers.

Overseas-qualified professionals

This program provided assistance for unemployed or under-employed, overseas-qualified professionals to enter the Victorian workforce by addressing two of the major issues confronting them – a lack of work experience in Australia and a limited understanding of the workforce culture in Australia.

Higher education

Higher education is a joint responsibility of the Commonwealth and State governments. Victorian universities are established under State legislation and the Department plans, coordinates, and monitors the provision of tertiary education within Victoria. The Department also manages the accreditation process to authorise private providers to deliver higher education courses.

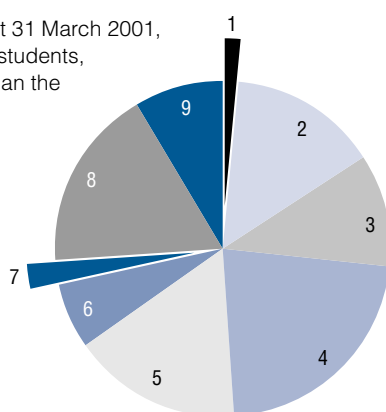


Performance measures: higher education

Measure	2001 target	2001 actual	Variance %	Comments
Quantity				
Universities participating in cooperative arrangements in regional areas	8	8	–	
Students enrolling in ICT courses	16,000	25,819	+61.4	The substantial increase between the years 2000 and 2001 can be partly attributed to the introduction of a new course classification system by the Commonwealth.
Additional students enrolling in postgraduate ICT courses	25	66	+164.0	The increase was due to the awarding of 46 Victorian Government scholarships to ICT postgraduate research students.
Teacher scholarships taken up	220	167	-24.1	The target refers to the 2002 calendar year. Unique factors occurred, including principals concurrently introducing a new teacher career structure in schools (particularly the promotion of teachers to new Experienced Teacher With Responsibility positions) as well as determining the school's promotion and staffing arrangements consistent with the significant changes to school global budget funding arrangements.
Quality				
Private providers complying with quality standards	100%	100%	–	
Participation of stakeholder groups in consultation process	100%	100%	–	
Direct costs recovered through fees	100%	33%	-67.0	The relevant MCEETYA protocol calls for partial recovery of costs, with consistency across jurisdictions. A new schedule of fees will be put to Cabinet. This will see approximately 60% of identifiable costs recovered.
Timeliness				
Private provider applications assessed within six months	70%	50%	-28.6	Application processing that exceeded six months required further information from the applicants.

Student enrolments in higher education institutions, Victoria, 2001

Actual enrolments at 31 March 2001, including overseas students, were 3.9% higher than the previous year



- 1 Australian Catholic University (2,978)
- 2 Deakin University (28,088)
- 3 La Trobe University (21,352)
- 4 Monash University (43,635)
- 5 RMIT University (32,044)
- 6 Swinburne University of Technology (12,417)
- 7 University of Ballarat (4,670)
- 8 University of Melbourne (34,382)
- 9 Victoria University of Technology (16,801)

Source: Data provided to the Department of Education & Training by universities

While the Commonwealth establishes broad policy directions and allocates the majority of government funding to universities, the State Government also provides targeted funding to stimulate the development of universities in areas such as regional higher education infrastructure and initiatives in science, technology and innovation research.

There are nine publicly funded universities operating in Victoria – eight State universities and the Victorian campuses of the Australian Catholic University. Some of the universities are multi-campus, with a combination of urban and country campuses in regional locations throughout Victoria. Five of the universities are dual-sector institutions with large TAFE divisions.

State Government role

The Government's role is to plan, coordinate and monitor the delivery of an innovative higher education system that responds to the economic and social activity within Victoria. This involves investigating issues that relate to the provision of higher education in Victoria and undertaking strategic policy development and planning research.

The Victorian Government also negotiates with the Commonwealth Government for appropriate university resources.

The Victorian Government is committed to enhancing access to and participation in high-quality, post-compulsory education. This includes ensuring that the higher education sector has a constructive influence on other parts of Victoria's education system by encouraging links with industry and the community and across the tertiary education sector.

The Department's legislative role includes managing the processes for approvals of university statutes and university council appointments, and monitoring compliance with statutory reporting requirements. The Department also coordinates the preparation and tabling of the eight Victorian universities' annual reports in the Victorian Parliament. In 2001, the Department prepared 29 university statutes for approval and 23 appointments to university councils.

The Department also manages the accreditation and authorisation of private providers to conduct higher education courses, and the endorsement of specific courses for delivery to overseas students in Victoria.

Quality assurance

The Australian Universities Quality Agency, a company formed by all higher education Ministers, carries out audits of the quality assurance processes of universities, and of State and Territory higher education accreditation authorities.

A set of national protocols has been established setting out criteria and procedures for approval of new universities and processes for the approval and monitoring of private providers of higher education by state accreditation authorities.

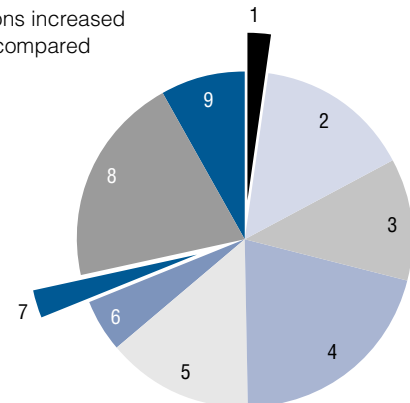
In June 2001, amendments were made to the Victorian post-compulsory education acts, consistent with the nationally agreed framework for quality assurance in higher education.

Student enrolments and completions

The total undergraduate student enrolment in Victoria, including domestic fee-paying and international students increased from 141,114 in 1997 to 148,154 in 2001, a growth of 5 per cent. Postgraduate enrolments increased from 39,595 in 1997 to 47,013 in 2001, an 18.7 per cent increase over five years and a 15 per cent increase from the previous year.

Award completions in higher education, Victoria, 2000

Award completions increased by 6.2 per cent compared with 1999



- 1 Australian Catholic University (1,091)
- 2 Deakin University (7,250)
- 3 La Trobe University (5,709)
- 4 Monash University (10,059)
- 5 RMIT University (6,854)
- 6 Swinburne University of Technology (2,455)
- 7 University of Ballarat (1,303)
- 8 University of Melbourne (9,840)
- 9 Victoria University of Technology (3,948)

Source: Data provided to the Department of Education & Training by universities

Private providers of higher education

In addition to the higher education programs in Victoria that are offered by publicly funded universities, an increasing number of private providers are authorised to conduct accredited programs ranging from theology to alternative medicines.

Under the *Tertiary Education Act 1993*, the Minister responsible for higher education protects the use of degree and postgraduate award titles. Approval is subject to a rigorous review conducted by panels of experts, who make recommendations to the Minister through the Higher Education Advisory Committee. This review process ensures that high standards, comparable to those of public universities, are maintained.

Courses offered to international students are required to meet additional quality assurance criteria. The Department administers the endorsement of courses to overseas students. It is working towards establishing a database with access to all accredited and endorsed courses. The database will be available through the Departmental website.



In 2001:

- ten new private provider higher education courses were accredited
- one new private provider was authorised to conduct higher education courses
- six established private providers were reaccredited and re-authorised to conduct higher education courses
- one interstate university was endorsed to offer higher education courses in Victoria
- 32 private providers had been approved to operate in Victoria by December 2001
- 41 new private provider courses were endorsed for delivery to overseas students
- 402 new public university courses and 702 amended public university courses were endorsed for registration on the Commonwealth Register of Institutions and Courses for Overseas Students.

International education

The number of overseas students studying at metropolitan and regional universities in Victoria continued to increase, reflecting Victoria's growing international reputation as a provider of high-quality tertiary education. In 2001, 36,288 international students were enrolled at Victorian universities, an increase of more than 14 per cent over the previous year.

International students now make up over 18 per cent of the student population in Victorian universities. Victoria had 32 per cent of the total number of 112,342 international students studying in Australia in 2001.

International education makes a significant contribution to the Victorian economy. Some universities conduct offshore programs in addition to their onshore operations for international students, contributing towards international cooperation and long-term cultural and economic benefits.

Review of university governance

Following consultation with university vice-chancellors in December 2001, the Minister initiated a review of university governance. The report of the review was released for public comment in June 2002 and will inform government policies to enhance university corporate governance and accountability arrangements.

The Review of University Governance report can be viewed at www.eduweb.vic.gov.au/highered/.

Review of Melbourne University Private Limited

Melbourne University Private Limited received approval from the Kennett Government to operate as a university for five years. The Government commissioned a review into Melbourne University Private Limited. The report of the review and the Minister's response were released in February 2002. The report is available on www.eduweb.vic.gov.au/highered/.

Outlook

In 2002–03, the Department will:

- outline the Government's initiatives to enhance access, participation and the future development of the higher education sector
- develop strategies to achieve more equitable access to tertiary education across the State
- align university course provision with areas of workforce and community needs
- build upon Victoria's strategic advantage in research and development.

Youth 2001–02



Services for young Victorians aged 12–25 years include:

- policy and strategic advice to the Minister for Youth Affairs and the Government
- targeted programs and services, including the VYDP and FReeZA.

This output group includes services to young people and the provision of policy and strategic advice to the Minister for Youth Affairs. Both the programs and policy advice are designed to maximise opportunities for the development and well-being of all young Victorians.

Key Government objective

- Developing and leading whole-of-government initiatives to ensure effective outcomes for young Victorians.

Key Government outcomes

- Growing and linking all Victoria.
- Building cohesive communities and reducing inequalities.
- Promoting rights and respecting diversity.

Key results

- Developmental work continued on a framework for youth policy and program development, overseen by an interdepartmental committee.

- Fifteen Regional Youth Committees engaged young people in a variety of community-based activities and advised the Government on important issues affecting young people.
- Two youth peak bodies – the Youth Affairs Council of Victoria (YACVic) and the Centre for Multicultural Youth Issues – provided policy advice and identified issues affecting young people.
- Three Victorian Youth Round Tables were held in 2001–02 in metropolitan and regional locations, providing young people with the opportunity to discuss issues directly with the Minister for Youth Affairs.
- FReeZA attracted over 97,000 young people to drug- and alcohol-free events in metropolitan and regional locations.
- Over 200 National Youth Week events took place across the State during April 2002.

Supplementary youth data appears in Appendix 2 on page 154.



Office for Youth

The Office for Youth has five main roles:

- a policy advisory role to the Minister for Youth Affairs
- a leadership role in coordinating Government policy development, planning and service provision for young people
- an advocacy role in Government with respect to the needs of young people
- participation in relevant state and national committees
- management and delivery of a number of youth programs.

Youth policy coordination

The Office for Youth is committed to promoting the interests of young people and working with young people, youth agencies and other Government departments to ensure that services provided to young people meet their needs.

The Office provides ways for young people to make their views known to the Government and supports the work of youth peak bodies and Regional Youth Committees.

The Office for Youth has seven youth liaison officers who work within the nine Department regions. The youth liaison officers support Regional Youth Committees and work with them to improve the provision of local youth services. Youth liaison officers ensure that local youth policy and service provision issues in metropolitan, rural and regional areas are brought to the attention of the Office and that information relating to Government youth initiatives is disseminated.

- forums, public meetings, conferences and working groups, providing opportunities for community members to hear from experts, share their own views and contribute to the work of the Committees
- development of new services and initiatives supporting young people
- research into youth needs.

Quarterly updates for individual Regional Youth Committees are posted on the Office for Youth website <www.youth.vic.gov.au>.

Framework for youth policy and program development

Work on developing the themes of *Respect: The Government's Vision for Young People* continued. It was overseen by an interdepartmental committee, ensuring that it reflected a whole-of-government approach. This work was informed by the contributions of young people and from people who work in the youth sector. The Government has identified four themes – involvement, learning and working, support and celebration – to focus its future efforts for the youth sector.

Youth peak bodies

The Office has responsibility for funding Victoria's two youth peak bodies – the YACVic and the Centre for Multicultural Youth Issues.

Youth Affairs Council of Victoria

The YACVic develops policy advice for all levels of government on issues affecting young people.

Performance measures: youth policy coordination

Measure	2001 target	2001 actual	Variance %	Comments
Quantity				
Regional Youth Committees	15	15	–	
Ministerial Youth Round Tables	4	4	–	Data relates to the 2001 calendar year.
Quality				
Ministerial satisfaction with policy advice	100%	90%	-10.0	

Regional Youth Committees

Appointed by the Minister for Youth Affairs, members of Regional Youth Committees are drawn from the community and Government sectors and reflect a diversity of knowledge and experience in addressing youth issues.

Victoria has a network of 15 Regional Youth Committees to provide advice to the Government on the issues and service needs of young people in their communities.

Regional Youth Committees promote and support:

- opportunities for young people to express their views and to contribute to the development of advice on youth policies, programs and services

Key organisations and individuals in youth-related sectors participate actively in the YACVic's work. The YACVic aims to heighten community awareness and understanding of youth issues. It ensures that Government programs and policies promote a positive image of young people and recognise the significant role young people have in the community.

Centre for Multicultural Youth Issues

The Centre for Multicultural Youth Issues provides advice to the Government and other youth agencies on the needs of culturally and linguistically diverse young people to ensure that youth policies and programs are inclusive of the needs of these young people.



Victorian Youth Round Tables allow young people to express their views to the Government on issues that affect them

Victorian Youth Round Tables

The Victorian Youth Round Tables provide a forum where young people can express their views. Attended by the Minister for Youth Affairs, the Round Tables aim to include young people in the development of Government programs and policies.

The Round Tables provide a means by which the Government listens to young people about:

- major issues affecting young people living in Victoria
- what programs and services available for young people in the community work well and in what way these can be improved
- what is needed to improve the well-being of young people in Victoria today
- their views on particular aspects of Government policy.

About 200 young people participated in the Round Tables during 2001-02. They represented a cross-section of the community and came from all over Victoria.

Each Round Table had a theme, which in 2001-02 included:

- Youth Perception and Identity in Rural and Regional Victoria (16 November 2001, Bendigo)
- Living in a Culturally and Linguistically Diverse Society (11 December 2001, Melbourne)
- Speak Out about Sport (21 June 2002, Glen Waverley).

In 2002, a pilot Youth Round Table action team was established to enhance the level of youth participation and development of the program. The team comprised nine young people from across Victoria. They were selected to provide input to the development and implementation of Round Tables and to run a youth-driven Round Table.

Outcomes of the Round Tables are distributed to key members of the Government, who use the information when planning for programs and services that directly affect young people. Reports are distributed to Round Table participants, schools and youth agencies and are available online.

Commonwealth-State relations

The Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) comprises State and Territory, Commonwealth and New Zealand education, employment, training and youth affairs ministers. It was established in 1994 to support coordination of information and strategic policy issues at a national level.

The MCEETYA Youth Taskforce is comprised of senior officers from relevant jurisdictions. It was established to support MCEETYA's work and is convened on a needs basis for particular tasks concerning young people.

In Victoria, the Office for Youth is responsible for coordinating advice on MCEETYA agenda items for the Minister for Youth Affairs. The Director of the Office for Youth is the Victorian member of the MCEETYA Youth Taskforce.

The Office is also represented on the National Youth Affairs Research Scheme steering committee. The scheme, a cooperative arrangement between the Commonwealth, State and Territory Governments, meets a widely recognised need for youth-specific research. It operates by contracting researchers to undertake research into specific topics and then publishes the findings as part of the scheme's series of research publications.

A review conducted in 2001 recommended administrative changes to the scheme to address the problems of delays and to improve the quality of research reports and the research topic selection process. The recommendations were submitted to the July 2002 MCEETYA meeting in Auckland for endorsement.

Youth programs

The Office for Youth has responsibility for several programs that engage young people.



Performance measures: services to youth

Measure	2001 target	2001 actual	Variance %	Comments
Quantity				
Schools participating in VYDP	178	176	-1.1	
Total students participating in VYDP	5850	5775	-1.3	
New student intake to VYDP	1150	Not applicable	Not applicable	Growth funding was redirected to other initiatives. As a result, no new schools or students participated in the program.
FReeZA				
Funded agencies – rural and regional	33	34	+3.0	
Funded agencies – metropolitan	27	26	-3.7	
Event attendance	130,000	97,549	-25.0	FReeZA events are managed by funded local government and non-government agencies working with young people in their local area. The Government will continue to support FReeZA providers to encourage young Victorians to access this program.
Hits recorded on youth website	500,000	155,335	-68.9	Target represents website 'hits'. Actual data is the number of page impressions, which is the current measure of usage. Hits record a larger sample of web traffic.

Youth Services Program

In preparation for the transfer of the Youth Services Program from the Department of Human Services to the Office for Youth on 1 July 2002, the Office for Youth consulted the youth sector concerning the redevelopment of the program. The funding for the current suite of services was extended to December 2002.

Victorian Youth Development Program

The VYDP is a hands-on training initiative. It takes students out of the classroom and offers them opportunities to enhance youth leadership, team building, self-confidence and self-discipline. The program also promotes active citizenship and contributes to robust community building.

All participants learn the core components of accredited first aid, cardiopulmonary resuscitation and complete the Duke of Edinburgh's Bronze Award. The VYDP is recognised as a leading model for engaging middle years students and conveying life-skills training.

As part of the VYDP, schools enter a partnership with one of several leading community organisations. There are 13 partnership options available – Australian Air Force cadets, Australian Army Cadet Corps, Australian Red Cross, Australian Volunteer Coast Guard Association, Country Fire Authority, Guides Victoria and Scouts Australia, Parks Victoria, St John Ambulance, Surf Life Saving Victoria, Royal Life Saving Society Australia, Victoria Police, Naval Reserve Cadets and the Victorian State Emergency Service. SCOPE (formerly the Spastic Society) also works in conjunction with some service providers listed above.

There were 176 schools participating in the VYDP, including special, community and Koorie schools, that involved approximately 5775 Year 7–12 students in practical and fun learning opportunities.

FReeZA

FReeZA is an initiative that provides grants to local government and community agencies to run affordable, accessible and safe drug- and alcohol-free live music and cultural events in local communities. Using a youth development model, FReeZA events are run by young people for young people. FReeZA events provide opportunities for skill development and training as well as opportunities for employment pathways in music and entertainment-related industries.

The FReeZA program gives young people, particularly in rural and regional Victoria and outer Melbourne suburbs, a chance to organise their own entertainment. Through the FReeZA program, young people develop event-management skills and young musicians and DJs have an opportunity to perform live in their local regions.

Water-based training is one of many programs available through the VYDP



In 2001, there were 60 funded FReeZA agencies, over 480 events, more than 2000 volunteers and a 97,000 plus attendance at FReeZA events. Many FReeZA committees participated in National Youth Week 2002, staging live performances and showcasing young talent across Victoria.

Key achievements

- FReeZA events continue to attract large audiences across the State. The Rural City of Wodonga, an established FReeZA provider, hosted one of the largest single events ever run by a FReeZA committee. The event, an all-ages concert featuring the band Frenzal Rhomb and supported by local young bands, attracted over 1300 young people.
- FReeZA committees continue to stage successful events in small centres. FReeZA events, with average attendances of over 150 young people, have been staged in small and isolated communities such as Rawson, Bruthen, Rainbow, Birchip and Terang. These events frequently draw large crowds of enthusiastic teenagers from many kilometres away.
- FReeZA committees held events for young people as part of the Centenary of Federation celebrations and in acknowledgement of the International Year of Volunteers.

The Push

The Push is an independent, statewide youth music and entertainment skills development organisation funded through the Office for Youth.

The Push continues to provide FReeZA committees and young Victorian musicians with high-quality advice about event management and the music industry.

FReeZA provides safe drug- and alcohol-free events for young people and opportunities for them to be involved in the music and entertainment industry

Push On 2002, the premier all-ages event held at Moonee Valley Racecourse, was the finale of the statewide Battle of the Bands. In 2001-02, more than 36 FReeZA committees from across Victoria participated in staging a Push Start Battle of the Bands event. Eight new and emerging acts were profiled and showcased through this developmental program.

National Youth Week 2002

National Youth Week is a joint initiative supported by the Commonwealth, State/Territory and local governments. It aims to promote the positive contribution that young people make to the community and focuses on providing an opportunity for young people to develop activities and events for themselves.

Young people embraced the theme 'Bring it On' and participated in activities that reflected the diverse interests of Victoria's young people.

Victoria's National Youth Week grants program funded 111 events across Victoria.

One of the key factors in the success of National Youth Week is that it is a partnership initiative, with local agencies and schools adding considerable value to National Youth Week events. This partnership approach, involving youth groups, ethnic groups, local government and FReeZA committees across

Victoria, ensured that National Youth Week highlighted the creative and energetic abilities of young people in their communities.



Over 210 National Youth Week events took place across Victoria from 7-14 April 2002



Outlook

In 2002-03, the Office for Youth will:

- release the Government's framework for youth policy and program development
- continue consultation with young people so that their views can be heard and responded to
- lead and influence whole-of-government policy and program development for young people
- promote alignment between the Government's priorities for young people and the activities of other key youth sector stakeholders.

Policy, strategy and information services



Services were provided to Ministers, the Executive, statutory authorities and local and international communities through:

- offices within the Department, including specialist areas such as international education and public information and promotion
- Regional Councils and offices associated with the various education and training sectors
- private providers on behalf of the Department.

Policy, strategy and information services include:

- policy and strategy advice to the Ministers
- executive and administrative support for the Ministers, the Executive and statutory authorities
- post-compulsory education and training policy and projects
- international education and training
- public information and promotion.

Key Government objectives

- Improving the standards of literacy and numeracy in primary schooling.
- Increasing the percentage of young people who successfully complete Year 12 or its equivalent.
- Having more adults take up education and training and so increase the overall level of educational attainment and literacy levels in Victoria.

- Increasing the level of participation and achievement in education and training in rural and regional Victoria and among groups where it is presently low.
- Making near-universal participation in post-school education and training the norm in our society.
- Developing and leading whole-of-government initiatives to ensure effective outcomes for young Victorians.

Key Government outcomes

- Valuing and investing in lifelong education.
- Growing and linking all of Victoria.
- Sound financial management.
- More jobs and thriving, innovative industries across Victoria.
- Building cohesive communities and reducing inequalities.
- Promoting rights and respecting diversity.

Key results

- A major Cabinet reshuffle announced on 11 February 2002 transferred the employment function from the former Department of Education, Employment and Training to the new Department of Innovation, Industry and Regional Development.
- 31 LLENs across the State linked education, training, employment and regional activities in innovative ways to improve education, training and employment outcomes for young people.
- The VCAL was trialed in 20 schools.
- At the end of 2001, the number of Year 10–12 students in schools with a MIP plan was twice the targeted number.
- The Department implemented an integrated research strategy to guide its future directions.
- The number of overseas students in full fee-paying programs in government schools increased by 30 per cent.
- The Communications Division established a training and tertiary education unit to enhance the Department's capacity to communicate with education and training stakeholders and the wider community.

Policy, strategy and executive services

The Department provides and coordinates advice to the Ministers and statutory authorities in the areas of Department-wide planning, policy development and resource allocation for school education, post-compulsory education and training, training and further education, adult community education, higher education and youth.

Executive and administrative support provides executive, legal, legislative and administrative services to the Ministers, the Parliamentary Secretary, the Secretary and Directors.

Yearly management cycle

In 2001–02, the Office of Portfolio Integration coordinated the Department's yearly management cycle. Major activities included:

- developing corporate statements and business plans for the Department
- developing long-term strategies to achieve the Government's targets and objectives for education and training
- developing the Department's submission to the Expenditure Review Committee of State Cabinet, which culminated in the 2002–03 State Budget in May 2002
- preparation of presentations and briefings to the Public Accounts and Estimates Committee of the Victorian Parliament
- managing the preparation of the Department's set of five annual reports for 2000–01
- providing quarterly reports to the Department of Treasury and Finance for revenue certification
- supporting the statutory authorities.

Highlights of 2001–02 included:

- developing a strategic performance management framework that links the Premier's goals and targets with the Department's planning cycle
- supporting the establishment of the new statutory authorities.

The Department's 2000–01 annual report won a silver award from the Australasian Reporting Awards for distinguished achievement in annual reporting



2002–03 Budget outcomes

Through the provision of strategic policy advice to the Ministers, the Office of Portfolio Integration, in conjunction with the Financial Services Division, coordinates the management of the Department's budget and resource allocation. This process is managed through the Ministers' submissions to the Expenditure Review Committee of Cabinet, culminating in the State Budget in May each year.

Access, innovation and excellence

Through initiatives announced in the 2002–03 State Budget, the Victorian Government will inject \$550 million into Victoria's education and training system over the next four years.

New funding boosts have been targeted at the early years and numeracy programs, the provision of funding for the employment of an additional 925 teachers, and a new initiative to encourage innovation and excellence in schools across the State.

The 2002–03 Budget is an important link in delivering the Government's vision to create a strong, vibrant public education system to provide the foundation for long-term economic and social well-being for Victoria. It will play an important role in driving the Department's work in achieving the Victorian Government's targets for education and training.



Warranwood Primary School student Jess springs towards secondary school on the back of Parkwood Secondary College student David, under the watchful eye of Rachel Young, Middle Years Program coordinator

Performance measurement

Consistent with the Department's strategic performance framework, major work was undertaken in 2001–02 to monitor and assess progress towards achievement of the Government's goals and targets and the Department's objectives. A summary of the outcome of this work is set out on page 5.

The Department electronically collects and stores output performance measure data and progress reports on service delivery. This data is collected quarterly and reported to the Department's Executive on:

- achievement against output performance measures
- progress in implementing major government initiatives, including Science, Technology and Innovation and the Management Reform program
- key strategic and service delivery issues.

As a result of its commitment to the Management Reform program, the Department continues to improve this process. In 2001–02, it reviewed its suite of output performance measures and performance indicators. The revisions will take effect in the 2002–03 financial year and will enable the Department to monitor progress towards achievement of the Government's goals and targets, Departmental objectives and the delivery of outputs.

The Department strongly supports systems providing nationally comparable performance information. It plays a leading role in the Performance Measurement and Reporting Taskforce of MCEETYA, provides support to the annual preparation of the Report on Government Service Provision, and has a long-standing role in the preparation of ANTA performance information.

Benchmarking is used in the development of the Department's programs and services and in assessing performance. The Department is involved in benchmarking through MCEETYA and ANTA. This is reflected in the first of the targets for education and training: by 2005, Victoria will be at or above the national benchmark levels for reading, writing and numeracy for primary students.

Reviews of outputs

In the 2001–02 Budget, the Government announced the introduction of a five-year cyclical output review program to enhance alignment of Department outputs with Government objectives and to ensure value for money. The TAFE Places output was reviewed in 2001–02 and the Department contributed to a review of the whole-of-government framework for the delivery of drugs services. Outcomes of the output reviews have been provided to the Government and have informed decisions about output service delivery for 2002–03. A review of the School Education outputs commenced in mid-2002.

The Department also reviewed the EMA program. New arrangements for EMA were introduced in March 2002 (see page 39).

The Review of School Bus Services was released in October 2001 in fulfilment of a pre-election promise of the Government to conduct a review of the system in rural Victoria. As a result of the review, the Government allocated \$31.1 million over four years for improved statewide access to school transport.

A review of educational services for students with special educational needs in government schools was also conducted in order to identify strategies to improve access to quality learning outcomes for students who have a disability or impairment.

Post-compulsory education and training policy

In October 2000, the Government responded to the Ministerial Review of Post Compulsory Education and Training Pathways in Victoria with the Premier setting

five goals and three targets for the education system. Four of these goals and two of these targets focus on post-compulsory education and training and improved outcomes for young people.

In order to achieve successful educational outcomes for young people, including meeting the Government's goals and targets, the Department has initiated a number of programs.

These programs are designed to:

- meet the needs of young people by offering a broader choice of curriculum and qualifications
- improve monitoring and accountability and promote greater collective responsibility for young people's outcomes
- develop close cooperation between providers
- reform rules and regulations that impede young people's progression through education and training.

Victorian Learning and Employment Skills Commission

VLESC provides advice to the Government on post-compulsory education and training and is the state training agency for Victoria under the ANTA Agreement.

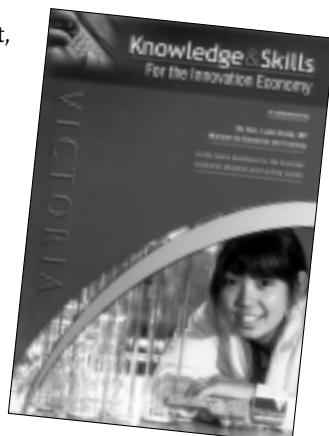
In 2001, VLESC oversaw the establishment of 31 LLENs across the State, the further implementation of MIPs, the trialing of the VCAL, and the further growth of VET in Schools.

VLESC also initiated and acted as the reference group for several research projects, including the auspicing of a review titled *The Role of TAFE: Report of the Outcomes of Consultations and Identification of Key Issues*, which was completed in 2002.

The review involved extensive consultation with stakeholders including:

- TAFE institute directors and council presidents
- chairs and executive officers of LLENs
- chairs and executive officers of Victorian Industry Training Advisory Boards
- student union representatives
- representatives of the Australian Industry Group, Victorian Employers' Chamber of Commerce and Industry and retailers associations
- representatives of school principals from government, Catholic and independent schools.

The Ministerial Statement on Knowledge & Skills for the Innovation Economy sets out the future directions for Victoria's vocational education and training system



The review was a significant input into the Ministerial Statement on Knowledge & Skills for the Innovation Economy, for which VLESC was the reference group. VLESC will have significant responsibility for a number of initiatives outlined in the statement.

In association with the Manufacturing Industry Consultative Committee, VLESC also acted as a reference group for the research report on *Renewing the Capacity for Skill Formation: the Challenge for Victorian Manufacturing*.

In 2001-02, VLESC made its Student Achievement Award available as an annual prize for one student in each TAFE institute. TAFE institutes inform VLESC of the nomination and receive a plaque to present to the winner at the institute's award ceremony. Some institutes invite a member of VLESC to present the award.

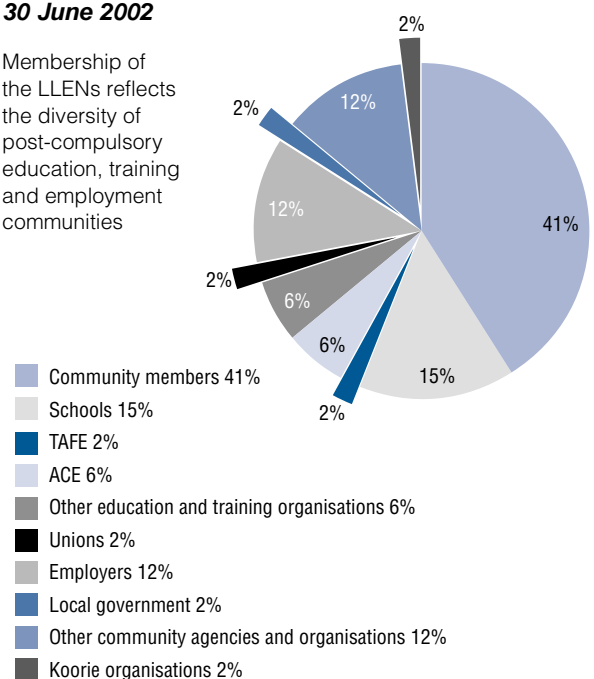
Local Learning and Employment Networks

In 2001, LLENs were created to allow education and training providers, industry, community organisations, individuals and government to come together to focus on young people's educational, training and employment needs, and to improve outcomes for young people aged 15-19 years. The LLENs also identify local issues that may require a statewide response. This advice is forwarded to VLESC for consideration.

There has been a wide level of support for developing locally based solutions through the LLEN initiative. This is clearly demonstrated in the following pie chart showing the membership profile of the LLENs, which totalled 3400 in July 2002.

Composition of total LLENs membership, 30 June 2002

Membership of the LLENs reflects the diversity of post-compulsory education, training and employment communities

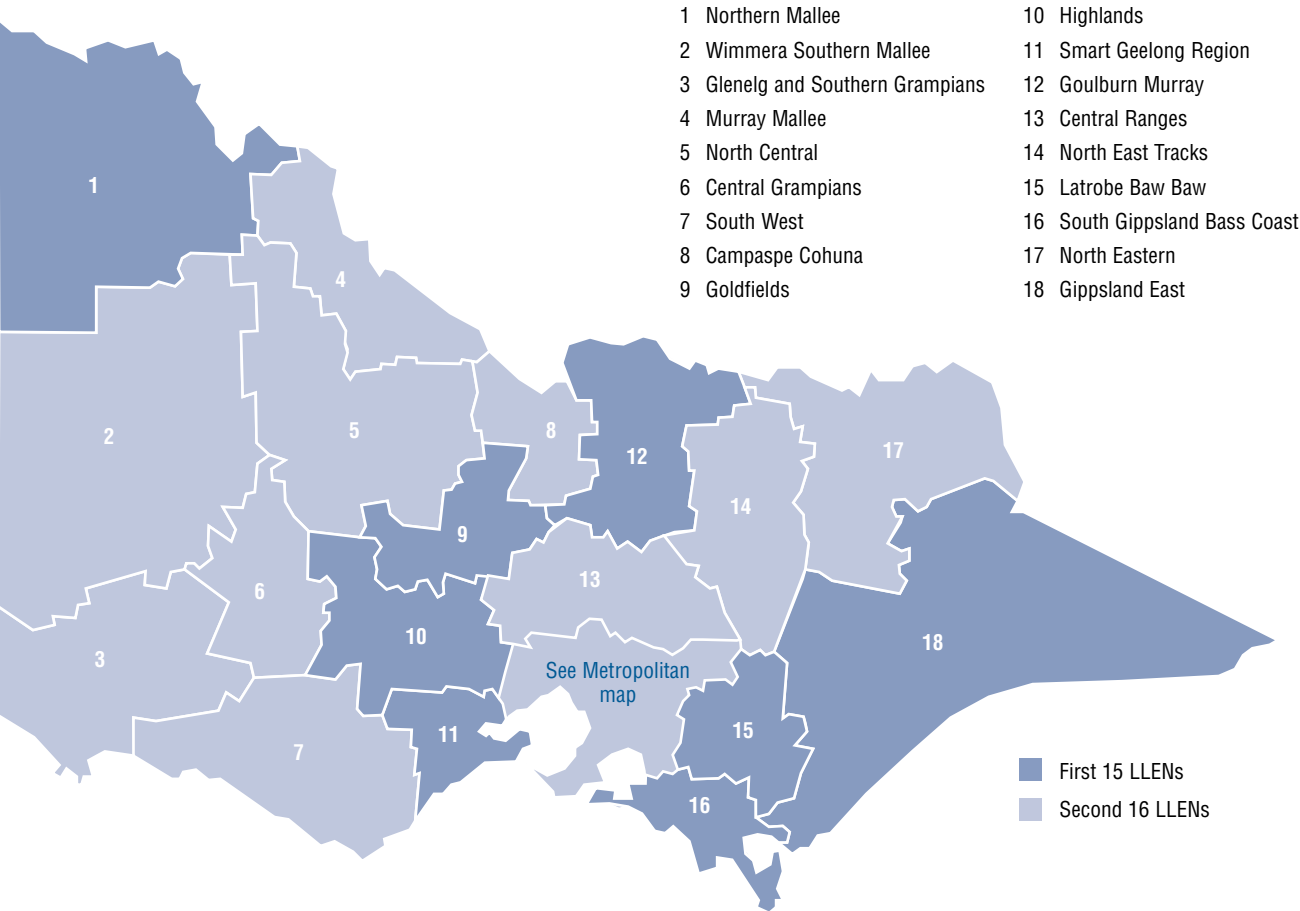


Source: Department of Education & Training

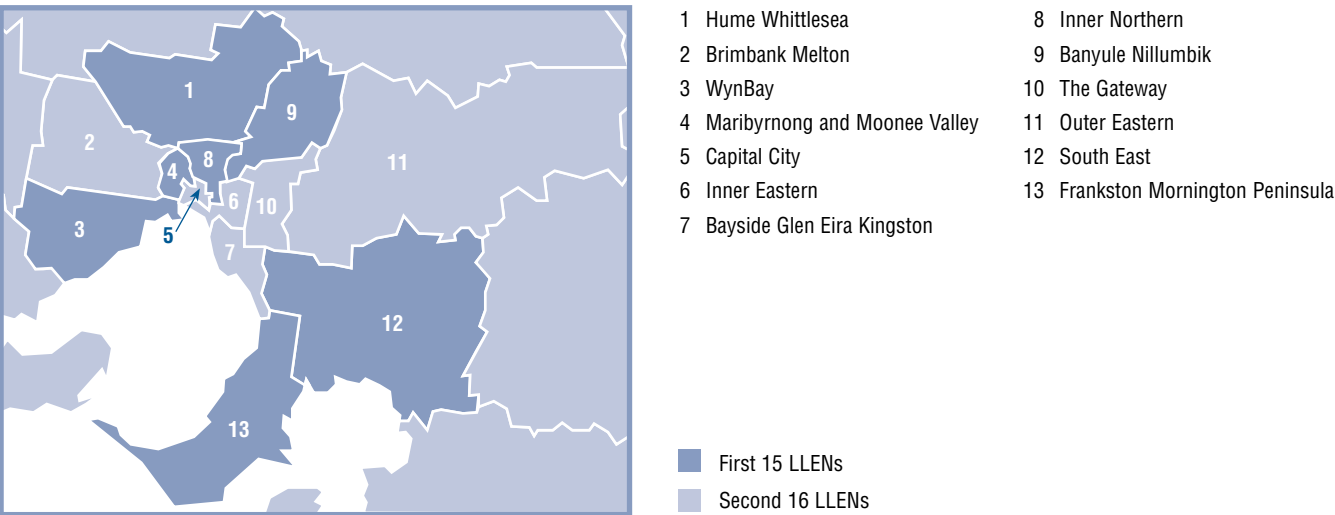


All 31 LLENs have been established. The 15 LLENs that became operational during 2001 undertook local research and developed strategic and action plans focused on improving education and training outcomes for young people. The final 16 LLENs that became operational during the first part of 2002 are well advanced in this research and the identification of local initiatives.

LLENs – regional



LLENs – metropolitan





Left: Rebecca Blakie is undertaking hospitality training as part of the VCAL at The Island, a work education and training unit attached to Collingwood College

Right: Students in VET in Schools programs receive a nationally recognised training qualification as well as their VCE

The LLENs have also played a role in piloting other statewide initiatives including the implementation of the VCAL in their areas.

A website, Local Learning and Employment Network Statistics (LLENSTAT), catering specifically for the individual needs of LLENs, was developed to support their activities. LLENSTAT provides the most recent actual and estimated data in four general areas – population base, economic base, learning and skills base and workforce data. The information provided on this website enabled each LLEN to produce its local research identifying the specific needs of both young people and industry in the area.

A formative evaluation of the first 15 LLENs was initiated in 2002. The results will assist VLESC to further develop the LLEN initiative.

Victorian Certificate of Applied Learning

One of the key findings of the Ministerial Review of Post Compulsory Education and Training Pathways in Victoria was that significant numbers of post-compulsory students felt constrained by the current education system because their individual learning, personal development and transition needs were not fully met by traditional approaches. As a result, more than 20 per cent of students did not finish Year 12, and many left school without the skills and qualifications needed for further education, training and work.

In late 2001, the Government announced that the VQA would commence a trial of a new post-compulsory qualification called the VCAL in 2002. The VCAL is focused on applied learning and designed to improve the pathways for young people from school to work, further education and/or training.

The qualification is available at three levels and is framed around four compulsory curriculum strands, with accredited units and modules in literacy and numeracy, industry-specific skills, work-related skills and personal development skills. Students who successfully complete the VCAL will receive a certificate, together with a statement of results listing all units satisfactorily completed.

The trial of the new qualification commenced in January 2002, with 450 students enrolled in 20 schools and two TAFE institutes across the State. Strong local partnerships were established at each of these locations, involving schools, TAFE institutes, adult community education and other training providers, employers, community organisations and the LLEN. The trial project is being evaluated by Deakin University in 2002 to finalise the structure of the qualification before statewide implementation in 2003.

The 2002-03 State Budget committed \$47.7 million over four years to implement the VCAL – in the first phase to 200 government schools and 19 TAFE institutes in 2003 – and to develop and pilot further VCAL programs to meet identified student needs.

VET in Schools

The VET in Schools program is an important part of the Government's strategy to expand programs and improve choice of pathways. For the majority of students, vocational training is provided by a TAFE institute.

Students may also take up school-based apprenticeships and traineeships, which allow students to undertake a traineeship or apprenticeship while continuing their school education.



The VET in Schools program has been popular with students. The number of enrolments in VCE VET programs in 2000 was 21,171. This increased to 24,686 in 2001. The number of programs has grown from three in 1994 to 32 in 2001. The number of government and non-government schools providing programs has increased from 19 in 1994 to 453 in 2001.

The success of this program is best demonstrated through the annual survey of student destinations. The latest report into the destinations of the VET in Schools 2000 cohort shows that 94 per cent of VCE VET students were either enrolled in further VET studies or university, were an apprentice or trainee, or were in full- or part-time work six months after completing their school program.

Managed Individual Pathways

The MIP initiative was implemented in 2001 to provide young people in government schools, TAFE or adult community education with a plan to assist them in their transition from the school, TAFE or ACE sectors to work, education and training, and to manage their own pathways.

In 2001, 54 per cent of the Year 10–12 student cohort had a MIP plan, more than double the target of 25 per cent. In 2002, it is expected that 60 per cent of all students in government schools will have a MIP plan. In 2003, all students in government schools will have a plan.

In 2001, TAFE institutes exceeded their MIP performance target. The number of students with a plan in the ACE sector was slightly lower than expected. This is because ACE organisations support early school leavers with low levels of literacy and numeracy and these students require more intensive assistance.

MIPs provide guidance and support to strengthen each 15–19-year-old student's ability to make an effective transition between education, training and employment



In 2002, it is expected that all adult community education and TAFE students funded through the Youth Pathways program will have a MIP plan.

Number of students with a MIP plan, 2001

Educational sector	Target	Actual numbers at the end of 2001
Schools	26,000	52,150
ACE	1,200	1,059
TAFE	1,000	1,141

Pathways project

This program targeted young people aged 15–19 years in areas of socioeconomic disadvantage. The young people involved worked with individual pathways negotiators to improve their skills, assist them to make decisions in relation to their future pathways, and improve their ability to access the course and provider information in the community. Each participant developed a personal pathways plan.

The Pathways project commenced in August 2000 and was completed in June 2002. It consisted of 26 programs over two phases and assisted 1700 young people. In the first phase, the project operated in 12 areas of high need. In the second phase, ten programs based on local government areas were run.

Four programs involved young people not engaged in education from Spanish-speaking backgrounds, the Horn of Africa, the Echuca Koorie community and the City of Melbourne.

Program outcomes were disseminated to schools, TAFE institutes, government departments and agencies and informed the development of MIP plans.

Youth Pathways program

The Youth Pathways program was established in 2002. The program combines and refocuses on the Youth Allowance TAFE Entitlement and the MIP program and includes a revised funding arrangement to support the program.

The aim of the program is to provide training and support for a specific cohort of 'at risk' youth to achieve either an employment or further training outcome that is sustained for at least six months after completion of training.

Each TAFE institute is required to provide training and support for a specified number of participants and deliver a minimum number of student contact hours as outlined in the institute's 2002 TAFE Performance Agreement.

The TAFE Entitlement program was developed to provide a training alternative for 16- and 17-year-olds who were required to participate in education or training to be eligible for the Commonwealth's Youth Allowance benefit.

Education Precincts

The Victorian Government has continued to support the further development of Education Precincts in Ballarat, Gippsland and Maryborough. These precincts are designed to bring industry, schools, TAFE and ACE institutions together in innovative ways to expand the education and training opportunities available to communities.

The Ballarat Vocational Futures Learning Exchange provides students with greater accessibility to educational facilities and offers a sustainable basis for the education and training needs of the region. The University of Ballarat, the Regional ACE Board, Highland LLEN, Ballarat Group Training, Ballarat Community Development Centre and the Ballarat Secondary Schools VET Cluster are all partners in the exchange.

The Gippsland Education Precinct will provide a state-of-the-art facility where Central Gippsland TAFE, Gippsland Group Training Company, Monash University and Kurnai College can offer programs and innovative credit transfer arrangements for students. The final plan for the design of this precinct will be completed in October 2002.

The Maryborough Community Education Precinct is being developed to promote lifelong learning opportunities in the local community. The aim is to develop a precinct in two phases. In the first phase, schools will relocate to a single site. The precinct site will have the capacity, in the second phase, to integrate pre-schools, TAFE, adult community education and the University of the Third Age.

All of these precincts are being developed with strong input from the local communities and education and training providers.

Coordination with the Commonwealth

While Victoria has implemented programs and strategies to assist young people to achieve improved educational outcomes, the Commonwealth is piloting a number of programs to provide career and transition support for young people. A framework is being developed to provide a model of formal collaboration between the two levels of government in relation to post-compulsory education and training, especially for young people.

Improved transport arrangements

During 2000–01, a panel established by the former Minister for Education undertook a review of government-funded school bus services to improve the equity and fairness of the system, particularly for students in rural and regional Victoria.

In 2001, a number of LLENs, including the Highlands LLEN (Ballarat Region), highlighted access to transport as one of the major difficulties in increasing engagement of young people aged 15–19 years in post-compulsory education and training.

The Ballarat Free School Bus Access Pilot program was implemented in July 2002. Additional funding was provided to amend current school bus services in the area so that TAFE and ACE students are able to access spare seats on school buses. The pilot program will inform planning to extend the program in other regions. A taskforce of local educational and LLEN representatives was established to manage the program.

VCE in TAFE pilot

The VCE in TAFE pilot makes the VCE available to school-age students in settings that include TAFE institutes and ACE organisations.

In 2001, pilot projects to deliver the VCE to early school leavers aged 15–17 years (who were not in full-time employment) were established in four TAFE institutes and two ACE Clusters. Each project targeted 20 early school leavers. The pilot was established as a two-year program – students who commenced the project in 2001 were supported in 2002.

TAFE institutes and ACE providers reported that students responded very positively to the opportunity to study the VCE in a non-school setting. The pilot program enabled many to become re-engaged with education through Year 11 studies, and the TAFE or ACE environment provided them with the opportunity to experience career options outside the VCE.

Outlook

In 2002–03, the Department will:

- further reinforce the LLEN relationships with community stakeholders and facilitate and implement more local initiatives that assist young people's educational outcomes
- ensure that all students in government schools have a MIP plan developed in consultation with a nominated responsible adult
- monitor the movement of young people through post-compulsory education and training five to six months after they leave a government school or a Youth Pathways program in TAFE or adult community education
- expand the VCAL to up to 200 government schools and 19 TAFE institutes in 2003 and develop VCAL programs to meet identified student needs
- work towards increasing the number of students accepting school-based apprenticeships and traineeships to 3000 by 2005
- further develop Education Precincts in Ballarat, Gippsland and Maryborough.



Research

The Department's research strategy ensures that research across the portfolio is concentrated on areas of strategic importance. It also ensures that research outcomes are shared and appropriately inform policy development and planning.

The research priority areas for 2001–02 were:

- student flows, destinations and outcomes
- resourcing of education and training
- environmental scanning of the future
- curriculum quality.

Key achievements

The Research Network met regularly. It shared and analysed research outcomes and provided advice on directions for research.

The online research register, grouped around the four priority areas, was developed to share research across the Department and with the public. It can be accessed via the About DE&T section of the Department's website <www.det.vic.gov.au>.

A consortium of four universities – Monash University, the University of Melbourne, RMIT and the University of Queensland – provided support for policy development and research to the Department.

Priorities

Research priorities for 2002–03 will be based on key Ministerial statements and policy documents and will focus on major areas such as excellence, innovation and access.

National Competition policy

The National Competition policy was introduced by the Commonwealth Government with the cooperation of State and Territory governments. Two key features of the policy are:

- legislative reviews to eliminate restrictions on competition
- competitive neutrality to ensure consistency in pricing of services and/or facilities.

Legislative reviews

The *Tertiary Education Act 1993* was amended during 2001 to provide for full implementation of the National Protocols for Higher Education Approval Processes. The legislation as amended fully satisfies the Competition Principles Agreement test.

Competitive neutrality

Since Victoria reviewed the legislation requiring registration of universities and accreditation of university courses, MCEETYA endorsed the National Protocols for Higher Education Approval Processes on 31 March 2000.

The protocols have been designed to ensure consistent criteria and standards across Australia in matters such as the recognition of new universities, the operation of overseas higher education institutions in Australia, and the accreditation of higher education courses to be offered by non-self-accrediting providers.

In 2001, the *Post Compulsory Education Acts (Amendment) Act 2001* was enacted by the Victorian Parliament to amend the *Tertiary Education Act 1993* so that it provided for the full implementation of the protocols. In July 2002, the Department will be audited by the Australian Universities Quality Agency on Victoria's compliance with the protocols and the effectiveness of the processes.

The Department was involved in two complaints for the year 2001–02, one of which is finalised. This complaint involved a school and its advertising of alternative specialised pedagogical and methodological approaches to education. No breach of competitive neutrality policy was found. Advice was provided to the school regarding advertising and promotion protocols in both traditional and electronic formats. A complaint against a higher education institution was undergoing investigation as at 30 June 2002.

Outlook

A competitive neutrality guidelines paper will be distributed to all schools in 2002. This paper will:

- highlight competitive neutrality issues that schools may encounter
- outline the complaints process
- provide contact details of support officers within the Department who can assist schools with competitive neutrality queries.

Responding to cultural diversity

Access to a high-quality and relevant education and training system is critical to the future of all Victorians. This means that everyone must have the opportunity to participate in education and training, achieve learning success and undertake continuous learning. Individuals and groups facing particular challenges to achieving in education and training because of cultural or linguistic background must be supported to continue and succeed in their learning endeavours.



Left to right: Eric McClellan (ACFE), Louise McDonald (Audit and Evaluation) and Vaughan Duggan (Audit and Evaluation) participate in meetings of the Diversity Network

Schools, in particular, play an important part in the development of student attitudes and values. Schools can contribute to the elimination of racism, the ongoing development of mutual respect and understanding, and the creation of a tolerant and harmonious community. Through the incorporation of multicultural perspectives across the school curriculum and organisational practices, schools can also fulfil their responsibility to develop confident, culturally aware young people who can function effectively in their community and as citizens of the global community.

TAFE institutes and ACE organisations have a central role in equipping adults from culturally and linguistically diverse backgrounds with the English proficiency and the vocational skills they need to function effectively in the workforce and in society, or to proceed to other forms of education and training.

The programs and activities sponsored by the Office for Youth seek to foster attitudes of tolerance, mutual respect and harmony among Victoria's young people, and to ensure that youth policies and services reflect the needs of young people from culturally and linguistically diverse backgrounds.

The Department's workforce management and development practices help to ensure that its workforce reflects the diversity of the Victorian community and is well equipped to work effectively with diversity within the education and training system and the broader community. These practices are outlined on page 99.

Key achievements

These included:

- provision of ESL and LOTE programs and services in government schools, as reported on pages 28–30
- allocation of \$560,000 in 2001–02 to provide interpreting and translation services to government schools

- provision of the 23 most commonly requested school notices in 21 languages
- encouragement of all government schools to observe Harmony Week from 18–22 March 2002
- provision of annual funding for 31,000 students in 199 community-based, after-hours ethnic schools to support the teaching of 53 languages
- establishment of a critical reference group to review the Managing Diversity policy to achieve improved access and outcomes for under-represented individuals and groups in the TAFE sector
- through ACE providers, the provision of 880,000 student contact hours of accredited and non-accredited ESL programs, from beginner level to more advanced classes
- provision of specialist multicultural language and employment services to over 30,000 people per year by AMES, the largest provider of these services in Australia
- a Youth Round Table involving 50 young people who discussed the special challenges faced by youth from culturally and linguistically diverse backgrounds
- development, as part of a whole-of-government process, of a Departmental multicultural performance reporting framework
- expansion of the Department's Human Resources strategy to address cultural and linguistic diversity issues through a range of programs, including diversity management and leadership.

Further achievements are reported in the section on 'Cultural and linguistic diversity and citizenship education' on page 30.

Diversity Network

The Diversity Network provides a cohesive approach to diversity across the education and training portfolio, including coordinating and communicating diversity policy. The Network consists of senior officers from Offices and statutory authorities and is convened by the Secretary. A key goal for the Network is to ensure that the Department's policies, programs and services are inclusive and responsive to the diversity within the community, including cultural and linguistic diversity, gender, and Indigenous status.

Performance indicators

Under the auspices of the Department's Diversity Network, a working group was established to develop a Cultural Diversity Forward Plan for 2002–03. The plan will identify relevant activities and outcomes and provide draft performance measures relating to the Department's cultural diversity initiatives. The plan will also include a statement of how programs are evaluated. It will be presented to the Minister for Education and Training and the Minister for Education Services and Youth Affairs for consideration by 30 September 2002.



Outlook

In 2002–03, the Department will:

- continue to assist newly arrived students with intensive ESL support in English language schools and centres and through an outposting program
- provide more than 2.5 million student contact hours of ESL programs in TAFE institutes and ACE organisations
- support ethnic-specific education and training providers to develop and deliver a range of tailored and accredited language and literacy curriculum
- consider further management and leadership training initiatives to strengthen workforce skills in managing diversity.

Executive services and administrative support

Executive services and administrative support links the Department's operations to the machinery of government. It includes a number of different functions – executive services, inter-agency relations, legislative and legal services, and archives and records management.

Executive services

The Executive Services Unit manages a system of inter-related processes – briefings, correspondence, Cabinet and Parliamentary matters – providing the interface between the Department and the Ministers within the portfolio. The Unit also ensures ongoing Departmental compliance with the requirements of the *Freedom of Information Act 1982* and the Ombudsman.

Key achievements

Executive Services provided an upgraded executive and administrative support service to Ministers by:

- providing high-quality, accurate and timely advice to Ministers
- re-engineering business processes.

Inter-agency relations

The Inter-agency Relations Unit provides advice on portfolio policy and funding relationships with other Victorian government departments, State jurisdictions and Commonwealth agencies. The Unit supports the Minister for Education and Training and the Minister for Education Services and Youth Affairs and the Secretary as members of MCEETYA and the Australian Education Systems Officials Committee. It also provides advice to Commonwealth and State parliamentary enquiries and reviews relating to education and training policies.

Performance measures: policy, strategy and executive services

Measure	2001 target	2001 actual	Variance %	Comments
Quantity				
Correspondence prepared for Ministers' and Executive Group's signature or responded to on behalf of Ministers	10,000	8,600	-14.0	Levels of incoming correspondence were lower than forecast.
Briefings prepared for Ministers' and Executive Group's signature	5,000	4,900	-2.0	
Quality				
Ministerial satisfaction that advice and documentation received meet required quality standards	90%	90%	–	
Boards' satisfaction that services received meet relevant quality standards	90%	90%	–	
Timeliness				
Correspondence prepared for Ministers' signature or responded to on behalf of Ministers within predetermined timelines	95%	80%	-15.8	The target of 95% was met in relation to correspondence for the Ministers' signature. The overall target, however, was not met in relation to correspondence signed on behalf of the Ministers by Departmental officers.

Key achievements

Inter-agency Relations successfully staged:

- the July 2001 MCEETYA meeting and implemented key decisions, in particular the establishment of a new taskforce structure around key priorities to advance the national schooling agenda – seven new school-based taskforces were established, one for each key area of national collaboration:
 - Schools Resourcing
 - Teacher Quality and Educational Leadership
 - Student Learning and Support Services
 - Information and Communication Technologies in Schools
 - Indigenous and Targeted Initiatives of National Significance
 - Transition from School
 - Performance Measurement and Reporting
- the National Summit on School Education on the key themes – schools resourcing, teacher quality and educational leadership, and performance measurement and reporting – to promote the national debate on public education.

Legislative and legal services

The Legislative and Legal Services Unit provides legal services to the Department, including government schools, regions and the central office of the Department. The Unit also manages intellectual property issues, including copyright, on behalf of the Department, manages the outsourcing arrangements to private legal firms, and prepares draft regulations and Ministerial Orders and Cabinet submissions for Bills.

Key achievements

These included:

- the passing by Parliament of the *Victorian Institute of Teaching Act 2001* and its implementation
- developing draft Disability Standards for Education under the Federal *Disability Discrimination Act 1992*
- as part of the government lawyers forum, developing the whole-of-government tender for legal services and appointing private legal firms to a government panel
- developing the Department's amended Internet acceptable-use policy
- updating the Department's standard contracts
- providing briefings on numerous Cabinet submissions.

Archives and records management

The Archives and Records Management Unit ensures that the Department creates, maintains and correctly disposes of public records within a legislative framework and a decentralised record-keeping environment.

Key achievements

Archives and Records Management:

- completed the Electronic Document Management project consultancy that established record-keeping requirements for the Department – the report recommended the implementation of an Electronic Document/Records Management System
- maintained RecFind (records management system), provided enhanced RecFind training via regular PowerPoint presentations, and made available a new PDF hyperlinked RecFind manual on the de&t@work Intranet
- completed the processing of permanent and temporary records of closed schools in readiness for their transfer to the Public Record Office.

Outlook

In 2002-03, the Department will:

- ensure systems are in place to provide quality, timely, accurate and appropriate briefings and responses to correspondence
- enhance the national policy debate on education and training through the continuing input of Victoria to national processes in the implementation and support of MCEETYA decisions
- provide an enhanced strategic approach for Cabinet business within the Department
- provide viable, effective and efficient outsourcing arrangements for legal services by panel providers
- develop a strategy to manage intellectual property matters across the Department
- increase the profile and use of RecFind, maintain system integrity and train staff in sound record-keeping principles
- work towards the implementation of a new electronic document/records management system.



International education

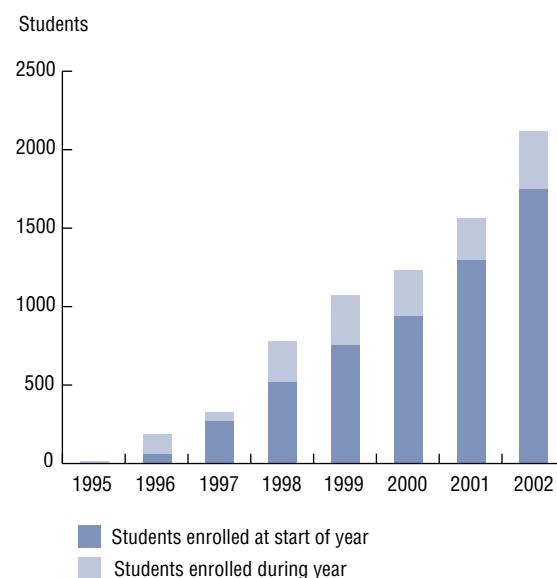
The provision of education and training to students from overseas is an important element of Victoria's export trade. The Department's international education activities improve student learning and professional practice by promoting greater intercultural understanding, foreign language proficiency, recognition of international performance standards and appreciation of the global context for future education and work.

The Department undertakes activities that promote Victoria's international participation, cooperation, export and education exchange. International services include:

- marketing, recruitment, assessment and placement services for full fee-paying overseas students in Victorian government schools, and generic marketing support for TAFE providers and the higher education sector
- marketing of the Department's capabilities and programs to international communities
- delivery of associated consultancy and training services to international clients
- organisation of overseas delegations and study tours to Victorian education and training institutions and agencies
- organisation and implementation of teacher and principal exchange programs, student exchange and student study tours.

International students in Victorian government schools, 1995–2002*

Victorian government schools continue to attract increasing numbers of full-fee paying overseas students



Source: Department of Education & Training

*Includes enrolments at the start of Term 2, 2002

Performance measures: international education

Measure	2001 target	2001 actual	Variance %	Comments
Quantity				
Overseas student study tour days to Victoria	15,000	16,548	+10.3	The figures reflect the positive response to marketing strategies and increased support for programs from Victorian government schools.
Overseas students recruited to study in Victorian government schools in the year	800	944	+18.0	
Costs met by revenue raised from delivery of adult international study tours to Victoria	150%	159%	+6.0	
Costs met by revenue raised from delivery of international projects and programs	80%	83%	+3.8	
Quality				
Satisfaction of agents with overseas student programs and services offered	80%	100%	+25.0	The limited number of overseas agents responding to a satisfaction survey all rated International Division's services as at least satisfactory.
Satisfaction of clients with services provided in relation to projects and programs	80%	90%	+12.5	Participant surveys indicate a high level of satisfaction with the nature and quality of programs delivered.

Full fee-paying overseas students

The number of overseas students choosing to study in government schools continues to increase. As at 30 June 2002, there were 2123 international students enrolled in government schools compared with 1635 at the same time last year, an increase of 30 per cent.

The largest numbers of overseas students choosing to study in Victorian government schools in 2001–02 came from China, Japan, Korea and Hong Kong, although there has been an increase in student numbers from Germany, Brazil and Taiwan.

Over 200 government schools in metropolitan and regional Victoria are registered to provide full fee-paying programs for overseas students

While evaluation surveys of overseas agents indicate satisfaction with the management of international student programs, responses were limited. Improving the level of response to the survey remains a challenge for the year ahead.

Over the past year, there were 1823 students enrolled to undertake a study tour in Victorian schools compared with 2148 for the previous year, a decrease of 15 per cent. The effects of 11 September 2001 created uncertainty. Some scheduled groups cancelled travel plans, while other groups arrived with lower numbers of participants than anticipated originally.

Teacher exchange programs

A total of 150 native-speaker assistants provided language support to teachers and students studying LOTE in government schools. This compares to 127 in 2000-01, indicating a return to levels of participation experienced in prior years. However, there was a reduction in the number of teachers and principals (67 in 2001-02 compared with 106 in the previous year) participating in the International Teaching Fellowship exchange program. The decline in the value of the Australian dollar was an important deterrent.

Longer-term programs have been expanded to include exchange with countries such as Canada, Denmark, Greece, the Netherlands, New Zealand, Switzerland, the United Kingdom and the United States. Short-term exchange programs have also expanded to include

The Minister for Education, Kingdom of Saudi Arabia, His Excellency Dr Mohammed Ahmed Rasheed (left), is welcomed by Victoria's Minister for Education Services and Youth Affairs, the Hon. Monica Gould, at a dinner organised by the Ambassador to Australia, Mr Abdullah Humad Al Fouzan (right), to honour the official visit to Victoria



Denmark and Bordeaux, France, following the signing of an agreement with that city by the former Minister for Education, the Hon. Mary Delahunty.

Victoria's participation in the United Kingdom's Teacher International Professional Development program continued, with an inaugural reciprocal visit to the United Kingdom in January 2002 by Victorian educators.

The Department continues to coordinate the provision of support for the reconstruction of education in East Timor in conjunction with the East Timor Reference Group.

International delegations

Victorian education and training programs have attracted increasing interest from practitioners and officials overseas. A total of 43 delegation programs were organised over the past year, compared to 34 in the previous year.

Ms Sinapi Moli, head of the Implementation Taskforce for the Institutional Strengthening project in Samoa, attends the Women, Leadership and Technology conference in Victoria





The number of international participants in these programs also increased significantly to 488 delegates compared with 361 in the previous year. Programs focusing on school and vocational education and training were organised for delegates from Saudi Arabia, China, Thailand, Japan, Oman, Korea, Sri Lanka, Malaysia, Indonesia, Portugal, the Maldives, the Philippines and Samoa.

Evaluation surveys distributed to participants reveal a high level of satisfaction with the programs coordinated by the International Division. Survey items included level of satisfaction with program organisation, quality of presentations, quality of education visits, and information and support materials supplied.

International projects

The Department continues to develop its role as a partner in the delivery of offshore education and training projects. These included the following partnerships with the Overseas Projects Corporation of Victoria and International Training Australia (ITA) in the Asia and Pacific region:

- Institutional Strengthening project in Samoa, funded by AusAID and managed by the Overseas Projects Corporation of Victoria, and regarded by AusAID as an example of best practice in development assistance projects
- Basic Education of Girls project in Laos, funded by AusAID and the Asian Development Bank
- Secondary Education Development and Improvement project in the Philippines, funded by the Asian Development Bank
- Vocational Education Capacity Building in Thailand, in collaboration with Australian Education International, ITA and the William Angliss Institute of TAFE.

Other projects completed include:

- Thailand School Autonomy and Financing project, funded by AusAID in partnership with SAGRIC International, the University of Melbourne and the Australian Council for Educational Research

- Thailand Learning Technologies project, funded by AusAID in partnership with SAGRIC International, Curriculum Corporation and the Australian Council for Educational Research

- Saudi Arabian Gifted Education program.

Victoria continues to coordinate the UNESCO Associated Schools project on behalf of the Commonwealth.

ITA continues to represent the Victorian TAFE sector in large international projects. In 2001–02, Victoria's involvement in international projects grew substantially, with ITA currently engaged in project activity with a contract value in excess of \$60 million. In association with Victorian TAFE providers, ITA is working directly with governments in Vietnam, Indonesia, Saudi Arabia and the Philippines. It is also undertaking direct training projects throughout South-East Asia and the Pacific, and is continuing with a number of institutional strengthening projects in Malaysia, China and Vanuatu.

In the past year, over 55 personnel from across the Victorian TAFE system have participated in ITA projects. The table below provides a summary of new projects during 2001–02.

International promotion

Information promoting awareness of Victoria's quality education and training system continues to be disseminated internationally. Existing promotion and printed materials were strengthened by the production and international distribution of a new quarterly newsletter highlighting Victoria's innovation and international activities. The International Division continues to develop its website, <www.det.vic.gov.au/det/inted/index.htm>, and the use of online technology as an increasingly important source of information for those overseas.

To support the development of Victoria's international activities, a cross-sectoral industry group (Victorian International Education Network) was established to enhance understanding, cooperation and to reduce duplication.

New international projects in the TAFE sector managed by ITA, 2001–02

Name	Country	Value	Funding	TAFE institute
Technical Education and Skills Development project	Philippines	US\$1.7 million (3 years)	Asian Development Bank	Victoria University (TAFE Division) Chisholm Institute of TAFE
Guangdong World Bank project	People's Republic of China	US\$0.2 million (3 months)	Guangdong Provincial Office, World Bank Group	Gordon Institute of TAFE
General Organisation for Technical Education and Vocational Training project	Kingdom of Saudi Arabia	A\$3 million (2 years)	General Organisation for Technical Education and Vocational Training	Holmesglen Institute of TAFE Chisholm Institute of TAFE Other Victorian TAFE providers
Philippines Australia Short Course Training projects	Philippines	A\$270,000 (3 months)	SAGRIC International (AusAID funded)	East Gippsland Institute of TAFE Swinburne University of Technology (TAFE Division)
Small Business Initiative Training for French Polynesia (Year 2001)	French Polynesia	A\$0.25 million (6 months)	AusAID	Holmesglen Institute of TAFE Swinburne University of Technology (TAFE Division)

Outlook

In 2002-03, the Department will:

- expand the full fee-paying students program
- maintain the number of international study tours and delegations that visit Victoria
- expand the provision of services and strengthen Victoria's market position in the Middle East, South-East Asia and China
- seek opportunities to work in partnership with other education bodies and departments to strengthen Victoria's export of education services.

Public information and promotion

The Department provides and promotes education, training and youth opportunities throughout Victoria. The Communications Division disseminates high-quality, accurate and timely advice, while promotions are directed at increasing public participation in and awareness of a range of activities.

The magazine *Parent Link* informs parents about what is happening in Victorian government schools. It is published quarterly in English and eight other languages and is available online at <www.det.vic.gov.au/det/parents>.

Success, a quarterly newsletter introduced in December 2001, aims to highlight excellence in all areas of vocational education and training across the State



Publishing

The Publishing Unit is responsible for most major Department publications, including graphic design, printing, photo library and distribution services. All information publications are available online at Department websites. Major publications in 2001-02 included the *Early Numeracy Parent Pack*, *The Teaching of Handwriting*, the *Science in Schools* strategy and the *Ministerial Statement on Knowledge & Skills for the Innovation Economy*.

Performance measures: public information and promotion

Measure	2001 target	2001 actual	Variance %	Comments
Quantity				
Responses to telephone and email information queries	60,000	58,800	-2.0	
Publications published online	50%	55%	+10.0	
Quality				
Reader satisfaction with news publications	95%	97%	+2.1	
Customer satisfaction with quality of telephone information service	95%	92%	-3.2	

Communications

Communications covers several different activities – media, news publications, publishing and information services.

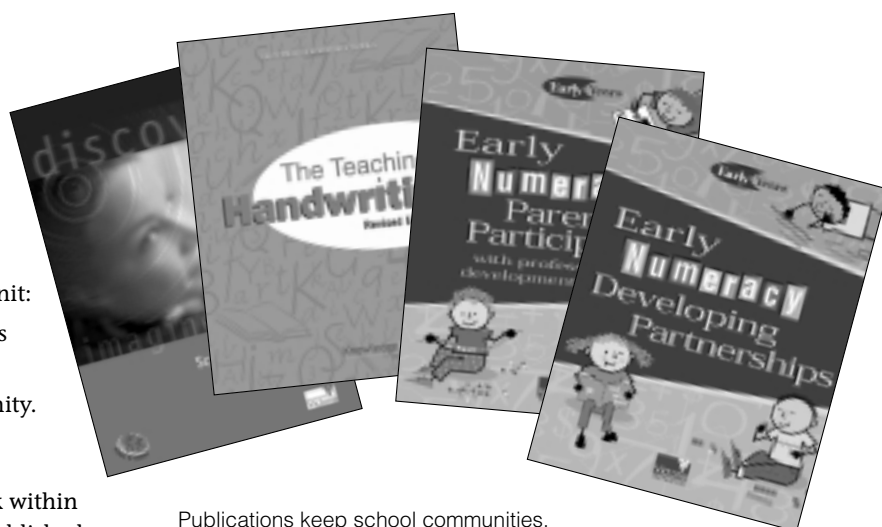
Media

The Media Relations Unit works with the mainstream media in a two-way process. The Unit:

- handles a variety of statewide media enquiries on education, training and youth issues
- promotes programs and issues to the community.

News publications

Education Times is the main communication link within the school education sector. The newspaper is published fortnightly during school terms and is available online at <www.sofweb.vic.edu.au/edtimes/index.htm>.



Publications keep school communities, parents, stakeholders and the general community abreast of developments in education and training



Education Line

Education Line is a telephone and email information service for school staff, parents, students and other community members. Education Line telephone queries rose by 10 per cent to 14,220 calls and by 65 per cent to 1447 emails. The Education Line numbers are (03) 9637 2222 and freecall 1800 809 834. The email address is <edline@edumail.vic.gov.au>.

TAFE Course Line

The TAFE Course Line provides a statewide information and referral service for TAFE-accredited and short courses conducted in Victoria and interstate by TAFE institutes and private providers. During 2001–02, calls increased by 10 per cent with more than 48,000 enquirers being assisted. The telephone number is 131 823.

Promotion

Joining the Chorus aims to enhance the creative and educational experiences of government school students through the performing arts. Activities include a biennial schools spectacular, choral and dance ensembles.

Public promotions to increase public participation and awareness of education, training and youth opportunities included Education Week, Adult Learners Week, the Victorian Training Awards, the Premier's VCE Awards, Seniors Expo and Back to School.

Left: The fourth biennial State Schools Spectacular Shine was held at the Rod Laver Arena in September 2001 to showcase the performing arts in government schools

Right: Peter Lalor Secondary College science teacher Lina Fantini swapped her lab coat for tracksuit pants and dance shoes to help her students participate in Shine

Key achievements

Key achievements in public information and promotion during 2001–02 included:

- high-profile media campaigns in metropolitan, suburban and regional media covering achievements in the national benchmarks for literacy and numeracy, achievements in reducing class sizes P–2, the 2002–03 State Budget education and training initiatives, Education Week, the VCE Season of Excellence and the Premier's VCE Awards
- greater parent access to information by providing online translations of major publications
- introduction of *Success* newsletter
- increased patronage of the telephone and email information services – Education Line and TAFE Course Line
- presentation of the Victorian Training Awards, Education Week, the Back to School promotion and the State Schools Spectacular Shine.

Outlook

In 2002–03, the Department will:

- implement and deliver a teacher recruitment campaign
- continue to improve communications with education and training stakeholders.



Departmental services



Departmental services provided support in the areas of:

- human resources
- asset management
- ICT
- financial management
- shared services.

Human resources

Effective human resources recruitment, development, retention and management policies, and the delivery of associated services, are essential if a high-quality and diverse workforce is to deliver the Department's outcomes in an efficient and responsive manner.

Information on the Department's workforce appears on pages 16–17. Supplementary workforce data appears in Appendix 3 on pages 155–8.

Organisation development

The Department continues to align its workforce capabilities to its strategic objectives, improve career pathways for women, promote and support a diverse and inclusive workforce, and provide timely and expert research, policy and strategic advice on human resources and industrial relations matters.

Victorian Public Service Human Resources strategy

A major review of the Department's Victorian Public Service (VPS) Human Resources strategy, completed in September 2001, provided the basis for revitalising the Department's key people systems for public service staff in central and regional office locations.

Development commenced on the design of:

- a set of People Principles to articulate expectations and provide practical examples of how staff relate to each other and the way people are managed and developed
- a Managerial Leadership and Staff Capability Framework to connect and describe the accountabilities, authorities, skills, experience and capabilities (including behaviours) required by officers at all levels in the Department's central and regional office locations.

Staff at all levels contributed to this work through focus groups and individual interviews. Both initiatives underpin an integrated approach to improved recruitment, selection, induction, development, performance management and succession planning for VPS staff.

Learning and development

Learning and development opportunities were provided in leadership, management and career development. Skills development programs to enhance service delivery were offered, including project planning and management, writing for decision making, and contract and project management. e-learn provided self-paced skills acquisition and online learning in software applications. Ninety per cent of participants reported enhanced confidence and skills after participating in these activities.



Development of a new approach that provides significantly increased learning and development opportunities linked to the Department's key priorities was completed. This approach will improve reporting and evaluation of the impact of training. It will also enable staff to access customised and external programs aligned with the accountabilities, skills and capabilities for their level.

Focus on women

Women represent 72.2 per cent of the Department's workforce – 72.7 per cent of the school workforce and 58.6 per cent of staff in central and regional office locations. The percentage of women in the Principal Class has increased from 40.7 per cent in June 2001 to 42.6 per cent in June 2002. The percentage of women in public service executive and VPS5 positions increased from 37 per cent to 39.8 per cent.

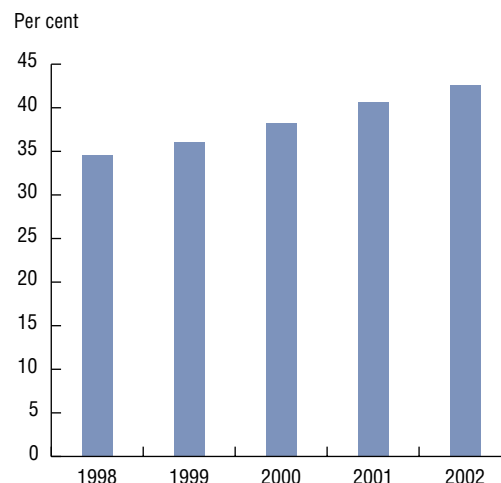
The Department's Focus on Women strategy is aligned with the Government's strategy Valuing Victoria's Women: Forward Plan 2000–2003. The strategy provides a framework and strategic development programs to assist in increasing the number of women seeking and obtaining formal leadership roles. These include the Julia Flynn Scholarship and the Eleanor Davis School Leadership program, incorporating mentoring, feedback, action-learning and strategic leadership.

A research project was completed to identify factors that deter or enable women to move to school or VPS leadership positions. The outcomes will assist in planning future initiatives and policies.

Holding their awards are Julia Flynn Scholarship holders (left to right) Andrée Butler, Rosemary Medlock, Jeanne Norling, Leela Darvall, Ruth Grant and Lynn Glover. They are pictured with Karen Cleave (Director, Departmental Services), Mary Preen (Program Manager) and Karen Morley (Co-program Director)

Percentage of women in the Principal Class, June 1998–2002

The Focus on Women strategy continues to encourage more women to take up principal positions in government schools



Source: Department of Education & Training

School services officer training

Delivery of online accredited training courses for school services officers (SSO) – school-based non-teaching staff – began in October 2001. Certificate III, Certificate IV and Diploma courses are now offered by 13 TAFE institutes across the State through the TAFE VC. Traineeship arrangements are also available. Full details of the courses, training providers and enrolment process are available on the SSO Development website at <www.sofweb.vic.edu.au/pd/sso>.



Managing diversity

In 2001-02, the Department strengthened its commitment to diversity and equal opportunity by:

- integrating and sustaining the management of diversity across the Department through the establishment of a Diversity Network, which received an Office of Public Employment award for people management leadership
- issuing sexual harassment policy and procedures that promoted safe workplaces and the prevention of discriminatory, harassing and unlawful behaviours, including the designation of responsibilities of principals and managers and provision for sexual harassment contact officers
- making available an online workplace discrimination and sexual harassment training course on rights and responsibilities under equal opportunity and anti-discrimination laws
- conducting managing diversity quarterly forums for Office of School Education staff to support the implementation of diversity management policy in schools
- establishing a project in which 16 schools explored flexible work practices to develop a better understanding of the drivers, barriers and benefits of flexible work arrangements in schools. Coaching and professional development addressed improved attraction, recruitment and retention of school-based staff, as well as work and family issues, staff health and well-being and links to innovative teaching and learning practices.

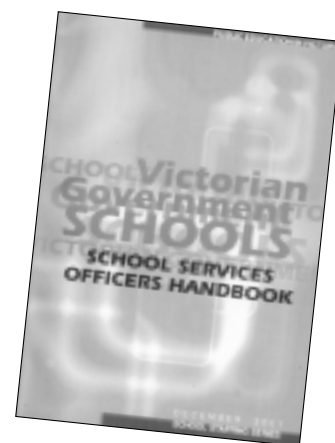
Jacinta Keating (Senior Project Officer, Employee Relations), Miranda Watt (teacher, Southvale Primary School), Adriana Palamara (Manager, Diversity and Equity) and Sue Barford (Principal, Southvale Primary School) received a commendation award for the Department's Diversity Network from Peter Salway (Commissioner for Public Employment)



Employee relations

The Department continues to develop a partnership approach to policy development and industrial relations practice, consistent with Government policy. A key focus is the development and implementation of comprehensive and consistent employment policies supporting employment conditions in accordance with relevant industrial instruments and legislation. These policies ensure that staff work within a framework providing flexibility, clarity and the incentive to deliver high-quality and accessible public education.

The *School Services Officers Handbook* was one of two produced in December 2001 as part of the School Staffing Series. School services officers make a valuable contribution in government schools through their contribution to school administration and their direct support to students and teachers in educational programs



Key achievements included:

- negotiation and certification of the Victorian Government Schools – School Services Officer Agreement 2001
- distribution of detailed policy and implementation advice to schools, including a number of handbooks outlining employment arrangements reflecting the Victorian Government Schools Agreement 2001
- implementation of VPS (Non-Executive Staff) Agreement 2001 outcomes, including implementation of VPS Employment Conditions Guidelines
- minimisation of industrial disputes.

Human Resources Systems and Services

The Department continues to develop workforce planning and management strategies, improve staff performance and effectiveness and provide high-quality personnel services. It also ensures that the corporate system underpinning human resource service delivery and the provision of management information meets current and emerging needs.

Workforce planning

The Department addresses workforce planning issues through a strengthened approach to the recruitment, retention and development of its workforce.



LOTE teacher Kate Potter and physical education teacher Jodie Scott started teaching at Corryong Secondary College in Victoria's far north-east in 2002

Statewide strategies to promote teaching as a career included the VCE Expo, attended by almost 8000 visitors, and the teacher recruitment Internet site. The site was visited, on average, over 4500 times each month (representing a 50 per cent increase from 2000–01). Strategies to recruit teachers included programs to attract recent graduates. In January 2002, 167 teaching scholarship holders commenced employment.

Teacher recruitment strategies included the promotion of employment prospects at regional and school levels to final-year student teachers. The attraction and retention of teachers was also achieved through initiatives recognising the quality, commitment and professional status of Victoria's teachers, including teacher development and school leadership development strategies.

VPS workforce planning issues were recognised as part of the development of the Human Resources strategy. In relation to recruitment activity, 17 appointments without advertisement were approved and notified, consistent with the requirements of the Commissioner for Public Employment. Eight of these exemptions related to a specific 'disadvantaged group' declared by the Commissioner for the purpose of employment without advertisement.

Induction of central and regional office staff

Induction of newly appointed staff is now supported by a comprehensive strategy developed as a result of the Department's review of its people systems.

Induction incorporates six key stages that involve the active participation of managers and new staff. Quarterly half-day orientation sessions include a visit to Parliament and a meeting with directors and key staff, who provide a systematic introduction to the Department's structure, goals and targets. In 2001–02, 250 managers completed training to support implementation of effective induction.

Two practical kits, *Welcome to DE&T Induction* and *DE&T Staff Induction*, are available in folder form and online



Human Resource Management System

The Department signed a new contract for the delivery of outsourced IT services for Human Resource Management System (HRMS) production, disaster recovery, development and testing systems. The contract includes a major hardware upgrade, a 300 per cent improvement on processing performance, a commitment to 100 per cent system availability, and access to disaster recovery services from school locations.

Whistleblowers Protection Act 2001

The Department has appointed a Protected Disclosure Coordinator and established procedures in accordance with part 6 of the *Whistleblowers Protection Act 2001*. Guidelines have been developed that are applicable to all Department staff.

The Act came into operation on 1 January 2002. By 30 June 2002, the Department had not received any disclosures made under the Act, nor had the Ombudsman referred any disclosures made under the Act to the Department for investigation.

Employee health

To ensure a more effective approach to accident prevention and injury management in the workplace, the Department integrated its WorkCover and OHS management functions. A progressive review of all programs and services is being undertaken to strengthen support to schools.

Occupational health and safety

From the start of 2002, the Department commenced the implementation of a comprehensive range of initiatives as part of its Budget Sector OHS Improvement strategy. These focus on improved accountability measures and program support.

Performance measures: OHS

Output indicator	Result for 2001-02	Target for 2002-03
Establish a benchmark for compliance with OHS statutory requirements and Department policy as demonstrated by annual school census results	Compliance rate of 70% achieved.	10% increase in total school compliance.
Achieve an increase of 5% in total school awareness levels of OHS program initiatives as demonstrated by annual school census results	An 8% increase to 76.6% in awareness of OHS program initiatives.	10% increase in total school awareness.
Achieve an increase of 5% in school implementation of OHS program initiatives as demonstrated by annual school census results	A 5% increase to 36.6% in implementation of OHS program initiatives.	10% increase in implementation.

New projects designed to address injury prevention issues and promote legislative compliance included:

- falls prevention
- manual handling solutions
- enhancement of employee assistance and leadership support
- benchmark noise and dust exposure levels
- safety culture research.

It is expected that these initiatives will begin to have a significant impact upon outcomes for employee health and well-being and the Department's WorkCover performance in 2002-03 and 2003-04.

Occupational health and safety performance

OHS performance met or exceeded its targets in 2001-02. During the year, WorkSafe Victoria issued 57 Improvement and Prohibition Notices, a 23 per cent reduction per 1000 staff on the previous year's rate. All were resolved satisfactorily.

WorkCover claims and injury management

In April 2001, the Department invited tenders from registered WorkCover agents for the provision of WorkCover insurance services. Following a rigorous tender process, NRMA Workers Compensation Insurance was nominated as the Department's insurer and commenced management of the Department's claims and premiums on 5 November 2001. The changeover of WorkCover insurers was marked by the distribution of revised WorkCover management kits to all schools.

WorkCover performance from 2000-02, related to the targets in the Department's OHS Improvement strategy, was as follows.

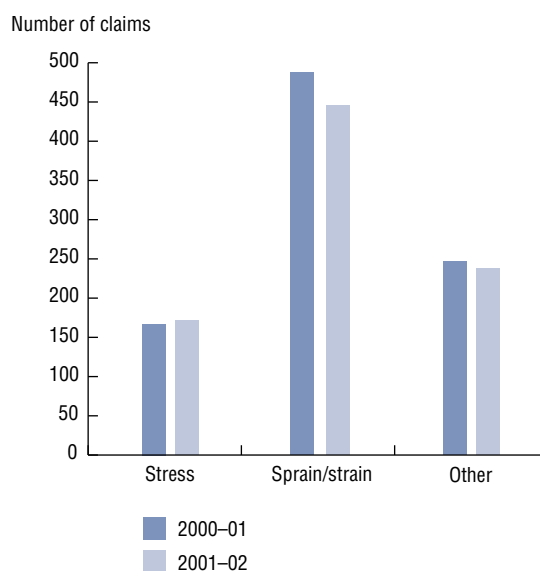
In 2001-02, 856 standard claims were lodged, a 5 per cent decrease in the 901 claims that were lodged in 2000-01.

The average cost of claims lodged in 2001-02 was \$9170, 17.6 per cent greater than the \$7797 average cost of claims in 2000-01. This increase was largely attributable to increases in the estimated future costs of claims lodged during 2001-02.

There was a 94.6 per cent return-to-work rate on premium-sensitive claims.

WorkCover claims by injury type, 2000-02

While stress-related claims increased by 3 per cent, sprain and strain claims decreased by 8.4 per cent



Source: Department of Education & Training

Danny Rubenstein (front) leads Thomastown East Primary School and Merriang Special Development School staff through a tai chi session as part of an OHS pilot project to prevent falls in the workplace by improving strength and balance





Performance measures: human resources

Measure	Result
Organisation development	
Number of participants in programs for VPS staff demonstrating improvement in skills on completion of programs	90% of participating staff
Delivery of online accredited training courses for school services officers	Certificate III, Certificate IV and Diploma courses were offered by 13 Victorian TAFE institutes. Over 300 school services officers enrolled in the online accreditation training.
Percentage points increase in the proportion of females in leadership positions	Principal Class – 1.9 percentage points increase from June 2001. Executive Officer – 0.6 percentage points decrease from June 2001.
Implementation of the Victorian Government Schools – School Services Officer Agreement 2001	Detailed policy and implementation advice was distributed to schools.
Human Resources Systems and Services	
Number of teaching scholarships offered	167 scholarships were awarded during 2001.
Number employed under Youth Employment Scheme	120 staff were employed under Youth Employment Scheme by June 2002.
Development of a consistent induction and orientation strategy for new staff	Welcome to DE&T kit for new staff and a manager's guide to induction were produced. 250 managers completed an induction training course.
Employee health and safety management	
Number of new standard WorkCover claims	The 856 standard claims lodged in 2001–02 represented a 5% decrease from 2000–01.
Number of Improvement and Prohibition Notices issued and resolved	WorkSafe Victoria issued 57 Improvement and Prohibition Notices, a 23% reduction per 1000 staff on the previous year.
Percentage of injured workers requiring time off work who returned to work	There was a 94.6% return-to-work rate on premium-sensitive claims.

Outlook

In 2002–03, the Department will:

- offer a managerial leadership change program to support understanding and implementation of the Department's People Principles and the VPS Managerial Leadership and Staff Capability Framework
- revitalise key people systems focusing particularly on selection, learning and development, and succession planning
- implement management and leadership training initiatives focusing on managing diversity
- revise the Teacher Recruitment strategy to attract high-quality people to teach in government schools
- implement a revised performance management system building on the Department's People Principles and the Capability Framework

- use data from consultations and research to strengthen implementation and accountability related to the Focus on Women strategy, in line with the Government's strategy Valuing Victoria's Women: Forward Plan 2000–2003
- develop strategies and implement processes involving all stakeholders in the planning, development and establishment of a Department position to form the basis of enterprise bargaining with unions representing employees in the TAFE and schools sectors
- fully implement a web-based HRMS with enhanced user interface to provide better service delivery and informed decision making
- implement proposals designed to enhance and strengthen accountability at all levels of the Department for OHS and WorkCover management
- implement a statewide medical advisory network to assist principals to manage employee health issues and so reduce the number of WorkCover claims.

Asset management

The Department's asset management strategies are designed to ensure that schools and TAFE institutes have high-quality facilities, plant and equipment in support of the achievement of the Government's goals and targets for education and training. Facilities must meet emerging demographic and geographic trends and continually adapt to deliver innovation in curriculum and pedagogy.

Government priorities for asset investment and funding allocations are determined through Cabinet's Expenditure Review Committee process.

Asset investment

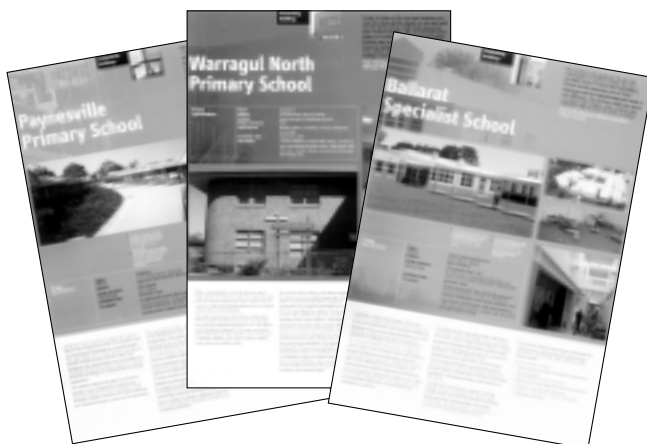
The 2001-02 State Budget provided \$332 million in new funding for asset-related capital purposes – \$229 million for school education and \$103 million for training and further education.

The appropriation included:

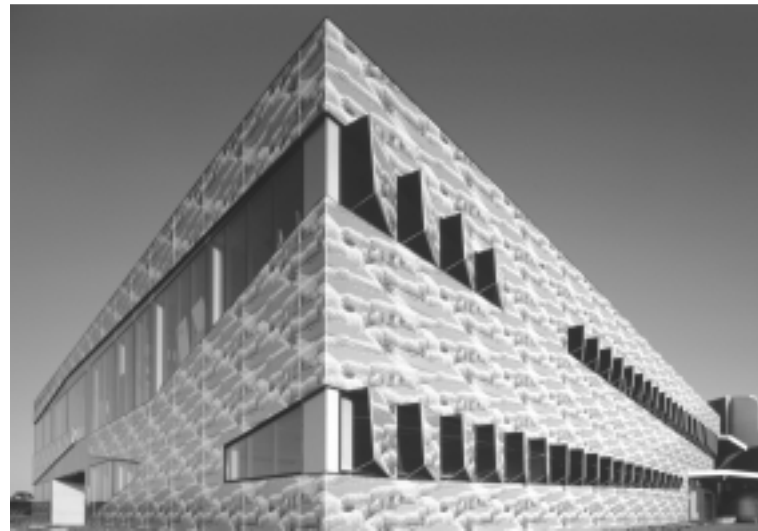
- \$24.6 million for new and replacement schools
- \$88.2 million for modernisation and improvement of existing school sites
- \$16 million for modernisation and improvement of existing TAFE sites to the levels required to meet contemporary education and training requirements
- \$14.8 million for projects in Labor's financial strategy, including a new primary school and two new secondary colleges.

The appropriation also provided \$9.5 million for the Government initiative of reducing average P-2 class sizes to 21 students over the next two years, funding for ongoing projects from previous years, maintenance, and the purchase of property, furniture, plant and equipment.

During 2001-02, 97 school education projects, with an expected cost of \$111 million, and 24 TAFE projects, with an expected cost of \$61 million, were approved to commence.



Quasi-industrial construction has provided a spacious, well-lit and 'funky' feel to this art room at The Brookside School, Caroline Springs



Situated at the St Albans Campus, Victoria University of Technology's new multimedia building is an online learning centre that includes a state-of-the-art animation facility. Students train in graphic design, multimedia, electronic publishing and computer-mediated art

Facilities Division documents innovative approaches to the development of school amenities. Publications such as the 'Outstanding Buildings' series offer practical support and ideas to school councils, architects and others participating in facilities projects



New and replacement facilities

There were a number of new and replacement school facilities approved for commencement in 2001–02.

New and replacement schools

- Lucknow Primary School
- Mornington East Primary School
- Hillsmeade Primary School
- Lara Secondary College, stage 1
- Roxburgh Park Secondary College, stage 1
- Princess Elizabeth Junior School
- Berwick South Secondary College, stage 2
- Narre Warren South P–12 College, stage 2
- Copperfield Secondary College, stage 3

Reinstatement projects

- Healesville Primary School
- Corio Bay Senior College
- Brighton Secondary College

Energy reduction

In response to a whole-of-government initiative, the Department developed a strategy in conjunction with the Sustainable Energy Authority of Victoria and the Department of Industry, Tourism and Resources to reduce energy use in schools, TAFE institutes and Department offices by 15 per cent by 2006. The Department will also source at least 5 per cent of electricity as green power.

These targets are listed in the Energy Efficient Government Buildings policy and the Victorian Greenhouse strategy.

P–2 class sizes

One hundred and eighty permanent and 425 relocatable classrooms are being provided to schools to support the Government initiative to reduce P–2 class sizes to an average of 21 students.

Replacement program

A total of \$7 million was provided in 2001–02 to continue the replacement of old and inadequate relocatable buildings.

Top: The main entrance to Crib Point Primary School emphasises a maritime connection with nearby Westernport

Middle: In partnership with the Government's modernisation program, Mac.Robertson Girls' High School contributed \$2.5 million to the development of a 249-seat theatrette to accommodate lecture and drama activities

Bottom: The external design and scaling of facilities at Sydenham-Hillside Primary School has contributed significantly to the evolving identity of this new school community

Physical Resources Management System

During 2000, the Department engaged a series of independent contractors to reassess the maintenance condition of all schools and update its maintenance Physical Resources Management System database. In 2001–02, the former Minister for Education, the Hon. Mary Delahunty, announced a commitment of \$51 million to address the most urgently identified maintenance works.

A new web-based and significantly more efficient and user-friendly program – PRMS21 – was provided to all schools to assist them in the management of maintenance operations.

Property management

Active rationalisation of the Department's real estate portfolio continued in order to meet rapidly changing demographic, curriculum, learning and social needs. During 2001–02, this resulted in:

- acquisition of six new school sites and seven site extensions in existing schools, involving expenditure of \$7.6 million
- leases or lease renewals on 152 properties, involving expenditure of \$9.6 million
- accrual sales of surplus properties to realise \$12.8 million.

Treasury Precinct

The VCAA was relocated into the refurbished 41 St Andrews Place in 2001. The VQA was also located in the same building in 2001.

The Department has developed a strategic long-term plan that is working towards the consolidation of central staff in the Treasury Precinct. The refurbishment of 3 Treasury Place will commence in 2002. It is anticipated that the Department will occupy the building in late 2003.

Building compliance

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

Outlook

In 2002–03, the Department will:

- continue asset modernisation and improvement
- complete the provision of extra classrooms by December 2002 to allow schools to reduce average P–2 class sizes to 21 students
- assist schools and other Department educational institutions to improve the energy efficiency of their buildings and so make a substantial contribution to the Government's Greenhouse strategy
- continue to upgrade school security alarms and communications systems.

Information and communication technology

The Department ensures access to reliable, appropriate ICT for corporate services as a result of strategic planning of hardware, communications and software that takes advantage of latest systems innovations and developments in technology. Joined-up government principles mean that ICT systems are aligned to provide seamless support and online services to central business units, schools, TAFE and ACE providers.

The Department ensures that standards and processes are consistent. This provides for maximum efficiency and effectiveness in operations and delivery. Continuity of service, security and support for users are Department priorities.

Performance measures relating to ICT appear on page 31.

Performance measures: asset management 2001–02

Measure	Target	Result 30 June 2002
Proportion of State Budget-approved school and TAFE projects commenced	100%	91%
Provision of additional classrooms to achieve the Government target of an average of 21 students in Years P–2 classes by 2003	100% by 2003	91% of permanent classrooms completed or under construction. 83% of relocatable classrooms sited.
Distribution of funds to schools for the first round of priorities identified by the Physical Resources Management System audit	Distribution of approved funds for the first round of priorities	All funds distributed.
Implementation of PRMS21 in schools	100% by end of 2002	92%



Government online

The Victorian Government Online strategy goal to have all suitable information and services available online by June 2002 was met by the Department.

Public access to information about government services is available 24 hours a day, every day of the year. The Public Information link on the Victorian Education Channel <www.education.vic.gov.au> enables the public to access official Department publications, policies and forms.

The Schools Online website allows the public to search for schools on the basis of location or special feature and then to send a general enquiry to the selected schools by email.

In December 2001, the Government announced its priorities for the next decade in Growing Victoria Together. e-Government is a priority initiative, and in March 2002 the Putting People at the Centre vision was launched. This vision is about using technology to link different programs and resources in a seamless way.

Victorian Education Channel

The Victorian Education Channel provides enhanced access to education resources for students of all ages, teachers, parents and the wider community. The use of the Channel as a key resource has continued to grow, with the service averaging around 50,000 requests per day.

During 2001–02, additional resources were catalogued and added, providing access to around 300,000 quality resources.

Computerised Administrative Systems Environment in Schools

The Computerised Administrative Systems Environment in Schools (CASES) is progressively being replaced with CASES21, providing a more modern and user-friendly computer system for administrative and finance functions in schools.

The CASES21 Student Administrative Module is now installed in 651 schools (40 per cent) with a further 436 schools committed to installing the CASES21 Student Administrative Module in the near future. In 2001–02, significant improvements were made to the functionality and useability of CASES21 to better meet school and Department needs.

It is anticipated that most schools will be using the CASES21 Student Administrative Module by the end of 2003. Trials of a CASES21 Finance Module will also commence shortly.

DE&T Technical Help Desk

The DE&T Technical Help Desk commenced operation in 2000. Operation was consolidated in 2001, ensuring an integrated service supporting administration systems in schools. This included hardware and software support for CASES, CASES21, HRMS, PRMS21, EduMail and VicOne. The amalgamated service, which exceeds industry standards, also provides the IT help desk for central and regional offices.



Shavaun Thomson and Rod Forray from the DE&T Technical Help Desk provide support to school administrators on computer programs used in schools and technical support for corporate staff

Business systems improvement

Corporate systems were improved through the installation of new hardware and upgrading of software including:

- upgrading to a new version of Oracle Financials
- extensive work towards the implementation of online purchasing systems
- tendering of computer services for the HRMS
- upgrading the physical environment for on-site computers
- continuation of an ongoing program of server upgrades to enhance capability.

Disaster recovery and business continuity planning

In 2001, the requirement for a long-term strategy for the Department's server facility, including a comprehensive Disaster Recovery plan and Business Continuity plan, was identified. A temporary server facility was established at a second location to provide space for additional servers while a long-term solution for improved disaster recovery and business continuity planning is developed.

A ten-step Disaster Recovery plan template identifying the process for recovering critical information was developed. The template can be applied to any software application. It is anticipated that disaster recovery planning will be developed in all crucial applications based on this process.

A business continuity committee has also been established to develop and implement business continuity planning to ensure the continued running of critical systems while disaster recovery takes place.

Connection to VicOne

The VicOne Wide Area Network, established in 1997, provides a data connection to all Department sites.

The growth in the use of the Network over this period has created considerable pressure on the bandwidth available. This bandwidth issue is being addressed as part of the whole-of-government Telecommunications Purchasing and Management strategy. It is expected that this will improve the affordability of bandwidth and better position the Department for the next five years. The use of high-bandwidth technologies, such as videoconferencing and increased availability of online content, will continue to exert pressure on available bandwidth.

ICT infrastructure in schools

Support was provided for the implementation and administration of new and ongoing programs to improve the ICT infrastructure in schools, including:

- Bridging the Digital Divide – provision of computers and networking in schools
- modernisation of ICT in secondary schools
- Notebook Computers for Teachers and Principals program
- Technical Support for Schools program.

These programs supported schools in developing and sustaining their ICT infrastructure. The overall computer-student ratio improved from 1:4.3 in 2001 to 1:3.9 in 2002, enhancing student learning through access to online resources.

Outlook

In 2002-03, the Department will:

- realign the organisational structure of the IT Division to enhance delivery of ICT services
- document standards for IT applications development and infrastructure
- engage in Business Continuity and Disaster Recovery planning for crucial applications
- install the CASES21 Student Administrative Module in most schools and commence rollout of the Finance Module
- improve provision of bandwidth availability through the whole-of-government Telecommunications Purchasing and Management strategy
- evaluate the Notebook Computers for Teachers and Principals program.

Financial management

Sound financial management links the budget allocation process with strong financial and management reporting systems to ensure that the financial resources of the Department are used to the optimum.

During the year, several initiatives were implemented to continue improvement of financial management within the Department.

Financial reporting systems

The Department uses Oracle Financials for its core general ledger, accounts payable and receivable functions. During the year, as part of Government policy and the introduction of the e-commerce project, there was a successful upgrade of the system to version 11i. Following this upgrade there was concentration on the development of an improved chart of accounts that allows the management and financial reporting processes to focus on key Departmental activities. The new chart will be implemented early in 2002-03.

The Department also developed a financial management manual for use by all Offices in the Department. The manual contains details and explanations of recommended accounting policies and procedures. In addition to the policies and procedures outlined in the manual, regular bulletins were issued and a series of financial management training and development sessions were conducted across the Department.



Management reporting systems

During 2001–02, the Department developed a distribution system that allowed the Offices and Divisions to access, throughout the month-end period, a set of standard reports that were updated daily. These reports provided a summary at a cost-centre level of the finances of the Department.

As well as working to expand and improve the number and quality of reports available on the report distribution system, the Department developed a budget development and monitoring system that was ready for implementation in 2002–03.

Taxation compliance

Early in the 2001–02 financial year, the Minister for Finance announced the introduction of the Taxation Compliance Framework. The Department worked to ensure that all areas comply with all taxation requirements.

Outlook

In 2002–03, the Department will:

- implement the new chart of accounts
- implement the budget development and monitoring system
- monitor the introduction of the Taxation Compliance Framework.

Shared services

The Shared Services Division is responsible for the accounting transactions of the Department, including accounts payable, accounts receivable, cash management, liability claims management, scholarships, insurance, purchasing and coordination of the Department's e-commerce activities. It has a strong customer focus and has developed an environment of continuous improvement in all its work practices.

A major business process re-engineering project was undertaken during the year. This resulted in more efficient and effective service delivery of many of the Department's business processes.

Electronic commerce

The Division is responsible for providing a single management portfolio for the development of e-commerce-related strategies and identification of e-commerce opportunities within the Department.

As part of the whole-of-government e-Commerce for Procurement project, the Shared Services Division evaluated and selected an electronic procurement-to-pay solution for the Department.

A business architecture model for the implementation of e-commerce was developed. This will assist with the coordinated approach to the development of the e-commerce strategy and the identification of opportunities to take advantage of evolving technologies in electronic service delivery. e-commerce has considerable potential to deliver substantial benefits to the Department in terms of cost reductions and improvements in service quality. The Department built on the framework developed during the introduction of the new tax system. It also developed a series of management reporting tools to ensure compliance throughout the Department.

It is expected that the benefits of this work will be recorded when the first results from the first full reporting period are collated early in 2002–03.

Outlook

In 2002–03, the Department will:

- introduce e-Commerce for Procurement to support the sourcing and purchase-to-pay cycle for procurement of goods and services across the Department
- introduce an online purchasing and contracting process guide to further the Department's commitment to the Government policy to provide online services.

Other agencies 2001–02



Working directly with the education and training communities to provide advice to the Minister for Education and Training and the Minister for Education Services and Youth Affairs.

Overview

The Minister for Education and Training and the Minister for Education Services and Youth Affairs are accountable to the Victorian Parliament for the performance of the Department. In the discharge of their responsibilities the Ministers received advice from several education and training agencies in 2001–02, as indicated in the following table. Four of the agencies produce annual reports in their own right. These reports can be accessed from the Department's website <www.det.vic.gov.au>.

Merit Protection Boards

The Merit Protection Boards were established in 1993 under the *Teaching Service Act 1981* to:

- advise the Minister for Education Services and Youth Affairs about principles of merit and equity to be applied in the teaching service
- hear reviews and appeals in relation to decisions made under the Teaching Service Act or any other Act
- advise the Minister for Education Services and Youth Affairs or the Secretary about any matter referred to them by the Minister or the Secretary relating to merit and equity in the teaching service
- hear reviews and appeals in relation to any decision prescribed by the regulations to be a decision in respect of which there is a right of review by or appeal to a Merit Protection Board.

Agencies and their reporting requirements

Agency	Minister	Annual report
ACFE Board	Education and Training	Separate report
Merit Protection Boards	Education Services	See pages 109–12
Registered Schools Board	Education and Training/Education Services	See pages 47–9
VCAA	Education and Training	Separate report
Victorian Institute of Teaching	Education Services	See page 50
Victorian Schools Innovation Commission	Education and Training	See pages 50–1
VLESC	Education and Training	Separate report
VQA	Education and Training	Separate report



Full-time members of the Merit Protection Boards: (left to right) Ian Adams, Senior Chair; Ray Wilkinson, Secretary's nominee; and Beverly Trease, Registrar

There are seven Teaching Service Merit Protection Boards, each of which comprises a chair, a nominee of the Secretary and a teacher representative. Most members are part-time.

The Public Sector Merit Protection Boards comprise three members – an independent chair, a nominee of the Secretary and a staff member. The Public Sector Boards make a recommendation to the Senior Chair of the Merit Protection Boards, who has the delegation from the Secretary to hear and determine public sector grievances.

The Senior Chair, Mr Ian Adams, and the Secretary's nominee, Mr Raymond Wilkinson, are full-time members of the Boards. Ms Beverly Trease is the Registrar.

Part-time members

Chairs

Mr John Coulson, Principal, Wellington Secondary College

Ms Avis Grahame, Senior Education Officer, Southern Metropolitan Region

Ms Helen Jackson, Principal, Pascoe Vale Girls Secondary College

Mr Eric Keenan, Principal, Sunbury Secondary College

Mr Francis O'Dea, Principal, Noble Park Secondary College

Ms Bronwyn Valente, Principal, University High School

Secretary's nominees

Ms Leonie Fitzgerald, Principal, Dandenong South Primary School

Ms Denise Howes, Principal, Eltham North Primary School

Ms Meg Lee, Liaison Principal (resigned April 2002)

Mr Alex Misfud, Senior Education Officer, Southern Metropolitan Region

Ms Christine Scott, Principal, North Fitzroy Primary School

Mr Arthur Toussaint, Principal, Galvin Park Secondary College

Teacher nominees

Mr Stuart Baber, Bentleigh Secondary College (resigned March 2002)

Ms Lorraine Dell, Ormond Primary School

Ms Aniko Kariko, Trafalgar High School

Ms Jennifer Pringle, Mount Waverley Secondary College

Ms Sheryl Skewes, Sandringham Primary School
(resigned March 2002)

The Merit Protection Boards provide an independent mechanism to hear appeals and grievances for employees of the Department and associated education statutory authorities. Appeals and grievances include transfer and promotion, sexual harassment and discrimination, discipline, incapacity, grievances of a general personal nature, and appeals in relation to police records checks. Appeals and grievances are heard in the metropolitan area and regional centres, as appropriate.

The Merit Protection Boards, through the hearing process, must ensure that all applicants receive fair and equitable treatment and that the principles of natural justice apply.

Access to the Boards is available to all employees in the Department, including Principal Class officers, teachers, school-based non-teaching staff and public servants.

Appeals and grievances

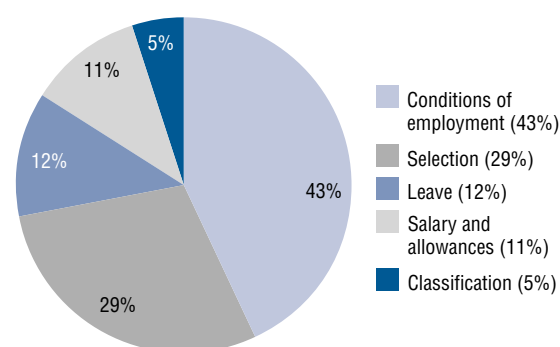
Teaching service

During the year to 30 June 2002, the Merit Protection Boards for the teaching service received a total of 667 appeals and grievances, comprising 564 promotion grievances, four discipline appeals and 99 personal grievances. Of those heard, 21 per cent (102) were upheld.

There has been a substantial increase in the number of teaching service grievances received in the year, particularly promotional grievances, because of the introduction of the new Experienced Teacher with Responsibility classification. To handle the increased number of grievances, extra Boards were convened. During October and November 2001, up to three Boards operated every day, two in Melbourne and one in country locations.

Teaching service – personal grievance by category, 2001–02

72 per cent of teachers' personal grievances were about conditions of employment and selection



Source: Merit Protection Boards

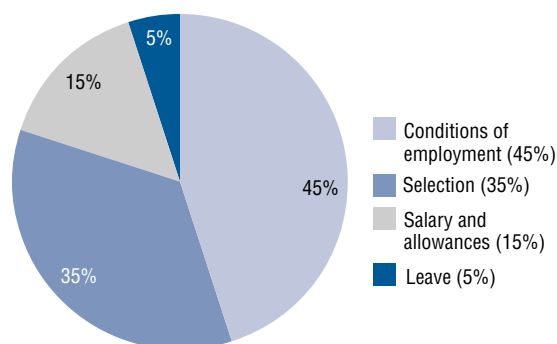
Teaching service – appeals and grievances, 2001–02

Category	Received		Upheld		Disallowed		Withdrawn		Pending		No jurisdiction, out of time or lapsed		Conciliated		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Promotion	288	276	35	48	183	156	61	61	4	1	3	10	2	–	564
Discipline	1	3	–	–	–	1	–	1	1	1	–	–	–	–	4
Personal	47	52	11	8	15	12	9	14	6	8	6	8	–	2	99
Total	336	331	46	56	198	169	70	76	11	10	9	18	2	2	667

Public sector

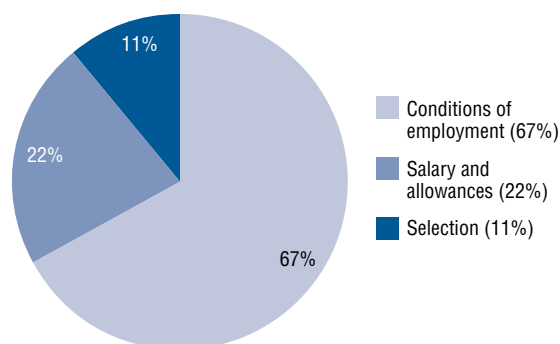
The Merit Protection Boards for the public sector received 29 grievances, 14 of which were heard and seven were upheld. There were 20 SSO grievances, of which five were upheld. There were nine grievances from VPS staff, of which two were upheld.

SSO – personal grievances by category, 2001–02



Source: Merit Protection Boards

VPS – personal grievances by category, 2001–02



Source: Merit Protection Boards

Conditions of employment were the most common personal grievance from both SSO and VPS staff.

Public sector – appeals and grievances, 2001–02

Category	Received		Upheld		Disallowed		Withdrawn		Pending		Lapsed		Conciliated		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
SSO staff															
Personal	3	15	–	5	–	2	1	5	–	2	2	1	–	–	18
Promotion	–	2	–	–	–	1	–	–	–	–	–	1	–	–	2
Total SSO	3	17	–	5	–	3	1	5	–	2	2	2	–	–	20
VPS staff															
Personal	4	4	–	2	2	1	2	1	–	–	–	–	–	–	8
Promotion	–	1	–	–	–	1	–	–	–	–	–	–	–	–	1
Total VPS	4	5	–	2	2	2	2	1	–	–	–	–	–	–	9
Total VPS and SSO	7	22	–	7	2	5	3	6	–	2	2	2	–	–	29



Merit protection accreditation

In response to a request from the Minister, the Merit Protection Boards provide training in the principles of merit and equity for Principal Class officers, teachers, school services officers and VPS staff employed in the Department. In the last 12 months, 41 seminars were conducted in which 2010 employees were trained. Since programs began, a total of 22,166 employees have been trained.

Principals

Over the last 12 months, 157 members of the Principal Class have been accredited in seminars conducted by the Boards in metropolitan and country centres. Of these, 34 were recredited to bring them up to date with changes in legislation since their initial accreditation. Accredited Principal Class officers are available to serve on Principal Class officer selection panels. Since the inception of training programs, 2847 members of the Principal Class have been trained.

Teachers

Over the last 12 months, 1198 members of the teacher class have been accredited in merit protection in seminars conducted in metropolitan and country centres. Of these, 81 teachers were recredited. The total number of members of the teacher class accredited is 16,457.

Teachers who have been accredited are available to assist principals with personnel management decision making where panels must include a merit protection-accredited teacher. These panels are for teacher selection, higher duties, special payments, employment annulment after unsatisfactory probation, extension of probation period, deferral of increment and non-endorsement of teaching practice for leading teacher accreditation.

SSO and VPS

Over the last 12 months, 253 SSO staff and 402 VPS staff have been accredited in merit protection. The total number of SSO and VPS staff trained is 2862.

Accredited SSO staff are available to assist principals in decision making concerning selection, higher duties, special payments and deferral of increments. VPS selection panels operating from January 2002 are required to include a merit protection-accredited VPS employee as a member of the panel.

Evaluation of the training programs by participants indicates a very high level of satisfaction with the programs.

Other activities

The Merit Protection Boards continued to provide advice to the Department on merit and equity issues in relation to major policy initiatives. The Boards also provided advice when existing policies were reviewed.

The Senior Chair and Secretary's nominee were invited to talk to a large number of meetings of principals and assistant principals across the State. They conducted professional development programs, on request, for principals, field officers of the principals' associations and for individual officers of the Australian Education Union.

The Merit Protection Boards website <www.mpb.vic.gov.au> allows employees to access information about the appeal and grievance process, as well as the accreditation programs run by the Boards. The website also allows employees to lodge appeal and grievance applications online. This facility is being used increasingly by employees.

The Senior Chair attended the annual conference of the Public Sector Appeals Boards held in Canberra in September 2001.

Outlook

In 2002–03, the Merit Protection Boards will:

- hear and determine appeals and grievances from principals, teachers, SSO and VPS staff
- provide merit accreditation programs for principals, teachers, SSO and VPS staff across the State.

Table of number of employees trained, July 2001 – June 2002 by region

Region	Teachers	Principals	SSO	VPS	Total
Barwon South Western	124	6	20	6	156
Corporate	–	–	–	302	302
Central Highlands Wimmera	71	3	11	5	90
Eastern Metropolitan	229	41	32	18	320
Gippsland	83	10	31	2	126
Goulburn North Eastern	83	16	29	7	135
Loddon Campaspe Mallee	98	15	19	3	135
Northern Metropolitan	181	20	23	15	239
Southern Metropolitan	198	26	47	23	294
Western Metropolitan	131	20	41	21	213
Total	1198	157	253	402	2010

Financial report 2001–02



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Statement of financial performance

for the year ended 30 June 2002

	Notes	2002 \$'000	2001 \$'000
Revenue from ordinary activities			
Annual appropriations	4	5,323,808	5,088,783
Special appropriations	4	–	172
Resources received free of charge or for nominal consideration	4	–	532
Other revenue and revenue from other parties	4	457,964	422,390
		5,781,772	5,511,877
Expenses from ordinary activities			
Employee entitlements	6	(3,057,154)	(2,953,511)
Depreciation and amortisation	6	(169,063)	(180,566)
Grants and other payments to service providers	6	(1,037,677)	(976,626)
Resources provided free of charge or for nominal consideration	7	(2,064)	(25,688)
Capital asset charge		(578,601)	(478,439)
Supplies and services		(866,098)	(797,591)
Other expenses from ordinary activities		(16,749)	(9,981)
		(5,727,406)	(5,422,402)
Result from ordinary activities		54,366	89,475
Net result for the reporting period	14(c)	54,366	89,475
Net increase in asset revaluation reserve	14(a)	542,879	295,714
Total revenues, expenses and revaluation and other adjustments recognised directly in equity		542,879	295,714
Total changes in equity other than those resulting from transactions with Victorian State Government in its capacity as owner	14(d)	597,245	385,189

The above statement of financial performance should be read in conjunction with the accompanying notes.

Statement of financial position

as at 30 June 2002

	Notes	2002 \$'000	2001 \$'000
Current assets			
Cash assets	8	399,917	321,234
Receivables	9	236,734	298,271
Prepayments	10	3,500	3,668
Total current assets		640,151	623,173
Non-current assets			
Receivables	9	118,358	102,193
Other financial assets	15	15,752	987
Property, plant and equipment	11	6,438,361	5,768,126
Total non-current assets		6,572,471	5,871,306
Total assets		7,212,622	6,494,479
Current liabilities			
Payables	12	241,199	167,737
Provisions	13	122,105	108,097
Other	16	11,537	9,644
Total current liabilities		374,841	285,478
Non-current liabilities			
Provisions	13	670,170	649,405
Total non-current liabilities		670,170	649,405
Total liabilities		1,045,011	934,883
Net assets		6,167,611	5,559,596
Equity			
Contributed capital	14(b)	4,546,757	—
Reserves	14(a)	1,438,779	895,901
Accumulated surplus	14(c)	182,075	4,663,695
Total equity	14(d)	6,167,611	5,559,596

The above statement of financial position should be read in conjunction with the accompanying notes.



Statement of cash flows

for the year ended 30 June 2002

	Notes	2002 \$'000	2001 \$'000
Cash flows from operating activities			
Receipts from Government		5,410,010	4,972,538
Receipts from other entities		421,185	396,538
Payments to suppliers and employees		(4,929,447)	(4,745,832)
Interest received		16,573	19,120
GST recovered from the ATO		138,394	119,126
Capital asset charge		(578,601)	(478,439)
Resources provided free of charge or for nominal consideration		–	(16,000)
Net cash inflow from operating activities	25	478,114	267,051
Cash flows from investing activities			
Payments for property, plant and equipment		(389,664)	(308,208)
Proceeds from investments		(14,765)	1,711
Proceeds from sale of property, plant and equipment		4,998	18,670
Net cash (outflow) from investing activities		(399,431)	(287,827)
Net increase (decrease) in cash held		78,683	(20,776)
Cash at the beginning of the financial year		321,234	342,010
Cash at the end of the financial year	8	399,917	321,234

The above statement of cash flows should be read in conjunction with the accompanying notes.

Notes to the financial statements

for the year ended 30 June 2002

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Note 1 Summary of significant accounting policies

(a) Basis of accounting

This general-purpose financial report has been prepared in accordance with the *Financial Management Act 1994*, Australian Accounting Standards, Statements of Accounting Concepts and other authoritative pronouncements of the Australian Accounting Standards Board, and Urgent Issues Group Consensus Views.

It is prepared in accordance with the historical-cost method convention except for land and buildings, which are reported at valuation (see note 1(g)). Long-service leave is measured at net present value. The accounting policies adopted, and the classification and presentation of items, are consistent with those of the previous year, except where a change is required to comply with an Australian Accounting Standard or Urgent Issues Group Consensus View. Where practicable, comparative amounts are presented and classified on a basis consistent with the current year.

The financial report includes all transactions of the State's 1625 primary and secondary schools. All transactions between the Department and schools have been eliminated, as required by Australian Accounting Standards.

The accrual basis of accounting has been applied except to the extent that schools operate on a cash basis. The schools' balances for cash, investments, creditors and operating leases incorporated into these financial statements are those held by them as at 31 December 2001.

(b) The Government Department reporting entity

All resources controlled by the Department, which are applied to carry on its functions, have been included within these financial statements.

Administered resources

The Department administers but does not control certain resources provided by the Commonwealth. It is accountable for the transactions involving those administered resources, but does not have the discretion to deploy the resources for achievement of the Department's objectives. For these resources, the Department acts only on behalf of the Commonwealth. Such administered transactions include funds on-passed by the Department to Victorian non-government schools. The accrual basis of accounting has been used in the reporting and recognition of the administered resources.

Transactions and balances relating to these administered resources are not recognised as departmental revenues, expenses, assets or liabilities but are disclosed in note 22.

Trust funds

The Department has received monies in a trustee capacity for various trusts including prizes and scholarships. As the Department performs only a custodial role in respect of

these monies and because the monies cannot be used for achievement of the Department's objectives, they are not recognised in the statement of financial performance and statement of financial position of the Department. The transaction balances are reported in note 22.

Administrative changes

On 28 February 2002, the Employment Programs Division was transferred from the Department of Education & Training to the Department of Innovation, Industry and Regional Development. Refer to note 3.

(c) Objectives and funding

The principal responsibilities of the Department of Education & Training are to:

- improve the standards of literacy and numeracy in primary schooling
- increase the percentage of young people who successfully complete Year 12 or its equivalent
- have more adults take up education and training and so increase the overall level of educational attainment and literacy levels in Victoria
- increase the level of participation and achievement in education and training in rural and regional Victoria and among groups where it is presently low
- make near-universal participation in post-school education and training the norm in our society
- develop and lead whole-of-government initiatives to improve the outcomes of all young Victorians.

In addition, the Department provides support and advisory services to the Minister for Education and Training and the Minister for Education Services and Youth Affairs as well as a number of statutory bodies.

The Department is predominantly funded by accrual-based parliamentary appropriations for the provision of outputs.

(d) Outputs of the Department

Information about the Department's output groups and the expenses, revenues, assets and liabilities which are reliably attributable to those output groups is set out in the Output Groups Schedule (note 2). Information about expenses, revenues, assets and liabilities administered by the Department are given in the schedule of administered expenses and revenues and the schedule of administered assets and liabilities (see also note 22).

(e) Revenue recognition

Revenue becomes controlled by the Department when it has been appropriated by the Victorian Parliament and the appropriation is applied by the Treasurer. In respect to revenue from the provision of outputs, Commonwealth grants and sales of non-current physical assets, the Department may be permitted under section 29 of the

Financial Management Act 1994 to have this revenue initially paid into the Consolidated Fund and an equivalent amount is provided by appropriation. In these instances the revenue 'received' by the Department is administered and disclosed in note 22.

Revenue is recognised for each of the Department's major activities as follows:

(i) Output revenue

Revenue from the outputs the Department provides to the Government is recognised when those outputs have been delivered and the Treasurer has certified delivery of those outputs in accordance with specified performance criteria.

(ii) Commonwealth grants

Grants payable by the Commonwealth are recognised as revenue when the Department gains control of the underlying assets. Where grants are reciprocal, revenue is recognised as performance occurs under the grant. Non-reciprocal grants are recognised as revenue when the grant is received or receivable. Conditional grants may be reciprocal or non-reciprocal depending on the terms of the grant.

(iii) Contributions

Contributions of services and non-current assets are recognised at their fair value when the Department obtains control over these resources. Other revenue items are recognised as they are earned.

All other amounts of revenue over which the Department does not gain control are disclosed as administered revenue in the schedule of administered revenues and expenses (see note 22).

(f) Acquisitions of assets

The cost method of accounting is used for all acquisitions of assets. Cost is measured as the fair value of the assets given up or liabilities undertaken at the date of acquisition plus incidental costs directly attributable to the acquisition.

Assets acquired at no cost, or for nominal consideration, are initially recognised at their fair value at the date of acquisition. Where settlement of any part of cash consideration is deferred, the amounts payable in the future are discounted to their present value as at the date of the acquisition. The discount rate used is the incremental borrowing rate, being the rate at which a similar borrowing could be obtained from an independent financier under comparable terms and conditions.

(g) Revaluations of non-current assets

A full valuation of all the Department's land and buildings, including Crown land controlled by the Department, was undertaken by the Office of the Valuer-General as at 30 June 1997. Since that date the total land and buildings holdings have been revalued progressively – land at market value and buildings at written-down replacement cost. From 2002-03, land and buildings

will be revalued on a progressive three-year cycle in accordance with the Victorian Accounting Policy Bulletin No. 42, 'Application of Victorian Government Policy Revaluation of Non-Current Physical Assets'. The assets to be revalued in each year of the progressive revaluation period will be based on a similar percentage of the total value of the class prior to revaluation. This approach is based on the carrying amount of the class to be equally proportioned over the period of the progressive revaluation. Written-down replacement cost can be defined as the present cost at which an equivalent asset can be purchased or constructed taking into account the consumption of the asset via depreciation.

In the current year approximately 330 school sites were subject to a detailed valuation (450 schools in 2000-01). (See note 11.) Land not subject to detailed valuation is adjusted annually using indices provided by the Valuer-General. From 2002-03, buildings not to be subjected to detailed valuation will also be adjusted annually using indices provided by the Valuer-General.

Subsequent to the initial recognition as assets, non-current physical assets, other than plant and equipment, are measured at fair value. Plant and equipment are measured at cost. Under the revaluation process described above, revaluations are made with sufficient regularity that the carrying amount of each asset does not differ materially from its fair value at the reporting date. However, where movements in the classes of assets are material, the entire class of assets are subject to detailed revaluation. Revaluations are conducted in accordance with the Victorian Government policy, 'Revaluation of Non-Current Physical Assets'.

Revaluation increments are credited directly to the asset revaluation reserve, except that, to the extent that an increment reverses a revaluation decrement in respect of that class of asset previously recognised as an expense in net result, the increment is recognised immediately as revenue in net result.

Revaluation decrements are recognised immediately as expenses in the net result except that, to the extent that a credit balance exists in the asset revaluation reserve in respect of the same class of assets, they are debited directly to the asset revaluation reserve.

Revaluation increments and decrements are offset against one another within a class of non-current assets.

Change in revaluation policy

In previous reporting periods up to 30 June 2001, land and buildings were measured using the deprival value basis. Deprival value was deemed to approximate fair value, being the amounts the Department would have to forgo if it was deprived of those assets.

For the reporting period ending 30 June 2002, the Department elected to adopt the fair value basis for measuring land and buildings.



Accordingly, the change in accounting policy for land and buildings has had no impact on either the current year statement of financial performance or opening accumulated surplus.

The change in measurement basis is to comply with the accounting requirements of AASB 1041 and the Victorian Government policy, 'Revaluation of Non-Current Physical Assets'.

(h) Depreciation of property, plant and equipment

Depreciation is calculated on a straight-line basis to write off the net cost or revalued amount of each item of property, plant and equipment excluding land and work-in-progress over its expected useful life to the Department.

Depreciation rates are reviewed on a regular basis for all assets, with annual reassessments for major items to reflect remaining useful lives of the assets to the Department and the net amounts expected to be recovered from their disposal.

The expected useful lives and depreciation rates are as follows:

	Useful life (years)	2002 %	2001 %
Buildings – permanent	60	1.7	1.7
Buildings – relocatable and other improvements	40	2.5	2.5
Plant and equipment	4–20	5–25	5–25

(i) Trade and other creditors

These amounts represent liabilities for goods and services provided to the Department prior to the end of financial year unpaid. The amounts are unsecured and are usually paid within 30 days of recognition.

(j) Employee entitlements

(i) Wages, salaries and annual leave

Liabilities for wages, salaries and annual leave are recognised, and are measured as the amount unpaid at the reporting date at current pay rates in respect of employees' services up to that date.

(ii) Long-service leave

A liability for long-service leave is recognised, and is measured as the present value of expected future payments to be made in respect of services provided by employees up to the reporting date. Consideration is given to expected future wage and salary levels, experience of employee departures and periods of service. Expected future payments are discounted using interest rates on national government-guaranteed securities with terms to maturity that match, as closely as possible, the estimated future cash outflows.

(iii) Superannuation

The amount charged to the statement of financial performance in respect of superannuation represents the contribution by the Department to the superannuation fund. (See note 13.)

(k) Investments

Investments are brought to account at cost. Where there has been a permanent diminution in the value of any individual investment, a provision for diminution in value is made.

Interest revenues are recognised as they accrue.

(l) Leased non-current assets

A distinction is made between finance leases, which effectively transfer from the lessor to the lessee substantially all the risks and benefits incidental to ownership of leased non-current assets, and operating leases under which the lessor effectively retains substantially all such risks and benefits.

Finance leases are capitalised. A lease asset and liability are established at the present value of minimum lease payments. Lease payments are allocated between the principal component of the lease liability and the interest expense.

The lease asset is amortised on a straight-line basis over the term of the lease, or where it is likely that the Department will obtain ownership of the asset, the expected useful life of the asset to the Department.

(m) Cash

For the purpose of preparing the statement of cash flows, cash includes deposits, which are readily convertible to cash on hand and are subject to an insignificant risk of change in value, net of outstanding cheques yet to be presented by the Department's suppliers and creditors. (See note 8.)

(n) Receivables

All debtors are recognised at the amounts receivable, as they are due for settlement at no more than 30 days from the date of recognition.

Collectability of debtors is reviewed on an ongoing basis. Debts, which are known to be uncollectible, are written off. A provision for doubtful debts is raised when some doubt as to collection exists.

(o) Leasehold improvements

The cost of improvements to or on leasehold properties is amortised over the unexpired period of the lease or the estimated useful life of the improvement to the Department, whichever is the shorter. Leasehold improvements held at the reporting date are being amortised over 4–14 years at a rate of 7–25%.

(p) Goods and Services Tax

Revenues, expenses and assets are recognised net of the Goods and Services Tax (GST) except where the amount of GST incurred is not recoverable, in which case it is recognised as part of the cost of acquisition of an asset or part of an item of expense. The net amount of GST recoverable from, or payable to, the Australian Taxation Office (ATO) is included as part of receivables or payables in the statement of financial position. The GST component

of a receipt or payment is recognised on a gross basis in the statement of cash flows in accordance with Accounting Standard AAS 28, 'Statement of Cash Flows'.

Costs incurred to update existing systems or to design, develop and implement new systems to deal with the GST are charged as expenses as incurred, except where they result in an enhancement of future economic benefits and are recognised as an asset.

(q) Capital asset charge

The capital asset charge is imposed by the Department of Treasury and Finance and represents the opportunity cost of capital invested in the non-current physical assets used in the provision of outputs. The charge is calculated on the carrying amount of non-current physical assets (excluding heritage assets).

(r) Resources provided and received free of charge or for nominal consideration

Contributions of resources and resources provided free of charge or for nominal consideration are recognised at their fair value. Contributions in the form of services are only recognised when a fair value can be reliably determined and the services would have been purchased if not donated.

(s) Contributed capital

Consistent with Urgent Issues Group Abstract 38, 'Contributions by Owners Made to Wholly-owned Public Sector Entities' appropriations for additions to net assets have been designated as contributed capital. Other transfers that are in the nature of contributions or distributions have also been designated as contributed capital.

In previous reporting periods up to 30 June 2001, the following items were usually recognised as revenues and expenses in the statement of financial performance:

- assets received free of charge from other public sector entities
- grants paid to other public sector entities for capital purposes funded from additions to net assets.

For the reporting period ending 30 June 2002, such transactions between wholly-owned public sector entities are now recognised in the statement of financial position as adjustments to contributed capital, where in substance, they satisfy the definition of a contribution by owner.

This change in accounting policy for transfers of assets and liabilities is in compliance with the accounting requirements of Urgent Issues Group Abstract 38, 'Contributions by Owners Made to Wholly-owned Public Sector Entities' and the Accounting and Financial Reporting Bulletin, No. 39, 'Accounting for Contributed Capital' and No. 40, 'Establishment of Opening Balances and Formal Designation for Contributed Capital'.

(t) Change in accounting policy for the establishment of an opening balance for contributed capital

For the reporting period ending 30 June 2002, the Department has deemed accumulated surpluses of \$4.5 billion as the opening balance for contributed capital. This accounting treatment is to comply with Urgent Issues Group, Abstract 38, 'Contributions by Owners Made to Wholly-owned Public Sector Entities' and Accounting and Financial Reporting Bulletin, No. 39, 'Accounting for Contributed Capital' and No. 40, 'Establishment of Opening Balances and Formal Designation for Contributed Capital'. The change in accounting policy has resulted in the recognition in the statement of financial position, as at 1 July 2001, of opening balances of \$4.5 billion as contributed capital (1 July 2000 – \$0) and of \$127.7 million for the accumulated surplus (1 July 2000 – \$4.5 billion).

(u) Rounding of amounts

Amounts in the financial report have been rounded to the nearest thousand dollars.

Note 2 Output groups of the Department

A description of each output group of the Department during the year ended 30 June 2002, together with the expected objectives of that group are summarised below.

Output group 1001: School education

Description of output group

Policy development, regulation and management of the Victorian government school system, including:

- provision of a safe and effective learning environment through the provision of appropriately trained and qualified teachers in a properly resourced and maintained physical environment

- provision of high-quality curriculum delivery to prescribed content and performance standards in the eight Key Learning Areas in Year P-10, and in accordance with the requirements of the Victorian Certificate of Education (Years 11 and 12) and the Victorian Certificate of Applied Learning
- provision of a range of programs that are specifically designed to improve the quality of student learning and school management
- provision of specialist services designed to improve the quality of student learning or social needs.



Note 2 Output groups of the Department (continued)

Financial support to and regulation of non-government schooling is also included in this output group.

Objectives

These outputs make a significant contribution to the achievement of the following objectives:

- improving the standards of literacy and numeracy in primary schooling
- increasing the percentage of young people who successfully complete Year 12 or its equivalent
- increasing the level of participation and achievement in education and training in rural and regional Victoria and among groups where it is presently low.

Output group 1002: Training and tertiary education

Description of output group

The provision of training and tertiary education services to the Victorian community. These services are provided through a number of programs and service providers. The role of the Department varies from direct service provision to accreditation and monitoring.

Objectives

These outputs make a significant contribution to the achievement of the following objectives:

- increasing the percentage of young people who successfully complete Year 12 or its equivalent
- having more adults take up education and training and so increase the overall level of educational attainment and literacy levels in Victoria
- increasing the level of participation and achievement in education and training in rural and regional Victoria and among groups where it is presently low
- making near-universal participation in post-school education and training the norm in our society.

Output group 1003: Youth

Description of output group

Services to young people and the provision of policy and strategic advice to the Minister for Youth Affairs. Both the programs and policy advice are designed to maximise opportunities for the development and well-being of all young Victorians.

Objectives

These outputs make a significant contribution to the achievement of the following objective:

- developing and leading whole-of-government initiatives to ensure effective outcomes for all young Victorians.

Output group 1004: Policy, strategy and information services

Description of output group

The provision of policy and strategy advice to the Ministers, and Ministerial and support services for the various statutory authorities and advisory bodies in the portfolio. Included also are services relating to public information and international education.

Objectives

These outputs make a significant contribution to the achievement of the following objectives:

- improving the standards of literacy and numeracy in primary schooling
- increasing the percentage of young people who successfully complete Year 12 or its equivalent
- having more adults take up education and training and so increase the overall level of educational attainment and literacy levels in Victoria
- increasing the level of participation and achievement in education and training in rural and regional Victoria and among groups where it is presently low
- making near-universal participation in post-school education and training the norm in our society
- developing and leading whole-of-government initiatives to ensure effective outcomes for all young Victorians.

Changes in outputs

An output related to employment was transferred from the Department of Education & Training to the Department of Innovation, Industry and Regional Development as a consequence of a restructuring of administrative arrangements on 28 February 2002.

In addition, assets and liabilities were transferred to the Department of Innovation, Industry and Regional Development at their book value. These assets and liabilities were part of Output group 1002: Training and tertiary education.

Output groups schedule – controlled revenue and expenses for the year ended 30 June 2002

	Output group 1001 School education		Output group 1002 Training and tertiary education		Output group 1003 Youth*		Output group 1004 Policy, strategy and information services		Departmental total	
	2002 \$'000	2001 \$'000	2002 \$'000	2001 \$'000	2002 \$'000	2001 \$'000	2002 \$'000	2001 \$'000	2002 \$'000	2001 \$'000
Revenue										
Output appropriations	4,599,101	4,344,204	696,148	716,051	6,072	-	22,487	28,528	5,323,808	5,088,783
Special appropriations	-	172	-	-	-	-	-	-	-	172
Resources received free of charge or for nominal consideration	-	532	-	-	-	-	-	-	-	532
Other revenue and revenue from other parties	450,126	381,091	98	39,103	1,049	-	6,691	2,196	457,964	422,390
Total revenue	5,049,227	4,725,999	696,246	755,154	7,121	-	29,178	30,724	5,781,772	5,511,877
Expenses										
Employee entitlements	(3,039,916)	(2,921,782)	(3,514)	(22,068)	(1,353)	-	(12,371)	(9,661)	(3,057,154)	(2,953,511)
Depreciation and amortisation	(167,233)	(177,392)	(1,500)	(2,340)	(30)	-	(300)	(834)	(169,063)	(180,566)
Grants and other payments to service providers	(399,177)	(380,601)	(625,246)	(590,330)	(4,010)	-	(9,244)	(5,695)	(1,037,677)	(976,626)
Resources provided free of charge or for nominal consideration	(2,064)	(3,379)	-	(22,303)	-	-	-	(6)	(2,064)	(25,688)
Capital asset charge	(469,534)	(388,303)	(108,835)	(89,986)	(58)	-	(174)	(150)	(578,601)	(478,439)
Supplies and services	(845,010)	(725,765)	(4,871)	(56,676)	(290)	-	(15,927)	(15,150)	(866,098)	(797,591)
Other expenses from ordinary activities	(16,418)	(9,700)	(321)	(264)	-	-	(10)	(17)	(16,749)	(9,981)
Total expenses	(4,939,352)	(4,606,922)	(744,287)	(783,967)	(5,741)	-	(38,026)	(31,513)	(5,727,406)	(5,422,402)
Net result for the reporting period	109,875	119,077	(48,041)	(28,813)	1,380	-	(8,848)	(789)	54,366	89,475
Net increase in asset revaluation reserve	542,879	295,714	-	-	-	-	-	-	542,879	295,714
Adjustment to accumulated surplus	-	-	-	-	-	-	-	-	-	-
Total changes in equity other than those resulting from transactions with Victorian State Government in its capacity as owner	652,754	414,791	(48,041)	(28,813)	1,380	-	(8,848)	(789)	597,245	385,189
Output groups schedule – assets and liabilities as at 30 June 2002										
Assets and liabilities										
Assets										
Current assets	615,501	647,080	23,780	(25,246)	870	-	-	1,339	640,151	623,173
Non-current assets	6,452,903	5,768,888	118,748	102,027	58	-	762	391	6,572,471	5,871,306
Total assets	7,068,404	6,415,968	142,528	76,781	928	-	762	1,730	7,212,622	6,494,479
Liabilities										
Current liabilities	(353,808)	(264,165)	(9,527)	(13,150)	(172)	-	(11,334)	(8,163)	(374,841)	(285,478)
Non-current liabilities	(667,283)	(646,791)	(168)	(258)	(106)	-	(2,613)	(2,356)	(670,170)	(649,405)
Total liabilities	(1,021,091)	(910,956)	(9,695)	(13,408)	(278)	-	(13,947)	(10,519)	(1,045,011)	(934,883)
Net assets/(liabilities)	6,047,313	5,505,012	132,833	63,373	650	-	(13,185)	(8,789)	6,167,611	5,559,596

* The Youth output was included in the Policy, Strategy and Information Services output group in 2000-01.



Note 3 Restructuring of administrative arrangements

A declaration was made pursuant to section 27 of the *Public Sector Management and Employment Act 1998*, which transferred the function of employment and the employees in the Employment Programs Division carrying on that function from the Department of Education & Training to the Department of Innovation, Industry and Regional Development. The effective date of this transfer was 28 February 2002.

For the period up to 28 February 2002, the Department of Education & Training has recognised revenue and expenses amounting to \$71.1 million and \$31.8 million respectively. The total revenues and expenses recognised by the Department of Innovation, Industry and Regional

Development for the period 1 March 2002 to 30 June 2002 are \$28.7 million and \$29.0 million respectively.

The transfer of trust funds were treated as resources provided free of charge. The transfer of assets and liabilities associated with the employment program were treated as a contribution of capital by the Crown and no revenue has been recognised by the Department of Innovation, Industry and Regional Development in respect of the appropriation net assets.

As a result of the restructure, Output group 1002: Tertiary education, employment and training is now Output group 1002: Training and tertiary education.

In respect of the activities relinquished, the following assets and liabilities were transferred:

Assets

Receivables
Plant and equipment

Total assets

Liabilities

Provisions
Accumulated funds

Total liabilities

Net capital contribution from the Crown

	2002	
	\$'000	\$'000
Receivables	701	
Plant and equipment	52	
Total assets		753
Provisions	337	
Accumulated funds	701	
Total liabilities		1,038
Net capital contribution from the Crown		(285)

Note 4 Revenue

Revenue by source

(a) Revenue from Government

Annual appropriations
Special appropriations
Resources received free of charge or for nominal consideration
Other revenue

(b) Revenue from other parties

Schools revenue
Provision of services
Interest
Other revenue

Total revenue

	Operating		Non-operating	
	2002	2001	2002	2001
	\$'000	\$'000	\$'000	\$'000
Annual appropriations	5,323,808	5,088,783	–	–
Special appropriations	–	172	–	–
Resources received free of charge or for nominal consideration	–	–	–	532
Other revenue	43,852	39,177	–	–
	5,367,660	5,128,132	–	532
Schools revenue	365,851	301,065	4,999	3,942
Provision of services	19,489	54,546	–	–
Interest	–	–	16,573	19,120
Other revenue	7,200	4,540	–	–
	392,540	360,151	21,572	23,062
Total revenue	5,760,200	5,488,283	21,572	23,594

Note 5 Summary of compliance with annual parliamentary appropriations

(a) Summary of compliance with annual parliamentary appropriation

The following table discloses the details of the various parliamentary appropriations received by the Department for the year. In accordance with accrual output-based management procedures 'provision for outputs' and 'additions to net assets' are disclosed as 'controlled' activities of the Department. Administered transactions are those that are undertaken on behalf of the State over which the Department has no control or discretion.

	Appropriation Act				Financial Management Act 1994										Total parliamentary authority (\$'000)		Appropriations applied (\$'000)		Variance (\$'000)	
	Annual appropriation (\$'000)		Advance from Treasurer (\$'000)		Section 3(2) (\$'000)		Section 29 (\$'000)		Section 30 (\$'000)		Section 32 (\$'000)		Section 35 advances (\$'000)							
	2002	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002	2001		
Controlled																				
Provision for outputs	5,159,134	4,959,667	48,742	84,711	24,913	26,225	91,734	25,777	-	-	-	1,029	-	-	5,324,523	5,097,409	5,323,808	5,074,055	715*	23,354
Additions to net assets	-	11,446	-	-	-	-	13,344	14,728	-	-	-	-	-	-	13,344	26,174	13,344	14,728	-	11,446
Administered																				
Payments made on behalf of the State	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	5,159,134	4,971,113	48,742	84,711	24,913	26,225	105,078	40,505	-	-	-	1,029	-	-	5,337,867	5,123,583	5,337,152	5,088,783	715	34,800

* The variance in appropriation applied reflects delays in application of teaching scholarships. The revenue from Government was not claimed as there has been an under-delivery in the total number of scholarships. This revenue has been carried forward into 2002-03 to deliver the scholarships in the new financial year.

(b) Summary of compliance with Special Appropriations

Authority	Purpose	Appropriations applied	
		2002 \$'000	2001 \$'000
Controlled			
1. Section 34 of the Education Act 1958	Volunteers workers compensation	-	172
Total		-	172



Note 6 Result from ordinary activities

	2002 \$'000	2001 \$'000
Net gains and expenses		
Result from ordinary activities includes the following specific net gains and expenses:		
Net gains		
Net gain on disposal for property, plant and equipment		
Consideration*	4,998	3,942
Carrying amount**	(15,553)	(8,845)
	(10,553)	(4,903)
Expenses		
Employee entitlements		
Salary and wages – Departmental employees	2,308,392	2,196,345
Salary and wages – Staff employed by school councils	151,402	136,864
Superannuation	254,087	226,715
Annual leave and long-service leave expense	158,579	208,171
Fringe Benefit tax	1,833	1,948
Payroll tax	152,969	148,122
Workcover levy	29,892	35,346
Total employee entitlements	3,057,154	2,953,511
Depreciation		
Buildings	89,048	84,494
Plant and equipment	79,327	95,062
Total depreciation	168,375	179,556
Amortisation		
Leasehold improvements	688	1,010
Total amortisation	688	1,010
Total depreciation and amortisation	169,063	180,566
Grants and other payments		
Grants to Board of Studies***	–	18,184
Grants to Victorian Curriculum and Assessment Authority***	25,467	6,234
Grants to Victorian Learning and Employment Skills Commission	569,273	530,362
Grants to Victorian Qualifications Authority	1,800	100
Grants to the Adult, Community and Further Education Board	27,098	26,670
Grants to non-government schools	283,444	270,188
Grants to external organisations	95,471	95,177
Conveyance and Education Maintenance Allowance payments	35,124	29,711
Total grants and other payments	1,037,677	976,626
Other charges against assets		
Bad and doubtful debts – trade debtors	81	118
Rental expense relating to operating leases		
Minimum lease payments	44,238	32,921
Total rental expense relating to operating leases	44,238	32,921

* Additional consideration of \$13.3 million was received for the disposal of property. This amount has been included as administered revenue (see note 22) and paid to the Consolidated Fund. The Department is permitted to have an equivalent amount provided by appropriation in accordance with provisions under section 29 of the *Financial Management Act 1994*.

** Additional carrying amount of \$2.1 million was expensed for the disposal of the Department's plant and equipment. This amount has been included as administered expenses (see note 22).

*** As at 28 February 2001, the Board of Studies began operating under the name of the Victorian Curriculum and Assessment Authority.

Note 7 Resources provided free of charge or for nominal consideration

Rent was provided free of charge to Board of Studies/
Victorian Curriculum and Assessment Authority.

	2002 \$'000	2001 \$'000
Board of Studies/Victorian Curriculum and Assessment Authority		
Rent provided free of charge at Railway Parade, Carlton	1,363	3,385
Employment Programs Division		
Net asset transfers of entity from Department of Education & Training to Department of Innovation, Industry and Regional Development	701	–
Adult Multicultural Educational Services		
Resources provided free of charge	–	22,303
Total resources provided free of charge or for nominal consideration	2,064	25,688

Note 8 Cash assets

	2002 \$'000	2001 \$'000
Amounts held by schools*	341,328#	277,918#
Departmental operating bank accounts	58,589	43,316
Total cash	399,917	321,234
The above figures are reconciled to cash at the end of the financial year as shown in the statement of cash flows as follows:		
Balances as above	399,917	321,234
Balances per statement of cash flows	399,917	321,234

* The schools' cash and investment balances for 2001-02 are held by the Department's schools across Victoria and are reported as at 31 December 2001. The balances for 2000-01 were balances held by schools as at 31 December 2000.

In 2002 for amounts held by schools, \$78,295,000 (\$110,655,146 in 2001) represents term investments one year or less.

Cash at bank

Due to the State of Victoria's investment policy and government funding arrangements, government departments generally do not hold a large cash reserve in their bank accounts. Cash received by a department from the generation of revenue is generally paid into the State's bank account, known as the Public Account. Similarly, any departmental expenditure, including those in the

form of cheques drawn by the Department for the payment of goods and services to its suppliers and creditors are made via the Public Account. The process is such that the Public Account would remit to the Department the cash required for the amount drawn on the cheques. This remittance by the Public Account occurs upon the presentation of the cheques by the Department's suppliers or creditors.



Note 9 Receivables

	2002 \$'000	2001 \$'000
Current		
Amounts owing from the State Government	169,558	258,696
Sale of property	20,301	13,625
GST receivables	20,008	21,702
WorkCover	154	215
Other debtors	26,900	4,286
	236,921	298,524
Less: Provision for doubtful debts	(187)	(253)
Total current receivables	236,734	298,271
Non-current		
Amounts owing from the State Government	118,228	101,949
Salary overpayments	185	264
Other debtors	—	—
Less: Provision for doubtful debts	(55)	(20)
Total non-current receivables	118,358	102,193
Aggregate carrying amount of receivables		
Current	236,734	298,271
Non-current	118,358	102,193
Total aggregate carrying amount of receivables	355,092	400,464

Note 10 Prepayments

	2002 \$'000	2001 \$'000
Prepayments		
Prepaid operating expenses	2,650	2,734
Prepaid grants to other organisations	850	934
Total prepayments	3,500	3,668

Note 11 Property, plant and equipment

	2002 \$'000	2001 \$'000
Land		
Crown land		
At cost	22,174	18,612
At independent valuation	2,626,481	2,139,272
Total land	2,648,655	2,157,884
Buildings		
At cost	210,619	259,931
Less: Accumulated depreciation	(4,621)	(7,190)
	205,998	252,741
At valuation 1996–97	65,133	953,566
Less: Accumulated depreciation	(10,862)	(126,524)
	54,271	827,042
At valuation 1997–98	92,012	165,682
Less: Accumulated depreciation	(9,911)	(13,699)
	82,101	151,983
At valuation 1998–99	597,589	610,139
Less: Accumulated depreciation	(49,433)	(33,872)
	548,156	576,267
At valuation 1999–2000	457,906	460,218
Less: Accumulated depreciation	(25,306)	(12,677)
	432,600	447,541
At valuation 2000–01	938,098	939,446
Less: Accumulated depreciation	(23,774)	–
	914,324	939,446
At valuation 2001–02	1,082,697	–
Less: Accumulated depreciation	–	–
	1,082,697	–
Leasehold improvements – at cost	8,252	7,009
Less: Accumulated amortisation	(2,499)	(1,818)
	5,753	5,191
Total buildings and leasehold improvements	3,325,900	3,200,211
Total land and buildings at written-down value	5,974,555	5,358,095
Plant and equipment		
At cost	992,340	977,924
Less: Accumulated depreciation	(702,896)	(681,050)
	289,444	296,874
Plant and equipment under finance lease	2,236	2,236
Less: Accumulated amortisation	(2,236)	(2,236)
	–	–
Total plant and equipment at written-down value	289,444	296,874

Note 11 Property, plant and equipment (continued)

	2002 \$'000	2001 \$'000
Work in progress		
Work in progress	174,362	113,157
Total	174,362	113,157
Total property, plant and equipment including work in progress	6,438,361	5,768,126

Valuations of land and buildings

The basis of valuation of land and buildings adopted for those assets revalued as at 30 June 2002 is fair value, being the depreciated current replacement cost of the asset's remaining future economic benefits. The latest revaluations as at 30 June 2002 were based on independent assessments.

Prior to 30 June 2002, the basis of valuation of the land and building revalued is deprival value being the loss an entity would incur if deprived of the service potential embodied in the asset. The revaluation was based on independent assessments.

Reconciliations

Reconciliations of the carrying amounts of each class of property, plant and equipment at the beginning and end of the current financial year are set out below.

	Land \$'000	Buildings \$'000	Leasehold improvements \$'000	Plant and equipment \$'000	Work in progress \$'000	Total \$'000
2002						
Carrying amount at start of year	2,157,884	3,195,021	5,191	296,874	113,157	5,768,127
Additions	7,634	—	107	120,776	—	128,517
Expenditure on work in progress	—	—	—	—	223,211	223,211
Transfers to completed assets	—	156,811	1,234	3,894	(161,939)	—
Transfer to administered assets	—	—	(90)	(229)	—	(319)
Disposals	(2,629)	—	—	(15,461)	—	(18,090)
Revaluation increments (note 14)	485,601	57,278	—	—	—	542,879
Net transfers upon restructure (note 3)	—	—	—	(52)	—	(52)
Depreciation/amortisation (note 6)	—	(88,963)	(689)	(79,411)	—	(169,063)
Other adjustments	165	—	—	(36,947)	(67)	(36,849)
Carrying amount at end of year	2,648,655	3,320,147	5,753	289,444	174,362	6,438,361

Note 12 Payables

	2002 \$'000	2001 \$'000
Salaries, wages and oncosts	40,359	38,138
Accrued payments to non-government schools	71,599	63,020
Government schools' creditors*	5,203	5,603
Capital expenditure	13,330	6,370
Operating expenditure#	110,708#	54,606
	241,199	167,737

* The schools' creditors balances for 2001–02 are held by the Department's schools across Victoria and are reported as at 31 December 2001. The balances reported for 2000–01 were the balances held by the schools as at 31 December 2000.

The Department has recognised a capital asset charge (CAC) payable of \$40 million at the reporting date (2001–02). The CAC payable was created to recognise the receipt of an invoice from the Department of Treasury and Finance that was not paid by the Department. This was due to an insufficient warrant being issued as required by section 17 of the *Financial Management Act 1994*, which states that any money that is drawn from the Consolidated Fund of the Public Account is effected by the issue of a warrant that enables the Treasurer to order the drawing of the money. During the next reporting period, the Department will obtain an additional warrant that will consequently enable the discharge of the \$40 million CAC payable.

Note 13 Provisions

	2002 \$'000	2001 \$'000
Current		
Employee entitlements		
Annual leave	50,732	38,250
Long-service leave	71,373	69,162
Executive Officer bonus	–	685
Total current	122,105	108,097
Non-current		
Employee entitlements		
Long-service leave	670,170	649,405
Total non-current	670,170	649,405
Aggregate carrying amount of provisions		
Current	122,105	108,097
Non-current	670,170	649,405
Total aggregate carrying amount of provisions	792,275	757,502
Employee numbers	Number	Number
Average number of employees during the financial year	57,291	56,318

As explained in notes 1(j)(ii) and (iii), the amounts for long-service leave and superannuation are measured at their present values. The following assumptions were adopted in measuring present values:

(a) Long-service leave	2002	2001
Weighted average rates of increase in annual employee entitlements to settlement of the liabilities	4.60%	4.60%
Weighted average discount rates	5.82%	5.86%
Weighted average terms to settlement of the liabilities	8 years	8 years
Superannuation	2001-2002	2000-2001
Name of scheme	% rate	% rate
State Superannuation Fund – Revised Scheme	15.50	14.00
State Superannuation Fund – New Scheme – 0% contributor	8.00	7.30
State Superannuation Fund – New Scheme – 3% contributor	8.50	8.80
State Superannuation Fund – New Scheme – 5% contributor	9.50	9.80
State Superannuation Fund – New Scheme – 7% contributor	10.00	10.80
VicSuper*	8.00	8.00
State Employees Retirement Benefit Scheme	12.50	12.10
Other private schemes**	n/a	n/a

* Under the VicSuper Scheme, employer contributions are payable only if the member is paid more than \$450 in gross salary in a particular month. This is consistent with Commonwealth Superannuation Guarantee legislation.

** The rate for other private schemes is not disclosed as these payments are predominantly the result of performance-related payments, which vary by individual.

Government Employees' Superannuation Fund

No liability is recognised in the statement of financial position for the Department's share of the State's unfunded superannuation liability. The State's unfunded superannuation liability has been reflected in the financial statements of the Department of Treasury and Finance.

However, superannuation contributions for the reporting period are included as part of salaries and associated costs in the statement of financial performance of the Department.

The name and details of the major employee superannuation funds and contributions made by the Department are as follows:



Note 13 Provisions (continued)

	Contribution for the year 2002 \$'000	Contribution for the year 2001 \$'000	Contribution outstanding at year end 2002 \$'000	Contribution outstanding at year end 2001 \$'000
Fund				
State Superannuation Fund (defined benefit scheme)	180,430	168,357	14,609	14,343
VicSuper (accumulation scheme)	62,554	53,675	–	–
State Employees Retirement Benefits Scheme (defined benefit scheme)	3,889	3,825	317	315
Other private schemes	145	46	–	–
Total	247,018	225,903	14,926	14,658

The bases for contributions are determined by the various schemes.

All employees of the Department are entitled to benefits on retirement, disability or death from the Government Employees Superannuation Fund. This Fund provides

defined lump-sum benefits based on years of service and final average salary.

The above amounts were measured as at 30 June of each year, or in the case of employer contributions they relate to the years ended 30 June.

Note 14 Equity and movements in equity

(a) Reserves

Asset revaluation reserve

2002 \$'000	2001 \$'000
1,438,779	895,901
1,438,779	895,901

Movements

Asset revaluation reserve

Balance 1 July 2001

Revaluation increment of Crown land and buildings during the year

Less: AMES asset revaluation reserve

895,900	600,187
542,879	295,996
–	(282)

Balance 30 June 2002

1,438,779	895,901
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(b) Contributed capital

Balance as at beginning of reporting period

Deemed contributed capital opening balance*

Capital contribution by Victorian State Government (note 5)

Net capital contributed upon restructure (note 3)

Equity transfers to other government entities

–	n/a
4,535,986	n/a
13,344	n/a
285	n/a
(2,858)	n/a

Balance 30 June 2002

4,546,757	n/a
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(c) Accumulated surplus

Accumulated surplus as at beginning of reporting period

Less deemed contributed capital opening balance*

Net result for the reporting period

4,663,695	4,574,220
(4,535,986)	–
54,366	89,475

Accumulated surplus as at 30 June 2002

182,075	4,663,695
---------	-----------

Note 14 Equity and movements in equity (continued)

(d) Nature and purpose of reserves

The asset revaluation reserve is used to record increments and decrements on the revaluation of non-current assets, as described in accounting policy note 1(g).

	2002 \$'000	2001 \$'000
Total equity at the beginning of the financial year	5,559,596	5,174,407
Total changes in equity recognised in the statement of financial performance	597,245	385,189
Contributions of equity (note 14(b))	10,770	–
Total equity at the end of the financial year	6,167,611	5,559,596

* See Note 1(t)

Note 15 Financial instruments

(a) Credit risk exposures

The credit risk on financial assets of the Department which have been recognised on the statement of financial position, other than investments in shares, is generally the carrying amount, net of any provisions for doubtful debts.

The recognised financial assets of the Department include amounts receivable arising from unrealised gains on derivative financial instruments. For off-balance sheet financial instruments, including derivatives, which are deliverable, credit risk also arises from the potential failure of counter-parties to meet their obligations under the respective contracts at maturity.

(b) Interest rate risk exposures

The Department's exposure to interest-rate risk and the effective weighted average interest rate by maturity periods is set out in the following table.

Exposure arises predominantly from assets bearing variable interest rates as the Department intends to hold fixed rate assets to maturity.

2002		Floating interest rate \$'000	Fixed interest maturing in:			Non-interest bearing \$'000	Total \$'000
	Notes		1 year or less \$'000	Over 1 to 5 years \$'000	More than 5 years \$'000		
Financial assets							
Cash – Department	8	–	–	–	–	58,589	58,589
Cash – schools	8	263,033	78,295	–	–	–	341,328
Receivables	9	–	–	–	–	355,092	355,092
Other financial assets		–	–	13,855	1,245	652	15,752
		263,033	78,295	13,855	1,245	414,333	770,761
Weighted average interest rate		4.53%	4.22%	4.53%	4.26%		
Financial liabilities							
Payables	12	–	–	–	–	241,199	241,199
Other current liabilities*	16	–	–	–	–	2,889	2,889
		–	–	–	–	244,088	244,088
Weighted average interest rate							
Net financial assets (liabilities)		263,033	78,295	13,855	1,245	170,245	526,673

* Does not include unearned revenue

Note 15 Financial instruments (continued)

2001			Fixed interest maturing in:				
	Notes	Floating interest rate \$'000	1 year or less \$'000	Over 1 to 5 years \$'000	More than 5 years \$'000	Non-interest bearing \$'000	Total \$'000
Financial assets							
Cash – Department	8	2,448	–	–	–	40,868	43,316
Cash – schools	8	167,263	110,655	–	–	–	277,918
Receivables	9	–	–	–	–	400,464	400,464
Other financial assets		–	–	535	–	452	987
		169,711	110,655	535	–	441,784	722,685
Weighted average interest rate		5.79%	5.79%	5.00%			
Financial liabilities							
Payables	12	–	–	–	–	167,737	167,737
Other current liabilities*	16	–	–	–	–	4,115	4,115
		–	–	–	–	171,852	171,852
Weighted average interest rate							
Net financial assets (liabilities)		169,711	110,655	535	–	269,932	550,833

* Does not include unearned revenue

Net fair value of financial assets and liabilities*(i) On-balance sheet*

The net fair value of cash and cash equivalents and non-interest bearing monetary financial assets and financial liabilities of the Department approximates their carrying amounts.

The net fair value of other monetary financial assets and financial liabilities is based upon market prices where a market exists or by discounting the expected future cash flows by the current interest rates for assets and liabilities with similar risk profiles.

(ii) Off-balance sheet

The Department has potential financial liabilities, which may arise from certain contingencies disclosed in note 20.

As explained in those notes, no material losses are anticipated in respect of any of those contingencies and the net fair value disclosed below is the estimate of amounts which would be payable by the Department as consideration for the assumption of those contingencies by another party.

The carrying amounts and net fair values of financial assets and liabilities at reporting date are:

	2002		2001	
	Carrying amount \$'000	Net fair value \$'000	Carrying amount \$'000	Net fair value \$'000
On-balance sheet financial instruments				
Financial assets				
Cash – Department	58,589	58,589	43,316	43,316
Cash – schools	341,328	341,328	277,918	277,918
Receivables	355,092	355,092	400,464	400,464
Other financial assets	15,752	15,752	987	987
Non-traded financial assets	770,761	770,761	722,685	722,685
Financial liabilities				
Payables	241,199	241,199	167,737	167,737
Other current liabilities*	2,889	2,889	4,115	4,115
Non-traded financial liabilities	244,088	244,088	171,852	171,852

* Does not include unearned revenue

None of the classes of financial assets and liabilities are readily traded on organised markets in standardised form.

Net fair value is exclusive of costs which would be incurred on realisation of an asset and inclusive of costs which would be incurred on settlement of a liability.

Note 16 Other current liabilities

Accrued grants and transfers
Unearned revenue

Total other current liabilities

2002 \$'000	2001 \$'000
2,889	4,115
8,648	5,529
11,537	9,644

Note 17 Ministers and Accountable Officers

In accordance with the Ministerial Directions issued by the Minister for Finance under the *Financial Management Act 1994*, the following disclosures are made regarding responsible persons for the reporting period.

Names

The persons who held the above positions in the Department are as follows:

Minister for Education

The Hon. Mary Delahunty, MP

1 July 2001 to 22 February 2002

Minister for Post Compulsory,
Education, Training and Employment

The Hon. Lynne Kosky, MP

1 July 2001 to 22 February 2002

Minister for Youth Affairs

The Hon. Justin Madden, MLC

1 July 2001 to 12 February 2002

Minister for Education and Training

The Hon. Lynne Kosky, MP

22 February 2002 to 30 June 2002

Minister for Education Services and

Minister for Youth Affairs

The Hon. Monica Gould, MP

12 February 2002 to 30 June 2002

Secretary

Stuart Hamilton

1 July 2001 to 30 June 2002

Remuneration

Remuneration received or receivable by the Accountable Officers in connection with the management of the Department during the reporting period was in the range: \$280,000 – \$289,999

Amounts relating to Ministers are reported in the financial statements of the Department of Premier and Cabinet.

Other transactions

Other related transactions and loans requiring disclosure under the Directions of the Minister for Finance have been considered and there are no matters to report.

Note 18 Remuneration of executives

The numbers of Executive Officers, other than Ministers and Accountable Officers, and their total remuneration during the reporting period are shown in the first two columns in the table on page 136 in their relevant income bands. The base remuneration of Executive Officers is shown in the third and fourth columns. Base remuneration is exclusive of bonus payments, long-service leave payments, redundancy payments and retirement benefits. Several factors have affected total remuneration payable to executives over the year. A number of employment contracts were completed during the year and renegotiated and a number of executives received bonus payments

during the year. These bonus payments depend on the terms of individual employment contracts. Some contracts provide for an annual bonus payment whereas other contracts only include the payment of bonuses on the successful completion of the full term of the contract.

A number of these contract completion bonuses became payable during the year. A number of executive officers retired, resigned or were retrenched in the past year. This has had a significant impact on total remuneration figures due to the inclusion of annual leave, long-service leave and retrenchment payments.



Note 18 Remuneration of executives (continued)

Income band	Total remuneration		Base remuneration	
	2002 No.	2001 No.	2002 No.	2001 No.
\$0,000–\$9,999	–	–	1	–
\$10,000–\$19,999	–	–	2	–
\$20,000–\$29,999	–	–	–	1
\$40,000–\$49,999	–	–	–	1
\$50,000–\$59,999	–	–	–	–
\$60,000–\$69,999	–	–	–	–
\$70,000–\$79,999	–	–	–	1
\$80,000–\$89,999	–	–	1	–
\$90,000–\$99,999	–	–	1	1
\$100,000–\$109,999	6	2	7	6
\$110,000–\$119,999	5	13	7	15
\$120,000–\$129,999	9	8	8	10
\$130,000–\$139,999	11	7	13	5
\$140,000–\$149,999	8	7	4	2
\$150,000–\$159,999	3	3	2	1
\$160,000–\$169,999	2	1	1	0
\$170,000–\$179,999	1	2	–	2
\$180,000–\$189,999	1	1	1	–
\$190,000–\$199,999	2	1	1	–
\$200,000–\$209,999	–	–	–	–
\$210,000–\$219,999	–	–	–	–
\$220,000–\$229,999	–	–	–	–
\$270,000–\$279,999	1	–	–	–
Total numbers	49	45	49	45
Total amount	\$6,812,510	\$6,011,334	\$5,943,544	\$5,292,334

Note 19 Remuneration of auditors

	2002 \$'000	2001 \$'000
Audit fees paid or payable to the Victorian Auditor-General's Office for audit of the Department's financial report:		
Paid as at 30 June 2002	80	63
Payable as at 30 June 2002	188	190
Total audit fees	268	253

Note 20 Contingent liabilities

Details and estimates of maximum amounts of contingent liabilities are as follows:

	2002 \$'000	2001 \$'000
Contingent losses		
Claims for damages and other costs	12,850	16,910
Total contingent losses	12,850	16,910

Non-quantifiable contingent liabilities

The Department has a number of unquantifiable contingent liabilities as follows:

- (i) Indemnities provided by the Department to the Commonwealth in funding contracts entered with the Commonwealth throughout the year. Each indemnity is limited to \$10 million for personal injuries and property damage, and \$50 million for damages arising out of Internet usage.
- (ii) Indemnities provided by the Department to teachers, volunteer workers, school chaplains and school councils. This indemnity for teachers protects them against liability for personal injuries to students provided the teacher was not drunk, not engaged in a criminal offence, was not engaged in outrageous conduct, and was in the course of the teacher's employment.
- (iii) Indemnities provided by the Department to members of schools councils. The Education Act provides a comprehensive indemnity to members of school councils for any legal liability, whether in contract, negligence, defamation etc.
- (iv) The Government also provides an indemnity for persons employed under the *Public Sector Management and Employment Act 1998*.

Note 21 Commitments for expenditure

	2002 \$'000	2001 \$'000
Capital commitments		
Commitments for the acquisition of buildings, plant and equipment contracted for at the reporting date but not recognised as liabilities, payable:		
Within one year	105,235	129,645
Later than one year but not later than 5 years	4,260	330
Later than 5 years	—	—
Total capital commitments	109,495	129,975
Operating leases*		
Commitments for minimum lease payments in relation to non-cancellable operating leases are payable as follows:		
Within one year	52,638	37,050
Later than one year but not later than 5 years	74,153	64,432
Later than 5 years	38,081	36,346
Total operating leases	164,872	137,828

* The Department leases equipment including photocopiers, computers, motor vehicles and property with varying lease terms.

Note 22 Administered Items

In addition to the specific Departmental operations, which are included in the statement of financial position, statement of financial performance and statement of cash flows, the Department administers or manages activities on behalf of the State. The transactions relating to these State activities are reported as administered items in this note. Administered transactions give rise to revenues,

expenses, assets and liabilities and are determined on an accrual basis. Administered revenue includes the proceeds from the sale of administered surplus land and buildings. Administered liabilities include Government expenses incurred but yet to be paid. Administered assets include Government revenues earned but yet to be collected.

	Output group 1001 School education		Output group 1002 Training and tertiary education		Output group 1003 Youth		Output group 1004 Policy, strategy and information services		Departmental total	
	2002 \$'000	2001 \$'000	2002 \$'000	2001 \$'000	2002 \$'000	2001 \$'000	2002 \$'000	2001 \$'000	2002 \$'000	2001 \$'000
Administered										
Administered revenue										
Commonwealth on-passing to non-government schools										
General recurrent grant	936,711	845,733	-	-	-	-	-	-	936,711	845,733
Other	80,901	75,002	-	-	-	-	-	-	80,901	75,002
Prizes and scholarships	143	223	-	-	-	-	-	-	143	223
Proceeds from sale of assets	13,344	14,728	-	-	-	-	-	-	13,344	14,728
Other	461,873	381,176	-	-	-	-	-	-	461,873	381,176
Total	1,492,972	1,316,862	-	-	-	-	-	-	1,492,972	1,316,862
Administered expenses										
Commonwealth on-passing to non-government schools										
General recurrent grant	936,697	845,733	-	-	-	-	-	-	936,697	845,733
Other	80,915	75,003	-	-	-	-	-	-	80,915	75,003
Prizes and scholarships	112	61	-	-	-	-	-	-	112	61
Written-down value of assets sold*	2,866	-	-	-	-	-	-	-	2,866	-
Amounts paid to Consolidated Fund**	475,215	395,903	-	-	-	-	-	-	475,215	395,903
Total	1,495,805	1,316,700	-	-	-	-	-	-	1,495,805	1,316,700
Revenue less expenses	(2,833)	162	-	-	-	-	-	-	(2,833)	162

* Revenue associated with the sale of these assets is recorded in the financial statements of the Department of Treasury and Finance.

** This amount relates to Commonwealth and other monies received by the Department and paid to the Consolidated Fund.

Note 22 Administered Items (continued)

	Output group 1001 School education		Output group 1002 Training and tertiary education		Output group 1003 Youth		Output group 1004 Policy, strategy and information services		Departmental total	
	2002 \$'000	2001 \$'000	2002 \$'000	2001 \$'000	2002 \$'000	2001 \$'000	2002 \$'000	2001 \$'000	2002 \$'000	2001 \$'000
Administered assets										
Receivables	1,282	2,902	-	-	-	-	-	-	1,282	2,902
Investments	106	994	-	-	-	-	-	-	106	994
Prepayments	2,861	2,728	-	-	-	-	-	-	2,861	2,728
Other current assets	(8)	-	-	-	-	-	-	-	(8)	-
Total	4,241	6,624	-	-	-	-	-	-	4,241	6,624
Administered liabilities										
Creditors and accruals	2,758	5,327	-	-	-	-	-	-	2,758	5,327
Total	2,758	5,327	-	-	-	-	-	-	2,758	5,327



Note 23 Ex-gratia payments

The Department made the following ex-gratia payments. Included in the amount are the following ex-gratia payments in bands of \$10,000 arising as a result of

personal injury claims involving students and third parties and settlement of legal action taken under the Equal Opportunity Act and Workplace Relations Act.

Number and amount of payments	2002 Number	2001 Number
\$0–\$9,999	72	49
\$10,000–\$19,999	13	10
\$20,000–\$29,999	14	9
\$30,000–\$39,999	7	4
\$40,000–\$49,999	5	4
\$50,000–\$59,999	1	2
\$70,000–\$79,999	1	2
\$80,000–\$89,999	–	1
\$90,000–\$99,999	1	2
\$100,000–\$109,999	1	1
\$130,000–\$139,999	1	–
\$140,000–\$149,999	–	1
\$150,000–\$159,999	1	1
\$170,000–\$179,999	1	–
\$210,000–\$219,999	1	–
\$250,000–\$259,999	–	1
\$270,000–\$279,999	1	–
\$490,000–\$499,999	–	1
\$1,040,000–\$1,049,999	1	–
Total number of payments	121	88
Total amount of payments	\$3,458,000	\$2,443,000

Note 24 Events occurring after reporting date

In the interval between the end of the financial year and the date of this report there has not arisen any item, transaction or event of a material or unusual nature likely to affect significantly the operations of the Department in subsequent financial years.

Note 25 Reconciliation of results from ordinary activities to net cash inflow from operating activities

	2002 \$'000	2001 \$'000
Results from ordinary activities	54,366	89,475
Depreciation and amortisation	169,063	180,566
Net (gain)/loss on sale of non-current assets	10,553	(9,825)
Write back of assets	81,743	–
Net transfers free of charge	701	6,302
Change in operating assets and liabilities, net of effects from restructuring		
Decrease (increase) in receivables	58,015	(130,886)
Decrease (increase) in inventories	–	18
Decrease (increase) in prepayments	168	6,441
Increase (decrease) in payables	66,502	42,291
Increase (decrease) in other current liabilities	1,892	1,554
Increase (decrease) in employee entitlements	35,111	81,115
Net cash inflow from operating activities	478,114	267,051



Department of Education & Training

Office of the Secretary

ACCOUNTABLE OFFICER'S DECLARATION

We certify that the attached financial statements for the Department of Education and Training have been prepared in accordance with Part 9 of the Directions of the Minister for Finance under the *Financial Management Act 1994*, applicable Australian Accounting Standards and other mandatory professional reporting requirements.

We further state that, in our opinion, the information set out in the statement of financial performance, statement of financial position, statement of cash flows and notes to and forming part of the financial statements, presents fairly the financial transactions during the year ended 30 June 2002 and financial position of the Department as at 30 June 2002.

We are not aware of any circumstance which would render any particulars included in the financial statements to be misleading or inaccurate.

Stuart Hamilton
Secretary

Date: 23 / 9 / 2002

John Hall
Chief Finance Officer

Date: 23 / 9 / 2002

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Melbourne, Victoria 3001





AUDITOR GENERAL
VICTORIA

AUDITOR-GENERAL'S REPORT

To the Members of the Parliament of Victoria, the responsible Ministers and the Secretary of the Department of Education and Training

Audit Scope

The accompanying financial report of the Department of Education and Training for the financial year ended 30 June 2002, comprising a statement of financial performance, statement of financial position, statement of cash flows and notes to the financial statements, has been audited. The Secretary of the Department of Education and Training is responsible for the preparation and presentation of the financial report and the information it contains. An independent audit of the financial report has been carried out in order to express an opinion on it to the Members of the Parliament of Victoria, the responsible Ministers and the Secretary of the Department as required by the *Audit Act* 1994.

The audit has been conducted in accordance with Australian Auditing Standards to provide reasonable assurance as to whether the financial report is free of material misstatement. The audit procedures included an examination, on a test basis, of evidence supporting the amounts and other disclosures in the financial report, and the evaluation of accounting policies and significant accounting estimates. These procedures have been undertaken to form an opinion as to whether, in all material respects, the financial report is presented fairly in accordance with Accounting Standards and other mandatory professional reporting requirements in Australia and the financial reporting requirements of the *Financial Management Act* 1994, so as to present a view which is consistent with my understanding of the Department's financial position, the results of its operations and its cash flows.

The audit opinion expressed in this report has been formed on the above basis.

Audit Opinion

In my opinion, the financial report presents fairly in accordance with applicable Accounting Standards and other mandatory professional reporting requirements in Australia and the financial reporting requirements of the *Financial Management Act* 1994, the financial position of the Department of Education and Training as at 30 June 2002, its financial performance and cash flows for the year then ended.

MELBOURNE
11/10/ 2002

J.W. CAMERON
Auditor-General

Victorian Auditor-General's Office Level 34, 140 William Street, Melbourne Victoria 3000
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Years of Auditing in the Public Interest

Appendixes 2001–02



Providing more detailed information about the education and training, education services and youth portfolios.

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Appendix 1: Consistency of budget and financial reporting

Introduction

The Government's budgeting framework reports each department's financial estimates in the annual State Budget Papers on a basis that consolidates all budget sector agencies within the Department.

Budget sector agencies are those agencies owned by the State Government that receive the majority of their income from State Government sources.

The financial statements provided in this appendix are consistent with those published in the 2001–02 Budget Paper Number 3 – Budget Estimates. Provision of the statements in this appendix allows comparison of the actual financial results of the Department consolidated budget sector agencies with the estimates published in the Budget Papers. This is consistent with the Government's commitment to more transparent financial reporting.

The total resources made available to a department are applied to three uses:

- provision of outputs
- asset investment
- payments on behalf of the State.

The financial statements on the following pages support the Department's provision of outputs. The information provided includes the statement of financial performance, the statement of financial position and the statement of cash flows for the Department, and are presented in the format consistent with the AAS29 accounting standard. However, for the purposes of this report they have been divided into controlled and administered items.

Controlled items reflect those resources applied by the Department to carry out its functions and provide outputs.

Administered items refer to those resources over which the Department cannot exercise direct control. Authority is provided through an appropriation for payments made on behalf of the State. Under the AAS29 standard, these items would normally appear as notes to the financial statements.

Since publication of the 2001–02 Budget Estimates, there has been a significant accounting policy change in the treatment of contributed capital. The Budget Estimates as reported in the 2001–02 Budget Papers and the actual balances provided in the financial statements do not reflect these changes.

The financial information consolidates information for the following portfolio entities:

- Department of Education & Training (including government schools)
- Victorian Curriculum and Assessment Authority
- Merit Protection Boards
- Registered Schools Board
- Victorian Learning and Employment Skills Commission
- Victorian Qualifications Authority
- Adult, Community and Further Education Board
- Centre for Adult Education
- 14 TAFE institutes and five universities with TAFE divisions.

Statement of financial performance for the year ended 30 June 2002

Controlled items	Note	2001-02 Actual (\$ million)	2001-02 Budget (\$ million)	Variance ^(a) (%)
Operating revenue				
Revenue from State Government ^(b)	1	5,323.9	5,183.8	2.7
Special appropriations		n/a	0.3	n/a
Sale of goods and services	2	684.0	646.3	5.8
Other Commonwealth grants	3	303.0	274.3	10.5
Other revenue ^(c)	4	67.6	3.0	n/a
Total		6,378.5	6,107.7	4.4
Operating expenses				
Employee-related expenses ^(d)	5	3,740.3	3,544.7	5.5
Purchases of supplies and services ^(e)	6	1,211.5	1,078.8	12.3
Depreciation and amortisation	7	235.9	254.4	(7.3)
Capital assets charge	8	578.6	547.7	5.6
Other expenses		546.5	554.7	(1.5)
Total		6,312.8	5,980.3	5.6
Operating surplus/deficit before revenue for increase in net assets		65.7	127.4	(48.4)
Add:				
Revenue for increase in net assets		n/a	n/a	n/a
Section 29 receipts – asset sales		10.5	n/a	n/a
Operating surplus/deficit		76.2	127.4	(40.2)
Administered items				
Operating revenue				
Revenue from State Government ^(b)		n/a	n/a	n/a
Other Commonwealth grants		1,477.3	1,309.7	12.8
Other revenue ^(c)		2.3	0.7	n/a
Less revenue transferred to Consolidated Fund		(475.2)	(377.0)	26.0
Total		1,004.4	933.4	7.6
Operating expenses				
Employee-related expenses ^(d)		n/a	n/a	n/a
Purchases of supplies and services		n/a	n/a	n/a
Depreciation and amortisation		n/a	n/a	n/a
Other expenses		1,017.7	933.4	9.0
Total		1,017.7	933.4	9.0
Operating surplus/deficit		(13.3)	n/a	n/a

(a) Variance between 2001-02 Actual and 2001-02 Budget.

(b) Budget includes estimated carryover of 2001-02 appropriation amounts. Actual carryover is subject to approval by the Treasurer prior to 30 June, pursuant to section 32 of the *Financial Management Act 1994*. Revenue from State Government includes revenue from the Commonwealth that is paid into the Consolidated Fund and then appropriated back to the Department.

(c) Includes revenue for services delivered to parties outside government.

(d) Includes salaries and allowances, superannuation contributions and payroll tax.

(e) Includes payments to non-government organisations for delivery of services.



Notes

The variances for Controlled items can be explained as follows:

- 1 The variance reflects increased revenue from the Government for post-budget initiatives, offset by the transfer of Employment programs to the Department of Innovation, Industry and Regional Development during 2001–02. The 2001–02 Commonwealth–State Government Schools Agreement was finalised after the Budget Estimates were published, which altered the timing and amount of actual section 29 Commonwealth funds received.
- 2 The variance was due to schools' and TAFE institutes' revenue-raising activities being more successful than forecasted.
- 3 The increase reflects funds received under the ANTA agreement that was finalised and signed in June 2001, after the 2001–02 Budget Estimates.
- 4 Since the Budget Estimates, improved classification of revenue types has been undertaken. The variance reflects reclassification of some revenue types that had been previously classified in the Budget Estimates as sales of goods and services relating to schools.

- 5 The variance largely reflects enrolment growth, approved salary increases, and additional teachers flowing from post-Budget Government initiatives.
- 6 The variance reflects increased purchases funded from higher additional revenue from locally raised revenue, ANTA grants, and post-Budget Government initiatives funding. In addition, a review of assets in schools led to depreciation expenses that were lower than forecast.
- 7 The variance arises from the write-back of equipment purchased in previous years (as referred to in note 6).
- 8 The capital asset charge is based on the book value of assets. The increase reflects the impact on the value of the asset base following the asset revaluations at 30 June 2001.

The variances for Administered items reflect changes to the level of Commonwealth funding provided to the State under various funding agreements, and a change in the accounting reporting policy for those items since the Budget Estimates were published.

Statement of financial position as at 30 June 2002

Controlled items	Note	2001–02 Actual (\$ million)	2001–02 Budget (\$ million)	Variance ^(a) (%)
Assets				
Current assets				
Cash	1	478.0	393.2	21.6
Investments	1	133.2	149.3	(10.8)
Receivables	2	126.6	94.4	34.1
Prepayments		7.9	6.1	29.5
Inventories		7.6	17.4	(56.3)
Other assets		n/a	1.3	n/a
Total current assets		753.3	661.7	13.8
Non-current assets				
Investments		17.4	2.2	n/a
Receivables ^(b)	3	360.4	427.1	(15.6)
Fixed assets	4	7,944.1	7,335.4	8.3
Other assets		11.9	11.9	–
Intangible assets		n/a	(0.1)	n/a
Total non-current assets		8,333.8	7,776.5	7.2
Total assets		9,087.1	8,438.2	7.7
Liabilities				
Current liabilities				
Payables	5	262.6	192.0	36.8
Borrowing		4.0	3.3	21.2
Employee entitlements	6	165.5	159.3	3.9
Other liabilities		76.8	57.0	34.7
Total current liabilities		508.9	411.6	23.6
Non-current liabilities				
Payables		0.2	n/a	n/a
Borrowing		3.2	3.7	(13.5)
Employee entitlements	6	750.5	782.2	(4.1)
Other non-current liabilities		n/a	2.8	n/a
Total non-current liabilities		753.9	788.7	(4.4)
Total liabilities		1,262.8	1,200.3	5.2
Net assets		7,824.3	7,237.9	8.1

Statement of financial position as at 30 June 2002

Administered items	2001-02 Actual (\$ million)	2001-02 Budget (\$ million)	Variance ^(a) (%)
Assets			
Current assets			
Cash	n/a	1.1	n/a
Investments	1.2	0.1	n/a
Receivables	1.3	2.8	(53.6)
Prepayments	2.9	2.7	7.4
Other assets	(1.1)	n/a	n/a
Total current assets	4.3	6.7	(35.8)
Non-current assets			
Investments	—	—	n/a
Total non-current assets	—	—	n/a
Total assets	4.3	6.7	(35.8)
Liabilities			
Current liabilities			
Payables	(0.1)	2.6	n/a
Total current liabilities	(0.1)	2.6	n/a
Non-current liabilities			
Other current liabilities	2.9	2.7	7.4
Total non-current liabilities	2.9	2.7	7.4
Total liabilities	2.8	5.3	(47.2)
Net assets	1.5	1.4	7.1

(a) Variance between 2001-02 Actual and 2001-02 Budget.

(b) Includes cash balances held in trust in the Public Account.

Notes

The variances for Controlled items can be explained as follows:

- 1 The variance reflects higher cash balances held by schools and TAFE institutes. In part, this reflects the timing of payments and receipts for these organisations.
- 2 Higher than expected receivables are mainly due to the timing of receipts by schools and TAFE institutes for services provided and recoverable GST input tax credits.
- 3 The variance reflects output revenue earned by the Department from the Government. This revenue is yet to be drawn down to meet cash flow needs. The balance is directly influenced by the level of accruals and creditors at balance day.
- 4 The variance reflects an increase in the value of fixed assets following the Department's annual revaluation of assets at 30 June 2001 and 30 June 2002.
- 5 The variance reflects the timing of payments.
- 6 The variance is affected by the amount of long-service leave paid to employees during the year.

The variances for Administered items are immaterial.


Statement of cash flows for the year ended 30 June 2002

Controlled items	2001–02 Actual (\$ million)	2001–02 Budget (\$ million)	Variance ^(a) (%)
Cash flows from operating activities			
Operating receipts			
Receipts from State Government – provision of outputs	5,323.8	5,249.2	1.4
Receipts from State Government – increase in net asset base	n/a	n/a	n/a
Section 29 Receipts			
Commonwealth	n/a	n/a	n/a
Other	n/a	n/a	n/a
Asset sales	n/a	n/a	n/a
Other Commonwealth grants	309.0	230.6	34.0
Other	736.3	646.5	13.9
	6,369.1	6,126.3	4.0
Operating payments			
Employee-related expenses	(3,706.2)	(3,423.6)	8.3
Purchases of supplies and services	(1,159.1)	(1,140.5)	1.6
Interest and finance expenses	(0.6)	(0.6)	–
Capital assets charge	(538.6)	(547.7)	(1.7)
Current grants and transfer payments	(542.0)	(551.8)	(1.8)
Capital grants and transfer payments	(4.0)	(0.6)	n/a
Net cash flows from operating activities	418.6	461.5	(9.3)
Cash flows from investing activities			
Purchases of investments	n/a	n/a	n/a
Receipts from sale of land, fixed assets and investments (including section 29 Financial Management Act)	18.6	n/a	n/a
Purchases of non-current assets	(420.5)	(452.3)	(7.0)
Net cash flows from investing activities	(401.9)	(452.3)	(11.1)
Cash flows from financing activities			
Receipts from appropriations – increase in net asset base	n/a	n/a	n/a
Capital repatriation to Government	n/a	n/a	n/a
Net increases in balances held with Government	69.0	(8.4)	n/a
Net cash flows from financing activities	69.0	(8.4)	n/a
Net increase/decrease in cash held	85.7	0.8	n/a
Cash at beginning of period	392.3	392.3	–
Cash at end of period	478.0	393.1	21.6

(a) Variance between 2001–02 Actual and 2001–02 Budget.

Statement of cash flows for the year ended 30 June 2002

Administered items	2001–02 Actual (\$ million)	2001–02 Budget (\$ million)	Variance ^(a) (%)
Cash flows from operating activities			
Operating receipts			
Receipts from State Government – payments on behalf of the State	1,477.4	1,354.3	9.1
Other Commonwealth grants	4.0	2.4	66.7
	1,481.4	1,356.7	9.2
Operating payments			
Employee-related expenses	n/a	n/a	n/a
Purchases of supplies and services	(2.7)	n/a	n/a
Interest and finance expenses	n/a	n/a	n/a
Current grants and transfer payments	(990.5)	(907.1)	9.2
Capital grants and transfer payments	(27.4)	(26.2)	4.6
Other	(475.2)	(442.2)	7.5
Net cash flows from operating activities	(14.4)	(18.8)	(23.4)
Cash flows from investing activities			
Receipts from sale of land, fixed assets and investments (including section 29 Financial Management Act)	13.3	18.9	(29.6)
Net movement in investments	3.9	(0.1)	n/a
Purchases of non-current assets	(2.9)	n/a	n/a
Net cash flows from investing activities	14.3	18.8	n/a
Cash flows from financing activities			
Net increases in balances held with Government	n/a	n/a	n/a
Net cash flows from financing activities	n/a	n/a	n/a
Net increase/decrease in cash held	n/a	n/a	n/a

(a) Variance between 2001–02 Actual and 2001–02 Budget.

The variance for Controlled items for operating revenue and operating expenses mainly reflects changes in the accounting treatment of Commonwealth receipts and purchases of assets by schools from locally raised funds.

The variances for Administered items reflect changes to the accounting treatment of Commonwealth receipts.

The significant variances to the statement of cash flows are explained in more detail in the discussion of the statement of financial performance and the statement of financial position.



Appendix 2: Portfolio statistics

School education

EFT students in government schools, Victoria, February 2002

Early years	Preparatory	44,472.7
	Year 1	44,439.3
	Year 2	44,824.1
	Year 3	45,253.0
	Year 4	45,259.1
Middle years	Year 5	43,902.3
	Year 6	44,518.5
	Ungraded	20.2
	Primary total	312,689.2
	Year 7	37,121.5
Later years	Year 8	38,543.6
	Year 9	37,692.5
	Year 10	37,074.0
	Year 11	35,609.9
	Year 12	30,717.2
	Ungraded	100.1
	Secondary total	216,858.8
	Special	6,170.5
	Language	844.0
	Total	536,562.5

Source: Department of Education & Training

Number of schools by type and sector, Victoria, February 1998–2002

School type	1998	1999	2000	2001	2002
Government					
Primary	1253	1243	1239	1235	1232
Primary–secondary	40	42	43	43	47
Secondary	269	267	266	264	262
Special	81	80	79	79	80
Language	3	3	4	4	4
Total	1646	1635	1631	1625	1625
Catholic					
Primary	384	383	386	387	386
Primary–secondary	11	10	10	10	10
Secondary	90	91	88	87	86
Special	6	6	6	7	7
Total	491	490	490	491	489
Independent					
Primary	59	61	63	59	61
Primary–secondary	111	115	119	123	126
Secondary	14	14	15	15	16
Special	8	8	8	8	9
Total	192	198	205	205	212
All schools					
Primary	1696	1687	1688	1681	1679
Primary–secondary	162	167	172	176	183
Secondary	373	372	369	366	364
Special	95	94	93	94	96
Language	3	3	4	4	4
Total	2329	2323	2326	2321	2326

Source: Department of Education & Training

EFT students by school type and sector, Victoria, February 1998–2002

School type	1998	1999	2000	2001	2002
Government					
Primary	303,752.3	306,218.0	309,539.9	311,007.9	312,689.2
Secondary	216,355.4	216,367.4	215,921.3	217,557.1	216,858.8
Special	5,145.8	5,413.6	5,671.7	5,944.3	6,170.5
Language	745.0	1,073.0	802.0	902.9	844.0
Total	525,998.5	529,072.0	531,934.9	535,412.2	536,562.5
Catholic					
Primary	102,033.0	102,004.4	101,961.0	101,773.5	101,519.6
Secondary	77,343.0	77,670.8	77,992.5	78,920.0	79,744.1
Special	150.6	161.8	167.0	179.0	170.4
Total	179,526.6	179,837.0	180,120.5	180,872.5	181,434.1
Independent					
Primary	33,095.7	34,789.0	36,309.6	36,964.3	38,319.9
Secondary	54,196.4	55,687.6	57,409.9	59,344.8	61,747.8
Special	273.2	298.5	296.7	274.8	299.6
Total	87,565.3	90,775.1	94,016.2	96,583.9	100,367.3
All schools					
Primary	438,881.0	443,011.4	447,810.5	449,745.7	452,528.7
Secondary	347,894.8	349,725.8	351,323.7	355,821.9	358,350.7
Special	5,569.6	5,873.9	6,135.4	6,398.1	6,640.5
Language	745.0	1,073.0	802.0	902.9	844.0
Total	793,090.4	799,684.1	806,071.6	812,868.6	818,363.9

Source: Department of Education & Training

**Average class sizes in government schools, Victoria,
February 1998–2002**

	1998	1999	2000	2001	2002
Primary classes					
Average class size – all classes	25.9	25.4	24.6	24.0	23.5
Average class size – Prep	23.7	23.2	21.9	21.1	20.4
Average class size – P–2	24.9	24.3	23.3	22.4	21.8
Average class size – Years 3–6	26.6	26.2	25.6	25.2	24.8
Secondary English classes					
Average class size – all classes	22.7	22.7	22.6	22.5	22.2
Average class size – Year 12	20.9	21.0	21.0	21.2	20.6

Source: Department of Education & Training

**Student–teacher ratios in government schools,
Victoria, August 1997–2001**

	1997	1998	1999	2000	2001
Primary	17.9	18.2	17.2	16.9	16.6
Secondary	12.4	12.7	12.6	12.5	12.5

Source: Australian Bureau of Statistics, Schools Australia, cat. no. 4221.0

**Apparent retention rates (per cent), Victoria,
August 1997–2001**

	1997	1998	1999	2000	2001
Years 10–12					
Government	74.2	73.7	73.5	74.4	76.8
All schools	79.9	79.1	78.7	79.7	81.6
Males – all schools	73.6	72.5	71.9	73.1	76.1
Females – all schools	86.3	85.8	85.5	86.4	87.2
Years 7–12					
Government	69.8	69.1	69.8	71.1	73.7
All schools	76.3	75.9	76.2	77.2	79.3
Males – all schools	69.3	68.5	68.5	69.2	72.2
Females – all schools	83.8	83.7	84.2	85.8	86.7

Years 10–12 and Years 7–12 apparent retention rates refer to the Year 12 enrolment of students in full-time school education expressed as a proportion of the enrolments at Year 10 two years earlier or Year 7 five years earlier. Apparent retention rates calculated for February are higher than for August as a number of Year 12 students leave during the year.

Source: Australian Bureau of Statistics, Schools Australia, cat. no. 4221.0 and unpublished data





Training and tertiary education

Student contact hours of training and further education by Australian Qualifications Framework levels, Victoria, 1997–2001

Level	1997	1998	1999	2000	2001
AQF 1–2 and equivalent	15,919,149	19,605,075	22,822,199	23,934,124	24,600,618
AQF 3–4 and equivalent	32,395,121	31,427,574	33,816,143	36,598,477	41,986,046
AQF 5–6 and above and equivalent	24,379,013	25,503,000	24,552,126	26,509,001	28,856,756
Secondary	1,768,104	1,725,971	1,449,314	1,201,244	1,297,126
Preparatory	3,243,778	1,646,952	1,246,122	1,144,641	816,155
Module only	300	9,912	3,429,734	3,102,217	3,128,182
Not defined	9,214,148	6,761,588	4,433,828	3,807,171	3,274,734
Total	86,919,613	86,680,072	91,749,466	96,296,875	103,959,617

Source: Department of Education & Training

Student contact hours of training and further education by industry group, Victoria, 1997–2001

Industry	1997	1998	1999	2000	2001
Further education	15,239,656	14,398,853	12,135,316	12,674,868	13,187,494
Automotive	3,101,165	2,879,456	2,815,024	2,996,225	2,803,249
Building and construction	4,420,275	4,850,755	5,089,395	5,389,661	5,454,055
Business services	16,493,138	16,991,592	17,354,280	17,688,244	17,480,891
Community services and health	8,370,611	7,815,001	8,118,003	8,122,827	9,809,963
Cultural and recreation	6,026,957	6,545,247	6,690,083	7,166,266	7,780,376
Electrotechnology and communications	8,201,331	8,269,135	8,301,464	9,698,652	12,065,354
General manufacturing	4,515,615	5,510,729	5,776,863	5,004,382	5,040,125
Metals and engineering	4,707,422	4,628,009	3,965,889	3,730,612	3,663,910
Primary and forest	3,905,774	3,922,718	4,228,315	4,503,012	4,484,237
Public administration and safety	321,735	193,463	494,611	560,553	456,939
Tourism and hospitality	6,811,104	6,977,654	7,238,420	8,159,450	8,114,423
Transport and storage	1,093,374	1,185,194	1,624,972	2,222,357	3,346,940
Wholesale, retail and personal services	2,497,459	2,285,718	3,297,066	4,134,722	5,590,750
Not industry specific (including module only)	1,213,997	226,548	4,619,765	4,238,744	4,680,911
Total	86,919,613	86,680,072	91,749,466	96,290,575	103,959,617

Data refers to all funding sources, excluding hobby, recreation and leisure (non-VET) activity.

Source: Department of Education & Training

Adult community education

Government-funded provision by ACE organisations by region and adult education institutions, Victoria, 2001

Region	ALBE		ESL		VCE		GenPrep		VocEd		Total	
	E	SCH	E	SCH	E	SCH	E	SCH	E	SCH	E	SCH
BSW	2,397	174,251	491	31,012	213	22,110	6,422	208,350	10,772	229,478	20,295	665,201
CHW	778	39,169	17	4,039	–	–	4,259	68,194	9,179	241,947	14,233	353,349
CWM	2,617	210,498	6,430	474,730	21	3,192	3,004	119,713	5,286	135,608	17,358	943,741
EM	2,221	162,374	1,642	61,094	144	17,244	5,501	145,306	14,319	348,723	23,827	734,741
GIP	2,737	142,337	85	3,352	–	–	5,536	122,425	8,282	174,739	16,640	442,853
GOM	2,493	144,298	201	21,131	186	29,491	5,606	106,927	7,848	164,542	16,334	466,389
LCM	3,448	170,825	112	8,496	315	21,432	4,941	119,065	12,508	321,008	21,324	640,826
NM	1,953	110,392	2,628	149,315	156	12,057	3,358	84,304	9,545	273,802	17,640	629,870
SWP	3,478	215,031	2,419	141,849	227	5,018	5,683	126,687	11,747	276,196	23,554	764,781
AMES	50	4,000	3,502	159,020	–	–	–	–	5,618	143,015	9,170	306,035
CAE	1,890	146,539	1,568	157,677	1,544	224,064	1,926	97,860	3,622	146,215	10,550	772,355
Total	24,062	1,519,714	19,095	1,211,715	2,806	334,608	46,236	1,198,831	98,726	2,455,273	190,925	6,720,141

E = enrolments

SCH = student contact hours

Government-funded provision is education and training provided from State and Commonwealth funds allocated by the ACFE Board and VLESC.

The ACFE regions are abbreviated as follows: Barwon South Western (BSW), Central Highlands Wimmera (CHW), Central Western Metropolitan (CWM), Eastern Metropolitan (EM), Gippsland (GIP), Goulburn Ovens Murray (GOM), Loddon Campaspe Mallee (LCM), Northern Metropolitan (NM), Southern Western Port (SWP).

ACE organisations assigned the program categories of ALBE, ESL, VCE, General Preparatory (GenPrep), and Vocational Education (VocEd) to their reported enrolments and student contact hours.

Source: Department of Education & Training

Total reported adult, community and further education provision for ACE organisations and adult education institutions, Victoria, 1997–2001

Region	Enrolments					Student contact hours				
	1997	1998	1999	2000	2001	1997	1998	1999	2000	2001
BSW	21,866	27,154	36,751	45,340	38,043	626,101	756,290	745,923	1,236,345	1,021,919
CHW	23,293	24,261	24,561	25,671	24,496	468,040	465,502	529,565	464,377	526,217
CWM	23,900	24,682	24,529	24,328	23,288	1,187,422	1,076,652	1,010,256	965,117	1,058,608
EM	36,536	40,422	47,530	50,632	51,869	1,177,389	994,975	1,484,638	1,437,659	1,311,723
GIP	33,446	27,463	27,312	23,117	21,759	631,311	515,882	545,618	512,215	526,883
GOM	31,174	35,543	35,243	35,351	29,062	764,730	736,557	839,802	728,578	697,354
LCM	22,995	28,545	34,638	34,671	32,507	645,851	696,871	828,949	862,228	834,037
NM	16,934	16,838	22,469	24,368	26,722	659,815	614,401	793,426	733,909	833,206
SWP	30,472	27,403	38,497	42,988	43,542	1,415,528	1,205,322	1,344,174	1,175,715	1,276,327
CAE	68,332	64,684	64,035	60,364	62,674	1,828,170	1,908,419	1,896,027	1,560,892	1,598,856
AMES	37,741	31,620	92,480	103,297	113,753	4,138,219	3,128,022	2,802,034	3,058,205	3,216,979
Total	346,689	348,615	448,045	470,127	467,715	13,542,576	12,098,893	12,820,412	12,735,240	12,902,109

The ACFE regions are abbreviated as follows: Barwon South Western (BSW), Central Highlands Wimmera (CHW), Central Western Metropolitan (CWM), Eastern Metropolitan (EM), Gippsland (GIP), Goulburn Ovens Murray (GOM), Loddon Campaspe Mallee (LCM), Northern Metropolitan (NM), Southern Western Port (SWP).

Total reported adult, community and further education provision is for all funding sources, including fee-for-service activity.

Almost 90 per cent of provision at AMES is funded by other sources, including the Commonwealth Government. This funding is short-term contracted delivery.

Source: Department of Education & Training



Higher education

Student enrolments and load in higher education institutions, Victoria, 1997–2001

	1997	1998	1999	2000	2001	1997–2001 % change
Enrolments						
Postgraduate	39,595	39,038	40,050	40,864	47,013	+18.7
Undergraduate	141,114	145,098	145,842	146,987	148,154	+5.0
Other	1,189	1,132	1,097	1,086	1,200	+0.9
Total	181,898	185,268	186,989	188,937	196,367	+8.0
Load (EFTSU)*						
Postgraduate	23,176	22,864	23,433	24,126	26,517	+14.4
Undergraduate	119,473	123,713	123,937	124,721	125,720	+5.2
Other	840	461	827	759	874	+4.0
Total	143,489	147,038	148,197	149,606	153,111	+6.7

Figures at 31 March each year, including all students.

*EFT student unit

Source: Data provided to the Department of Education & Training by universities

Youth

Population aged 15–24 by sex, Victoria, 30 June 1997–2001

Age	Sex	1997	1998	1999	2000	2001
15–19	Male	162,435	163,659	164,561	166,534	167,527
15–19	Female	154,563	156,110	157,811	160,266	161,833
Subtotal		316,998	319,769	322,372	326,800	329,360
20–24	Male	173,396	173,591	174,825	176,790	164,484
20–24	Female	168,815	167,409	167,569	169,084	161,160
Subtotal		342,211	341,000	342,394	345,874	325,644
Total		659,209	660,769	664,766	672,674	655,004

Source: Australian Bureau of Statistics cat. no. 3235.2.55. Population Estimates by Age and Sex, Victoria, 2001

Population aged 15–24 by statistical division, Victoria, 30 June 2001

Statistical division	Number	Per cent
Melbourne	489,761	74.8
Barwon	33,036	5.0
Western District	11,803	1.8
Central Highlands	19,523	3.0
Wimmera	5,326	0.8
Mallee	10,666	1.6
Loddon	21,651	3.3
Goulburn	22,974	3.5
Ovens Murray	11,579	1.8
East Gippsland	9,245	1.4
Gippsland	19,440	3.0
Victoria	655,004	100.0

Source: Australian Bureau of Statistics cat. no. 3235.2.55. Population Estimates by Age and Sex, Victoria, 2001

Appendix 3: Workforce statistics

School education

Teaching EFT staff in schools by substantive classification and sex on pay, June 1998-2002

Males					Females					Total				
1998	1999	2000	2001	2002	1998	1999	2000	2001	2002	1998	1999	2000	2001	2002
Primary														
Principal Class														
1,177.0	1,144.0	1,094.0	1,082.0	1,042.0	680.2	711.6	750.0	806.5	839.5	1,857.2	1,855.6	1,844.0	1,888.5	1,881.6
Teaching staff														
2,793.7	2,922.2	3,047.7	3,058.4	3,070.1	12,598.9	13,497.0	14,232.8	14,535.6	14,873.9	15,392.6	16,419.2	17,280.4	17,594.0	17,944.0
School Support Teaching Service														
1.0	—	1.7	—	—	1.0	1.0	4.7	1.0	—	2.0	1.0	6.4	1.0	—
Instructors														
1.1	2.6	—	3.0	8.3	0.4	1.9	1.0	6.9	10.1	1.5	4.5	1.0	9.9	18.3
Subtotal														
3,972.8	4,068.8	4,143.3	4,143.4	4,120.3	13,280.5	14,211.5	14,988.4	15,350.0	15,723.6	17,253.3	18,280.3	19,131.8	19,493.4	19,843.9
Secondary														
Principal Class														
593.0	584.0	578.0	562.0	550.0	259.0	269.0	283.9	319.0	344.4	852.0	853.0	861.9	881.0	894.3
Teaching staff														
7,590.5	7,536.6	7,402.7	7,349.3	7,330.8	9,108.4	9,184.7	9,373.0	9,667.8	9,979.6	16,699.0	16,721.3	16,775.7	17,017.0	17,310.4
School Support Teaching Service														
2.0	—	—	—	—	1.0	1.0	1.0	1.0	—	3.0	1.0	1.0	1.0	—
Instructors														
70.5	78.7	79.8	84.9	111.3	24.0	32.1	33.6	43.1	51.1	94.5	110.8	113.4	128.0	162.3
Subtotal														
8,256.1	8,199.3	8,060.6	7,996.2	7,992.0	9,392.4	9,486.8	9,691.5	10,030.8	10,375.1	17,648.5	17,686.1	17,752.1	18,027.0	18,367.1
Total														
12,228.9	12,268.1	12,203.9	12,139.6	12,112.4	22,672.9	23,698.3	24,680.0	25,380.8	26,098.6	34,901.8	35,966.4	36,883.8	37,520.4	38,211.0

Source: Department of Education & Training


Non-teaching EFT staff in schools by substantive classification and sex on pay, June 1998–2002

Classification	Level	Males					Females					Total				
		1998	1999	2000	2001	2002	1998	1999	2000	2001	2002	1998	1999	2000	2001	2002
School Services Officer	SS01	231.8	261.1	303.6	329.0	387.0	3885.9	4282.8	4775.5	5136.0	5387.6	4117.7	4543.9	5079.1	5465.0	5774.6
	SS02	67.8	82.2	84.1	96.9	119.3	975.9	1030.9	1055.0	1103.3	1163.3	1043.7	1113.1	1139.2	1200.2	1282.7
	SS03	24.3	51.5	72.0	70.5	73.4	447.1	496.0	562.7	603.5	632.4	471.4	547.5	634.7	674.0	705.7
	SS04	22.6	28.2	24.8	39.4	45.7	283.9	317.4	369.9	411.6	442.1	306.5	345.6	394.7	451.0	487.8
	SS05	14.5	15.4	14.9	16.0	28.3	130.4	142.6	171.4	198.0	216.6	144.9	158.0	186.3	214.0	244.9
	SS06	14.0	19.0	24.0	24.8	24.4	48.9	54.8	69.1	72.4	88.6	62.9	73.8	93.1	97.2	113.0
	SS07	4.0	6.0	11.0	12.0	16.0	25.0	32.0	37.0	44.0	54.2	29.0	38.0	48.0	56.0	70.2
Subtotal		379.0	463.4	534.4	588.6	694.0	5797.1	6356.5	7040.5	7568.8	7984.7	6176.1	6819.9	7575.0	8157.4	8678.8
Victorian Public Service	VPS1	1.0	2.3	1.0	1.0	1.0	5.0	7.0	5.0	4.7	4.7	6.0	9.3	6.0	5.7	5.7
	VPS2	6.5	5.5	1.0	1.0	1.0	28.7	20.0	13.0	13.9	11.5	35.2	25.5	14.0	14.9	12.5
	VPS3	24.0	28.2	25.5	25.7	20.2	119.8	141.4	142.9	135.3	133.0	143.8	169.6	168.4	161.0	153.2
	VPS4	64.9	64.9	62.5	61.0	67.2	111.6	166.5	173.5	183.2	188.6	176.5	231.4	236.0	244.2	255.8
	VPS5	–	–	–	–	–	–	1.0	–	–	–	–	1.0	–	–	–
Subtotal		96.4	100.9	90.0	88.7	89.4	265.1	335.9	334.3	337.1	337.8	361.5	436.8	424.3	425.8	427.2
Other		4.5	1.5	0.5	1.0	–	34.4	8.9	6.7	5.7	2.1	38.9	10.4	7.2	6.7	2.1
Total		479.9	565.8	624.9	678.3	783.4	6096.5	6701.2	7381.5	7911.5	8324.6	6576.4	7267.0	8006.5	8589.8	9108.1

Source: Department of Education & Training

Central office and regions

EFT staff in central office, regional locations, extension services and statutory bodies by substantive classification and sex on pay, June 1998-2002

Classification	Level	Males					Females					Total				
		1998	1999	2000	2001	2002	1998	1999	2000	2001	2002	1998	1999	2000	2001	2002
Teaching staff		60.9	54.4	44.2	46.2	37.2	62.0	70.0	70.1	75.9	66.2	122.9	124.4	114.3	122.1	103.4
Executive Officer	E01	2.0	2.0	1.0	2.0	2.0	—	—	—	—	—	2.0	2.0	1.0	2.0	2.0
	E02	20.0	17.0	15.0	13.0	16.0	3.0	6.0	6.0	8.0	11.0	23.0	23.0	21.0	21.0	27.0
	E03	46.9	45.9	34.9	27.9	27.9	18.0	18.0	17.0	16.0	14.0	64.9	63.9	51.9	43.9	41.9
Subtotal		68.9	64.9	50.9	42.9	45.9	21.0	24.0	23.0	24.0	25.0	89.9	88.9	73.9	66.9	70.9
Victorian Public Service	VPS1	13.0	12.8	10.8	7.8	7.0	34.3	29.4	29.2	30.8	31.1	47.3	42.2	40.0	38.6	38.1
	VPS2	69.1	70.1	73.1	68.5	73.9	193.1	189.7	162.2	192.5	206.5	262.2	259.8	235.3	261.0	280.4
	VPS3	190.6	186.8	167.6	181.8	191.4	196.4	240.2	201.2	242.3	257.3	387.0	427.0	368.8	424.1	448.7
	VPS4	178.0	206.4	198.3	223.2	234.2	193.3	228.0	226.4	307.9	331.8	371.3	434.4	424.7	531.1	566.0
	VPS5	95.6	95.0	94.0	113.4	120.6	44.6	57.6	56.6	67.6	85.2	140.2	152.6	150.6	181.0	205.8
Subtotal		546.3	571.1	543.8	594.7	627.1	661.7	744.8	675.6	841.1	911.8	1208.0	1315.9	1219.4	1435.7	1538.9
Ministerial staff*		—	—	—	—	4.0	—	—	—	—	7.0	—	—	—	—	11.0
Other		—	—	2.0	3.0	6.0	9.1	9.2	11.6	8.8	10.0	9.1	9.2	13.6	11.8	16.0
Total		676.1	690.4	640.9	686.8	720.2	753.8	848.0	780.3	949.7	1020.0	1429.9	1538.4	1421.2	1636.5	1740.2

*From 1 July 2001, departments include the staffing allocation for each Minister.

Source: Department of Education & Training



Reconciliation of executive officers as at 30 June 2002

Number of executive officers classified into ongoing and special projects

Class	All		Ongoing		Special projects	
	No.	Variation	No.	Variation	No.	Variation
E01	2	0	2	0	0	0
E02	27	+6	27	+6	0	0
E03	42	-2	41	-3	1	+1
Total	71	+4	70	+3	1	+1

Breakdown of executive officers by sex for ongoing and special projects

Class	Ongoing					Special projects				
	Male		Female		Vacancies	Male		Female		Vacancies
	No.	Variation	No.	Variation		No.	Variation	No.	Variation	
E01	2	0	0	0	0	0	0	0	0	0
E02	16	+3	11	+3	3	0	0	0	0	0
E03	27	-1	14	-2	1	1	+1	0	0	0
Total	45	+2	25	+1	4	1	+1	0	0	0

Reconciliation of executive numbers

	2002	2001
Executives with remuneration over \$100,000 (includes separated executives)	78	59
Add		
Vacancies (see table above)	4	11
Executives employed with total remuneration below \$100,000	7	12
Accountable Officer (Secretary)	1	1
Less		
Separations	-15	-5
Total executive numbers at 30 June	75	78

Number of executive officers for the Department's portfolio authorities

Portfolio authority	Total		Vacancies	Male		Female	
	No.	Variation		No.	Variation	No.	Variation
Senior Chair, Merit Protection Boards	1	0	0	1	0	0	0
Chief Executive Officer, Victorian Institute of Teaching	1	0	1	0	0	0	0
Total	2	0	1	1	0	0	0

Appendix 4: Senior officers as at 30 June 2002

Addresses of the key business units are provided. The telephone number for all sections of the Department is (03) 9637 2000, except where otherwise specified.

Department of Education & Training

2 Treasury Place
East Melbourne Victoria 3002
Stuart Hamilton AO, Secretary

Office of School Education

33 St Andrews Place
East Melbourne Victoria 3002
Michael White, Director

Policy, Planning and Accountability

Michael Kane, Deputy Director
Andrée Butler, Assistant General Manager, Policy and Planning

Standards and Accountability

Mary Buchanan, General Manager (acting)
Michael Conn, Assistant General Manager, Standards
Don King/Lisa Spicer, Assistant General Manager,
School Review (acting*)

Non-government Schools

Lesley Foster, General Manager

School Resources Strategy and Regional Coordination

Malcolm Millar, Deputy Director (acting)
Greg Gibbs, Assistant General Manager, School Resources Strategy
Nino Napoli, Assistant General Manager, Financial Management

Learning and Teaching Innovation

Glenda Strong, General Manager
Dina Guest, Deputy General Manager
John Allmann, Assistant General Manager, Early Years
Ros Beaton, Assistant General Manager, Middle Years (acting*)
John McCarthy, Assistant General Manager, Later Years

Students and Communities

Sue Tait, General Manager
Alan Taylor, Assistant General Manager, Schools and Communities
Lou Iaquinto, Assistant General Manager, Student Well-being

School regions

Regional office contact details appear on page 43.

Western Metropolitan

Steve Marshall, Regional Director

Northern Metropolitan

Victoria Triggs, Regional Director

Eastern Metropolitan

Ross Kimber, Regional Director

Southern Metropolitan

Jan Lake, Regional Director

Barwon South Western

Trevor Fletcher, Regional Director

Central Highlands Wimmera

Peter Henry, Regional Director (acting*)

Loddon Campaspe Mallee

Rob Blachford, Regional Director

Goulburn North Eastern

Adele Pottenger, Regional Director

Gippsland

Peter Greenwell, Regional Director

Office of Training and Tertiary Education

2 Treasury Place
East Melbourne Victoria 3002
Kim Bannikoff, Director

Policy and Planning

Philip Clarke, General Manager
Susan McDonald, Assistant General Manager, Policy and Planning
Dermot Lambe, Assistant General Manager, Resources

Vocational Education and Training

Patricia Neden, General Manager
Robin Austen, Deputy General Manager, System Development
Chris Stewart, Assistant General Manager, Training Operations
Rodney Spark, Assistant General Manager, Program Development

Learning, Teaching and Innovation

Chris Kotur, General Manager

Quality Assurance and Review

Lynn Glover, General Manager



Adult, Community and Further Education

Sue Christophers, General Manager

Higher Education

Dr Terry Stokes, Director

Office of Portfolio Integration

2 Treasury Place
East Melbourne Victoria 3002
Jenny Samms, Director

Strategic Planning and Resources

John Sullivan, General Manager
Ben Ciullo, Assistant General Manager, Planning and Budget
Julie Alliston, Assistant General Manager, Resources and Reporting (acting*)

External and Inter-governmental Relations

Debbie King, General Manager

Communications

Jan Trehwella, General Manager

Legal Services

John Livi, Principal Legal Officer

Office for Youth

2 Treasury Place
East Melbourne Victoria 3002
Patrick Lyons, Director (acting)

Evaluation and Audit

Vaughan Duggan, General Manager (acting*)

Cross-sectoral Policy and Projects

Howard Kelly, General Manager
George McLean, Assistant General Manager
Jennifer Fraser, Project Director, Community Building

International

Ian Hind, General Manager

Office of Departmental Services

2 Treasury Place
East Melbourne Victoria 3002
Karen Cleave, Director

Human Resources

Tony Bugden, General Manager
Rex Hardman, Assistant General Manager, Policy and Employee Relations
Margery Evans, Assistant General Manager, Planning and Development

Facilities

Colin Twisse, General Manager
Alison Hallahan, Assistant General Manager, Facilities Operations

Megan Broome, Assistant General Manager, Asset Management, Information and Research

Byron Crawford, Project Manager, Partnerships Victoria

IT Business

Ian Paton, General Manager

Mike Pogson, Assistant General Manager, Business and Online Systems

Tony Ralston, Assistant General Manager, Infrastructure and Technical Support

Financial Services

John Hall, Chief Finance Officer

David Brooks, Assistant General Manager, Budgets and Reporting

Ronald Cooper-Thomas, Assistant General Manager, Accounting Policy and Taxation

Shared Services

Gail Hart, General Manager

Merit Protection Boards

Level 7, 232 Victoria Parade
East Melbourne Victoria 3002
(03) 9412 5180
Ian Adams, Senior Chair**

Victorian Institute of Teaching

2 Treasury Place
East Melbourne Victoria 3002
Andrew Ius, Chief Executive Officer (acting***)

Victorian Curriculum and Assessment Authority

41 St Andrews Place
East Melbourne Victoria 3002
(03) 9651 4300

Susan Pascoe, Chief Executive Officer

Dr Glenn Rowley, Assistant General Manager, Educational Measurement and Research

Vincent McPhee, Assistant General Manager, Business Operations

John Firth, Assistant General Manager, Curriculum

Elaine Wenn, Assistant General Manager, Assessment

Victorian Qualifications Authority

41A St Andrews Place
East Melbourne Victoria 3002
(03) 9637 2806

Dr Dennis Gunning, Director

Arden Joseph, Project Manager, VCAL

* Acting assignment by a non-substantive Executive Officer

** Governor-in-Council appointee

*** Acting assignment by a substantive executive officer, pending CEO appointment

Appendix 5: Freedom of Information

In 2001–02, 325 requests for documents were received. Full access was granted for 154 requests and partial access for a further 60. Access was denied for 23 requests and documents could not be located or did not exist for 25 requests. Nine requests were withdrawn. At the end of the reporting period, there were 54 requests for which no decision had been made.

Where access was not granted to a document, the major exemption categories in the *Freedom of Information Act 1982* used in decision making were:

- section 33 (avoidance of infringement of the privacy of the personal affairs of others)
- section 30 (opinions, advice and recommendations that are against the public interest to release)
- section 34 (documents relating to business or trade secrets)
- section 35 (communications in confidence)
- section 32 (legal professional privilege).

Sixteen applicants sought an internal review. In all cases the original decision was upheld fully. There were 11 appeals to the Victorian Civil and Administrative Tribunal for review of decisions made under the Act. Seven appeals were withdrawn or settled prior to a final hearing. Six appeals were yet to be determined by the Tribunal as at 30 June 2002.

Publication requirements

The information required to be published pursuant to section 7 of the *Freedom of Information Act 1982* is either contained below or is found in other parts of this report. This information relates to the following agencies:

- Department of Education & Training
- Merit Protection Boards
- Registered Schools Board.

Queries about the availability of and charges for other material prepared under Part II of the Act should be directed to the relevant authorised officer (see table on page 162).

Categories of documents

The range of documents maintained by the agencies and the decentralised nature of records management mean that a single, consolidated listing of detailed categories is impractical. All agencies maintain collections of policy files, transaction files and records and, where necessary, personnel records. A variety of indexes and other search aids are used by agencies. In general, files and records are retrieved through subject descriptors or personal name. The following are the general categories of documents maintained by agencies.

Correspondence, administrative and policy documents

Maintenance of records is decentralised, with each agency responsible for its own records. Regional offices, schools and TAFE institutes maintain their own record-keeping systems. These are largely independent of the systems used by the central administration.

Personnel documents

Agencies maintain record-keeping systems for their employees including, where appropriate, records for members of the Teaching Service and the VPS.

Accounting records

Accounting records are maintained on a computerised accounting system. The records deal with general ledger entries, accounts payable, payroll and other accounting functions. Some paper records are also kept.

Freedom of Information arrangements

Access to records

All requests for access to records held by agencies are dealt with by the authorised officer of the appropriate agency (see table on page 162). Applicants seeking access to documents held by agencies should attempt to specify the topic of interest rather than the file series in which the applicant considers the document might exist. Assistance in specifying the topic is available from the authorised officer.

Forms of request for access

Applicants are required by the Act to submit applications requesting access to documents in writing. No form of application is specified. A letter clearly describing the document(s) sought is sufficient. The letter should specify that the application is a request made under the *Freedom of Information Act 1982* and should not form part of a letter on another subject. The applicant should provide the following information:

- name
- address
- telephone number (business hours)
- details of document(s) requested
- form of access required – copies of documents, inspection of file or other (specify).



Correction of personal information

A request for correction or amendment of personal information contained in a document held by the agency must be made in writing. It should specify particulars of how and why the person making the request believes the information to be incorrect, incomplete, misleading or out of date and indicate the amendments they wish to make.

Charges

An application fee of \$20 is required unless evidence of hardship is provided. Applicants are advised that other charges may be made in accordance with the Freedom of Information (Access Charges) Regulations 1993.

Appeals

Applicants may appeal against a decision made in response to requests for access to documents and amendment of records or against the cost levied for allowing access to documents. Information about the appropriate avenue of appeal will be conveyed to the applicant in the letter advising of the initial decision. Applicants are advised to consult Part VI of the Act for further information about appeal rights.

Freedom of Information: Authorised officers

Agency	Authorised officer	Postal address	Telephone
DE&T	Neil Morrow	GPO Box 4367 Melbourne 3001	(03) 9637 2670
Merit Protection Boards	Beverly Trease	Level 7, 232 Victoria Parade East Melbourne 3002	(03) 9412 5180
Registered Schools Board	Neil Morrow	GPO Box 4367 Melbourne 3001	(03) 9637 2670

Appendix 6: Consultancies and major contracts

Under the *Financial Management Act 1994* (Ministerial Direction 9.1.3) the following delineation is made between consultants and contractors.

Consultants:

- provide expert analysis and advice that facilitates decision making
- perform a specific one-off task or set of tasks
- perform a task involving skills or perspectives that would not normally be expected to reside within the agency.

Contractors:

- provide goods, works or services that implement a decision
- perform all or part of a new or existing ongoing function to assist an agency carry out its defined activities and operational functions
- perform a function involving skills or perspectives that would normally be expected to reside within the agency but at the time are under-resourced.

Disclosure of major contracts

The Department has disclosed all contracts greater than \$10 million in value that it entered into in 2001-02.

These can be viewed at <www.tenders.vic.gov.au>.

Consultancies in excess of \$100,000

Consultant	Particulars	Amount paid in 2001-02	Future commitments as at 30 June 2002
The Empower Group	To assist in the development of a strategic plan for the recruitment, development and retention of a high-quality workforce in Department workplaces other than schools.	\$179,300	–
Consortium of Monash University, University of Melbourne, University of Queensland and RMIT	To provide policy advice and research support to the Department.	\$65,000	\$78,900
Australian Centre for Industrial Relations, Research and Training, Sydney University	To determine the extent and nature of the skill and knowledge requirements in a number of key sectors in the manufacturing industry and the causes of any skill gaps, and to provide advice on possible strategies to develop those skill and knowledge requirements.	\$144,000	–
Meritec Pty Ltd	To undertake a review of Facilities Provision: Better Learning Outcomes.	\$134,000	–
PricewaterhouseCoopers	To review government business in education and training in the Asia region.	–	\$200,000
PricewaterhouseCoopers	To conduct a market analysis of opportunities for the Department in the international education marketplace. To identify strategies over 2002-05 that will produce an internationalised department and an effective coordinated approach to marketing Victorian capability in educational products and services.	–	\$200,000
The Allen Consulting Group	To evaluate the Science in Schools strategy.	\$35,500	\$106,500
Stockford Ltd	To investigate the cost of delivery of senior programs in government schools, particularly vocational education.	\$93,335	\$84,315
Total		\$651,135	\$669,715

Consultancies less than \$100,000

Number engaged	46
Total cost	\$2,214,846

These figures represent the amounts approved in the 2001-02 financial year.



Appendix 7: Additional information available on request

Consistent with the requirements of the *Financial Management Act 1994*, the Department has prepared material on the following topics, which is available on request.

- declarations of pecuniary interests by all relevant officers
- shares held by senior officers as nominees or held beneficially in a statutory authority or subsidiary
- publications produced by the Department about the Department and the places where the publications can be obtained
- changes in prices, fees, charges, rates and levies charged by the Department
- major external reviews carried out on the Department
- major research and development activities undertaken by the Department
- overseas visits undertaken, including a summary of the objectives and outcomes of each visit
- major promotional, public relations and marketing activities undertaken by the Department to develop community awareness of the Department and the services it provides
- assessments and measures undertaken to improve the occupational health and safety of employees
- general statement on industrial relations within the Department and details of time lost through industrial accidents and disputes
- major committees sponsored by the Department, the purposes of each committee and the extent to which the purposes have been achieved.

Enquiries regarding this information should be directed to:

Secretary
Department of Education & Training
GPO Box 4367
Melbourne Victoria 3001

Appendix 8: Portfolio responsibilities

The Minister for Education and Training has overall responsibility for the education and training portfolio, including strategic directions, budget management, service delivery and program implementation within school education, training and further education, higher education and adult community education. Exceptions are those areas that are the specific responsibility of the Minister for Education Services and Youth Affairs.

The VCAA, VQA, VLESC and ACFE Board are statutory boards under the portfolio of the Minister for Education and Training.

The responsibilities of the Minister for Education Services and Youth Affairs in relation to school education, training and further education and adult community education are:

- teacher workforce planning and recruitment
- teacher registration and standards, including the Victorian Institute of Teaching

- implementation of agreed capital programs, including buildings, equipment and ICT
- asset maintenance and security
- student welfare, including disability and impairment strategies, student transport and other services for students at risk.

The Victorian Institute of Teaching, the Registered Schools Board and the Merit Protection Boards are statutory boards under the portfolio of the Minister for Education Services and Youth Affairs.

The Minister for Education Services and Youth Affairs also has responsibility for policy development and coordination across the Government on issues related to young people.

Ministerial responsibilities for each of the Department's outputs are outlined in the following table.

Output	Responsible Minister
School education	
Primary education	Education and Training Education Services
Junior secondary education	Education and Training Education Services
Senior secondary education	Education and Training Education Services
Non-government school education	Education and Training Education Services
Student welfare and support	Education and Training Education Services
Students with disabilities and impairments	Education and Training Education Services
EMA	Education and Training Education Services
Student transport	Education and Training Education Services
Tertiary education and training	
TAFE places	Education and Training Education Services
ACE places and community support	Education and Training Education Services
Higher education	Education and Training Education Services
Youth	
Youth policy coordination	Youth Affairs
Services to youth	Youth Affairs
Policy, strategy and information services	
Policy, strategy and executive services	Education and Training Education Services Youth Affairs
International education	Education and Training
Public information and promotion	Education and Training Education Services Youth Affairs



The Acts administered by each Minister as at 30 June 2002 are as follows.

Minister for Education and Training

Adult, Community and Further Education Act 1991

Adult, Community and Further Education (Employment) Act 1993

Australian Catholic University (Victoria) Act 1991

Baxter Technical School Land Act 1982

Community Services Act 1970 Division 8A of Part III and section 203 where it relates to the administration of these provisions. (The Act is otherwise administered by the Minister for Community Services and the Minister for Industrial Relations.)

Deakin University (Victoria College) Act 1991

Deakin University (Warrnambool) Act 1990

Deakin University Act 1974

Education (Special Developmental Schools) Act 1976

Education Act 1958 except sections 35(2), 37(1)(a), 37(2)(a) & (b), 37(3)(a), 38, 39, 40, 41, 41A, 44(2) – (5) and Part IIIA, (which are administered by the Minister for Education Services). Sections 37(3)(b) & (c), 49, 50 and 52 are jointly administered with the Minister for Education Services.

Education Acts (Amendment) Act 2000

Educational Grants Act 1973

La Trobe University (Bendigo and Wodonga) Act 1990

La Trobe University Act 1964

Marcus Oldham College Act 1995

Melbourne College of Advanced Education (Amalgamation) Act 1988

Melbourne College of Divinity Act 1910

Melbourne University (Hawthorn) Act 1991

Melbourne University (VCAH) Act 1992

Melbourne University Act 1958

Mildura College Lands (Amendment) Act 1995

Mildura College Lands Act 1916

Monash University Act 1958

Monash University (Chisholm and Gippsland) Act 1990

Monash University (Pharmacy College) Act 1992

Prahran Mechanics' Institute Act 1899

Royal Melbourne Hospital (Redevelopment) Act 1992 section 7. (The Act is otherwise administered by the Minister for Health.)

Royal Melbourne Institute of Technology Act 1992

Serpell Joint Schools Act 1981

Swinburne University of Technology Act 1992

Teaching Service Act 1981 except Division 3 of Part IV; section 76, which is jointly and severally administered with the Minister for Education Services; section 78(1) in so far as it relates to the making of regulations for or in respect of Division 3 of Part IV, and section 78(2)(e) – which are jointly administered with the Minister for Education Services.

Teaching Service Act 1983

Tertiary Education Act 1993

University Acts (Amendment) Act 1996

University of Ballarat Act 1993

Victorian College of Agriculture and Horticulture Act 1982

Victorian College of the Arts Act 1981

Victorian Curriculum and Assessment Authority Act 2000

Victorian Qualifications Authority Act 2000

Victoria University of Technology Act 1990

Vocational Education and Training (Amendment) Act 1994

Vocational Education and Training (College Employment) Act 1993

Vocational Education and Training Act 1990

Minister for Education Services

Education Act 1958 – sections 35(2), 37(1)(a), 37(2)(a) & (b), 37(3)(a), 38, 39, 40, 41, 41A, 44(2) – (5) and Part IIIA; sections 37(3)(b) & (c), 49, 50 and 52 are jointly administered with the Minister for Education and Training. (The remaining provisions of the Act are administered by the Minister for Education and Training.)

Teaching Service Act 1981 Part IV, Division 3; section 76, which is jointly and severally administered with the Minister for Education and Training; section 78(1) in so far as it relates to the making of regulations for or in respect of Part IV, Division 3, and section 78(2)(e) – which are jointly administered with the Minister for Education and Training. (The remaining provisions of the Act are administered by the Minister for Education and Training.)

Victorian Institute of Teaching Act 2001

Appendix 9: Index of compliance

The annual report of the Department is prepared in accordance with the *Financial Management Act 1994* and the Directions of the Minister for Finance. This index facilitates identification of the Department's compliance with the Directions of the Minister for Finance by listing references to disclosures in this report.

Report of operations

Clause	Disclosure	Page
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9.1.3 (i) (b)	Objectives, functions, powers and duties	5–6
9.1.3 (i) (c)	Name and range of services provided	7–8
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9.1.3 (i) (d) (i)	Name of Chief Executive Officer	12
9.1.3 (i) (d) (ii)	Names of senior office holders and brief description of responsibility	12–13, 159–60
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9.1.3 (i) (e)	Statement of workforce data and merit and equity	16–17, 109–12, 155–8
9.1.3 (ii) (a)	Summary of the financial results for the year	9–10
9.1.3 (ii) (b)	Significant changes in financial position during the year	9–10
9.1.3 (ii) (c)	Operational and budgetary objectives and performance against objectives	18–96
9.1.3 (ii) (d)	Major changes or factors affecting achievement	18–96
9.1.3 (ii) (e)	Subsequent events	140
9.1.3 (i) (f)	Application and operation of <i>Freedom of Information Act 1982</i>	161–2
9.1.3 (ii) (h)	Compliance with building and maintenance provisions of <i>Building Act 1993</i>	105
9.1.3 (ii) (k)	Statement on National Competition Policy	88
9.1.3 (ii) (f)	Details of consultancies over \$100,000	163
9.1.3 (ii) (g)	Details of consultancies under \$100,000	163
9.1.3 (ii) (i)	Statement of availability of other information	164
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9.8 (i) (ii)	OHS	100–1
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9.2.2 (ii) (a)	Accrual basis of accounting	118
9.2.2 (ii) (b)	Compliance with Australian Accounting Standards and other authoritative pronouncements	118
9.2.2 (ii) (c)	Compliance with Ministerial Directions and Accounting and Financial Reporting Bulletins	118
9.2.2 (ii) (d)	Adoption of the historical cost convention, except for specified assets	118
9.2.2 (iii)	Rounding of amounts	121
9.2.2 (i) (d)	Notes to the financial statements (contents page)	117
9.2.2 (iv)	Accountable Officer's declaration	141
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9.2.3 (ii) (a)	Operating revenue by class	114
9.2.3 (ii) (b)	Investment income by class	124
9.2.3 (ii) (c)	Other material revenue, including disposal of non-current assets	124
9.2.3 (ii) (e)	Depreciation	114, 120, 126, 129–30
9.2.3 (ii) (f)	Bad and doubtful debts	126, 128
9.2.3 (ii) (g)	Financing costs	126
9.2.3 (ii) (h)	Net increment or decrement on revaluation recognised in the statement of financial performance	129–30
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9.2.2 (i) (b)	Statement of financial position	115
9.2.3 (iii) (a) (i)	Cash at bank and funds held in trust	115, 127, 133–4
9.2.3 (iii) (a) (ii)	Inventories by class	n/a
9.2.3 (iii) (a) (iii)	Receivables, including trade debtors, loans and other debtors	115, 120, 128, 133–4
9.2.3 (iii) (a) (iv)	Other assets, including prepayments	115, 128
9.2.3 (iii) (a) (v)	Investments	115, 120, 133–4
9.2.3 (iii) (a) (vi)	Property, plant and equipment	119–20, 129–30
9.2.3 (iii) (a) (vii)	Intangible assets	n/a
9.2.3 (iii) (b) (i)	Overdrafts	n/a
9.2.3 (iii) (b) (ii)	Other loans	n/a
9.2.3 (iii) (b) (iii)	Trade and other creditors	115, 130, 133–4
9.2.3 (iii) (b) (iv)	Finance lease charges	n/a
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9.4	Responsible person-related disclosures	135–6

Appendix 10: Acronyms and abbreviations

ACE	Adult community education
ACFE	Adult, Community and Further Education
AIM	Achievement Improvement Monitor
ALBE	Adult Literacy and Basic Education
AMES	Adult Multicultural Education Services
ANTA	Australian National Training Authority
AQTF	Australian Quality Training Framework
ATSI	Aboriginal and Torres Strait Islander
CAE	Centre for Adult Education
CASES21	Computerised Administrative Systems Environment in Schools
CSF	Curriculum and Standards Framework
DE&T	Department of Education & Training (Victoria)
EFT	Equivalent full-time
EMA	Education Maintenance Allowance
ESL	English as a second language
HRMS	Human Resource Management System
ICT	Information and communication technology
IT	Information technology
ITA	International Training Australia
LLEN	Local Learning and Employment Network
LLENSTAT	Local Learning and Employment Network Statistics
LOTE	Languages other than English
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs (Commonwealth)
MIP	Managed Individual Pathways
OHS	Occupational health and safety
P	Preparatory (year of schooling)
RMIC	Risk Management Implementation Committee
RMIT	Royal Melbourne Institute of Technology
SOFWeb	Schools of the Future website
SSO	School services officers
TAFE	Training and further education
TAFE VC	TAFE Virtual Campus
VCAA	Victorian Curriculum and Assessment Authority
VCAL	Victorian Certificate of Applied Learning
VCE	Victorian Certificate of Education (Years 11–12)
VET	Vocational education and training
VLESC	Victorian Learning and Employment Skills Commission
VPS	Victorian Public Service
VQA	Victorian Qualifications Authority
VYDP	Victorian Youth Development Program
YACVic	Youth Affairs Council of Victoria



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