

Secretary's report

The need for our children to be given not just a good education, but a great education, has never been more urgent.

Due to a convergence of global changes, there are predictions that 65 per cent of children entering primary school today will end up working in types of jobs that right now don't exist.

As Victoria and our economy continues to grow rapidly and shift, our education system, and how we deliver it, becomes even more important.

Our system needs to be flexible and adaptable to accommodate changes in technology, industry needs and globalization.

In 2017-18 we've continued our work implementing the Victorian Government's Education State reform agenda to build a world class education system that is up to the task of meeting these challenges.

Throughout the past twelve months our focus has been on the implementation and consolidation of these reforms, as well as evaluating the performance of our programs and system.

We have built coherence and alignment across the three life stages of learning and continue to strive to connect everything we do in the corporate areas of the Department to what's happening in every single learning setting.

This year we began engaging with schools and early learning settings to support the effective roll out of school readiness funding for kindergartens – an Australian first initiative, to reduce disadvantage in the early years.

We also increased support for parents to access more maternal and child health services and provided additional assistance for children with disabilities attending kindergarten.

We held an early childhood forum to bring the sector together, provide opportunities for deep learning and hear from leading experts, including international guest speakers.

In schools, one of our key focuses has been on further embedding the Framework for Improving Student Outcomes (FISO). We are already seeing improvements in targeted and evidence-based teaching and learning thanks to the common language FISO provides and the incredible expertise of our teachers and school leaders, which we have continued to build on.

This focus resulted in more than 8,300 teaching staff developing their skills through Bastow's professional learning programs, and an expanded Professional Learning Communities program that covers more than 300 new schools.

We've continued to focus on improving the literacy and numeracy capability of Victorian school students by delivering two separate co-designed phases of a literacy and numeracy resource to support the work underway in schools to improve outcomes.

We've engaged with some of the world's most renowned education leaders, to learn from the best and guide implementation of our Education State agenda.

We've engaged more deeply than ever before with our stakeholders and have embraced student voice, particularly through the establishment of the Education State Student Advisory Board – a group of 20 diverse students from Grade 6 to Year 12 who are providing advice to the Department's board about what's important to the learners currently in our system.

We also continued to respond to our growing population through our extensive infrastructure program, led by the Victorian School Building Authority. In 2018, we opened 11 new schools and six new early learning centres. We also completed the Ballarat, Gippsland, and Wyndham Tech Schools.

These state of the art facilities provide secondary school students with cutting-edge learning and emphasise vital science, technology, engineering and maths skills that match the needs of local industry.

We commenced Commonwealth-State negotiations around national education funding and these discussions will continue into 2018-19.

In 2017-18 we've remained focused on strengthening Victoria's training and TAFE system through *Skills First* – a new approach that provides high-quality training to meet employment demands.

This has included a targeted funded course list that provides subsidies to those courses that align with industry needs and workforce demands, and new subsidies to encourage training in priority courses.

Another focus has been on supporting stability in the training market and TAFE system and ensuring appropriate quality assurance of training providers through a rigorous training provider selection and monitoring process.

In 2017, the *Working with Integrity: Department of Education and Training's second report to IBAC* demonstrated why the Department is now regarded as a public sector leader in integrity reforms to culture and systems.

We also launched the *VPS Workforce Diversity and Inclusion Strategy 2017-2020* to develop a workforce that acknowledges and values diversity, provides equal opportunities and is inclusive of all differences.

I would like to acknowledge all the staff across the Department: principals, teachers, and school support staff, also the TAFE, Learn Local and VET providers, Maternal and Child Health nurses and early childhood educators. It's been another big year and it's the continued dedication, shared commitment and energy from these people to improving educational outcomes that has allowed us to continue to meet the needs of our learners and strengthen our already outstanding education system.

I have never been more proud to be the Secretary of the Department of Education and Training. We are undertaking important, life changing work as one connected system and we're beginning to see the green shoots of the hard work and investment. I look forward to continuing to lead the Department on our Education State journey in partnership with our stakeholders and staff.



Gill Callister
Secretary

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Year in review

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

The Statement of Strategic Intent, as outlined in the *Department's Strategic Plan 2017–21*, guides the provision of high-quality education, training, development, and child health and wellbeing services. By following this plan, the Department seeks to meet its objectives and the Victorian Government's Education State targets.

Statement of Strategic Intent

The Department's Statement of Strategic Intent is:

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

As part of this vision:

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

Our objectives in achieving this vision are to:

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

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

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

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



Purpose and functions

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

Table 1 outlines the Department's services for 2017–18.

Table 1 – The Department's services in 2017–18

Early childhood	School education	Training and skills
<i>Birth to 8</i> <i>More than 400,000 children and families</i>	<i>5 to 18</i> <i>More than 970,000 students</i>	<i>15 to 65+</i> <i>More than 346,000 participants in government-subsidised vocational education and training</i>
<ul style="list-style-type: none"> • Maternal and Child Health services • Early years learning and development including early childhood education and care services • Early childhood intervention services (ECIS) • Supported playgroups and parenting supports 	<ul style="list-style-type: none"> • Primary education • Secondary education • Special education • Health and wellbeing 	<ul style="list-style-type: none"> • Technical and Further Education (TAFE) • Universities • Private registered training providers • Learn Locals
We have a diverse range of public, private and not-for-profit providers serving Victorians of all ages:		
<ul style="list-style-type: none"> • More than 4,200 approved education and care services providing long day care, kindergarten, outside-school-hours care, and family day care • Approximately 380 licensed children's services providing limited-hour services such as occasional care • 657 Maternal and Child Health service locations 	<ul style="list-style-type: none"> • 1,531 government schools • 713 non-government schools (494 Catholic schools and 219 independent schools) 	<ul style="list-style-type: none"> • 12 TAFE institutes • 8 public universities (four of which also provide vocational training), one specialised university, and campuses of the multi-state Australian Catholic University • 266 community-owned and managed not-for-profit organisations registered with the Adult Community and Further Education Board as Learn Local organisations eligible to deliver pre-accredited training • 321 government-contracted private registered training organisations

Changes to the Department during 2017–18

During 2017–18, there were no changes to the Department's objectives and output structure as a result of internal reviews or machinery-of-government changes.

Discontinued operations

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

Direct costs attributable to machinery-of-government changes

During 2017–18, neither the Department nor its entities consolidated into the Department's annual report pursuant to section 53(1)(b) of the *Financial Management Act 1994* (FM Act) incurred direct costs attributable to machinery-of-government changes.

Achievements

The Education State is building a system that provides every student with the knowledge, capabilities and attributes that ensures they thrive throughout their lives, and have the skills industry needs and employers expect. During 2017–18, the Department continued implementing the Government's statewide Education State reforms across three portfolios: early childhood development, schools development, and training and skills.

Early childhood education

The first years of life are crucial to lifelong learning, wellbeing and success. That is why early childhood is at the heart of the Victorian Government's Education State vision. In May 2017, the Government released the *Education State Early Childhood Reform Plan*, which represents a landmark reform agenda for the early childhood sector. It includes \$202.1m of investment in early childhood, and outlines a long-term vision whereby we:

- support higher-quality services and reduce disadvantage in early education, including by investing \$58.1m to introduce an Australian-first school readiness funding for kindergarten services, and \$22.8m to significantly increase the amount of support we provide to kindergartens to continue improving their quality
- invest \$81.1m to provide more support for parenting by expanding the enhanced Maternal and Child Health (MCH) service and supported playgroups and, for the first time in Australia, provide an additional family violence visit for women and children at risk of, or experiencing, family violence
- make early childhood services more accessible and inclusive by improving kindergarten participation among children experiencing disadvantage or vulnerability, providing more support for children with a disability, and supporting Koorie families and children
- build a better system by taking a greater system leadership role, including through strengthening our relationship with local government and working with the commonwealth to secure longer-term early childhood funding arrangements.

Progress to date includes:

- school readiness funding:
 - We provided over \$55 million in school readiness funding. In April 2018, the Minister for Early Childhood Education announced the first 25 local government areas to receive the first tranche of school readiness funding in 2019, which will include seven services run by Aboriginal Community Controlled Organisations.
 - These reforms were co-designed following extensive information and engagement sessions held with multiple stakeholders, including a practitioner's reference group.
 - We recruited new regional staff for July 2018 commencement to support kindergartens as they prepare for the rollout of 2019 school readiness funding.
- early childhood facilities co-located at government primary schools:
 - We identified three sites for this initiative — Morwell Central Primary School, Footscray City Primary School, and Sunbury Heights Primary School. Developing early childhood facilities at these schools will provide families and children with greater kindergarten-to-school transition support.
- Delivering high quality early education:

- We invited selected services to participate in phase one that improves quality through leadership. Approximately 120 services have already confirmed their participation and mentors have been allocated to participating services.
- Maternal and Child Health (MCH) Service:
 - In 2018, we awarded 77 MCH scholarships of up to \$10,000 each to nurses across Victoria, with almost 40 per cent granted to nurses from regional areas. This will help attract additional nurses to the Service, including to support the future expansion of Enhanced MCH
 - We released new clinical supervision guidelines for the enhanced MCH program to build MCH nurses' capacity to care for families with complex needs.
 - We invested \$11 million for an additional MCH consultation for women and children experiencing, or at risk of, family violence.
 - We have invested \$37.7 million to expand the Enhanced MCH service from July 2018 to support more families who experience vulnerabilities.
 - We invested \$4.9 million to add more staff to the MCH Line, to help answer more calls sooner.
 - \$5.2 million will attract new MCH nurses to service and support the professional development of all MCH nurses.
- parenting skills and confidence:
 - We started rolling out 45 new supported playgroups across Victoria so that families in all local government areas can access a group. The \$22.1 million statewide expansion will enable more than 6,000 extra families to benefit from extra support.
 - We provided funding to Playgroups Victoria to strengthen the connections between MCH nurse-run first-time parent groups and community playgroups in eight local government areas.
- support for Koorie families and children with funding of \$5.4 million:
 - We announced in February 2018 that Ballarat, Bendigo, Latrobe Valley, Wodonga and Melbourne's north will run the new initiative, Koorie Families as First Educators. Two Koorie educators at the five sites will work with Aboriginal families on parenting programs that support their children's learning and development from pre-birth to school age.
 - We also announced that Koorie supported playgroups will be delivered in Shepparton, Mildura, Swan Hill, and west and south-east Melbourne.
- support for children with disabilities:
 - We provided an additional \$5 million over two years to expand the Kindergarten Inclusion Support program to ensure more children with disabilities can enjoy a quality kindergarten experience.
- partnership with local government:
 - As part of the *Supporting Children and Families in the Early Years: A Compact between the Department of Education and Training, Department of Health and Human Services (DHHS) and Local Government (represented by the Municipal Association of Victoria)*, since December 2017, the Department, DHHS and local government

have met twice in each DET-DHHS area across Victoria to focus on local priorities.

- \$5.5 million has been invested to expand and enhance kindergarten central enrolment schemes across Victoria.

The Department also continued implementing and delivering a range of early childhood education reforms and programs. Throughout the year the Department:

- released an MCH app that provides handy advice and tips for families with children from birth to pre-school, that was downloaded 20,000 times on its first release
- achieved strong kindergarten participation with, in 2017, an estimated 93.4 per cent of children attending kindergarten in the year before starting school
- increased the number of children receiving a free, 15 - hour kindergarten program through Access to Early Learning and Early Start Kindergarten initiatives, with additional funding of \$6.3 million over two years to meet increased demand. In 2017, nearly 1,670 three-year-old children experiencing vulnerability accessed early learning and early start kindergarten, a 26 per cent increase in enrolments since 2016, and a 47 percent increase since 2015
- reserved 468 kindergarten places across the state through the 2017 pre-purchased places program aimed at vulnerable and disadvantaged children who may present at services outside normal enrolment periods. Following a successful pilot in 2016, an investment of \$2.3 million by the Victorian Government has made pre-purchased places a permanent part of the kindergarten system
- provided \$13.7 million through the children's facilities capital program to upgrade existing, and build new, integrated children's centres and early learning facilities. An additional \$1.2 million was provided to more than 300 successful applicants for minor expansions, refurbishments and information technology purchases
- improved the coherence, sustainability and quality of kindergarten program delivery through the Early Years Management policy framework
- provided information and collaboration opportunities on the early childhood reform directions and initiatives to more than 1,200 early childhood sector representatives in 19 regional forums. More than 86 per cent of attendees reported that it was useful to them
- established 17 area-based partnerships between state and local governments to improve coordination, collaboration, information sharing and accountability across the early years system, including setting strategic priorities for joint effort
- raised the profile of the Early ABLES online tool to help educators develop a personalised learning experience for children aged two to five years with disabilities or developmental delays
- provided \$7.2 million in funding for 591 new Early Childhood Intervention Services places in 2017-18 to support young children with a disability or developmental delay to receive support while they are waiting to enter the National Disability Insurance Scheme (NDIS)
- progressed early childhood actions in *Marrung: Aboriginal Education Plan 2016–2026*, including developing targeted initiatives in the early childhood reform plan (Koorie families as first educators; Koorie supported playgroups). We worked with Aboriginal organisations, the MCH sector, and local government to co-design strategies that ensure we provide a high-quality, culturally-safe and responsive universal MCH for all Aboriginal families across Victoria

- delivered the *Realising the Potential Early Childhood Forum 2018*. The Forum provided an opportunity to bring together professionals from across the early childhood sector to continue the conversation about early childhood reform in Victoria. Over 1000 delegates heard from international and Australian early childhood experts including Professor Sharon Lynn Kagan, Co-Director, National Centre for Children and Families, Columbia University and Tove Mogstad Slinde, Senior Adviser in the Norwegian Ministry of Education and Research and Chair of the Network on Early Childhood Education and Care, OECD

The Department progressed a \$19 million suite of initiatives to provide additional supports to children with disabilities and additional needs, and to support inclusive education in early childhood. Throughout the year the Department progressed the following initiatives to be delivered in full by June 2019:

- dedicated \$6.4 million to upgrade early childhood infrastructure and equipment. This included providing more than \$1.2 million in inclusive education equipment for kindergartens grants, which will allow over 200 kindergartens to purchase equipment that provides a welcoming and inclusive environment for all children. The remaining funding will be directed towards providing upgrades to early childhood facilities, including playgrounds, across Victoria.
- provided \$3 million to support early childhood educators to develop their knowledge and skills in using Early ABLES.
- committed \$1 million to the development of an on-line inclusion training tool for early childhood professionals to increase their knowledge and confidence teaching young children with disabilities or developmental delay.
- allocated \$1.1 million to train all current and future Maternal and child Health (MCH) nurses to identify the early signs of Autism Spectrum Disorder (ASD), to provide appropriate referrals, and to support families identified as 'at risk'.
- provided \$3.3 million for NDIS transition support which will ensure continuity of service through the transition to the full implementation of the NDIS in Victoria.
- partnered with Deakin University through a \$1 million grant to develop AllPlay Learn, an online resource providing advice and promotional materials for parents and early childhood educators to generate awareness of inclusive education.
- commenced trial of the Kindergarten Inclusion Support Short Term Assistance program, providing \$3.2 million to support children with a disability or developmental delay to participate in kindergarten.

The Department has also been leading whole-of-Victorian-Government reforms on improved Child Information Sharing. The *Children Legislation Amendment (Information Sharing) Act 2018* received Royal Assent on 10 April 2018. It creates the Child Information Sharing (CIS) scheme, enabling information sharing between prescribed entities to promote children's wellbeing and safety. The legislation also authorises development of a platform (Child Link) for systematic sharing of information about children's participation in services. The Victorian Government has invested \$43.4 million over four years to implement the CIS scheme and develop a detailed business case for Child Link.

The CIS scheme will improve early identification of issues and risks to enable early support for children and families, promote a more permissive culture in relation to information-sharing between services, increase collaboration and integration between services involved in supporting children and families, and support children's and their family's, participation in services. Child Link will provide a more complete picture of a child's circumstances to allow professional conversations and encourage collaboration between services to promote child wellbeing and safety. These reforms, aligned with the Victorian Government's Roadmap for Reform, are modelled on recommendations

made by the Royal Commission into Institutional Responses to Child Sexual Abuse. They are supported by a decade of independent reviews and inquiries calling for improved information-sharing and service collaboration around children and families to enable early support and prevention of harm to children.

School education

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

- embedded the Framework for Improving Student Outcomes (FISO) to guide schools in ways to use school funding to get the best results and lift student achievement across the State. FISO helps schools work through an improvement cycle whereby they undertake a school review every four years, complete quality strategic and annual planning, select evidence-based interventions, and monitor these interventions to understand their impact on improving student outcomes. The strategic planning online tool was introduced to support schools as they progress through the improvement cycle
- implemented the first year of the four-year \$50.7 million 'Addressing underperformance in schools' commitment to support up to 346 Victorian government schools with the greatest need and most complex challenges. The initiative builds and shares effective teaching and leadership practices by tailoring support to schools' individual needs and enabling every school to provide an effective learning environment for their students. Participation in 2018 initiatives included:
 - specialist teaching teams at 51 schools
 - turnaround teams at 25 schools
 - executive principals filling principal vacancies at three schools, with a further three to be recruited
 - school improvement partnerships in 81 schools
- implemented the literacy and numeracy strategy – phase 1 was released at the June 2017 regional principal forums and phase 2 at the June 2018 regional leadership conferences
- delivered all nine initiatives of the special needs plan for Victorian Government schools, including building teachers' capability for inclusive education, establishing a new Independent Office for School Dispute Resolution, and reviewing the program for students with disabilities (PSD)
- implemented 11 of the 21 accepted recommendations under the Government's inclusive education agenda. PSD reforms delivered since the April 2016 review include interim funding for students transitioning from Year 6 to Year 7 who are no longer eligible for targeted PSD funding, a funding boost to support students with autism, dyslexia and learning difficulties who are not eligible for PSD funding, and rollout of the inclusive schools fund
- opened more state-of-the-art Tech Schools, as part of the Government's \$128 million commitment to build 10 Tech Schools across Victoria. Each Tech School is an innovative science, technology, engineering and mathematics (STEM) community hub, owned and operated by a Victorian tertiary provider and governed in partnership by local schools, industry and other stakeholders. Five Tech Schools are now open and delivering innovative STEM learning programs to students from partner schools, while the remaining five will open by the end of 2018.
- continued to implement equity funding reforms to provide targeted funding support for students in greatest need. The Department used the Student

Family Occupation and Education Index to determine the amount of equity funding schools receive

- delivered the new Victorian Curriculum F–10, which specifies the skills children and young people need for success in work and life; literacy, numeracy, scientific knowledge and skills, resilience, respectful relationships, the use of digital technologies, and the capacity for critical and creative thinking and expression
- continued to deliver the Bastow Institute of Educational Leadership's suite of professional learning. Five funded programs were delivered through Bastow: The WISE: System Leaders program for network chairs; the Inspire: Local Leaders facilitator and training program for emerging leaders; Communities of Practice approach for 57 networks; the Unlocking Potential program for aspirant principals; and the Growing High Potential Leaders Framework for school teachers and leadership. In 2017–18, there was a 36.5 per cent increase in the number of schools engaged in Bastow's professional learning suite, with 8,347 participants from 1,406 schools attending learning events. Of these total participants, 3,074 were in courses delivered regionally
- improved the functionality of the Insight Assessment platform, an initiative aimed at helping teachers assess the progress of all learners and support more targeted teaching practices
- continued implementing the place-based approach to regional operations (Learning Places) with 17 area teams providing multi-disciplinary support to schools, students and local communities
- developed place-based education plans in four communities facing distinct and complex challenges (Shepparton, Lilydale/Upper Yarra, Bendigo and Frankston North) in order to transform education and lift achievement, engagement and wellbeing outcomes for children and young people
- continued to deliver *Marrung: Aboriginal Education Plan 2016–2026* to support improved outcomes for Koorie learners. Significant achievements in 2017–18 include implementing the Marrung: Early years Koorie literacy and numeracy program and the operating framework design and implementation of the Children's Koori Court liaison officers (CKCLO) program, with four CKCLOs appointed
- opened 11 new schools on the first day of Term 1, 2018, completed a further 88 modernisation and upgrade projects for existing schools, and acquired 13 sites for new schools
- continued LOOKOUT education support centres across Victoria to support the educational achievements of children and young people in out-of-home care. LOOKOUT centres trained more than 800 staff from government and Catholic schools to help them advocate for, and support, students in out-of-home care so they can achieve educational success
- continued the Navigator pilot program that funds community sector organisations to provide intensive support for disengaged young people aged 12–17 to re-engage in education
- supported delivery of the Glasses for Kids program which is targeting more than 30,000 Prep to Year 3 students in 250 schools in disadvantaged areas across the state for free preliminary vision screening and, if necessary, further testing and glasses
- reviewed career education, which led to significant new investment and a major new program of work to transform career education in government schools
- undertook two reviews to improve vocational pathways in schools. The first reviewed the delivery of school-based apprenticeships and traineeships, which led to the development of the Head Start initiative, a new approach to improve

the quality and increase the number of apprenticeships and traineeships in schools. The second reviewed vocational education and training in schools and resulted in new investments to improve the quality of vocational education for school students

- completed training of 100 primary maths and science specialists. This program is producing significant above-average improvements in science and maths achievement for students in the associated schools
- continued delivering the \$1.6 million four-year Musical Futures Australia professional learning program which supports teachers to deliver quality music education. More than 1,000 teachers at more than 700 schools and more than 800 pre-service teachers have participated in the program
- established strategic partnerships program triennium funding agreements totalling \$18.9 million (2018–20) with 97 not-for-profit organisations to deliver programs that improve student achievement, engagement, health and wellbeing and/or teacher capability
- celebrated outstanding government school education and innovation through the prestigious Victorian Education Excellence Awards
- launched the Victorian Teaching and Learning model, bringing FISO into the classroom, and creating a line of sight between the whole-school improvement approach and classroom practice. The Victorian Teaching and Learning model consists of four components: vision for learning, practice principles, pedagogical model, and high impact teaching strategies
- published the innovative practice guide *'Amplify: Empowering students through voice, agency and leadership'*. The guide is for school leaders and teachers to help develop behaviours, attitudes and learning environments conducive to enhancing student voice, agency and leadership
- expanded the Professional Learning Communities (PLC) program across Victoria. PLCs improve student outcomes by giving schools a structure to develop high-impact teaching practices using an enquiry approach and emphasising collaboration and collective efficacy. This promotes school-wide cultural change. Continued success in the PLC program includes:
 - inducting 309 new schools into the PLC initiative
 - training more than 900 instructional leaders and 400 school leaders
 - a finding that 63 per cent of instructional leaders and teachers were aware of the enquiry cycle — the process for analysing student learning needs — and strongly believe that PLCs improve student outcomes in their schools
 - surveying 13,000 students — 60 per cent reporting that their teachers improved teaching effectiveness over two school terms
- implemented several initiatives to attract teachers into rural, regional or hard-to-staff schools, supporting the commitment that all students will have continued access to a quality education. This includes:
 - supporting the national exceptional teachers in disadvantaged schools initiative, which attracts high-performing education students to schools in low socio-economic regions
 - appointing 23 new teachers in hard-to-staff positions by awarding new graduate incentives to 20 Victorian schools
 - financially supporting 133 pre-service teachers to complete a total of 2,993 practicum placement days in rural or regional Victorian government schools. The student teacher rural practicum placement program aims to give pre-service teachers experience in a rural school with a view to attracting future qualified teachers to these areas
- raised the standards and quality of new teachers entering Victorian schools and expanded the teaching profession's opportunities and pathways, including:

- developing and accrediting the Diploma of Teacher Education Preparation course, as a pathway to developing the knowledge and skills necessary for a primary teaching degree
 - introducing the Victorian selection framework for entry into initial teacher education (ITE), which raises the minimum Australian Tertiary Admission Rank and also considers candidates' personal qualities for entry into ITE courses
 - supporting the Teach for Australia program, which enables high-performing graduates to train as teachers while working in schools
 - expanding the number of Teaching Academies of Professional Practice (TAPP) to a total of 12 throughout Victoria. TAPPs are partnerships between school clusters across sectors and one or more universities, which work to improve ITE
 - establishing the inspiring teachers induction strategy, including redesigning the effective mentoring program and developing the mentoring capability framework
 - awarding 24 scholarships through the Rural Scholarship program to support rural candidates to undertake an alternative pathway course that leads to an ITE program
- developed new and high-quality professional practice provisions for teachers and education support staff, so that educators can achieve teaching and learning excellence in Victorian schools, including:
 - implementing four professional practice days per year for every Victorian government school teacher and developing the new promotional position of learning specialist. These professional practice elements are part of the 2017 Victorian Government Schools Agreement
 - launching innovative peer observation resources, including guides for teachers, school leaders and principals. These resources help teachers and schools implement and further embed peer observation, feedback and reflection into their teaching practices
 - piloting the new Certificate IV in Business for School Business Managers, through Victorian TAFE. Forty-five applicants graduated from the course, and 180 new students commenced study in the second cohort
- released the *Principal Health and Wellbeing Strategy 2018–2021* in May 2018, in consultation with the profession, to help the Department meet its commitment to improving the health and wellbeing of school principals in a systemic and sustainable way
- successfully delivered the Victorian State Schools Spectacular, a program that unites and showcases the work of government school communities. The program aims to achieve a common goal whereby more students reach the highest level of achievement in the arts, kids are happy, healthy and resilient, and we are building pride in our schools. Students develop discipline, skills and confidence as they gain authentic, high-level experience in the spotlight and behind the scenes, with mentoring from industry professionals and organisations such as the Australian Chamber Orchestra
- launched three new, school-centred programs to strengthen education ties with India as part of *Victoria's India strategy: our shared future*. Specifically, the programs Victorian Young Leaders to India, Women in Leadership and Harnessing the Indian Diaspora in Schools, will expand global learning and engagement opportunities for Victorian students, teachers and school communities
- expanded the international student program to more than 5,500 students, maintaining Victoria's position as Australia's leading host jurisdiction for overseas school students. International students make a positive and lasting contribution to the communities of the almost 500 regional and metropolitan

schools that host them, building language and intercultural capabilities in their teachers and fellow students and connecting them to the wider world

- supported 1,000 Year 9 students to participate in the six-week immersion Victorian Young Leaders to China program. In October 2017, this groundbreaking program, now funded for a further four years, won a prestigious national award for excellence in education from the International Education Association of Australia
- launched a series of new initiatives to help students develop their intercultural capability and global citizenship, both essential components of the Victorian Curriculum F-10 and FISO
- introduced a number of new initiatives through School Sport Victoria including:
 - the Victorian Teachers Games in Ballarat with 2,239 teacher attendees receiving great professional development and networking
 - a statewide inter-school sport program across 27 sports, culminating in 110 discrete state finals
 - a 42 per cent increase in secondary Australian Football League female participation, notably due to introducing the intermediate girls age group in all School Sport Victoria competitions
 - sending 1,222 emerging athletes as part of the Team Vic. interstate program to the School Sport Australia national championships. This included 400 athletes attending the tenth Pacific School Games in Adelaide in December 2017
 - awarding 27 Sports Excellence scholarships to highly talented Victorian government school students
 - awarded 245 Sporting and Academic achievement medals to Victorian students and schools
 - awarding 61 students a Sporting Blue honour for outstanding achievement at the annual school sport awards at the Melbourne Cricket Ground.

Regional service delivery

Regional service delivery uses the Learning Places operating model to support and enable regional operations to help students, schools and early childhood services.

In 2017–18, the Department also delivered a range of systems and processes to improve clients' experiences with general enquiries. The Department:

- implemented enterprise-ready contact centre technology that enables regional staff to collectively respond to client telephone and email enquiries more quickly and efficiently, reducing average wait times by 35 per cent
- continued implementing a statewide contact management system to log and track client enquiries and complaints, and expanded it to support Learning Places Connect activities and the newly reformed expulsion policy and process
- implemented a services catalogue for regional teams, and established service level standards and targets
- continued implementing a statewide service referral catalogue that connects the Department's services with staff members who provide them. It provides general information and answers to frequently asked questions, and collectively provides information to our front-line staff to help them service our clients.

The Department's Central Complaints Unit helps regions to manage complaints, resolves third-tier complaints, coordinates investigations, implements the responsive parent complaint framework, and liaises with and supports the Independent Office for School Dispute Resolution. It also coordinates requests for information from the Victorian Ombudsman concerning parent complaints about government schools. From 1 July 2017 to 23 May 2018, the team coordinated and managed about 400 parent complaints.

Training and skills

On 1 January 2017, the Department introduced *Skills First*, a set of reforms to the training and TAFE sector in Victoria. *Skills First* provides high-quality training that leads learners to real jobs and ensures Victoria's training and TAFE system is better managed to deliver training.

Skills First reforms include:

- a funded course list that is targeted to ensure government subsidies are only available for courses aligned to industry needs, workforce demands and Government priorities, such as supporting family violence prevention and the National Disability Insurance Scheme rollout; courses with strong job outcomes such as apprenticeships; and courses meeting other social needs such as foundation skills
- new subsidies that support the delivery of high-quality training and encourage training in priority courses
- support for the Government's quality agenda through rigorous training provider selection and monitoring processes that ensure government-subsidised training is only delivered by the highest quality providers
- new targeted funding streams, including those supporting high-needs learners; the Workforce Training Innovation fund aimed at supporting innovation in training curriculum and delivery; and the Regional and Specialist Training fund for addressing issues such as the unavailability of quality suppliers in regional areas and niche industries
- restored TAFE funding to strengthen the network's reputation, position and financial viability, and ensure all Victorians, regardless of their background or postcode, have access to targeted, relevant training.

Early signs are positive with real improvements across a number of *Skills First* objectives:

- Overall training quality has improved — both students and industry report greater satisfaction with their training.
- Training is more focused on jobs and skills — the number of apprentice enrolments in 2017 increased 15 per cent.
- A stronger role for the TAFE Network — the number of TAFE Network enrolments in 2017 increased by five per cent. The Government's five-year strategy for reforming the TAFE Network focuses on its effectiveness and efficiency as a whole, as well as tailored interventions with individual institutes.
- Improved access for disadvantaged Victorians — increased enrolments in Adult Community and Further Education Board funded training and a higher proportion of disadvantaged students enrolling.

The Department will continue to monitor, evaluate and refine *Skills First* reforms so they can advance the Education State goal to improve outcomes for every student in Victoria.

Objectives, indicators and outputs

The Department's progress is reported under the objectives, outputs and indicators set out in the 2017–18 State Budget Paper No. 3 Service Delivery (BP3). These are shown in Table 2.

Progress and performance reporting

The Department's progress towards the BP3 objectives and indicators, and its performance against the output performance measures, is reported on pages 16–41.

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

Objectives	Indicators	Outputs
Achievement Raise standards of learning and development achieved by Victorians using education, training, development and child health services.	<ul style="list-style-type: none"> Children developmentally 'on track' on the Australian Early Development Census (AEDC) in the language and cognitive skills domains^(a) Proportion of early childhood services meeting or exceeding National Quality Standard Area 1 (NQA1—educational program and practice) Students meeting the expected standard in national and international literacy and numeracy assessment^(b) Average score in science (Programme for International Student Assessment (PISA) 15-year-olds) in Victoria compared to global top performers^(b) Percentage of positive responses to teacher collaboration within school^(c) Year 12 or equivalent completion rates of young people^(c) Vocational Education and Training (VET) course completions Certificate III or above course completions Proportions of graduates with improved employment status after training 	<ul style="list-style-type: none"> Strategy, review and regulation Early childhood development School education—primary School education—secondary Training, higher education, workforce development and skills Support services delivery Support for students with disabilities
Engagement Increase the number of Victorians actively participating in education, training, development and child health services.	<ul style="list-style-type: none"> Participation in a kindergarten service in the year before school Participation in maternal and child health services Proportion of early childhood education and care (ECEC) services meeting or exceeding National Quality Standard Area 6 (NQA6—collaborative partnerships with families and communities) Mean number of student absent days per full-time equivalent (FTE) a year^(c) Mean number of unapproved student absence days per 	<ul style="list-style-type: none"> Strategy, review and regulation Early childhood development School education—primary School education—secondary Training, higher education, workforce development and skills Support services delivery Support for students with disabilities

Objectives	Indicators	Outputs
	<p>FTE per year in secondary schools^(c)</p> <ul style="list-style-type: none"> Students with a positive opinion about their school providing a stimulating learning environment^(c) VET enrolments by age and gender VET enrolments by administrative regions VET enrolments by skills shortage category courses VET enrolments by specialised category courses VET participation by learners facing barriers VET participation by unemployed learners Proportion of VET students satisfied with the teaching in their course 	
<p>Wellbeing</p> <p>Increase the contribution education, training, development and child health services make to good health and quality of life for all Victorians, particularly children and young people.</p>	<ul style="list-style-type: none"> Proportion of infants fully or partially breastfed at three and six months Proportion of children who have no behavioural issues on entry into prep Proportion of children who have no general development issues on entry into prep Children developmentally 'on track' on the AEDC social competence and emotional maturity domains Students feeling connected to their school Students with a positive opinion about their school providing a safe and orderly environment for learning Level of student satisfaction with VET 	<ul style="list-style-type: none"> Strategy, review and regulation Early childhood development School education—primary School education—secondary Training, higher education, workforce development and skills Support services delivery Support for students with disabilities
<p>Productivity</p> <p>Increase the productivity of our services.</p>	<ul style="list-style-type: none"> \$ per kindergarten student per year (or ECIS or MCH) \$ per primary school student per year \$ per secondary school student per year \$ per VET student contact hour 	<ul style="list-style-type: none"> Strategy, review and regulation Early childhood development School education—primary School education—secondary Training, higher education, workforce development and skills Support services delivery Support for students with disabilities

(a) These indicators refer to government and non-government schools.

(b) This indicator refers to government schools for the national assessments and both government and non-government schools for the international assessments.

(c) These indicators refer to government schools.

Progress towards achieving departmental objectives

The Department monitors the progress of children and young people as they move from early childhood into their school years, and then into further education and work. It also monitors progress of adult learners seeking to re-skill and re-engage with the workforce, measuring progress through the four objectives across this life cycle: achievement, engagement, wellbeing and productivity.

The Department has selected a suite of performance indicators that best measure progress. Data against these indicators shows that the Department's performance against its objectives remains strong. Most Victorian children are engaging with early childhood services and the quality of these services is high. Victorian students are among the top performers in national literacy and numeracy testing. They have also maintained results in international testing at a time when Australia's overall performance failed to improve or declined.

There are, however, areas where achievement, wellbeing, engagement and productivity outcomes can be further improved. The Government is determined to make Victoria the Education State by providing excellence and equity in education, from early childhood, through school education, and the training and TAFE sectors.

The Education State reforms are designed to bring Victoria in line with the highest levels of quality learning and achievement. The reforms also focus on supporting Victoria's disadvantaged learners. In the second year of Education State reform, the Department implemented reforms in early childhood education providers, schools and training providers. These reforms will help Victoria keep pace with rapid global change and provide all Victorians a quality education.

Objective 1: Achievement

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

Providing high-quality ECEC services is an important starting point for child development; setting children up for future educational achievement. Victoria's ECEC services continue to provide a high-quality education, with nearly nine in ten services meeting or exceeding National Quality Standard-1 (educational program and practice). Implementing the *Education State Early Childhood Reform Plan* and associated investments announced in May 2017 is creating a higher quality, more equitable and inclusive early childhood system and improving Victorian children's achievements.

On entry to school, most Victorian children are well developed as the AEDC shows. In 2015, Prep teachers evaluated nearly 85 per cent of Victorian children as 'on track' in their language and cognitive development, a marginal increase on the 2012 results.

Victoria has an integrated system to support school improvement and improve student outcomes. Funding for disadvantaged students and those who need more classroom assistance is giving schools the resources they need to better target improvements according to their students' needs, their school, and the local community. Other system reforms include the Victorian Teaching and Learning model, Professional Learning Communities, Communities of Practice, and the Unlocking Potential—Principal Preparation Program.

More support announced in May 2018 includes investments in health and wellbeing reform, careers education in government schools, further strengthening of STEM through extra primary maths and science specialists and additional funding from the Navigator program to help disengaged students. These new investments coincide with our continuing focus on building new schools and improving existing infrastructure.

Victoria's performance in national testing remains strong. Since 2013, Victoria's performance above the bottom three NAPLAN bands has improved or remained stable for reading and numeracy at all year levels. The top two bands of reading and numeracy show statistically significant improvements in all year levels except Year 9.

Results from international testing show Victoria is a consistent performer at a time when national performance has declined. The most recent Trends in International Mathematics and Science Study (TIMSS) showed the proportion of Victorian students achieving international benchmarks has increased for Year 8 students and remained stable for Year 4 students. International results for Progress in International Reading Literacy Study (PIRLS) were particularly strong, with a six per cent increase in the proportion of Year 4 students achieving at or above international standard (from 80 per cent in 2011 to 86 per cent in 2016).

Results from the PISA of 15-year-olds showed mixed results: the proportion of students achieving at or above the nationally agreed proficiency standard remained stable for mathematics but decreased for reading. In PISA science, Victoria's mean score improved relative to the top 25 per cent of jurisdictions. In 2015, Victoria performed above the Australian and international testing averages in both TIMSS and PISA.

STEM in the Education State is improving student achievement in mathematics and science. This plan invests in STEM programs and initiatives and provides schools with access to leading-edge resources and excellent teaching, including extra investments in primary maths and science specialists in the May 2018 State Budget. This helps Victorian learners of all ages and backgrounds acquire the STEM skills they need now and for their future.

Teachers play a pivotal role in building the Education State across all schools and positive teacher collaboration is key to success. The school staff survey of government school teachers showed, in recent years, that teachers' perceptions of collaboration within their school are stable, with around 60 per cent responding positively to questions about collaboration. The PLC is a key Education State reform that supports practice change across the education system. It provides a framework with which to enhance the culture and structure Victorian teachers need to more effectively collaborate and improve professional practice.

Another key Education State focus is to keep students engaged and in school. Completing Year 12 (or equivalent) carries a range of economic, social, emotional and health benefits. Young people's educational attainment, measured through the Australian Bureau of Statistics (ABS) Survey of Education and Work, indicates that the proportion of young people aged 20–24 years gaining a Year 12 or non-school qualification at or above Certificate II level fluctuates from year to year, with an average of 90 per cent across the five-year period.

Overall, government-funded VET activity in Victoria has decreased since a 2012 peak. Initiatives, such as the Quality Assurance review blitz that started in July 2015, have considerably improved previous quality issues and helped restore certainty and stability in Victoria's training system. The Department cancelled the contracts of a number of low-quality private training providers offering poor-quality courses and poor student outcomes, and training activity numbers also reduced.

In 2017, 94,300 students completed a VET course, with the bulk of completions (more than three-quarters) for qualifications at Certificate III and above. This represents a decline of 12.6 per cent, reflecting a combination of factors including: declining total activity in recent years; high-quality longer duration courses; and improving student retention rates.

Over the period 2014 to 2016, the share of students with improved employment status after training was relatively stable, with around four in ten students reporting improved employment status after training. However, this needs to be interpreted within the context of related output performance measures that show more students are achieving their main reason for training, and both students and employers are more satisfied with the training provided (Table 11).

Table 3 – Departmental indicators against achievement

Indicators	Unit	2013	2014	2015	2016	2017
Early childhood development						
Children developmentally ‘on track’ on the Australian Early Development Census language and cognitive skills domains						
Proportion of children developmentally ‘on track’ on the AEDC language and cognitive skills domains ¹	per cent	–	–	84.7	–	–
Proportion of early childhood services meeting or exceeding National Quality Standard Area 1 (NQSA1—Educational program and practice)						
Proportion of early childhood services meeting or exceeding National Quality Standard Area 1	per cent	82.7	85.4	87.0	87.5	88.8
School education						
Students meeting the expected standard in national and international literacy and numeracy assessments²						
NAPLAN Proportion of students above the bottom three bands:						
Year 3—Literacy	per cent	75.3	73.7	76.2	75.6	78.3
Year 3—Numeracy	per cent	68.9	69.1	66.4	67.8	71.7
Year 5—Literacy	per cent	66.9	64.1	62.2	66.2	66.9
Year 5—Numeracy	per cent	55.5	57.6	61.2	61.0	61.8
Year 7—Literacy	per cent	59.7	59.2	59.5	56.9	60.8
Year 7—Numeracy	per cent	54.7	56.4	56.4	62.1	64.2
Year 9—Literacy	per cent	50.5	50.6	50.2	48.9	50.4
Year 9—Numeracy	per cent	49.1	51.5	54.0	51.5	53.6
NAPLAN Proportion of students in the top two bands:						
Year 3—Literacy	per cent	52.2	51.2	53.6	54.1	56.5
Year 3—Numeracy	per cent	37.5	41.1	38.4	40.7	44.3
Year 5—Literacy	per cent	35.6	37.3	36.9	38.3	39.7
Year 5—Numeracy	per cent	27.3	28.7	31.9	31.7	30.6
Year 7—Literacy	per cent	27.6	29.8	30.1	27.4	30.9
Year 7—Numeracy	per cent	27.4	29.2	27.8	32.4	35.0
Year 9—Literacy	per cent	20.7	22.6	22.8	20.7	20.5
Year 9—Numeracy	per cent	25.2	25.3	26.1	23.3	23.8
Proportion of Year 4 students reaching international benchmarks (PIRLS) ³ —Reading	per cent	–	–	–	86.0	–
Proportion of Year 4 students reaching international benchmarks (TIMMS)—Mathematics ⁴	per cent	–	–	–	75.0	–
Proportion of Year 8 students reaching international benchmarks (TIMMS)—Mathematics ⁴	per cent	–	–	–	69.0	–
Proportion of 15-year-old students achieving at or above proficient standard (level 3) in PISA reading literacy ⁵	per cent	–	–	63.0	–	–

¹ The AEDC is held every three years, with the upcoming 2018 AEDC data collection being the fourth collection.

² Victorian government and non-government schools.

³ Progress in International Reading Literacy Study. Data collected every five years.

⁴ Trends in International Mathematics and Science Study. Data collected every four years. Source: Thomson, Wernert, N and O’Grady, S (2015). TIMMS 2015: Reporting Australia’s Results.

Indicators	Unit	2013	2014	2015	2016	2017
Proportion of 15-year-old students achieving at or above proficient standard (level 3) in PISA mathematical literacy ⁵	per cent	–	–	58.0	–	–
Average score in science (PISA 15-year-olds) in Victoria compared to global top performers						
Average score in science (PISA 15-year-olds) in Victoria compared to global top performers ⁶	mean score	–	–	-14	–	–
Percentage of positive responses to teacher collaboration within school						
Percentage of positive responses to teacher collaboration within school	per cent	–	62.4	60.9	60.6	61.2
Higher education and skills						
VET course completions						
VET completions ⁷	number	–	–	149,800	107,900	94,300
Year 12 or equivalent completion rates of young people						
Year 12 or a non-school qualification at Certificate II level or above of young people 20–24 years ⁸	per cent	90.1	89.0	89.5	92.6	87.7
Certificate III or above completions						
Certificate III or above completions	number	–	–	120,700	87,100	75,000
Other	number	–	–	29,100	20,800	19,400
All qualifications	number	–	–	149,800	107,900	94,300
Proportion of graduates with improved employment status after training						
Proportion of graduates with improved employment status after training	per cent	–	45.7	44.5	42.4	46.2 ⁹

Objective 2: Engagement

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

The Education State is focused on providing all Victorian children, young people or adults access to high-quality education, development and child health services. Early childhood sector reforms are making early childhood services more accessible and inclusive, and supporting higher-quality early education services.

Through the Key Age and Stage (KAS) visits, MCH nurses provide parents and children with valuable support at critical development points. The *Education State Early Childhood Reform Plan* aims to strengthen engagement by improving and expanding

⁵ Programme for International Student Assessment (PISA). Data collected every three years. In Australia, the national agreed baseline, as agreed in the Measurement Framework for Schooling in Australia (May 2015), is at or above the National Proficient Standard (Level 3).

⁶ Top performing PISA jurisdictions are defined as the top 25 per cent of jurisdictions by mean score (both countries and economic areas) undertaking the PISA test in that cycle. Country/economic area rankings may shift over time.

⁷ This is a new measure for this report and data are not available prior to 2015. Completed qualifications is a new measure and should be interpreted with care because:

1. completion reported in any year relates to commencement in that and previous years
2. the Department cancelled contracts for a number of poor performing Registered Training Organisations following audits undertaken as part of the Quality Assurance review blitz. This could have increased the number of non-completions and continuing enrolments for 2016.

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

⁸ Survey estimates, subject to statistical error. Source: ABS Survey of Education and Work (cat.no. 6227.0).

⁹ The increase is partly due to a change in the methodology used to construct the measure in the 2018 Survey. Specifically, respondents were given an extra response option to the question asking about the job-related benefits gained from training.

current statewide services and staff development initiatives. Local Government Areas (LGAs) collect data for KAS visits and provide it to the Department after the end of the financial year. Data for the 2017–18 year is not yet available, but 2016–17 had high participation in MCH KAS visits. More families participate in the earlier KAS visits, and rates drop from universal participation in the first home consultation visit, to around two-thirds of children for the last visit (at 3.5 years).

Kindergarten has well documented long-term academic and social benefits for children who attend. Kindergarten participation rates remain high in Victoria. In 2017, an estimated 93.4 per cent of children attended kindergarten in the year before starting school. While this rate is slightly lower than 2016, it is not directly comparable with previous years as it is calculated using rebased ABS population estimates following release of the 2016 Census of Population and Housing. Victoria's strong kindergarten participation continues, with more than 90 per cent of children enrolled in kindergarten in the year before school and compares favourably to other states and territories.

The Productivity Commission's *Report on Government Services* (2018) has the most recent nationally comparable data. In 2016, it showed Victoria had the highest participation rate in a pre-school (kindergarten) program in the year before school in Australia.¹⁰ So that all children reap the benefits of kindergarten, the Department is focusing on the cohorts of children most likely to miss out on kindergarten—children in out-of-home-care, newly-arrived immigrants, refugees, Aboriginal children, and children in long and family day care, faith schools or language schools without a kindergarten program. The Department is also providing more kindergarten funding to help improve the quality of kindergarten services.

Victoria's ECEC sector continues to provide high levels of care, with most service providers performing strongly against national standards. In 2017, 96.2 per cent of Victorian ECEC services met or exceeded National Quality Standard Area 6 (NQSA6—collaborative partnerships with families and communities). This high-quality level has remained stable across the past five years.

Student attendance and participation are important engagement factors. There is a strong correlation between student attendance and learning outcomes—reducing disengagement involves reducing school absenteeism. Victoria remains the only jurisdiction where average government school attendance across Years 1 to 10 remains above 90 per cent, at an overall 92.5 per cent.¹¹ Since 2013, the average number of absent days per full-time-equivalent student in government schools has increased slightly for Years 5 to 10, mostly approved absences. At the same time, unapproved absences for years 7 to 12 students have decreased since 2013.

The Department knows how important it is to maintain students' engagement with schooling. The recently announced student health and wellbeing reforms will deliver system-wide improvements to help students get the support they need to stay engaged. Other Education State initiatives, also improving schooling engagement, include the FISOs 'positive climate for student learning' priority, and targeted initiatives such as the Navigator program, and LOOKOUT education support centres.

Positive engagement with schooling leads to achievement. In 2017, the Department revised the Attitudes to School Survey with a better-focused question set relating to the school learning environment. New survey results show slightly decreased student perceptions of their school's stimulating learning environment in the primary years (Years 5–6) but increased in secondary school students (Years 7–10 and 11–12).

¹⁰ Productivity Commission Report on Government Services 2018, Table 3A.18

¹¹ Productivity Commission Report on Government Services 2018, Table 4A.18

Overall VET enrolments continued to decline between 2016 and 2017. This is attributable to a number of factors, including:

- a deliberate shift to high-quality training providers — for example, 68 per cent of the decline in government-subsidised course enrolments related to providers contracted in 2016, but not contracted in 2017
- the *Skills First* reforms, which are among a wide range of actions taken to ensure Victoria has a high quality training and TAFE system. This includes the \$9 million Quality Assurance review blitz on low-quality training providers, that started on 1 July 2015 and lead to:
 - 62 Registered Training Organisation (RTO) investigations and 17 VET funding contract terminations for serious non-compliance issues
 - five VET Funding contract terminations due to company liquidation
 - \$48 m in funds identified for recovery since July 2015

The recent *Skills First* reforms reflect lessons from the Quality Assurance review blitz and explain the strengthened process for selecting contracted providers and the Government's commitment to lift quality in the training and TAFE system

- stronger targeting to courses linked to government priorities—*Skills First* limits training that does not lead to employment or that exceeds workforce demands
- substitution of a University education—the share of the Victorian population achieving a university degree increased to 33.9 per cent in 2017, from 32.7 per cent in 2016
- fewer enrolments continuing from previous years—16 per cent of the decline in government-subsidised course enrolments related to fewer students continuing their previous year's enrolment. This reflects historic activity declines associated with previous policy settings that reduced subsidies to contain the budget.

The proportion of students satisfied with the teaching in their course improved from 83.3 per cent in 2015 to 85.6 per cent in 2016. On average, over the past five years, around 87 per cent of students have been satisfied with the teaching in their course.

Table 4 – Departmental indicators against engagement

Indicators	Unit	2013	2014	2015	2016	2017
Early childhood development						
Participation in a kindergarten service in the year before school						
Participation in a kindergarten service in the year before school ¹²	per cent	98.2	96.4	98.1	96.2	93.4 ¹³
Participation in Maternal and Child Health services¹⁴						
Home consultation ¹⁵	per cent	101	100.9	99.2	100.8	n/a ¹⁶
12 months	per cent	83.4	83.4	79.3	83.0	n/a

¹² In 2014, the methodology changed slightly due to an improvement in available data and analysis methods. The method of identifying and excluding second year enrolments has been improved and the participation rate is now based on a child count rather than an enrolment count. In 2016, an improved methodology was developed for estimating the kindergarten participation rate to more accurately reflect the actual age distribution of children enrolled in kindergarten and for alignment with school/kindergarten entry age.

¹³ The preliminary kindergarten participation rate for 2017, published as an expected outcome in Budget Paper 3, was 93.4 per cent. This estimate is based on the most recent ABS estimated resident population (ERP) data available. This measure is not directly comparable with previous years as the ABS is rebasing its ERP data on the 2016 Census of Population and Housing.

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

¹⁵ Participation rates will exceed 100 per cent when the number of children attending the Maternal and Child Health Centre throughout the year is greater than the number of children registered at the centre on 30 June.

¹⁶ Results for 2017–18 are not available at the time of publication. Data for the 2017–18 financial year will be published in the Maternal and Child Health Services Annual Report (to be released in 2018–19).

Indicators	Unit	2013	2014	2015	2016	2017
3.5 years	per cent	64.9	66.1	62.5	64.5	n/a
Proportion of ECEC services meeting or exceeding National Quality Standard Area 6 (NQSA6 –Collaborative partnerships with families and communities)						
Proportion of ECEC services meeting or exceeding National Quality Standard Area 6	per cent	95.5	96.3	96.8	95.9	96.2
School education						
Mean number of student absent days per full-time equivalent (FTE) a year¹⁷						
Mean number of student absent days per FTE a year:						
Year 5	Number	14.3	14.1	14.4	15.1	15.5
Year 6	Number	14.8	14.6	15.1	15.6	16.3
Years 7–10	Number	19.3	19.5	19.3	19.7	20.2
Years 11–12	Number	15.4	16.0	16.8	16.6	16.6
Mean number of unapproved student absence days per FTE per year in secondary schools						
Mean number of unapproved student absence days per FTE per year in secondary schools ¹⁸						
Year 7–12	Number	8.1	7.7	7.9	8.0	7.8
Students with a positive opinion about their school providing a stimulating learning environment¹⁹						
Proportion of students who agree or strongly agree that their school provides a stimulating learning environment:						
Years 5–6	per cent	63.4	63.5	61.1	59.1	57.7 ²⁰
Years 7–10	per cent	21.2	21.7	20.9	20.5	21.8
Years 11–12	per cent	21.1	20.0	19.8	18.8	26.5
Higher education and skills						
VET enrolments by students²¹ age and gender						
15–19 years	Number	104,600	85,300	69,900	59,300	53,500
20–24 years	Number	96,300	93,100	80,200	69,700	65,200
25–44 years	Number	178,900	167,100	141,600	121,500	110,800
45–64 years	Number	93,100	87,400	75,100	62,900	56,100
Under 15, over 64 and not stated	Number	11,900	10,700	11,000	7,700	6,800
Female	Number	226,600	208,100	177,100	153,400	144,600
Male	Number	257,600	234,900	199,600	166,900	147,000
VET enrolments by administrative region						
South western	Number	251,100	230,500	178,600	144,300	129,500
North western	Number	116,200	105,400	97,900	82,600	76,300
North eastern	Number	114,300	86,100	70,800	64,700	60,600
South eastern	Number	153,200	130,900	116,300	92,500	81,300

¹⁷ Victorian government schools. Data extracted on 12 June 2018.

¹⁸ Victorian government schools. Data extracted on 12 June 2018. Unapproved categories include unexplained and parent choice unauthorised only.

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

²⁰ The introduction of a new survey instrument and delivery mode from 2017 onwards means that time series data may not be directly comparable.

²¹ Number of students undertaking government-subsidised training.

Indicators	Unit	2013	2014	2015	2016	2017
VET enrolments by courses by skills shortage category courses						
Government-subsidised enrolments in skill demand occupations	Number	153,000	166,600	148,100	124,800	111,500
VET enrolments by specialised category courses						
Government-subsidised enrolments in specialist occupations	Number	89,600	88,900	83,800	74,400	69,800
VET participation by learners facing barriers						
Women seeking to return to work (aged 35–64)	Number	18,600	20,600	19,400	17,600	17,300
People with no prior Certificate III (aged 20–64)	Number	278,400	259,800	209,800	169,100	150,200
Early school leavers (aged 15–19)	Number	31,900	28,800	23,900	21,400	19,300
Indigenous people	Number	6,500	6,200	5,500	5,100	5,000
People with a disability barrier	Number	40,500	41,300	38,200	34,400	31,100
VET participation by unemployed learners						
VET participation by unemployed learners	Number	135,000	135,900	113,200	87,900	75,400
Proportion of VET students satisfied with the teaching in their course						
Proportion of VET students satisfied with the teaching in their course ²²	per cent	88.4	87.3	83.3	85.6	n/a ²³

Objective 3: Wellbeing

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

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

MCH services play an important role in improving children's health and quality of life by identifying health, behavioural and developmental challenges at an early stage, while encouraging positive health and safety behaviours such as breastfeeding, immunisation, safe sleeping and healthy eating. From 2015–16 a new record system was introduced for a number of MCH service providers. Technical challenges in transitioning to this system have impacted the reporting of breastfeeding data in some LGAs. As such, statewide breastfeeding data is not available for the 2015–16 and 2016–17 financial years. However, 2017–18 data will be published via the MCH services annual report as soon as it is available.

Analysis of the most recent data from 2014–15 indicates that half of Victorian infants were fully breastfed at three months and one-third were fully breastfed at six months, which is on par with national levels. The Department continues to work on improving the quality of MCH universal services while delivering extra, targeted support to families who need it most.

Outcomes are positive for most Victorian children starting school. Data continues to show that more than 80 per cent start school with a low risk of behavioural problems

²² The National Centre for Vocational Education Research (NCVER) 2017 National Student Outcomes survey excludes students aged under 18 years of age. Data from previous years has been revised by NCVER to exclude students aged under 18 years of age to ensure comparability between 2017 and previous years.

²³ NCVER National Student Outcomes Survey data for training in 2017 will not be available before December 2018.

(as identified by their parents through the school entrant health questionnaire), and more than three-quarters are assessed by their teachers as 'on track' against the AEDC social competence or emotional maturity domains.

As the Department has improved families of all backgrounds' accessibility to MCH services, the community's awareness of the importance of behavioural and developmental issues may have also grown. The proportion of children entering Prep with no parent-identified general development issues has decreased to 44 per cent. However, improved parent awareness of developmental issues may be a contributor. This growing awareness means more families can discuss developmental concerns with schools and access further support to address them.

Student wellbeing factors, such as feeling safe and connected to school, are important to students and young people's happiness and have an impact on other aspects of school life. Most Victorian government school students feel connected to their school. Over the past five years, the proportion of students who agree or strongly agree that they feel connected to their school has remained largely stable at 60 per cent of primary school students and 30 per cent of middle year students (Years 7 to 10). Results for 2017 show a large increase in connectedness for Years 11 to 12.

Students' perceptions of school safety are also important. Around 60 per cent of students feel that their school is safe. These rates have decreased slightly in primary school (Years 5 to 6) and increased in secondary school, particularly for Years 11 and 12. Perceptions of safety are characterised by the absence of bullying behaviours. The revised survey now provides a more precise timeframe for experiencing bullying. However, a cautious approach to time series comparisons is required, given the revised question structure and survey delivery mode.

From 2017, the revised Attitude to School survey for government school students introduced a more accurate classroom behaviour measure. The 2017 data indicates that nearly all (93.2 per cent) Years 5–6 students believe their teacher sets clear rules. Just over half of secondary school students believe that if students misbehave in class, their teacher manages it effectively (53.3 per cent of Years 7–10 and 57.7 per cent of Years 11–12).

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

- the eSmart Schools framework, developed in partnership with the Alannah and Madeline Foundation, helps schools develop a culture that promotes safe, smart and responsible technology use
- the Bully Stoppers initiative, developed in partnership with experts in the field, provides teachers and school communities with support, clear guidance and tools to effectively prevent and respond to bullying
- the Safe Schools program aims to ensure schools are safe and supportive environments for all students, staff, and families by challenging and reducing levels of homophobia and transphobia, and actively including those who are same-sex attracted, intersex and gender diverse
- SAFEMinds, in partnership with headspace, to provide professional learning opportunities and a resource package for schools and families.

The Respectful Relationships program, recommended by the Royal Commission into Family Violence, also contributes to student feelings of school connectedness and safety by:

- developing the knowledge, understanding and skills to strengthen students' sense of self
- learning to recognise and regulate emotions
- developing empathy for others
- building and managing safe and respectful relationships.

Satisfaction levels with the quality of VET continued to trend upwards to 85.3 per cent—the highest result since 2013. This steady increase in training quality reflects the success of initiatives lead by the quality blitz implemented from July 2015 and continuing through the *Skills First* reforms from 1 January 2018.

Table 5 – Departmental indicators against wellbeing

Indicators	Unit	2013	2014	2015	2016	2017
Early childhood development						
Proportion of infants fully or partially breastfed at 3 and 6 months²⁴						
Infants fully breastfed at 3 months	per cent	50.6	51.4	n/a	n/a	n/a ²⁵
Infants partially breastfed at 3 months	per cent	12.7	13.1	n/a	n/a	n/a
Infants fully breastfed at 6 months	per cent	33.9	34.0	n/a	n/a	n/a
Infants partially breastfed at 6 months	per cent	14.6	15.6	n/a	n/a	n/a
Proportion of children who have no behavioural issues on entry into Prep						
Proportion of children who have no behavioural issues on entry into Prep	per cent	86.5	86.1	83.9	83.9	82.7
Proportion of children who have no general developmental issues identified by parents on entry into Prep	per cent	49.8	48.2	46.9	45.6	43.8
Children developmentally 'on track' on the Australian Early Development Census social competence and emotional maturity domains						
Social competence domain	per cent	–	–	77.2	–	–
Emotional maturity domain	per cent	–	–	77.5	–	–
School education²⁶						
Students feeling connected to their school						
Proportion of students who agree or strongly agree that they feel connected to their school						
Years 5–6	per cent	66.6	66.6	65.8	64.7	62.6 ²⁷
Years 7–10	per cent	33.6	33.4	34.0	33.2	32.4
Years 11–12	per cent	27.8	26.0	25.4	23.6	31.4
Students with a positive opinion about their school providing a safe and orderly environment for learning						
Proportion of students who agree or strongly agree that their school is 'safe'						
Years 5–6	per cent	63.6	64.1	60.3	60.1	57.0 ²⁸

²⁴ Figures for the 2013–14 under 2013, and for 2014–15 under 2014. Source: Maternal and Child Health Services Annual Report.

²⁵ Since 2015 a number of Maternal and Child Health service providers have migrated to a new record system. Difficulties in transitioning to this system have affected the reporting of breastfeeding data in a number of LGAs.

²⁶ These school education measures relate to Victorian government schools and are derived from multiple questions. Only students who responded 'agree' or 'strongly agree' on all relevant questions are included. Other students gave mixed or opposing views. Source: Department of Education and Training Attitudes to School Survey.

²⁷ The introduction of a new survey instrument and delivery mode from 2017 onwards means that time series data may not be directly comparable.

²⁸ The introduction of a new survey instrument and delivery mode from 2017 onwards means that time series data may not be directly comparable. For 2017, students who feel safe are those that do not report that they have been bullied, teased, left out of things on purpose/had rumours spread about them or been hit, kicked, hurt or threatened this term.

Indicators	Unit	2013	2014	2015	2016	2017
Years 7–10	per cent	58.8	60.0	58.7	58.1	59.5 ²⁶
Years 11–12	per cent	65.7	66.3	64.9	64.6	76.4 ²⁶
Proportion of students who believe their teacher sets clear rules / manages misbehaviour effectively ²⁹						
Years 5–6	per cent					93.2
Years 7–10	per cent					53.3
Years 11–12	per cent					57.7

Higher education and skills

Level of student satisfaction with VET

Proportion of graduates satisfied with the overall quality of training ³⁰	per cent	84.1	83.7	84.3	85.3	n/a ³¹
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Objective 4: Productivity

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

In 2017–18, the Victorian Government increased the standard per-capita rate paid in the early childhood sector for both kindergarten and MCH services.

The unit cost per primary and secondary school student increased between 2013–14 (2013) and 2015–16 (2015) with higher unit costs reported for secondary schools. The unit cost per VET student contact hour (in 2016 dollars) has fluctuated from \$11.64 an hour in 2013 to \$11.79 an hour in 2016, averaging \$10.83 an hour over this period.

Table 6 – Departmental indicators against productivity

Indicators	Unit	2013	2014	2015	2016	2017
Early childhood development^{32, 33}						
Dollar per kindergarten student per financial year in the year prior to school (or ECIS or MCH)						
Minimum funding available to every child (provides 6.75 hours of maternal and child health service for each child aged 0 to 3 years) ³⁴	\$ per child	618.0	630.4	642.9	742.5	761.1
Minimum funding available to the majority of children (approximately 93 per cent in 2017) who access a kindergarten program in the year prior to school ³⁵	\$ per child	2,061.0	2,112.0	2,175.3	2,260.0	2,336.7

²⁹ From 2017, the revised Attitude to School survey asks students about the way their teacher manages the classroom and misbehaviour in the classroom. This measure replaces the 'students who are disruptive in class measure'.

³⁰ The NCVER 2017 National Student Outcomes survey excludes students aged under 18 years. Data from previous years have been revised by NCVER to exclude students aged under 18 years to ensure comparability between 2017 and previous years.

³¹ NCVER National Student Outcomes Survey data for training in 2017 will not be available before December 2018.

³² Reflects the Victorian Government expenditure on early childhood services available to all children (that is, universal expenditure) and does not include the significant resourcing provided to deliver a range of targeted services for specific cohorts of children.

³³ Figures for the 2013–14 financial year under 2013, 2014–15 under 2014, 2015–16 under 2015 and 2016–17 under 2016.

³⁴ Reflects the standard per capita rate during the relevant financial year, of which 50 per cent is funded by the State Government and 50 per cent provided through matched local government funding.

³⁵ A small proportion of children who access a kindergarten program in a non-government school (around five per cent) receive less (State Government component between \$368 and \$1,194 in 2016–17). Additional loadings are provided for children based on characteristics including living in a rural area, Aboriginal or Torres Strait Islander status, or being holders of health care or pension cards or refugee or humanitarian visas. Additional resourcing for delivery of the program is provided through parental fees and service fundraising.

Indicators	Unit	2013	2014	2015	2016	2017
School education—primary and secondary³⁶						
Dollar per primary school student per financial year						
Victorian Government real recurrent expenditure (including User Cost of Capital) per FTE student in primary schools (2015–16 dollars) ³⁷	\$ per FTE student	12,607.7	13,125.9	13,764.6	n/a ³⁸	n/a
Dollar per secondary school student per financial year						
Victorian Government real recurrent expenditure (including User Cost of Capital) per FTE student in secondary schools (2015–16 dollars)	\$ per FTE student	16,025.2	16,527.2	17,128.1	n/a	n/a
Higher education and skills						
Dollar per VET student contact hour per calendar year³⁹						
Victorian Government real recurrent expenditure per annual hour (2016 dollars)	\$ per hour	11.64	9.55	10.32	11.79	n/a ⁴⁰

³⁶ Victorian Government schools. Source: Productivity Commission Report on Government Services (RoGS) 2018, Table 4A.15. 2013–14 data is published under 2013, 2014–15 under 2015, and 2015–16 under 2016.

³⁷ Time series financial data are adjusted to 2015–16 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator.

³⁸ Reports on Government Services (RoGS) are published in early February each year. There is a time lag in reporting financial data. 2016–17 and 2017–18 results will be released in the 2019 RoGS and 2018–19 data will be published in the 2020 RoGS.

³⁹ Source: Productivity Commission Report on Government Services 2018, Table 5A.2. In Victoria, the *Education and Training Reform Amendment (Dual Sector Universities) Act 2013* came into effect. As a result, the Ministerial directions and guidelines to TAFE institutes no longer apply to the four dual sector universities in Victoria. The Victorian 2014 AVETMISS financial statements therefore reflect a de-consolidation of these entities in the 2014 reporting year. State funding provided to the universities for training delivery during the 2014 reporting year is reflected as a payment to a non-TAFE provider for VET delivery.

⁴⁰ RoGS is published in early February each year. There is a time lag in reporting financial data. 2017 results will be released in the 2019 RoGS.

Performance against output performance measures

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

- Strategy, review and regulation
- Early childhood development
- School education—primary
- School education—secondary
- Training, higher education and workforce development
- Support services delivery
- Support for students with disabilities.

These output measures refer to the financial year unless indicated.

Strategy, review and regulation

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

Table 7 – Strategy, review and regulation performance measures

Performance measures	Unit of measure	2017–18 Target	2017–18 Actual	Per cent variation	Result
Quantity					
Number of registered training organisation quality audits and school reviews undertaken annually	number	94	89	-5.3	■
<i>Provider audit and review cycles are scheduled on the anniversary of a provider's registration and therefore vary from year to year. The 2017–18 Actual is lower than the 2017–18 Target due to the cancellation of RTO audits and the shift of some RTOs to the national regulator.</i>					
Quality					
Education peak bodies that rate the Victorian Registration and Qualifications Authority (VRQA) effective or highly effective in performing its regulatory function	per cent	90	81	-10.0	■
<i>The 2017–18 Actual is lower than the 2017–18 Target due to the measure being based on a small survey where results can be prone to fluctuation.</i>					
Regulated schools and Registered Training Organisations that rate the VRQA effective or highly effective in performing its regulatory function	per cent	90	95	5.6	✓
<i>The 2017–18 Actual is higher than the 2017–18 Target due to schools and RTOs reporting higher satisfaction with the VRQA.</i>					
Percentage of government schools where an enrolment audit is conducted	per cent	32.8	32.8	0.0	✓
<i>This performance measure relates to the calendar year.</i>					
Cost					
Total output cost	\$ million	106.2	113.1	6.5	■
<i>The higher 2017-18 Actual compared with the 2017–18 target is primarily due to the continuation of the Department's development, planning and monitoring of strategic policy settings across all stages of learning. In addition, the increase in output cost reflects the ongoing support for regulation that ensures quality education and training is delivered, contributing to the Department's objectives.</i>					
Key: ✓ Target achieved or exceeded ○ Target not achieved—less than 5% variance ■ Target not achieved—more than 5% variance					

Early childhood development

The Early childhood development output group involves providing kindergarten and children's services. Services include monitoring of education and care services, parent satisfaction with kindergarten services and specialist services; to improve disadvantaged children's access to kindergartens. It also includes making community-based maternal and child health services available to all families with children aged 0–6 years. This output provides developmental health surveillance, early intervention, parenting support and health education. It also includes a range of services and support for children with a developmental delay or disability, and their families.

Table 8 – Early childhood development performance measures

Performance measures	Unit of measure	2017–18 Target	2017–18 Actual	Per cent variation	Result
Quantity					
Children funded to participate in kindergarten	number	75,000	78,970	5.3	✓
<i>The 2017–18 Actual is higher than the 2017–18 Target due to a larger than anticipated four-year-old population in 2017.</i>					
Kindergarten participation rate	per cent	96.0	93.4	-2.7	○
<i>This performance measure relates to the calendar year. This performance measure excludes children who participate in a second year of the four-year-old kindergarten program.</i>					
<i>The 2017–18 Actual is an estimate based on the most recently available preliminary ABS estimated resident population (ERP) data. Note that this measure is not directly comparable with previous years as the ABS is rebasing its ERP data on the 2016 Census of Population and Housing.</i>					
Maternal and child health clients with children aged 0–1 year receiving additional support through enhanced maternal and child health services	per cent	15.0	15.0	0.0	✓
<i>The performance measure may underestimate the proportion of clients receiving enhanced maternal and child health services due to potential overestimation of universal enrolments associated with the introduction of a new maternal and child health IT system.</i>					
Total number of maternal and child health service clients (aged 0–1 year)	number	76,000	80,000	5.3	✓
<i>The 2017–18 Actual is higher than the 2017–18 Target due to potential overestimation of universal enrolments associated with the introduction of a new maternal and child health IT system and growth in the 0 to 1-year age population.</i>					
Total number of children receiving early childhood intervention services	number	7,999	8,590	7.4	✓
<i>The 2017–18 Actual reflects an additional 591 Early Childhood Intervention Services (ECIS) places funded in the 2017–18 National Disability Insurance Scheme (NDIS) transitional support for clients and providers State budget initiative to reduce the statewide waiting list until full scheme implementation of the NDIS.</i>					
Quality					
Education and care services offering a funded kindergarten program assessed as exceeding the National Quality Standard	per cent	43.0	44.0	2.3	✓
<i>This performance measure relates to the calendar year.</i>					
Education and care services offering a funded kindergarten program assessed as meeting or exceeding the National Quality Standard	per cent	90.0	90.0	0.0	✓
<i>This performance measure relates to the calendar year.</i>					
Families who are satisfied with the Early Childhood Intervention Services provided	per cent	90.0	90.0	0.0	✓
<i>This performance measure includes internal and external providers.</i>					
Parent satisfaction with kindergarten services	per cent	85.0	91.0	7.1	✓
<i>This performance measure relates to the calendar year. The performance measure includes funded kindergarten providers. The 2017–18 Actual is higher than the 2017–18 Target due to higher than expected parental satisfaction with kindergarten services in the first full year of the survey.</i>					

Performance measures	Unit of measure	2017–18 Target	2017–18 Actual	Per cent variation	Result
Timeliness					
Children aged 0–1 month enrolled at maternal and child health services from birth notifications	per cent	98.5	99.0	0.5	✓
<i>The performance measure may overestimate universal enrolments due to data anomalies associated with the introduction of a new maternal and child health IT system.</i>					
Contribution to National Disability Insurance Scheme costs paid on time	per cent	100.0	100.0	0.0	✓
<i>This performance measure relates to the financial year. This performance measure reports on DET payments to the Department of Health and Human Services based on the transition of DET clients.</i>					
Timely transfer of client data that complies with the agreed schedule and the NDIA data standard to the NDIA	per cent	100.0	100.0	0.0	✓
<i>New performance measure for 2017–18 to reflect the agreement reached between DHHS, DET and NDIA on data transfer. This performance measure relates to the financial year.</i>					
Cost					
Total output cost	\$ million	605.8	630.6	4.1	○
<i>The higher 2017–18 Actual compared with the 2017–18 target primarily reflects the extension of the Commonwealth Funding for Universal access. This is offset by a higher carryforward from 2017–18 into 2018–19 than budgeted.</i>					
Key: ✓ Target achieved or exceeded ○ Target not achieved—less than 5% variance ■ Target not achieved—more than 5% variance					

School education

The school education output group comprises two outputs:

- i. the school education—primary output provides services to develop essential skills and learning experiences to engage young minds in the primary sector
- ii. the school education—secondary output consolidates literacy and numeracy competencies including creative and critical thinking, as well as physical, social, emotional and intellectual development in adolescence. It also provides education services as well as varied pathways and support for transition across sectors to further study.

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

The Government set high aspirations for all students, including Koorie students. These are reflected in BP3 NAPLAN measures, introduced in 2015, which shift the focus from national minimum standards. The BP3 targets for Koorie students measure—at Years 3, 5, 7 and 9—the percentage of Aboriginal students above the bottom three NAPLAN bands in reading and numeracy. NAPLAN results for Victorian Koorie students are above the national Aboriginal cohort across most domains and year levels.

(i) School education—primary

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

Except where indicated, these performance measures relate to:

- the 2017 calendar year rather than the 2017–18 financial year
- government and non-government schools.

Table 9 – School education–primary performance measures

Performance measures	Unit of measure	2017–18 Target	2017–18 Actual	Per cent variation	Result
Quantity					
Average days lost due to absence at Year 5	number	14.1	15.6	10.6	■
<p><i>This performance measure relates to the calendar year. This performance measure refers to government schools only. The attendance rate covers all absences, including those due to illness and approved family holidays. A lower figure is more desirable, as it indicates that students are having fewer days away from school.</i></p> <p><i>The 2017–18 Actual is higher than the 2017–18 Target due to an increase in student absence across most year levels, with some indication of a 'reporting effect' resulting from the system's continued focus on identifying student absence.</i></p>					
Average days lost due to absence at Year 6	number	14.5	16.4	13.1	■
<p><i>This performance measure relates to the calendar year. This performance measure refers to government schools only. The attendance rate covers all absences, including those due to illness and approved family holidays. A lower figure is more desirable, as it indicates that students are having fewer days away from school.</i></p> <p><i>The 2017–18 Actual is higher than the 2017–18 Target due to an increase in student absence across most year levels, with some indication of a 'reporting effect' resulting from the system's continued focus on identifying student absence.</i></p>					
Average days lost due to absence for Aboriginal students in Years Prep to 6	number	24.0	24.5	2.1	○
<p><i>New performance measure for 2017–18 to reflect Government priorities regarding Education State and Breaking the Link between disadvantage and achievement. This performance measure relates to the calendar year. This performance measure refers to government schools only.</i></p> <p><i>The 2017–18 Actual is higher than the 2017–18 Target due to an increase in student absence across most year levels, with some indication of a 'reporting effect' resulting from the system's continued focus on identifying student absence. This cohort is small in number and data is subject to volatility.</i></p>					
Investment in non-government schools (primary)	\$ million	365.5	382.1	4.5	○
<p><i>The 2017–18 Actual is higher than the 2017–18 target which primarily reflects the inclusion of grants to non-government schools for capital works.</i></p>					
Percentage of government primary school students receiving equity funding	per cent	28.0	27.0	-3.6	○
<p><i>This performance measure relates to the calendar year. This performance measure refers to government schools only. The 2017–18 Actual is lower than the 2017–18 Target as fewer students met student family occupation and education eligibility requirements, as more parents reported in enrolment data as having a bachelor or higher degree than in previous data.</i></p>					
Number of teachers completed professional development as mathematics and science specialists	number	100	100	0.0	✓
<p><i>This performance measure relates to the calendar year. This performance measure refers to government schools only.</i></p>					
Number of assistant principals participating in leadership development programs, including the Aspiring Principals program	number	500	749	49.8	✓
<p><i>This performance measure relates to the calendar year. This performance measure refers to government schools only.</i></p> <p><i>The 2017–18 Actual is higher than the 2017–18 Target as Bastow Institute of Educational Leadership (Bastow) delivered more professional practice workshops in 2017 (in comparison to previous years), as well as an increase in events relating to FISO and increased throughput in Bastow's Aspiring Principals program (UP).</i></p>					
Number of principals participating in statewide, centrally funded leadership development programs, including the Expert Leaders of Education program	number	730	980	34.2	✓
<p><i>This performance measure relates to the calendar year. This performance measure refers to government schools only.</i></p> <p><i>The 2017–18 Actual is higher than the 2017–18 Target as Bastow delivered more professional practice workshops in 2017 (in comparison to previous years), as well as an increase in events relating to FISO and a dedicated program for Network Chairs (WISE).</i></p>					
Number of school staff who are not principals or assistant principals participating in leadership development programs, including the Aspiring Principals program and the Local Leaders program	number	1,950	2,677	37.3	✓

Performance measures	Unit of measure	2017–18 Target	2017–18 Actual	Per cent variation	Result
<p><i>This performance measure relates to the calendar year. This performance measure refers to government schools only. This performance measure includes all school staff (teaching and education support).</i></p> <p><i>The 2017–18 Actual is higher than the 2017–18 Target as Bastow delivered more professional practice workshops in 2017 (in comparison to previous years), as well as an increase in events relating to FISO.</i></p>					
Number of teachers completing mentoring training	number	800	964	20.5	✓
<p><i>The performance measure for 2017–18 refers to government and non-government schools and early childhood teachers and reflects Government priorities regarding the Education State. The 2017–18 Actual is higher than the 2017–18 Target due to a larger than expected number of teachers attending professional learning from the early childhood sector.</i></p>					
Number of Victorian schools participating as a 'lead school' for the Respectful Relationships initiative	number	120	151	25.8	✓
<p><i>This performance measure relates to Victorian primary and secondary schools.</i></p> <p><i>The 2017–18 Actual is higher than the 2017–18 Target due to additional schools across Victoria supporting implementation, leading to larger than expected numbers of schools, teachers and DET staff attending professional learning.</i></p>					
Number of school-based staff who have participated in whole-school Respectful Relationships professional learning initiative	number	15,000	16,000	6.7	✓
<p><i>This performance measure will include all school staff (teaching and education support). This performance measure relates to Victorian primary and secondary schools.</i></p> <p><i>The 2017–18 Actual is higher than the 2017–18 Target due to additional schools across Victoria supporting implementation, leading to larger than expected numbers of schools, teachers and DET staff attending professional learning.</i></p>					

Quality

Parent satisfaction with primary schooling on a 100-point scale	100-point scale	83	81	-2.4	○
<p><i>This performance measure relates to the calendar year. This performance measure refers to government schools only. Data is drawn from the Parent Opinion survey, where a higher score represents a higher level of satisfaction.</i></p> <p><i>In 2017 the Department refreshed the Parent Opinion survey to reflect recent research. While overall results are comparable between surveys, the change to an online collection mode and order of questionnaire items may account for some variance in time series results.</i></p>					
Percentage of Aboriginal students above the bottom three bands for numeracy in Year 3 (NAPLAN testing)	per cent	43.9	42.6	-3.0	✓
<p><i>This performance measure relates to the calendar year. This performance measure includes government and non-government schools. The 2017–18 Actual is within the margin of error associated with NAPLAN testing for this cohort. NAPLAN results are subject to a small margin of error, common to any assessment program, reflected in a confidence interval of ± 3.55 percentage points.</i></p>					
Percentage of Aboriginal students above the bottom three bands for numeracy in Year 5 (NAPLAN testing)	per cent	33.4	31.5	-5.7	✓
<p><i>This performance measure relates to the calendar year. This performance measure includes government and non-government schools. The 2017–18 Actual is within the margin of error associated with NAPLAN testing for this cohort. NAPLAN results are subject to a small margin of error, common to any assessment program, reflected in a confidence interval of ± 3.76 percentage points.</i></p>					
Percentage of Aboriginal students above the bottom three bands for reading in Year 3 (NAPLAN testing)	per cent	49.9	51.9	4.0	✓
<p><i>This performance measure relates to the calendar year. This performance measure includes government and non-government schools. NAPLAN results are subject to a small margin of error, common to any assessment program, reflected in a confidence interval of ± 3.57 percentage points.</i></p>					
Percentage of Aboriginal students above the bottom three bands for reading in Year 5 (NAPLAN testing)	per cent	40.0	36.7	-8.2	✓
<p><i>This performance measure relates to the calendar year. This performance measure includes government and non-government schools. The 2017–18 Actual is within the margin of error associated with NAPLAN testing for this cohort. NAPLAN results are subject to a small margin of error, common to any assessment program, reflected in a confidence interval of ± 3.70 percentage points.</i></p>					
Percentage of students above the bottom three bands for numeracy in Year 3 (NAPLAN testing)	per cent	68.9	71.7	4.1	✓

Performance measures	Unit of measure	2017–18 Target	2017–18 Actual	Per cent variation	Result
<i>This performance measure relates to the calendar year. This performance measure includes government and non-government schools. NAPLAN results are subject to a small margin of error, common to any assessment program, reflected in a confidence interval of ± 0.92 percentage points.</i>					
Percentage of students above the bottom three bands for numeracy in Year 5 (NAPLAN testing)	per cent	62.3	61.8	-0.8	✓
<i>This performance measure relates to the calendar year. This performance measure includes government and non-government schools. The 2017–18 Actual is within the margin of error associated with NAPLAN testing for this cohort. NAPLAN results are subject to a small margin of error, common to any assessment program, reflected in a confidence interval of ± 1.01 percentage points.</i>					
Percentage of students above the bottom three bands for reading in Year 3 (NAPLAN testing)	per cent	77.0	78.3	1.7	✓
<i>This performance measure relates to the calendar year. This performance measure includes government and non-government schools. NAPLAN results are subject to a small margin of error, common to any assessment program, reflected in a confidence interval of ± 0.83 percentage points.</i>					
Percentage of students above the bottom three bands for reading in Year 5 (NAPLAN testing)	per cent	66.9	66.9	0.0	✓
<i>This performance measure relates to the calendar year. This performance measure includes government and non-government schools. NAPLAN results are subject to a small margin of error, common to any assessment program, reflected in the confidence interval of ± 0.96 percentage points.</i>					
Percentage of students in the top two bands for numeracy in Year 3 (NAPLAN testing)	per cent	41.9	44.3	5.7	✓
<i>This performance measure relates to the calendar year. This performance measure includes government and non-government schools. NAPLAN results are subject to a small margin of error, common to any assessment program, reflected in a confidence interval of ± 1.07 percentage points.</i>					
Percentage of students in the top two bands for numeracy in Year 5 (NAPLAN testing)	per cent	32.9	30.6	-7.0	■
<i>This performance measure relates to the calendar year. This performance measure includes government and non-government schools. NAPLAN results are subject to a small margin of error, common to any assessment program, reflected in a confidence interval of ± 0.98 percentage points.</i>					
<i>The 2017–18 Actual is lower than the 2017–18 target, as NAPLAN results reflect student performance as assessed in May 2017 and upward shifts in student performance are expected in future years to reach the Education State in Schools targets. Implementation of the Education State in Schools reform agenda commenced in 2016.</i>					
Percentage of students in the top two bands for reading in Year 3 (NAPLAN testing)	per cent	55.1	56.5	2.5	✓
<i>This performance measure relates to the calendar year. This performance measure includes government and non-government schools. NAPLAN results are subject to a small margin of error, common to any assessment program, reflected in a confidence interval of ± 1.06 percentage points.</i>					
Percentage of students in the top two bands for reading in Year 5 (NAPLAN testing)	per cent	39.1	39.7	1.5	✓
<i>This performance measure relates to the calendar year. This performance measure includes government and non-government schools. NAPLAN results are subject to a small margin of error, common to any assessment program, reflected in a confidence interval of ± 1.00 percentage points.</i>					
Years 5–6 students' opinion of their connectedness with the school	5-point scale	4.4	4.2	-4.5	○
<i>This performance measure relates to the calendar year. This performance measure refers to government schools only. Data are drawn from the Attitudes to School Survey, where a higher score represents a higher level of connectedness (that is, students feel they belong and enjoy attending school).</i>					
<i>In 2017 the Department refreshed the Attitudes to School Survey to reflect recent research on what matters most to student outcomes. While overall results are comparable between surveys, the change to an online collection mode and order of questionnaire items may account for some variance in time series results.</i>					
Schools that underwent a priority review increase the proportion of school improvement measure threshold standards met.	per cent	53.0	66.0	24.5	✓
<i>This performance measure relates to the calendar year. This performance measure refers to government schools only.</i>					
<i>The 2017–18 Actual is higher than the 2017–18 Target, and positive variation from the target may be due to a reduction in the number of schools that underwent a priority review in 2016 compared to previous years, as well as the introduction of Education State reforms.</i>					

Cost

Total output cost	\$ million	5,219.7	5,261.1	0.8	○
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The 2017–18 Actual is higher primarily reflecting the shift from secondary to primary based on the higher number of primary students than budgeted. Overall, the School Education Output cost (Primary and Secondary) is lower primarily due to lower third party revenue, lower carryover into 2017–18, and higher carry forward into 2018–19. These are offset by new funding decisions.

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

(ii) School education—secondary

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

Except where indicated, these performance measures relate to:

- the 2017 calendar year rather than the 2017–18 financial year
- government and non-government schools.

Table 10 – School education—secondary performance measures

Performance measures	Unit of measure	2017–18 Target	2017–18 Actual	Per cent variation	Result
Quantity					
Investment in non-government schools (secondary)	\$ million	374.1	391.3	4.6	○
<i>The 2017–18 Actual is higher than the 2017–18 target which primarily reflects the inclusion of grants to non-government schools for capital works.</i>					
Number of school students enrolled in Victorian Certificate of Applied Learning (VCAL)	Number	19,000	19,849	4.5	✓
<i>This performance measure relates to the calendar year. This performance measure includes government and non-government schools.</i>					
<i>The 2017–18 Actual is higher than the 2017–18 Target, as an increasing proportion of students are undertaking VCAL at intermediate and senior levels as VCAL becomes more established as an alternative qualification to the Victorian Certificate of Education.</i>					
Number of school students participating in accredited vocational programs	Number	47,000	46,969	-0.1	○
<i>This performance measure relates to the calendar year. This performance measure includes government and non-government schools.</i>					
Number of school-based apprentices/trainees	Number	3,538	2,985	-15.6	■
<i>This performance measure relates to the calendar year. This performance measure includes government and non-government schools.</i>					
<i>The 2017–18 Actual is lower than the 2017–18 Target due to both data accuracy issues associated with the commencement of apprenticeships and traineeships in the final quarter in each of the last two years (impacting data quality), as well as the ongoing impact of regulatory work by the VRQA since 2015–16 to drive improvements in provider and program quality.</i>					
Proportion of all secondary schools offering vocational options to students as part of their secondary school certificate	per cent	95.0	94.5	-0.5	○
<i>This performance measure relates to the calendar year. This performance measure includes government and non-government schools.</i>					
Number of students for which government secondary schools are funded to 'catch up'	Number	8,500	11,026	29.7	✓
<i>This performance measure relates to the calendar year. This performance measure refers to government schools only. The 2017–18 Actual is higher than the 2017–18 Target due to changes in the catch-up eligibility policy. Students who were exempt from sitting NAPLAN and students who cannot be matched with their NAPLAN data have been included based on a cohort density of catch up students at the school they attend.</i>					

Performance measures	Unit of measure	2017–18 Target	2017–18 Actual	Per cent variation	Result
Percentage of government secondary school students receiving equity funding	per cent	35.0	33.0	-5.7	■
<i>This performance measure relates to the calendar year. This performance measure refers to government schools only. The 2017–18 Actual is lower than the 2017–18 Target as fewer students met student family occupation and education eligibility requirements, as more parents reported in enrolment data as having a bachelor or higher degree than in previous data.</i>					
Quality					
Average days lost due to absence in Years 11 and 12	Number	16.1	16.6	-3.1	○
<i>This performance measure relates to the calendar year. This performance measure refers to government schools only. Average days lost covers all student absences, including those due to illness, approved family holidays and unapproved absences. A lower figure is more desirable, as it indicates that students are having fewer days away from school.</i>					
<i>The 2017–18 Actual is higher than the 2017–18 Target due to an increase in student absence across most year levels, with some indication of a 'reporting effect' resulting from the system's continued focus on identifying student absence.</i>					
Average days lost due to absence in Years 7–10	Number	19.0	20.2	-6.3	■
<i>This performance measure relates to the calendar year. This performance measure refers to government schools only. Average days lost covers all student absences, including those due to illness, approved family holidays and unapproved absences. A lower figure is more desirable, as it indicates that students are having fewer days away from school.</i>					
<i>The 2017–18 Actual is higher than the 2017–18 Target due to an increase in student absence across most year levels, with some indication of a 'reporting effect' resulting from the system's continued focus on identifying student absence.</i>					
Average days lost due to absence for Aboriginal students in Years 7 to 12	Number	35.0	35.4	-1.1	○
<i>This performance measure refers to government schools only. Average days lost covers all student absences, including those due to illness, approved family holidays and unapproved absences. A lower figure is more desirable, as it indicates that students are having fewer days away from school.</i>					
<i>The 2017–18 Actual is higher than the 2017–18 Target due to an increase in student absence across most year levels, with some indication of a 'reporting effect' resulting from the system's continued focus on identifying student absence. This cohort is small in number and data is subject to volatility.</i>					
Median VCE study score	Number	29.0	29.0	0.0	✓
<i>This performance measure relates to the calendar year. This performance measure refers to government schools only.</i>					
Parent satisfaction with secondary schooling on a 100-point scale	100-point scale	76.0	80.0	5.3	✓
<i>This performance measure relates to the calendar year. This performance measure refers to government schools only. Data is drawn from the Parent Opinion survey, where a higher score represents a higher level of satisfaction.</i>					
<i>In 2017 the Department refreshed the Parent Opinion survey to reflect recent research. While overall results are comparable between surveys, the change to an online collection mode and order of questionnaire items may account for some variance in time series results.</i>					
Percentage of Aboriginal students above the bottom three bands for numeracy in Year 7 (NAPLAN testing)	per cent	29.4	29.3	-0.3	○
<i>This performance measure relates to the calendar year. This performance measure includes government and non-government schools. The 2017–18 Actual is within the margin of error associated with NAPLAN testing for this cohort. NAPLAN results are subject to a small margin of error, common to any assessment program, reflected in the confidence interval of ± 3.09 percentage points.</i>					
Percentage of Aboriginal students above the bottom three bands for numeracy in Year 9 (NAPLAN testing)	per cent	25.2	22.7	-9.9	✓
<i>This performance measure relates to the calendar year. This performance measure includes government and non-government schools. The 2017–18 Actual is within the margin of error associated with NAPLAN testing for this cohort. NAPLAN results are subject to a small margin of error, common to any assessment program, reflected in the confidence interval of ± 3.58 percentage points.</i>					
Percentage of Aboriginal students above the bottom three bands for reading in Year 7 (NAPLAN testing)	per cent	29.2	28.7	-1.7	✓

Performance measures	Unit of measure	2017–18 Target	2017–18 Actual	Per cent variation	Result
<i>This performance measure relates to the calendar year. This performance measure includes government and non-government schools. The 2017–18 Actual is within the margin of error associated with NAPLAN testing for this cohort. NAPLAN results are subject to a small margin of error, common to any assessment program, reflected in the confidence interval of ± 3.52 percentage points.</i>					
Percentage of Aboriginal students above the bottom three bands for reading in Year 9 (NAPLAN testing)	per cent	26.3	23.4	-11.0	✓
<i>This performance measure relates to the calendar year. This performance measure includes government and non-government schools. The 2017–18 Actual is within the margin of error associated with NAPLAN testing for this cohort. NAPLAN results are subject to a small margin of error, common to any assessment program, reflected in the confidence interval of ± 3.22 percentage points.</i>					
Percentage of school leavers completing a VCE VET program in a school progressing to further education, training or work	per cent	95.0	95.0	0.0	✓
<i>This performance measure relates to the calendar year. This performance measure includes government and non-government schools.</i>					
Percentage of school leavers completing an intermediate or senior Victorian Certificate of Applied Learning in a school progressing to further education, training or work	per cent	85.0	85.0	0.0	✓
<i>This performance measure relates to the calendar year. This performance measure includes government and non-government schools.</i>					
Percentage of students above the bottom three bands for numeracy in Year 7 (NAPLAN testing)	per cent	62.3	64.2	3.0	✓
<i>This performance measure relates to the calendar year. This performance measure includes government and non-government schools. NAPLAN results are subject to a small margin of error, common to any assessment program, reflected in a confidence interval of ± 1.61 percentage points.</i>					
Percentage of students above the bottom three bands for numeracy in Year 9 (NAPLAN testing)	per cent	54.3	53.6	-1.3	✓
<i>This performance measure relates to the calendar year. This performance measure includes government and non-government schools. The 2017–18 Actual is within the margin of error associated with NAPLAN testing for this cohort. NAPLAN results are subject to a small margin of error, common to any assessment program, reflected in the confidence interval of ± 1.99 percentage points.</i>					
Percentage of students above the bottom three bands for reading in Year 7 (NAPLAN testing)	per cent	60.0	60.8	1.3	✓
<i>This performance measure relates to the calendar year. This performance measure includes government and non-government schools. NAPLAN results are subject to a small margin of error, common to any assessment program, reflected in a confidence interval of ± 1.57 percentage points.</i>					
Percentage of students above the bottom three bands for reading in Year 9 (NAPLAN testing)	per cent	50.4	50.4	0.0	✓
<i>This performance measure relates to the calendar year. This performance measure includes government and non-government schools. NAPLAN results are subject to a small margin of error, common to any assessment program, reflected in a confidence interval of ± 1.80 percentage points.</i>					
Percentage of students in the top two bands for numeracy in Year 7 (NAPLAN testing)	per cent	32.5	35.0	7.7	✓
<i>This performance measure relates to the calendar year. This performance measure includes government and non-government schools. NAPLAN results are subject to a small margin of error, common to any assessment program, reflected in a confidence interval of ± 1.74 percentage points.</i>					
Percentage of students in the top two bands for numeracy in Year 9 (NAPLAN testing)	per cent	26.4	23.8	-9.8	■
<i>This performance measure relates to the calendar year. This performance measure includes government and non-government schools. NAPLAN results are subject to a small margin of error, common to any assessment program, reflected in a confidence interval of ± 1.87 percentage points. The 2017–18 Actual is lower than the 2017–18 Target, as NAPLAN results reflect student performance as assessed in May 2017 and upward shifts in student performance are expected in future years to reach the Education State in Schools targets. Implementation of the Education State in Schools reform agenda commenced in 2016.</i>					
Percentage of students in the top two bands for reading in Year 7 (NAPLAN testing)	per cent	30.7	30.9	0.7	✓
<i>This performance measure relates to the calendar year. This performance measure includes government and non-government schools. NAPLAN results are subject to a small margin of error, common to any assessment program, reflected in a confidence interval of ± 1.50 percentage points.</i>					
Percentage of students in the top two bands for reading in Year 9 (NAPLAN testing)	Number	23.0	20.5	-10.9	■

Performance measures	Unit of measure	2017–18 Target	2017–18 Actual	Per cent variation	Result
<p><i>This performance measure relates to the calendar year. This performance measure includes government and non-government schools. NAPLAN results are subject to a small margin of error, common to any assessment program, reflected in a confidence interval of ± 1.46 percentage points.</i></p> <p><i>The 2017–18 Actual is lower than the 2017–18 Target, as NAPLAN results reflect student performance as assessed in May 2017 and upward shifts in student performance are expected in future years to reach the Education State in Schools targets. Implementation of the Education State in Schools reform agenda commenced in 2016.</i></p>					
Percentage of students who remain at school from Year 7 to Year 12	per cent	92.2	92.4	0.2	✓
<p><i>This performance measure relates to the calendar year. This performance measure includes government and non-government schools.</i></p>					
Percentage of VCAL certificates satisfactorily completed by school students	per cent	76.9	74.2	-3.5	○
<p><i>This performance measure relates to the calendar year. This performance measure includes government and non-government schools.</i></p>					
Years 7–9 students' opinion of their connectedness with the school	5-point scale	3.7	3.5	-5.4	■
<p><i>This performance measure relates to the calendar year. This performance measure refers to government schools only. Data are drawn from the Attitudes to School Survey, where a higher score represents a higher level of connectedness (that is, students feel they belong and enjoy attending school).</i></p> <p><i>In 2017 the Department refreshed the Attitudes to School Survey to reflect recent research on what matters most to student outcomes. While overall results are comparable between surveys, the change to an online collection mode and order of questionnaire items may account for some variance in time series results.</i></p>					
Percentage of students in out of home care receiving targeted supports in school (LOOKOUT education support centres)	per cent	60.0	75.0	25.0	✓
<p><i>This performance measure relates to the calendar year. This performance measure refers to government and non-government schools.</i></p> <p><i>The 2017–18 Actual is higher than the 2017–18 Target largely due to the intensive efforts of the LOOKOUT teams in supporting schools to implement these key aspects of the partnering agreement. Due to emerging data collection processes, the 2017–18 data only reflects government schools, which have been the focus of LOOKOUT in this first year of operation. Including data on this measure from the Catholic and independent school sectors may reduce total proportion for students across the state, which has been reflected in the 2018–19 Target of 75 per cent.</i></p>					
Proportion of Navigator program participants re-engaged in schooling	per cent	70.0	60.6	-13.4	■
<p><i>This performance measure relates to the calendar year. This performance measure refers to government schools.</i></p> <p><i>The 2017–18 Actual is lower than the 2017–18 Target due to underestimation of the complexity of Navigator clients and the support required to re-engage back in education. Additional case workers have recently been recruited across the pilot sites, which should help increase re-engagement numbers going forward.</i></p>					
Cost					
Total output cost	\$ million	4,270.7	4,199.8	-1.7	✓
<p>Key: ✓ Target achieved or exceeded ○ Target not achieved—less than 5% variance ■ Target not achieved—more than 5% variance</p>					

Training, higher education and workforce development

This output helps Victorians gain the skills and capabilities essential for success in employment and further training or study. The Victorian Government expects the TAFE and training sector to deliver quality training that:

- strongly supports industry to meet the evolving needs of the economy
- provides Victorians with the skills needed for initial and continuing employment
- promotes equity and addresses disadvantage

- aligns with government priorities, with an emphasis on economic growth sectors, implementing *Ending Family Violence: Victoria's Plan for Change* and the National Disability Insurance Scheme.

An innovative, dynamic, sustainable and stable TAFE and training system that works effectively with other education sectors is critical to achieving the Government's vision of establishing Victoria as the Education State.

Except where indicated, these performance measures relate to the 2017 calendar year rather than the 2017–18 financial year.

Table 11 – Training, higher education and workforce development performance measures

Performance measures	Unit of measure	2017–18 Target	2017–18 Actual	Per cent variation	Result
Quantity					
Number of government-subsidised course enrolments	number	390,000	353,681	-9.3	■
<i>This performance measure relates to the calendar year. The 2017–18 Actual is lower than the 2017–18 Target reflecting lower enrolments resulting from more rigorous contract allocation, targeting of training to Government priorities and substitution to university education.</i>					
Number of government-subsidised enrolments in TAFE networks	number	135,000	141,642	4.9	✓
<i>This performance measure relates to the 2017 calendar year. This performance measure includes TAFE institute and dual-sector providers. Data for 2017–18 relate to the 2017 calendar year.</i>					
Number of pre-accredited module enrolments government-subsidised through the Adult Community and Further Education Board—adult community education organisations and adult education institutes	number	45,000	45,261	0.6	✓
<i>This performance measure relates to the 2017 calendar year.</i>					
Number of students enrolled in government-subsidised courses	Number	322,000	292,270	-9.2	■
<i>This performance measure relates to the 2017 calendar year. The 2017–18 Actual is lower than the 2017–18 Target reflecting lower enrolments resulting from more rigorous contract allocation, targeting of training to Government priorities and substitution to university education.</i>					
Number of students without Year 12, Certificate II or above enrolled in foundation courses	Number	14,700	13,662	-7.1	■
<i>This performance measure relates to the calendar year. The 2017–18 Actual is lower than the 2017–18 Target reflecting fewer course commencements in 2017 because of lower private provision related to a range of factors including more rigorous contract allocation. There were also fewer than expected enrolments continuing from previous years.</i>					
Grants to support workforce development, skills sector reform, structural adjustment and job creation initiatives	Number	10	10	0.0	✓
<i>This performance measure relates to the financial year.</i>					
Participation rate of 15–24-year-olds in government-subsidised training and further education in Victoria	per cent	15.9	13.9	-12.6	■
<i>This performance measure relates to the calendar year. The 2017–18 Actual is lower than the 2017–18 Target reflecting lower enrolments resulting from more rigorous contract allocation, targeting of training to Government priorities and substitution to university education.</i>					
Participation rate of 25–64-year-olds in government-subsidised training and further education in Victoria	per cent	5.6	4.9	-12.5	■
<i>This performance measure relates to the calendar year. The 2017–18 Actual is lower than the 2017–18 Target reflecting lower enrolments resulting from more rigorous contract allocation, targeting of training to Government priorities and substitution to university education.</i>					
Number of government subsidised apprenticeship enrolments	Number	44,300	49,876	12.6	✓
<i>This performance measure relates to the calendar year.</i>					
Proportion of government subsidised enrolments related to qualifications that will lead to jobs and economic growth	per cent	83.0	84.9	2.3	✓
<i>This performance measure relates to the calendar year.</i>					

Performance measures	Unit of measure	2017–18 Target	2017–18 Actual	Per cent variation	Result
Number of government-subsidised enrolments by students living in regional Victoria	number	104,000	93,896	-9.7	■
<i>This performance measure relates to the calendar year. The 2017–18 Actual is lower than the 2017–18 Target reflecting lower enrolments resulting from more rigorous contract allocation, targeting of training to Government priorities and substitution to university education.</i>					
Proportion of government-subsidised enrolments by students eligible for fee concession	per cent	21.3	22.3	4.7	✓
<i>This performance measure relates to the calendar year.</i>					
Number of students with low prior education in government-subsidised training at Certificate III or above	number	80,000	68,361	-14.5	■
<i>This performance measure relates to the 2017 calendar year. The 2017–18 Actual is lower than the 2017–18 Target reflecting lower enrolments resulting from more rigorous contract allocation, targeting of training to Government priorities and substitution to university education.</i>					
Quality					
Proportion of employers of apprentices and trainees who are satisfied with training	per cent	76.5	76.8	0.4	✓
<i>This performance measure relates to the calendar year. Data for 2017–18 relate to 2017 Victorian Employer Skills and Satisfaction survey of 2016 training experiences.</i>					
Proportion of VET completers who are satisfied with their training	per cent	83.7	84.0	0.4	✓
<i>This performance measure relates to the calendar year. Data for 2017–18 relate to 2017 Student Satisfaction survey of 2016 training experiences.</i>					
Proportion of VET completers with an improved employment status after training	per cent	51.8	47.1	-9.1	■
<i>This performance measure relates to the calendar year. Data for 2017–18 relate to 2017 Student Satisfaction survey of 2016 training experiences.</i>					
<i>The 2017–18 Actual is lower than the 2017–18 Target, reflecting a combination of factors including: improved data quality in the latest survey (providing better estimates of outcomes than those on which the targets were based); a declining share of students who were unemployed before training (who achieve improved employment status more easily); and an increase in the share of students who were employed before training (and therefore who start from a higher employment outcome base).</i>					
Proportion of VET completers who achieved their main reason for training	per cent	78.7	82.0	4.2	✓
<i>This performance measure relates to the calendar year. Data for 2017–18 relate to 2017 Student Satisfaction survey of 2016 training experiences.</i>					
Number of government-subsidised course completions	number	108,000	94,343	-12.6	■
<i>This performance measure relates to the 2017 calendar year. The 2017–18 Actual is lower than the 2017–18 Target reflecting lower than expected completions of training commenced in previous years because of declining total activity in recent years, high-quality longer duration course and improving student retention rates.</i>					
Cost					
Total output cost	\$ million	2,432.0	2,187.0	-10.1	✓
<i>The 2017–18 Actual is lower than the 2017–18 Target which primarily reflects lower than expected third-party revenue from TAFEs compared to target.</i>					
Key: ✓ Target achieved or exceeded ○ Target not achieved—less than 5% variance ■ Target not achieved—more than 5% variance					

Support services delivery

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

Except where indicated, these performance measures relate to the 2017 calendar year rather than the 2017–18 financial year.

Table 12 – Support services delivery performance measures

Performance measures	Unit of measure	2017–18 Target	2017–18 Actual	Per cent variation	Result
Quantity					
Eligible primary school students in receipt of camps, sports and excursions fund	number	139,000	130,813	-5.9	■
<i>This performance measure relates to the calendar year.</i>					
<i>The 2017–18 Actual is lower than the 2017–18 Target due to a lower number of applications from eligible families of primary school students (holders of a concession card).</i>					
Eligible secondary school students in receipt of camps, sports and excursions fund	number	81,000	83,689	3.3	✓
<i>This performance measure relates to the calendar year.</i>					
<i>The 2017–18 Actual is higher than the 2017–18 Target due to a higher number of applications from eligible families of secondary school students (holders of a concession card).</i>					
Investment in student welfare and support	\$ million	301.2	307.3	2.0	○
<i>This performance measure relates to the calendar year.</i>					
<i>The 2017–18 Actual is higher than the 2017–18 target mainly due to additional funding provided to promote student welfare. This is offset by a lower carryover than budgeted from 2016–17 and higher carryover than budgeted into 2018–19.</i>					
Investment in travelling allowances and transport support (excluding special needs students)	\$ million	41.3	41.1	-0.5	✓
<i>This performance measure includes government and non-government schools.</i>					
Prep-aged students assessed by school nurses	number	60,000	63,947	6.6	✓
<i>This performance measure relates to the calendar year. This performance measure includes government and non-government schools.</i>					
<i>The 2017–18 Actual is higher than the 2017–18 Target due to population growth and increased demand on services of the primary school nursing program.</i>					
School students (government) supported by conveyance allowance	number	10,800	9,137	-15.4	■
<i>This performance measure relates to the calendar year.</i>					
<i>The 2017–18 Actual is lower than the 2017–18 Target due to lower than expected numbers of applicants at schools within the expanded metropolitan conveyance allowance boundary.</i>					
School students (non-government) supported by conveyance allowance	number	30,250	28,835	-4.7	○
<i>This performance measure relates to the calendar year.</i>					
<i>The 2017–18 Actual is lower than the 2017–18 Target due to lower than expected numbers of applicants at schools within the expanded metropolitan conveyance allowance boundary.</i>					
Schools allocated a nurse through the secondary school nursing program	number	193	200	3.6	✓
<i>This performance measure relates to the calendar year. This performance measure refers to government schools only.</i>					
Schools funded for primary welfare officers	number	806	797	-1.1	○
<i>This performance measure relates to the calendar year. The targets are based on an estimate of the number of schools eligible for primary welfare officers' funding. The 2017–18 Actual is lower than the 2017–18 Target due to school closures and mergers, which were not known at the time the target was set.</i>					
Quality					
School satisfaction with student support services	per cent	85.0	80.4	-5.4	■

Performance measures	Unit of measure	2017–18 Target	2017–18 Actual	Per cent variation	Result
<p><i>This performance measure relates to the calendar year. This performance measure refers to government schools only.</i></p> <p><i>The 2017–18 Actual is lower than the 2017–18 Target as the delivery of student support services underwent major reforms during the period of the school surveys. Schools' perceptions of student support services may have been affected by the introduction of the new model. Service delivery arrangements are currently being refined and fluctuations in perceptions could be expected during this time.</i></p>					
Cost					
Total output cost	\$ million	342.5	348.3	1.7	○
<p><i>The 2017–18 Actual is higher than the 2017–18 target mainly due to additional funding provided to promote student welfare. This is offset by a lower carryover than budgeted from 2016–17 and higher carryover than budgeted into 2018–19.</i></p>					
<p>Key: ✓ Target achieved or exceeded ○ Target not achieved—less than 5% variance ■ Target not achieved—more than 5% variance</p>					

Support for students with disabilities

The support for students with disabilities output group oversees the program for students with disabilities, as well as transport, welfare and support services for students with special needs. This output group improves services that support all the Department's objectives of achievement, engagement, wellbeing and productivity.

Except where indicated, these performance measures relate to the 2017 calendar year rather than the 2017–18 financial year. These performance measures relate to government schools.

Table 13 – Support for students with disabilities performance measures

Performance measures	Unit of measure	2017–18 Target	2017–18 Actual	Per cent variation	Result
Quantity					
Eligible special school students provided with appropriate travel	number	9,200	9,003	-2.1	○
<p><i>This performance measure relates to the calendar year. The 2017–18 Actual is lower than the 2017–18 Target due to a slower than anticipated growth rate in enrolments at specialist schools.</i></p>					
Students funded under the disabilities program in government schools as a proportion of the total student population	per cent	4.2	4.2	0.0	✓
<p><i>This performance measure relates to the calendar year. This performance measure refers to government schools only.</i></p>					
Quality					
Parent satisfaction with special education on a 100-point scale	100-point scale	85	82	-3.5	○
<p><i>This performance measure relates to the calendar year. This performance measure refers to government schools only. Data is drawn from the Parent Opinion survey, where a higher score represents a higher level of satisfaction.</i></p> <p><i>In 2017, the Department refreshed the Parent Opinion survey to reflect recent research. While overall results are comparable between surveys, the change to an online collection mode and order of questionnaire items may account for some variance in time series results.</i></p>					
Cost					
Total output cost	\$ million	975.1	1,002.4	2.8	○
<p><i>The 2017–18 Actual is higher than the 2017–18 target mainly due to an increase in funding to meet demand for the Program for Students with Disabilities Program.</i></p>					
<p>Key: ✓ Target achieved or exceeded ○ Target not achieved—less than 5% variance ■ Target not achieved—more than 5% variance</p>					

Discontinued measures for 2017–18

Following assessment by the Public Accounts and Estimates Committee, the following performance measures listed below were discontinued for 2017–18.

Table 14 – Discontinued performance measures

Output group	Performance measure name
Training, higher education and workforce development	Annual government-subsidised module enrolments
Training, higher education and workforce development	Government-subsidised student contact hours of training and further education provided
Training, higher education and workforce development	Number of apprenticeship/traineeship commencements by new employees
Training, higher education and workforce development	Proportion of employers satisfied with the training provided by the Registered Training Organisation for apprenticeship and traineeship completers
Training, higher education and workforce development	Successful training completions as measured by module load completion rate

Five-year financial summary

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

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

The following table provides information on the Department's financial result for the financial year ending 30 June 2018, and comparative information for the preceding four financial years.

Table 15 – Five-year financial summary

Five-year financial summary	2017–18	2016–17	2015–16	2014–15	2013–14
	\$m	\$m	\$m	\$m	\$m
Operating revenue					
Revenue from State Government	12,826.5	12,197.3	11,194.0	10,683.5	10,517.1
Other revenue	824.2	751.1	776.9	777.2	749.9
Total income from transactions	13,650.7	12,948.4	11,970.9	11,460.7	11,267.0
Total expenses from transactions	13,328.5	12,626.2	11,740.0	11,280.3	11,101.5
Net results from transactions	322.2	322.2	230.9	180.5	165.6
Total other economic flows	(10.3)	86	(48.4)	(21.7)	(1.2)
Net results for period	311.9	408.2	182.5	158.8	164.3
 Net cash flow from operating activities	 790.0	 638.5	 455.4	 187.8	 364.3
 Total assets	 27,771.7	 23,818.6	 22,955.5	 19,608.5	 18,516.8
Total liabilities	2,809.3	2,607.1	2,166.9	1,940.8	1,889.0
Net assets	24,962.4	21,211.5	20,788.6	17,667.7	16,627.9

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

Current year financial summary

Financial performance

The Department's net result from transactions for 2018 is a surplus of \$322.2 million, compared with a surplus of \$322.2 million in 2017. With the inclusion of the other economic flows of \$10.3 million loss, the net result for the year is a surplus of \$311.9 million, compared to a surplus of \$408.2 million in 2017.

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

The Department's growth in expenditure mainly reflects the increased payroll expenditure under The Victorian Government Schools Agreement (VGSA) 2017. Other increases in expenditure include increase in grant payments to external organisations including:

- Grants to private organisations, predominantly for the Workforce Training Innovation, Local Learning Employment Networks & Monash University Alexander Theatre projects.
- Grants to Local Governments for new Kindergartens in growth suburbs and Children's Facilities Capital Program projects.

Balance sheet

The Department's net asset base as at 30 June 2018 was \$25.0 billion, comprising total assets of \$27.8 billion and total liabilities of \$2.8 billion.

The major assets of the Department are schools' property, plant and equipment. These assets represent 88 per cent (\$24.5 billion) of the total assets of the Department. In 2018, the value of the Department's property, plant and equipment increased by \$4.1 billion, due to formal revaluation of the Department's land and building assets as conducted by Valuer-General Victoria (VGV) and also the Government's continued investment on schools as part of the Government's commitment to make Victoria the Education State.

Liabilities of the Department mainly consist of payables, borrowings and employee benefit provisions, totalling \$2.8 billion. The increase of \$202.2 million in liabilities in 2018 mainly reflects an increase in financial lease liabilities for Public Private Partnerships (PPP) – new schools, payables and operating accruals due to the timing of payments.

Cash flows

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

Disclosure of grants and transfer payments

The Department has provided assistance to certain companies and organisations. Financial assistance provided in 2017–18 is outlined in Appendix 5.

Capital projects

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

Information on the new and existing capital projects for departments and the broader Victorian public sector is contained in the most recent Budget Paper No. 4 State Capital Program which is available on the Department of Treasury and Finance's website (www.dtf.vic.gov.au/State-Budget/2017-18-State-Budget/State-Capital-Program).

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

Table 16 – Capital projects with a TEI of \$10 million or greater completed during the financial year ended 30 June 2018

Project Name	Original completion date	Latest approved completion date	Actual completion date	Reason for variance in completion dates	Original approved TEI budget \$M	Latest approved TEI budget \$M	Actual TEI cost \$M	Variation between actual cost and latest approved TEI budget	Reason for variance from latest approved TEI ¹ budget
Beaumaris High School 2016–17 State Budget	Q4 2017–18	Q4 2017–18	Q4 2017–18	N/A	13.500	13.500	13.500	N/A	N/A
Echuca regeneration 2016–17 State Budget	Q3 2017–18	Q3 2017–18	Q3 2017–18	N/A	11.000	11.000	11.000	N/A	N/A
Gum Scrub Creek Primary School 2016–17 State Budget	Q4 2017–18	Q4 2017–18	Q3 2017–18	School opened for Term 1 2018.	13.000	15.618	15.210	0.408	Work on the local council contribution is waiting to be completed.

Project Name	Original completion date	Latest approved completion date	Actual completion date	Reason for variance in completion dates	Original approved TEI budget \$M	Latest approved TEI budget \$M	Actual TEI cost \$M	Variation between actual cost and latest approved TEI budget	Reason for variance from latest approved TEI1 budget
Prahran Secondary College 2014–15 State Budget	N/A	Q2 2018–19	Q3 2017–18	Part of a broader project with an ongoing build program to be completed by Dec 2018.	20.000	20.000	20.000	N/A	N/A
Tarneit West Primary School 2016–17 State Budget	Q3 2017–18	Q3 2017–18	Q2 2017–18	School opened for Term 1 2018.	13.000	13.046	11.290	1.756	Project was completed in 17–18, but contingency expenditure is expected in future years.
Taylors Hill Secondary College 2016–17 State Budget	Q4 2017–18	Q4 2017–18	Q3 2017–18	School opened for Term 1 2018.	12.000	12.005	12.055	N/A	N/A
Elwood College 2015–16 State Budget	Q4 2016–17	Q3 2017–18	Q4 2017–18	Staged construction to minimise disruption.	10.000	10.000	8.542	1.458	Project was completed in 17–18, but contingency expenditure is expected in future years.
South Melbourne Primary School 2016–17 State Budget	Q3 2017–18	Q3 2017–18	Q3 2017–18	N/A	44.000	43.500	42.624	0.876	Project was completed in 17–18, but contingency expenditure is expected in future years.

Governance and organisational structure

The Department's ministers

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

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

James Merlino MP is the Deputy Premier of Victoria, Minister for Education and Minister for Emergency Services. As Minister for Education, Minister Merlino is behind the drive to make Victoria the Education State, providing Victoria's 970,000 students with access to a great school and the opportunity to thrive.

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

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

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

Gayle Tierney MP is the Minister for Training and Skills and the Minister for Corrections. Minister Tierney is responsible for overseeing and implementing significant vocational training system reforms, ensuring Victoria's VET system is of the highest-quality, meets the needs of individuals, industry and employers, and gets more Victorians into work. This includes rebuilding TAFEs to strengthen their reputation and giving industry a real voice.

The reforms are also bringing innovation to training curriculum and delivery, and providing support for training needs in regional areas, niche industries and for high needs learners.

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

Minister for Early Childhood Education, Minister for Families and Children and Minister for Youth Affairs The Hon. Jenny Mikakos MP

Jenny Mikakos MP is the Minister for Families and Children, Minister for Early Childhood Education and the Minister for Youth Affairs.

Minister Mikakos is responsible for early childhood education and development, including maternal and child health, parenting support services, supported playgroups, kindergarten programs, and early childhood services for children with a disability or developmental delay. In 2017 Minister Mikakos released the Early Childhood Reform Plan which outlines the Government's vision for the early years. This plan delivers systemic change, to support the children who need it most via a record \$202.1 million investment in the 2017–18 Victorian Budget.

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

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

The Department's senior executives

Secretary Ms Gill Callister

Gill Callister has dedicated her career to improving public policy and service delivery.

Gill has been Secretary of the Department since January 2015. As Secretary, Gill manages a \$15 billion budget and leads 3,600 corporate staff to deliver and improve early childhood education, school education, and vocational and higher education services across Victoria. She employs a further 62,000 staff in government schools.

Before joining the Department, Gill was the Secretary of the Victorian Department of Human Services (2009–2014), where she led policy, legislative and service delivery reform. In this role, Gill led an organisation of more than 11,000 staff with an annual budget of approximately \$4 billion and was responsible for delivering child protection, disability, youth, housing and family violence services.

This followed a range of senior roles in the Victorian Public Service and a 10-year stint in the community sector working with children, young people and families.

Gill is the President of the Institute of Public Administration Australia (IPAA) (Victoria). Her public policy leadership was recognised in 2013 when she was named in the *Australian Financial Review's* 100 Women of Influence and received a Sir James Wolfensohn Public Service Scholarship to attend Harvard University's Kennedy School of Government. In October 2014, Gill received the IPAA National Fellowship award and a Monash University Fellowship, and in 2017 was named one of the top 50 women in the Victorian public service.

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

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

Katy Haire was appointed Deputy Secretary of the Early Childhood and School Education Group (ECSEG) in September 2015.

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

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

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

Deputy Secretary, Higher Education and Skills Group
Mr David Latina

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

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

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

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

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

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

Deputy Secretary, Infrastructure and Finance Services Group
Ms Jenny Atta

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

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

Jenny has many years' experience in senior public service leadership roles, notably at the Department of Treasury and Finance where she led the portfolio analysis function within Budget and Finance.

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

Deputy Secretary, People and Executive Services Group
Ms Kate Rattigan

Kate Rattigan commenced as Deputy Secretary, People and Executive Services Group (PESG) in October 2015.

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

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

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

Deputy Secretary, Policy Reform Group
Mr Simon Kent

Simon Kent joined the Department in April 2013 from the Department of Premier and Cabinet.

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

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

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

Simon holds a Bachelor of Arts and an Executive Master of Public Administration from the University of Melbourne. He is a Fellow of the Institute of Public Administration Australia (Victoria).

Between 19 March 2018 and 30 June 2018, Simon also acted as Deputy Secretary, Strategy and Performance Group.

Mr Andrew Nipe held the position of Acting Deputy Secretary, PRG between 1 July 2017 and 17 November 2017.

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

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

Deputy Secretary, Regional Services Group
Mr Bruce Armstrong

Bruce's career spans 30 years in Victorian public education as a teacher, principal and Department executive.

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

As Deputy Secretary, Regional Services Group (RSG), Bruce continues to lead key Education State reforms, and implement FISO, the new Learning Places operating model, school workforce reform and performance improvements to lift student outcomes.

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

Deputy Secretary, Strategy and Performance Group
Ms Katherine Whetton

Katherine Whetton was appointed Deputy Secretary, Strategy and Performance Group (SPG) in April 2016.

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

Since March 2018, Katherine has led the National Education Reform Project Team (NERPT), a time-limited team supporting Victoria's 2018 negotiations with the Commonwealth Government on national and bilateral school funding agreements for 2019 onwards, and to develop plans for future investment to build on the current school reform agenda.

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

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

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

Chief Executive Officer, Victorian School Building Authority
Mr Christopher Keating

Chris Keating is the CEO of the Victorian School Building Authority (VSBA), which was established in August 2016. Chris leads the planning and delivery of Victoria's record investment in schools and early childhood centres. In 2018, Chris oversaw delivery of eight new state-of-the-art schools, with a further 16 due for completion in the next 12 months.

Before being appointed CEO of the VSBA soon after its establishment, Chris led the Department's Infrastructure and Sustainability Division, and has more than 10 years' experience delivering public school building projects in Victoria.

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

Assistant Deputy Secretary, HESG
Ms Lee Watts

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

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

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

Assistant Deputy Secretary, ECSEG—Early Childhood Portfolio
Ms Kim Little

Kim Little was appointed Assistant Deputy Secretary, ECSEG—Early Childhood Portfolio, in June 2015. Kim is responsible for three areas: Early Years and Primary Reform; Quality Assessment and Regulation; and the National Disability Insurance Scheme Reform branch. The position liaises with the Assistant Deputy Secretary—Schools on primary education and on transitions from early childhood education to school education.

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

Assistant Deputy Secretary, ECSEG—Schools
Ms Sharyn Donald

Sharyn Donald was appointed Assistant Deputy Secretary, ECSEG—Schools in February 2018. Sharyn has strategic oversight of five areas: Secondary Reform and Priority Cohorts; International Education; Literacy and Numeracy; Pathways; and the Wellbeing, Health and Engagement Divisions. The position liaises with the Assistant Deputy Secretary—Early Childhood Portfolio on primary education and on transitions from early childhood education to school education.

Previously in the Queensland Department of Education and Training, Sharyn held the position of principal, most recently at Cavendish Road State High School, Holland Park, Queensland. Sharyn has worked on ensuring high-quality education for all children, particularly children from challenging backgrounds and communities. Sharyn was Regional Director, Department of Education and Training in both Queensland and Victoria, and Lead Teaching and Learning Auditor in Queensland. Sharyn holds a Bachelor of Human Movement Studies (Education) from the University of Queensland and a Masters of Education from the Queensland University of Technology.

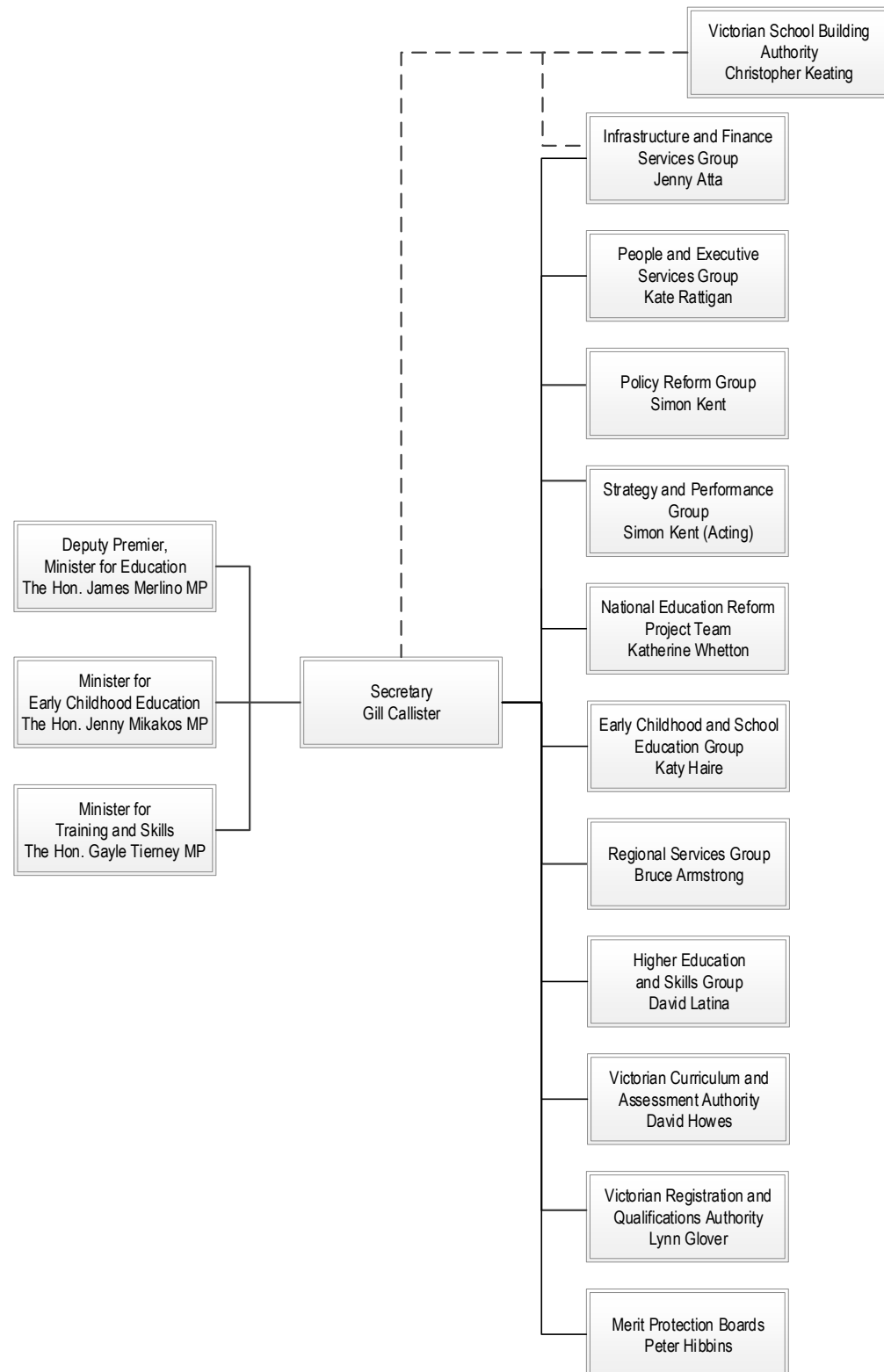
Assistant Deputy Secretary, RSG
Ms Sue Buckley

Sue Buckley was appointed Assistant Deputy Secretary, Strategic Implementation in RSG in June 2017. Before returning to the Department, Sue was General Manager, Teaching and School Leadership at the Australian Institute of Teaching and School Leadership. She led national reform projects with a focus on building capability and promoting excellence in the teaching profession.

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

Organisational structure

Figure 1 – Organisational structure at 30 June 2018



Infrastructure and Finance Services Group

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

Victorian School Building Authority

The VSBA was established in 2016 to help deliver the Victorian Government's vision of building a world-class education system and transforming Victoria into the Education State. The VSBA operates within IFSG. The VSBA designs and builds new schools and early childhood centres to cater for Victoria's rapidly growing student population. It also maintains and upgrades existing facilities, so these are positive learning environments, and allocates resources and manages educational infrastructure assets.

People and Executive Services Group

PESG provides specialist advice and expertise to lead and shape the Department's direction and to enhance our culture and people capabilities. PESG provides critical support to the corporate and schools workforce including legal services, people services, communications and media, Cabinet, ministerial support, knowledge and records management and strategy, privacy, freedom of information, integrity and audit and assurance.

Policy Reform Group

PRG provides the Department's policy leadership, developing the future direction for early childhood education, school and post-school education in Victoria, advising on system wide trends and leading key cross-sector reforms. PRG drives this reform by:

- setting system level policy that develops the Department's policy trajectory and leads priority projects and reforms
- shaping the Government narrative for reform in early childhood education, school and post-school education in Victoria
- supporting the Education State's reform governance forums and expert advisory bodies.

Strategy and Performance Group

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

National Education Reform Project Team (NERPT)

On 19 March 2018, the Department established NERPT. The time-limited team is supporting Victoria's 2018 negotiations with the Commonwealth Government on national and bilateral school funding agreements for 2019 onwards and is developing plans for future investments to build on the current school reform agenda.

NERPT brings together teams largely from SPG and PRG, with some staff seconded from other parts of the Department, including RSG and IFSG.

Early Childhood and School Education Group

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

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

Regional Services Group

RSG is the interface between the Department's central office and our service providers, ensuring that policy intent and outcomes are delivered on the ground. RSG promotes and supports system-wide partnerships, regional early childhood services, schools and other education providers that will deliver high-quality services and outcomes. RSG has a strong focus on driving operational performance, accountability, workforce leadership and policy implementation.

Higher Education and Skills Group

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

Governance structure

The Department is led by the Secretary, who reports to the Minister for Education, Minister for Training and Skills and Minister for Early Childhood Education.

Executive Board

The Department is managed by the Executive Board, chaired by the Secretary. It provides stewardship by giving the Secretary a whole-of-organisation perspective. It is responsible for support to ministers and government, together with oversight of departmental committees.

The Executive Board plays a central coordinating and authorising role for whole-of-department issues, prioritises organisational resources and monitors performance. It assists the Secretary with strategic leadership of the organisation, its agencies and the Department's portfolios as a whole, including vision, purpose, strategic direction and objectives. It also oversees the portfolio's financial and operational performance, monitors delivery of key priorities, ensures integration and alignment across groups and agencies, and drives strong leadership and a high-performing culture across the Department's portfolios.

The Executive Board's membership comprises the heads of the Department's seven groups, the Deputy Secretary NERPT, CEO of the Victorian Curriculum and Assessment Authority (VCAA), and an assistant deputy secretary on a rotational basis.

Education State Board

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

- key election commitments
- Education State priority reform areas
- engagement with stakeholders and decision makers
- ongoing departmental continuous improvement that has material impact on the design and delivery of reform directions
- reform design and scope of the Education State strategy
- business case development and work program implementation
- financial and risk management.

Committee structure

Three committees report primarily to the Secretary:

Integrity Committee

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

In relation to portfolio statutory entities (the TAFE sector and funded services), the committee undertakes a stewardship role that reflects the Department's governance responsibilities and operational relationships.

The Integrity Committee met on a six-weekly basis in 2017 and quarterly in 2018. The committee oversaw the effective implementation of the Integrity Reform Program with a focus on good governance and policy, ethical leadership, staff development and support, and smart systems and controls. The committee continued to lead the development of a culture inspired by the Department's values of integrity, respect, responsiveness, accountability, impartiality, leadership and human rights. The committee approved a three-year integrity strategy for the continuation of this work beyond the completion of the integrity reform program.

Independent member

Ms Fiona Bennett, Chair, Audit and Risk Committee

Fiona Bennett is a director of a number of entities including Hills Limited and Select Harvests Limited. Fiona is also Chair of the Victorian Legal Services Board and of the Department's Audit and Risk Committee.

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

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

Independent member

Neville Tiffen

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

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

Neville's term on the Integrity Committee concluded in June 2018.

Independent member

Professor Robert Wood

Professor Wood is a Professor at the Australian School of Management, Honorary Professor at the Florey Institute of Neuroscience and Mental Health and former Director of the Centre for Ethical Leadership. In this latter capacity, Professor Wood has been

involved in the Vincent Fairfax Fellowship, which develops the ethical leadership capabilities of senior executive leaders in the public and private sectors.

Audit and Risk Committee

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

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

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

Independent member

Ms Fiona Bennett, Chair

3 December 2013–30 December 2019

Independent member

Mr Stuart Alford, Deputy Chair

9 July 2015–31 July 2018

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

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

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

Independent member

Ms Kerrie Parker

1 December 2015–31 December 2018

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

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

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

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

Independent member**Ms Helen Thornton**

1 March 2017–28 February 2020

Helen Thornton is an experienced non-executive director and is currently on the boards of Treasury Corporation Victoria, ISPT Pty Ltd, Ansvar Insurance Pty Ltd, Yarra Valley Water, Austin Health and the Legal Practitioners' Liability Committee.

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

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

Department executive members**Ms Kate Rattigan, Deputy Secretary, PESG**

8 December 2015–31 December 2018

Ms Lee Watts, Assistant Deputy Secretary, HESG

1 March 2017–28 February 2020

Executive Development and Remuneration Committee

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

Independent member**Ms Pam White**

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

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

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

Six committees report primarily to the Executive Board:

Budget and Financial Management Committee

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

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

Independent member

Mr Peter Fuhrmann

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

Peter came to the VPS following an extensive period in the banking industry, including six years as Budget Manager, State Bank of Victoria.

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

Information Management and Technology Committee

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

Policy and Implementation Committee

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

Performance and Evaluation Committee

The Performance and Evaluation Committee provides oversight and assurance of performance monitoring, reporting and evaluation activities across the Department, monitors the implementation of these activities, identifies appropriate responses and ensures that the Department applies the findings. The committee comprises 12 members and is chaired by a deputy secretary.

Independent member

Fiona Dowsley

Fiona Dowsley is the founding Chief Statistician of the Crime Statistics Agency at the Victorian Department of Justice and Regulation. Established in 2014, the Crime Statistics Agency is responsible for processing, analysing and publishing Victorian crime statistics, independent of Victoria Police. It also conducts research into crime and criminal justice trends and undertakes evaluation activities.

Fiona is also a Director of the Victorian Sentencing Advisory Council, an independent statutory body which aims to bridge the gap between the community, the courts and government by informing, educating and advising on sentencing issues.

Fiona previously worked at the Australian Bureau of Statistics in various roles. As Director, Social and Progress Reporting, Fiona led the Measures of Australia's Progress and Australian Social Trends flagship programs. At the National Centre for Crime and Justice Statistics, Fiona was a member of the Victorian Office Executive team and project managed a consultancy to identify a 5-10 vision for the crime and justice sector to drive and coordinate investment and development of the evidence to support future policy.

Procurement and Probity Committee

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

Workforce Development and Culture Committee

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

Statutory authorities and boards

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

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

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

Financial year reports (1 July 2017–30 June 2018)

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

Calendar year reports (1 January 2018–31 December 2018)

- Centre for Adult Education
- TAFE institutes

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

Workforce data

Public sector values and employment principles

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

When employees act in accordance with the Department's values, we increase our capacity to operate effectively, achieve outcomes and ensure the public has trust and confidence in our system. We also build trust between our employees and leaders, with everyone operating from the same principles, confident we are doing the right thing.

A suite of materials developed for use across the Department ensures consistent interpretation, strong engagement and connection with the values. These materials inform, educate and guide people on what each of the seven values means in the Department's context, and how we can demonstrate them every day through our actions and decisions.

Occupational health and safety

The goal of the Department's Occupational health and safety (OHS) strategy is to ensure all staff remain safe and healthy at work. An OHS management system (OHSMS) is in place and Department workplaces continue implementing local action plans to enhance safety performance and ensure safe systems of work.

During 2017–18, the Department developed and enhanced several initiatives to improve staff's health and safety and we actively participated in developing and promoting the Whole-of-Victorian-Government Mental Health and Wellbeing charter. The Department also developed the *Principal Health and Wellbeing Strategy 2018–2021*, a strategic review of the Employee Health, Safety and Wellbeing branch and an OHS regional support model.

During 2017–18, the Department:

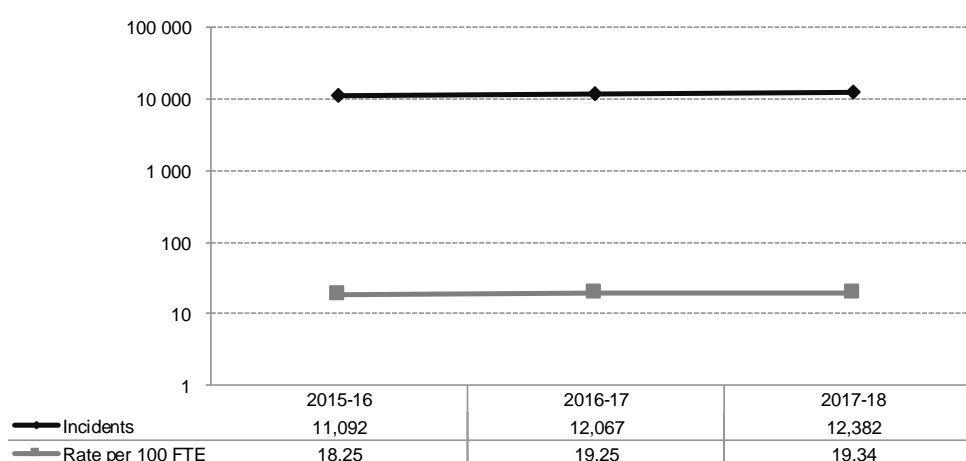
- implemented seven pilots under the Principal Health and Wellbeing Strategy to operationally and personally support principals to better manage their own wellbeing and that of others in their schools. Through the Strategy, 241 principals accessed free personal health checks to proactively identify potential physical or mental health risks
- established the complex matter support team to help principals respond to complex matters (37 out of the 59 matters addressed by this team involved complex student behaviours)
- established an OHS regional support model involving collaboration between the Employee Health, Safety and Wellbeing branch, regional OHS/facilities support officers and the OHS advisory service to help 797 schools complete AS4801 OHS audit corrective actions
- provided support and advice on implementing and maintaining the OHSMS in Department schools and workplaces, including 7,685 phone and email communications. Of 1,227 site visits, 610 were school performance improvement program visits
- completed 406 scheduled AS4801 OHS audits in schools
- supported 179 participants to complete the Bastow Institute's Safety Management for School Leaders training program

- provided access to an online Health and Wellbeing portal for all employees, receiving 1,044 hits from 158 site visitors
- conducted eight mental health awareness workshops for department executives as part of a Whole-of-Victorian-Government Mental Health and Wellbeing strategy
- enabled access for department employees to 4,583 hours of sessional employee assistant program counselling, manager assist contacts, and critical incident responses
- enabled access for department workplaces to 863 hours of conflict resolution services including mediation, conflict coaching and team facilitations
- brokered extensive OHS stakeholder consultation via forums including the statewide OHS stakeholder reference group, and the School support services health and safety committee
- updated all documents in the Department's OHSMS.

Incident management

Incidents reported across the Department, including injuries and other hazard-related incidents, increased from 19.25 per 100 FTE in 2016–17 to 19.34 per 100 FTE in 2017–18 (Figure 2). This equates to an additional 315 reported incidents, totalling 12,382 in 2017–18 compared with 12,067 in 2016–17.

Figure 2 – Number of incidents and rate per 100 FTE 2015–16 to 2017–18



Workers' compensation

The Department has been working in conjunction with workplaces to ensure improvement in return-to-work outcomes for injured employees, resulting in less time away from the workplace. The Department continues to reduce the human and financial costs associated with workplace injuries, provide support and sound advice to workplace managers and injured workers, build the organisation's capability to effectively manage workers' compensation and return-to-work responsibilities, and comply with legislation.

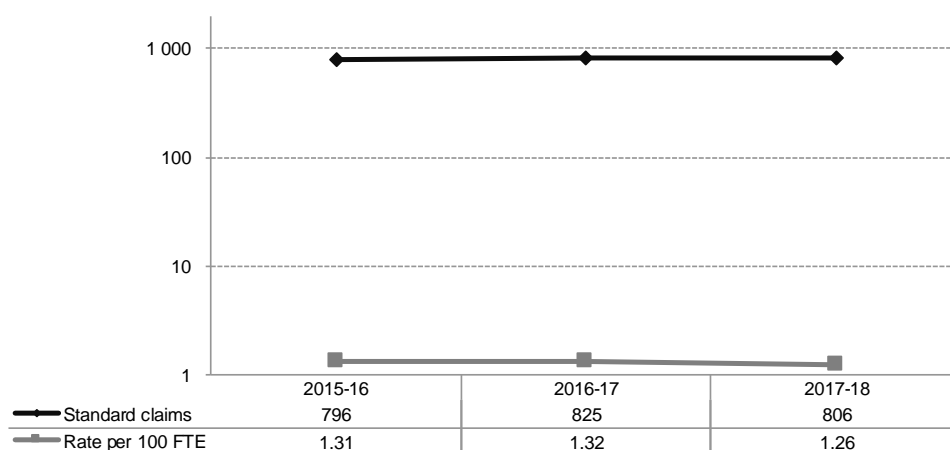
During the 2017–18 financial year, the Department began delivering extensive regional training.

The main activities during 2017–18 were:

- delivering face-to-face workers' compensation training to workplace return to work coordinators and workplace managers
- continuing to improve the Department's workers' compensation management through employee and stakeholder consultation
- continuing to review existing workers' compensation claims data and processes to identify improvement opportunities
- continuing to review and implement improved reconciliation processes and procedures
- transitioning the workers' compensation advisory service into the ongoing workers' compensation specialist service to assist workplaces with complex claims and strategic advice
- providing support and advice to Department workplaces and schools through the workers' compensation unit's dedicated team which has specialist subject matter experts dedicated to each region
- developing a new training curriculum and communications plan to improve engagement and provide better support to principals and return to work coordinators
- continuing to support Department workplaces and external stakeholders in dispute resolution matters including conciliation and workers' compensation legal proceedings
- continuing to manage the Department's medical advisory service provider.

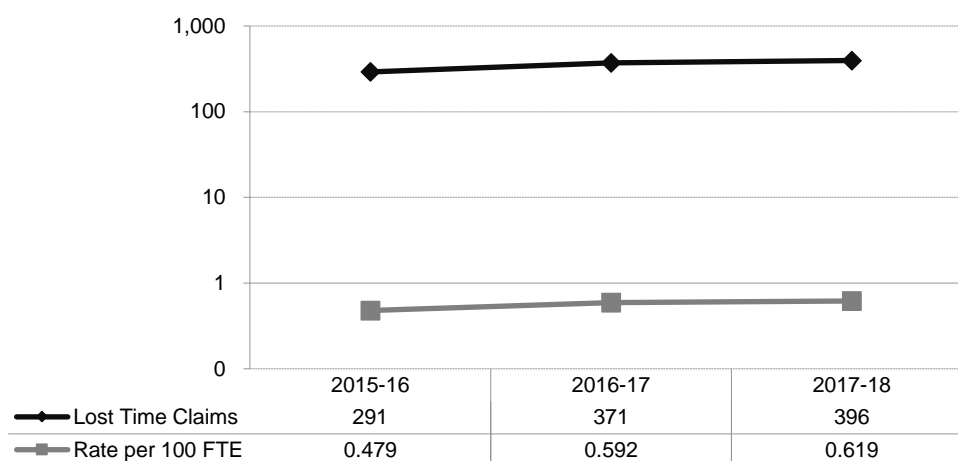
There were 806 standard workers' compensation claims in 2017–18, compared with 825 in 2016–17. The rate per 100 FTE reduced from 1.32 per 100 in 2016–17 to 1.26 in 2017–18 (Figure 3).

Figure 3 – Number of standard claims and rate per 100 FTE 2015–16 to 2017–18



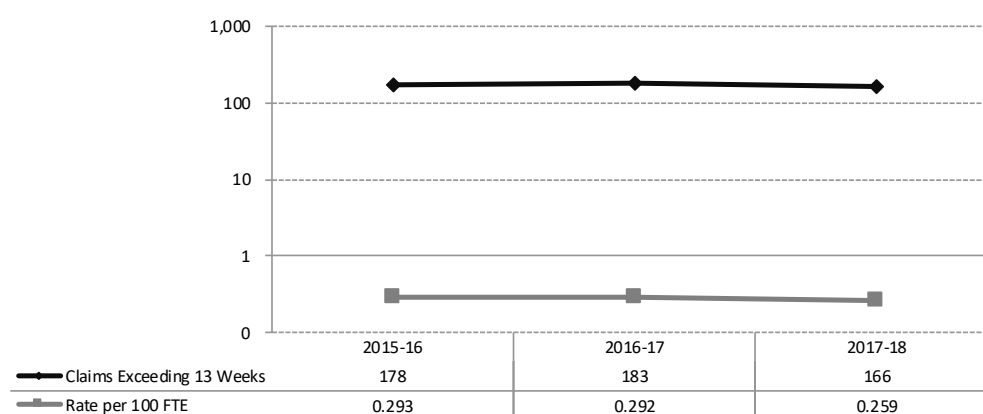
The number of lost time claims increased to 396 in 2017–18 compared with 371 in 2016–17 (Figure 4).

Figure 4 – Lost time claims and rate per 100 FTE



The number of claims exceeding 13 weeks reduced to 166 in 2017–18 compared with 183 in 2016–17 (Figure 5).

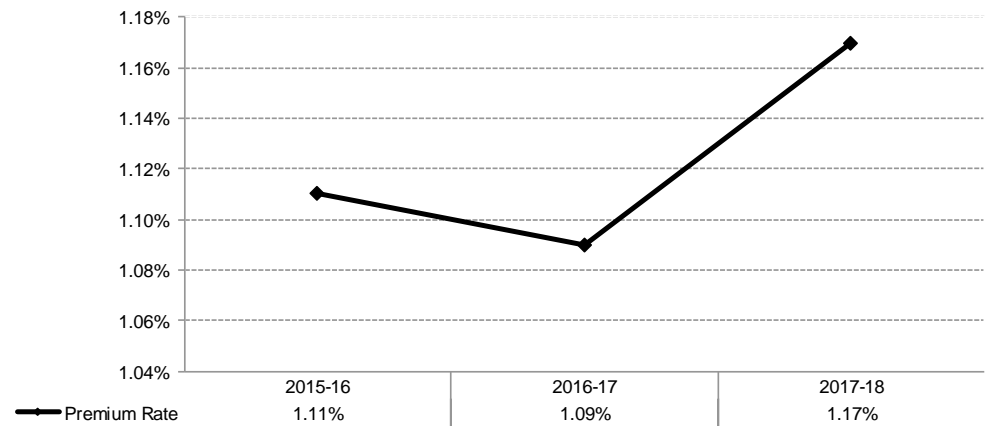
Figure 5 – Claims exceeding 13 weeks and rate per 100 FTE 2015–16 to 2017–18



The Department's workers' compensation premium increased from \$59.42 million (excluding GST) in 2016–17 to \$69.18 million (excluding GST) in 2017–18. This was due to an increase in the weighted industry rate set by WorkSafe Victoria for premium calculation purposes, performance rate, claims costs and remuneration. The Department's workers' compensation premium rate increased (Figure 6) from 1.09 per cent in 2016–17 to 1.17 per cent in 2017–18. The increased premium largely reflects the associated increase in claims cost, and remuneration which increased in the 2017–18 year by over \$768 million.

The average cost per standard claim increased from \$63,212 in 2016–17 to \$66,810 in 2017–18.

Figure 6 – Premium rate 2015–16 to 2017–18



The Department's workers' compensation employer performance rate reflects the employer's claims experience compared to employer's industry. This rate has slightly increased (Figure 7) from 1.04 per cent in 2016–17 to 1.07 per cent in 2017–18. This reflects claims performance between the periods 1 January 2014 to 30 June 2016 and indicates that the Department's year on year performance declined during that period.

Figure 7 – Employer performance 2015–16 to 2017–18

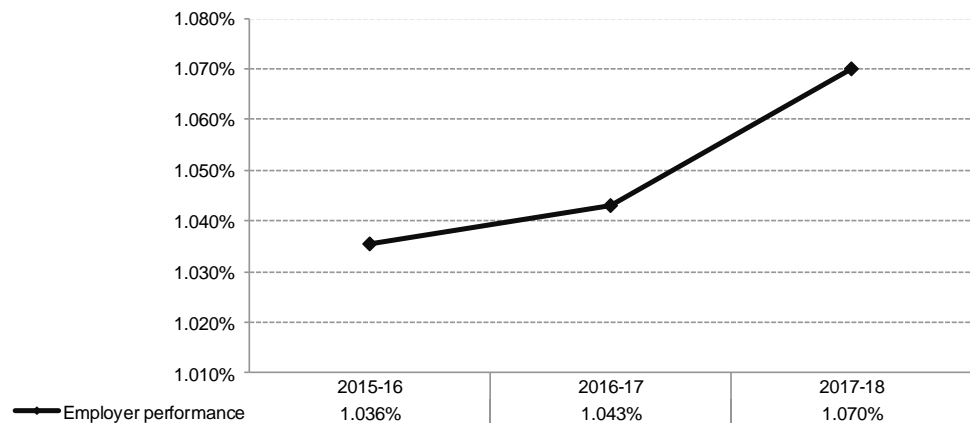


Table 17 – Performance against occupational health and safety and workers' compensation management measure

Measure	Key performance indicator	2015–16	2016–17	2017–18
Incidents	Number of incidents	11,092	12,067	12,382
	Rate per 100 FTE	18.25	19.25	19.34
Claims	Number of standard claims	796	825	806
	Rate per 100 FTE	1.31	1.32	1.26
	Number of lost time claims	291	371	396
	Rate per 100 FTE	0.479	0.592	0.619
	Number of claims exceeding 13 weeks	178	183	166
	Rate per 100 FTE	0.300	0.292	0.259
Fatalities	Fatality claims	0	0	0
Claim costs	Average cost per standard claim (\$)	55,810	63,212	66,810
Management commitment	Evidence of occupational health and safety policy statement, objectives, regular reporting to senior management and plans (signed by CEO or equivalent)	Complete	Complete	Complete
	Evidence of occupational health and safety criteria in purchasing guidelines (including goods, services and personnel)	Complete	Complete	Complete
Consultation and participation	Evidence of agreed structure of designated workgroups, health and safety representatives, and issue resolution procedures	Complete	Complete	Complete
	Compliance with agreed structure of above	Complete	Complete	Complete
Risk management	Percentage of internal audits/inspections conducted as planned	100	100	100
	Percentage of issues identified actioned arising from: <ul style="list-style-type: none"> internal audits 	100	100	64 ¹
Training	Percentage of managers and staff that have received OHS training: <ul style="list-style-type: none"> induction 	66	70	67
	Percentage of health and safety representatives trained: <ul style="list-style-type: none"> acceptance of role 	77	86	73

¹ This number is not comparable to previous years because the measure has changed (a new OHS audit program was established in July 2016, which provides more accurate data and enables improved monitoring and verification of action items for all internal audits (including schools). In this program, schools have up to nine months to complete their corrective actions and this is the first financial year where the new data is available).

Comparative workforce data

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

Table 18 – Victorian Public Service staff employment levels June 2017 and 2018

Victorian Public Service		June 2018							June 2017						
		All employees		Ongoing		Fixed term and casual employees			All employees		Ongoing		Fixed term and casual employees		
		Headcount	FTE	Full-time (headcount)	Part-time (headcount)	FTE	Headcount	FTE	Headcount	FTE	Full-time (headcount)	Part-time (headcount)	FTE	Headcount	FTE
Demographic data	Gender														
	Female	3,031	2,676.2	1,568	807	2,094.5	656	581.7	2,596	2,265.2	1,351	755	1,838.1	490	427.1
	Male	951	922.4	701	54	737.8	196	184.6	807	781.7	630	51	665.0	126	116.7
	Self-described	2	2.0	1	-	1.0	1	1.0	-	-	-	-	-	-	-
	Age														
	Under 25	81	75.4	32	1	32.5	48	42.9	66	59.3	27	1	27.6	38	31.7
	25–34	881	821.7	460	94	518.8	327	302.9	662	613.3	352	76	399.5	234	213.8
	35–44	1,110	976.7	548	329	766.6	233	210.1	930	808.8	475	289	660.8	166	148.0
	45–54	912	840.6	603	178	724.4	131	116.2	815	747.8	534	180	657.2	101	90.6
	55–64	847	758.3	542	202	669.4	103	89.0	795	710.4	525	209	659.5	61	50.8
	Over 64	153	127.9	85	57	121.7	11	6.2	135	107.4	68	51	98.5	16	8.9
Classification data	VPSG1–6	2,960	2,777.3	1,853	418	2,144.7	689	632.6	2,444	2,288.3	1,617	360	1,866.9	467	421.3
	VPSG1	7	7.0	-	-	-	7	7.0	1	0.9	-	-	-	1	0.9
	VPSG2 ⁴	135	117.3	82	25	98.0	28	19.3	130	112.8	84	28	103.0	18	9.8
	VPSG3	413	375.2	248	65	290.2	100	85.0	380	348.5	254	54	289.6	72	58.9
	VPSG4	597	569.4	370	66	416.3	161	153.1	489	463.0	327	62	370.1	100	92.9
	VPSG5	1,233	1,156.2	763	189	894.5	281	261.7	978	912.9	605	168	722.0	205	190.9
	VPSG6	575	552.1	390	73	445.5	112	106.6	466	450.3	347	48	382.3	71	68.0

Victorian Public Service		June 2018							June 2017						
Classification data		All employees		Ongoing			Fixed term and casual employees		All employees		Ongoing			Fixed term and casual employees	
		Headcount	FTE	Full-time (headcount)	Part-time (headcount)	FTE	Headcount	FTE	Headcount	FTE	Full-time (headcount)	Part-time (headcount)	FTE	Headcount	FTE
	Senior employees	118	115.8	105	10	112.8	3	3.0	118	115.9	105	10	113.1	3	2.8
	STS	26	25.3	19	4	22.3	3	3.0	28	27.3	22	3	24.5	3	2.8
	Executive Officers	92	90.5	86	6	90.5	-	-	90	88.6	83	7	88.6	-	-
	SMA	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Other	906	707.6	312	433	575.9	161	131.7	841	642.8	259	436	523.0	146	119.7
	Allied health	645	522.4	239	267	407.5	139	114.9	571	449.6	183	267	347.8	121	101.8
	Nurses	261	185.2	73	166	168.4	22	16.8	270	193.1	76	169	175.2	25	17.9
	Total employees	3,984	3,600.6	2,270	861	2,833.4	853	767.3	3,403	3,046.9	1,981	806	2,503.1	616	543.9

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

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

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

4 The category VPSG2 includes graduate recruits.

Table 19 – Government Teaching Service staff employment levels in June 2017 and 2018

Government Teaching Service		June 2018						June 2017							
		All employees		Ongoing		Fixed term and casual employees		All employees		Ongoing		Fixed term and casual employees			
Headcount	FTE	Full-time (Head count)	Part-time (Head count)	FTE	Headcount	FTE	Headcount	FTE	Full-time (Head count)	Part-time (Head count)	FTE	Headcount	FTE		
Demographic data	Gender														
	Female	56,141	46,993.7	25,563	21,378	39,184.7	9,200	7,809.1	53,458	44,705.7	22,730	14,397	31,897.8	16,331	12,807.9
	Male	16,690	15,501.6	11,333	2,481	12,979.8	2,876	2,521.8	16,093	14,939.8	10,334	1,798	11,526.4	3,961	3,413.4
	Self-described	2	2.0	1	-	1.0	1	1.0	-	-	-	-	-	-	-
	Age														
	Under 25	3,414	3,075.3	831	510	1,170.7	2,073	1,904.6	3,038	2,785.8	482	55	520.1	2,501	2,265.7
	25–34	19,153	17,653.2	11,439	2,791	13,122.2	4,923	4,531.1	17,901	16,462.3	9,347	1,940	10,466.5	6,614	5,995.8
	35–44	16,759	13,883.9	8,085	6,281	11,990.9	2,393	1,892.9	15,646	12,933.8	7,261	4,059	9,739.7	4,326	3,194.0
	45–54	17,206	14,446.4	8,482	7,033	13,147.0	1,691	1,299.4	16,833	14,126.6	8,024	4,313	10,947.4	4,496	3,179.2
	55–64	14,155	11,828.1	7,212	6,095	11,207.5	848	620.6	14,235	11,923.4	7,221	4,910	10,476.8	2,104	1,446.6
Over 64	2,146	1,610.5	848	1,149	1,527.1	149	83.4	1,898	1,413.6	729	918	1,273.7	251	140.0	
Classification data	Executive Class	141	139.9	128	3	129.9	10	10.0	117	116.0	106	2	107.0	9	9.0
	Principal Class ¹	3,135	3,108.6	3,044	91	3,108.6	-	-	3,071	3,051.6	2,997	74	3,051.6	-	-
	Teacher Class ²	47,445	42,686.8	27,860	10,629	34,490.0	8,956	8,196.8	45,717	41,050.7	25,055	10,038	31,319.5	10,624	9,731.2
	Education Support Class	22,112	16,562.1	5,865	13,136	14,437.0	3,111	2,125.1	20,646	15,427.2	4,906	6,081	8,946.2	9,659	6,481.1
	Total employees	72,833	62,497.3	36,897	23,859	52,165.4	12,077	10,331.9	69,551	59,645.4	33,064	16,195	43,424.2	20,292	16,221.3

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

² Teacher Class includes Classroom Teachers and Paraprofessionals.

The following table discloses the annualised total salary for Department senior employees, categorised by classification. The salary amount is reported as the full-time annualised salary.

Table 20 — Annualised total salary, by \$20,000 bands, for executives and other senior non-executive staff

Income band (salary)	Executives	STS	PS	SMA	SRA	Other
< \$160,000	2 ¹					
\$160,000 – \$179,999	30 ^{3,4}	13 ^{2,3}				
\$180,000 – \$199,999	8 ⁴	11 ^{2,3}				
\$200,000 – \$219,999	19 ⁴	2				
\$220,000 – \$239,999	8					
\$240,000 – \$259,999	9 ³					
\$260,000 – \$279,999	7 ³					
\$280,000 – \$299,999	4					
\$300,000 – \$319,999	4					
\$320,000 – \$339,999						
\$340,000 – \$359,999	1					
\$360,000 – \$379,999						
\$380,000 – \$399,999						
\$400,000 – \$419,999						
\$420,000 – \$439,999						
\$440,000 – \$459,999						
\$460,000 – \$479,999						
\$480,000 – \$499,999						
Total	92	26	0	0	0	0

Notes:

The salaries reported above are for the full financial year, at a 1-FTE rate, and excludes superannuation.

¹ Executive <\$160K = one employee at 44/52 and one employee at 50/52 employment mode.

² This employee was employed on a part-time basis at a 0.8 FTE rate.

³ This employee was employed on a part-time basis at a 0.9 FTE rate.

⁴ This employee was employed on a part-time basis at a 0.6 FTE rate.

Workforce diversity and inclusion

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

The Department's *VPS Workforce Diversity and Inclusion Strategy 2017–2020* outlines our commitment to a corporate workplace culture that is grounded in respect, fosters inclusion, promotes diversity and embraces all our people's unique skills and qualities. This commitment is supported by evidence-based actions to raise awareness, provide guidance and support, and build skills and capabilities to address specific workforce challenges and achieve inclusive workplaces. It aims to build a workforce profile that reflects the diversity of our Victorian community. This includes workforce actions consistent with the Department's *Cultural Diversity Plan* and *Disability Action Plan*, and that aim to ensure diversity of thought and perspective. Flexible work, gender equality, generational diversity, LGBTI, and Koorie workforce inclusion actions are also set out in the annual workplan for this Strategy along with actions to continue to build inclusive leadership and to tackle systems and processes that can sometimes be barriers.

The Strategy supports other work underway to build safe and inclusive workplaces outlined in the *Investing in Our People Strategy*. For example, the Department is working towards a new *Aboriginal Inclusion Action Plan*, to improve attraction and retention of Koorie employees, and is working with other departments to deliver *Barring Djinang*, the VPS Aboriginal employment strategy.

The Department values staff with non-binary gender identities at all levels from VPS officers through to executives. The Department acknowledges that historic and current barriers to disclosing non-binary gender identities prevent many staff from disclosing this information.

Industrial relations

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

The *Victorian Government Schools Agreement 2017* commenced on 22 August 2017 with a nominal expiry date of 30 April 2021. This agreement applies to employees in the Government teaching service (executive, principal, teacher, paraprofessional and education support).

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

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

No time was lost due to industrial action during 2017–18.

Executive officer data

The following tables disclose the executive officers of the Department and its portfolio agencies for 30 June 2018.

Table 21 — Total number of executive officers (FTE) for the Department by gender

Class	All		Male		Female		Self-described	
	No.	Var.	No.	Var.	No.	Var.	No.	Var.
EO-1	4	-1	2	-	2	-1	-	-
EO-2	44	+3	21.9	+1	22.1	+2	-	-
EO-3	36.5	+1.9	16	-	20.5	+1.9	-	-
Total	84.5	+3.9	39.9	+1	44.6	+2.9	-	-

Table 22 — Reconciliation of executive officer numbers (headcount) excluding statutory authorities

		2018	2017
	Executives	94	99
	Accountable officer (Secretary)	1	1
Less	Separations	(8)	(17)
	Total executive numbers at 30 June	87	83

Table 23 — Number of executive officers for the Department's portfolio agencies

Portfolio Agency	Total		Male		Female		Self-described	
	Number	Variance	Number	Variance	Number	Variance	Number	Variance
VCAA	3	-2	2	-	1	-2	-	-
VRQA	2	-	1	-	1	-	-	-
Total	5	-2	3	-	2	-2	-	-

Table 24 — Number of executive officers for the Department's portfolio entities as at 30 June 2018

Portfolio agency	2018				2017				Change			
	Female	Male	Self-described	Total	Female	Male	Self-described	Total	Female	Male	Self-described	Total
AMES Australia	5	3	0	8	6	3	0	9	-1	0	0	-1
Bendigo Kangan Institute	6	6	0	12	3	3	0	6	3	3	0	6
Box Hill Institute	9	6	0	15	6	5	0	11	3	1	0	4
Chisholm Institute	8	9	0	17	7	7	0	14	1	2	0	3
Federation Training Institute	0	1	0	1	1	4	0	5	-1	-3	0	-4
Gordon Institute of TAFE	5	4	0	9	5	2	0	7	0	2	0	2
Goulburn Ovens Institute of TAFE	6	2	0	8	4	3	0	7	2	-1	0	1
Holmesglen Institute	11	8	0	19	11	8	0	19	0	0	0	0
Melbourne Polytechnic	10	13	0	23	9	16	0	25	1	-3	0	-2
South West Institute of TAFE	1	3	0	4	1	3	0	4	0	0	0	0
Sunraysia Institute of TAFE	0	1	0	1	0	1	0	1	0	0	0	0
VET Development Centre	0	1	0	1	0	1	0	1	0	0	0	0
Victorian Institute of Teaching	0	1	0	1	1	0	0	1	-1	1	0	0
William Angliss Institute of TAFE	0	4	0	4	0	5	0	5	0	-1	0	-1
Wodonga Institute of TAFE	2	4	0	6	1	3	0	4	1	1	0	2
Total	63	66	0	129	55	64	0	119	8	2	0	10

For the purpose of this table, executive officers are defined as employees who have significant management responsibility AND receive a total remuneration package of \$159,501 or more.

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

The Centre for Adult Education reported that it had no personnel meeting executive criteria.

Most TAFEs report by the calendar year instead of the financial year in their annual report, hence the numbers reported in TAFE annual reports will differ from the above.

Pecuniary interests

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

Shares held by senior officers

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

Other disclosures

Victorian industry participation policy

During 2017–18, the Department commenced and completed contracts under the State Capital Works Program. The VIPP applied to 173 contracts totalling \$1.021 billion: 102 metropolitan contracts totalling \$694.9 million and 71 regional contracts totalling \$362.3 million.

The commitments under the VIPP policy included:

- an average level of local content of 88 per cent across the contracts
- 5,887 continuing and new full-time equivalent jobs and 1,125 continuing and new full-time equivalent apprenticeships or traineeships
- benefits to the Victorian economy through: developing and implementing technology in schools; staff professional development; skills development through work on infrastructure projects; and participation in related training in occupational health and safety and trades.

Government advertising expenditure

Table 25 – Campaigns with a media spend of \$100,000 or greater 2017–18 (excluding GST)

Campaign	Summary	Start/ end	Advertising (media)	Creative and campaign development	Research and evaluation	Print and collateral	Other	Total
Never Leave Kids in Cars	Raised awareness of the dangers of leaving children unattended in cars on hot days, and the speed the temperature doubles inside a parked car. Campaign was in partnership with the Department of Health and Human Services, Ambulance Victoria and KidSafe.	December 2017 to March 2018	\$119,469.19	0	0	0	\$21,380.95	\$140,850.14
Look Before You Lock	Raised awareness of the factors that lead to accidentally leaving children in a car, which can be fatal. It promoted strategies to lower the risk of inadvertently leaving a child in a car.	13 February 2018 to 22 March 2018	\$177,950.34	\$50,000	\$48,800	\$9,250.99	6,281.08	\$292,282.41
TAFE Victoria	Positioned TAFE as a market leader and the trusted choice for vocational education to ultimately increase enrolments.	1 July 2017 to 30 June 2018	\$2,726,562	\$32,297	\$67,900	\$33,110	\$134,113	\$2,993,982.00
Free TAFE Victoria	To encourage prospective Victorian students to enrol in free TAFE courses.	1 May 2018 to 30 June 2018	0	\$813,206	0	0	0	\$813,206

Consultancy expenditure

Details of consultancies valued at \$10,000 or greater

In 2017–18, there were 56 consultancies where the total fees payable to the consultants were \$10,000 or greater. The total expenditure incurred during 2017–18 in relation to these consultancies was \$7.26 million (excluding GST).

A list of consultancies \$10,000 or greater is published in the *Department of Education and Training Annual Report 2017–18: Additional Information* available at www.education.vic.gov.au.

Details of consultancies valued at less than \$10,000

In 2017–18, there were no consultancies where the consultant's total fees were less than \$10,000.

Information and Communication Technology (ICT) expenditure

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

Table 26 – ICT expenditure

	\$m
Business as Usual (BAU) ICT expenditure	299,627
Non-Business as Usual (non-BAU) ICT expenditure	
Operating expenditure	6,664
Capital expenditure	34,936
Total ICT non-BAU expenditure	41,600
Total ICT expenditure	341,227

Disclosure of major contracts

The Department disclosed, in accordance with the requirements of government policy and accompanying guidelines, all contracts greater than \$10 million in value it entered into during the year ended 30 June 2018. Details of contracts disclosed in the Victorian Government contracts' publishing system can be viewed on the internet at www.procurement.vic.gov.au.

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

Freedom of information

The Act allows the public a right of access to documents held by the Department. The purpose of the Act is to extend as far as possible the right of the community to access information held by government departments, local councils, ministers and other bodies subject to the Act.

An applicant has a right to apply for access to documents held by a department. This comprises documents both created by the Department or supplied to the Department by an external organisation or individual, and may also include maps, films, microfiche, photographs, computer printouts, computer discs, tape recordings and videotapes.

Information about the type of material produced by the Department is available on the Department's website.

The Act allows a Department to refuse access, either fully or partially, to certain documents or information. Examples of documents that may not be accessed include: cabinet documents; some internal working documents; law enforcement documents; documents covered by legal professional privilege, such as legal advice; personal information about other people; and information provided to a Department in-confidence.

From 1 September 2017, the Act has been amended to reduce the FOI processing time for requests received from 45 to 30 days.

If an applicant is not satisfied by a decision made by the Department, under section 49A of the Act, they have the right to seek a review by the Office of the Victorian Information Commissioner (OVIC) within 28 days of receiving a decision letter.

FOI Statistics

During 2017–18, the Department received 458 applications. Of these, 371 were from individuals seeking access to their own records, 25 were requests from members of parliament, 21 from media organisations, and 41 from members of the public seeking access to policy-related and other miscellaneous documents.

In most instances, the Department provided full or partial access to the requested documents. Thirty-four decisions went to OVIC for review and seven went on appeal to the Victorian Civil and Administrative Tribunal.

The information required to be published pursuant to section 7 of the Act is contained elsewhere in this report and at:

<http://www.education.vic.gov.au/about/working/Pages/foi.aspx>.

Making a request

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

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

Table 27 – Freedom of information contacts

Agency	Postal address	Email	Telephone
Department of Education and Training	Manager, Freedom of Information Department of Education and Training GPO Box 4367 Melbourne 3001	foi@edumail.vic.gov.au	(03) 9637 2670
Victorian Curriculum and Assessment Authority	Level 7 2 Lonsdale Street Melbourne 3000	vcaa.foi@edumail.vic.gov.au	(03) 9032 1700
Victorian Registration and Qualifications Authority	Level 4 2 Lonsdale Street Melbourne 3000	vrqa@edumail.vic.gov.au	(03) 9032 1554
Merit Protection Boards	Level 4 2 Lonsdale Street Melbourne 3000	meritboards@edumail.vic.gov.au	(03) 9032 1701
Victorian Institute of Teaching	PO Box 531 Collins Street West Victoria 8007	vit@vit.vic.edu.au	(03) 8601 6100

Agency	Postal address	Email	Telephone
Disciplinary Appeals Boards	Level 4 2 Lonsdale Street Melbourne 3000	dab@edumail.vic.gov.au	(03) 9032 1701
Office of the Victorian Skills Commissioner	PO Box 354 Flinders Lane 8009	enquiries@vsc.vic.gov.au	(03) 8892 1602

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

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

Compliance with DataVic Access policy

Consistent with the DataVic Access policy issued by the Victorian Government in 2012, the Department made 19 data sets available on the DataVic website in 2017–18. The information listed below, and in this Annual Report, will be available at www.data.vic.gov.au in electronic readable format:

- Progress towards achieving departmental objectives
- Performance against output performance measures
- Five-year financial summary
- Performance management of occupational health and safety and workers compensation management measures
- Comparative workforce data
- Executive officers' data
- Government advertising expenditure
- Financial statements (key financial information)
- Appendix 2 Budget portfolio outcomes.

Compliance with the *Building Act 1993*

Mechanisms to ensure that buildings conform to the building standards

The Department complies with the *Building Act 1993*, the National Construction Code and other statutory obligations related to constructing and modernising educational facilities. The school modernisation and building compliance programs progressively ensure that existing buildings comply with relevant legislative requirements.

Major works projects (greater than \$50,000)

For details of all such projects, see 2017–18 Budget Paper No. 4: State Capital Program.

During 2017–18, major works (greater than \$50,000) not subject to certification of plans, mandatory inspections of the works, and issue of occupancy permits or certificates of final inspection, were undertaken at the following schools:

Altona P-9 College	Mooroolbark College
Ardeer South PS	Mount Duneed Regional PS
Bellaire PS	Mount Macedon PS
Belle Vue Park PS	Oberon PS
Beverley Hills PS	Osborne PS
Big Hill PS	Outdoor School
Birrilee PS	Panton Hill PS
Briar Hill PS	Park Orchards PS
Bright P-12 College	Portland North PS
Broadford PS	Pyramid Hill College
Caledonian PS	Raywood PS
California Gully PS	Reservoir High School
Campbellfield Heights PS	Rollins PS
Campbells Creek PS	Romsey PS
Carisbrook PS	Roxburgh Homestead PS
Castlemaine North PS	Roxburgh Park PS
Castlemaine PS	Roxburgh Rise PS
Chaffey SC	San Remo PS
Coburg West PS	Southmoor PS
Colac West PS	St Andrews PS
Derrinallum P-12 College	Staughton College
Dunolly PS	Sunbury Downs SC
Epping SC	Sunbury PS
Fitzroy North PS	Sunbury West PS
Fitzroy PS	Sunshine Harvester PS
Glenroy SC	Surfside PS
Grovedale PS	Syndal South PS
Grovedale West PS	Tallarook PS
Horsham PS	Tarwin Valley PS
Horsham West and Haven PS	Tatura PS
Kangaroo Flat PS	Thomastown West PS
Killara PS	Thomastown PS
Kingsville PS	Tooborac PS
Lalor North PS	Tylden PS
Lancefield PS	Waaia Yalca South PS
Lilydale Heights College	Wales Street PS
Lismore PS	Wallan PS
Longwarry PS	Wallington PS
Lorne - Aireys Inlet P-12 College	Wandong PS
Macarthur PS	Warragul North PS
Macedon PS	Warrandyte HS
Maiden Gully PS	Warrandyte PS
Manangatang P-12 College	Warrnambool West PS
Mandama PS	Wedderburn College
Mickleham PS	Westgarth PS
Mildura West PS	Willmott Park PS
Moe (Albert Street) PS	Wunghnu PS
Moe (South Street) PS	Yarra Hills SC
Moomba Park PS	

PS – Primary School, SC – Secondary College,

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

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

Competitive neutrality policy

Competitive neutrality requires government businesses to ensure, where services compete or potentially compete with the private sector, any advantage arising solely from their government ownership be removed, if it is not in the public interest. Government businesses are required to cost and price these services as if they were privately owned. Competitive neutrality policy supports fair competition between public and private businesses and provides government businesses with a tool to enhance decisions on resource allocation. This policy does not override other policy objectives of government and focuses on efficiency in the provision of service.

The Department continues to comply with the National Competition Policy. All new legislation and regulations enacted within the portfolio during 2017–18 were subject to a regulatory burden assessment, which included consideration of the principles contained in the National Competition Policy, including the principle of competitive neutrality.

Compliance with the Protected Disclosure Act 2012

The *Protected Disclosure Act 2012* encourages and assists people in making disclosures of improper conduct by public officers and public bodies. The Act provides protection to people who make disclosures in accordance with the Act and establishes a system for the matters disclosed to be investigated and rectification action taken.

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

The Department will take all reasonable steps to protect people who make such disclosures from any detrimental action in reprisal for making the disclosure. It will also afford natural justice to the person who is the subject of the disclosure to the extent it is legally possible.

Reporting procedures

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

- Secretary
- Protected Disclosure Coordinator or Protected Disclosure Officer
- manager or supervisor of the disclosure
- manager or supervisor of the person who is the subject of the disclosure.

Alternatively, disclosures may also be made directly to the Independent Broad-based Anti-corruption Commission:

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

Phone: 1300 735 135

Internet: www.ibac.vic.gov.au

Email: (See the website above for the secure email disclosure process, which also provides for anonymous disclosures.)

Further information

The Department has published guidelines regarding the procedures it has instituted to comply with the Protected Disclosures Act:

<http://www.education.vic.gov.au/about/contact/Pages/reportingfraud.aspx>

Table 28 – Disclosures under the Protected Disclosure Act 2012

Disclosures under the <i>Protected Disclosure Act 2012</i>	2017—18	2016—17	2015—16	2014—15
The number of disclosures made by an individual to the Department and notified to the Independent Broad-based Anti-corruption Commission—assessable disclosures	9	6	3	9

Compliance with Disability Act 2006

The *Disability Act 2006* reaffirms and strengthens the rights of people with a disability and recognises that this requires support across the government sector and within the community.

The Act requires that public sector bodies (including all government departments) prepare a disability action plan and report on its implementation in their annual report. The Department's next disability action plan is currently under development.

A disability action plan is a strategic document that helps an organisation remove barriers that prevent people with a disability from using the organisation's goods, services and facilities, and from gaining and keeping employment. Disability action planning also strives to promote inclusion and participation in the community and achieve changes in attitudes and practices that may result in discrimination.

Absolutely everyone: state disability plan for 2017–2020 is the Victorian Government's framework for enabling people with a disability to participate in and contribute to, the social, economic and civic life of their community. Over time the Government will consider ways to align disability action plans to the State plan.

Compliance with Carers Recognition Act 2012

The Department is committed to ensuring that the rights and interests articulated in the *Carers Recognition Act 2012* are considered in the delivery of its services to clients who are in a care relationship and has taken all practical measures to comply with its obligations under the Act.

Office-based environmental impacts

The Department's environmental management system provides a structured approach to planning and implementing environment protection measures in the Department's office-based activities. In line with government directives, the Department reports on energy and water consumption, transportation, waste generation, paper purchasing, green procurement and greenhouse gas emissions for all non-school office sites with at least 10 FTE.

The environmental management system objectives include:

- reducing greenhouse gas emissions
- reducing the amount of waste and maximising the amount of reused and recycled resources
- ensuring new capital works incorporate environmentally sustainable principles
- making environmentally sound purchasing decisions for capital items and consumables
- encouraging staff to reduce environmental impacts through behaviour change
- communicating environmental performance through regular reporting
- adopting an environmental management system based on ISO14001 to drive continual environment improvement across the Department.

Unless otherwise stated, all consumption data is for 1 April 2017–31 March 2018 to allow for a full reporting year and provide greater accuracy for the annual report.

Energy

The data presented below was collected through energy retailer billing information and represents 95 per cent of FTE staff and 78 per cent of sites, including all buildings in the Treasury Place Precinct.

Table 29 – Energy consumption

Indicator	2017–18	2016–17	2015–16
Total energy usage segmented by primary source (MJ)	34,468,860	29,717,864	27,769,722
Electricity (MJ) – excluding Green Power	22,059,165	21,900,076	20,910,815
Natural gas (MJ)	12,409,695	7,817,788	6,858,907
Green Power (MJ)	0	0	0
LPG (MJ)	0	0	0
Total greenhouse gas emissions from energy consumption (tonnes CO₂-e)	7,918	7,672	7,699
Electricity (tonnes CO ₂ -e) – excluding Green Power	7,231	7,239	7,319
Natural gas (tonnes CO ₂ -e)	688	433	380
LPG (tonnes CO ₂ -e)	0	0	0
Percentage of electricity purchased as Green Power	0	0	0
Units of office energy used per FTE (MJ/FTE)	8,848	11,011	12,823
Units of office energy used per office area (MJ/m²)	704	709	736

Note: During 2017–18 the Department of Treasury and Finance appointed a new shared services contractor to manage Government owned and leased properties. The Shared Services Provider manages electricity and natural gas providers for Government Departments.

Target

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

Assessment against target

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

Explanatory notes

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

Waste and recycling

The Department continues to address waste generation through a variety of re-use and recycling methods. The data below is based on collections at the central office at 2 Treasury Place, East Melbourne. This represents about 33 per cent of all reportable FTE.

Table 30 – Waste and recycling

Indicator	2017–18	2016–17	2015–16
Total units of waste disposed of by destination (kg/yr)	279,214	113,714	81,661
Landfill (kg)	62,908	24,489	24,343
Comingled recycling (kg)	10,945	9,755	8,734
Paper and card (kg)	42,833	67,565	35,144
Secure documents (kg)	-	-	-
Organics (kg)	34,846	11,905	13,440
Total units of waste disposed of per FTE (kg/FTE)	117	85	11
Landfill (kg/FTE)	48	18	20
Comingled recycling (kg/FTE)	8	7	7
Paper and card (kg/FTE)	33	51	29
Secure documents (kg/FTE)	-	-	-
Organics (kg/FTE)	27	9	11
Recycling rate (%)	59	79	71
Greenhouse gas emissions associated with waste (tonnes CO₂-e)	76	34	29

Note: During 2017–18 the Department of Treasury and Finance appointed a new shared services contractor to manage Government owned and leased properties. The Shared Services Provider manages waste and recycling contractors for Government Departments.

Target

Increase recycling rate to a minimum of 85 per cent by 31 March 2018.

Assessment against target

The recycling rate fell from 79 per cent in 2016–17 to 59 per cent of total waste.

Explanatory notes

There has been a significant increase in the landfill waste generation due to an increase in net FTE.

All types of recycled waste generation either increased in per capita terms or remained neutral from 2016–17 levels, except for a decrease in paper. This can be attributed to lower usage of paper usage per FTE.

Paper

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

Table 31 – Paper purchasing and usage

Indicator	2017–18	2016–17	2015–16
Total units of A4 equivalent copy paper used (reams)	42,722	35,175	33,185
Units of A4 equivalent copy paper used per FTE (reams/FTE)	10.7	13	15
Percentage of 75–100% recycled content copy paper purchased (%)	98	67	74
Percentage of 50–74% recycled content copy paper purchased (%)	2	0	5
Percentage of 0–49% recycled content copy paper purchased (%)	0	33	21

Target

Reduce copy paper consumption to 12 A4 reams per FTE by 31 March 2018.

Increase the amount of copy paper purchased with 75–100 per cent recycled content to a minimum of 75 per cent by 31 March 2018.

Assessment against target

Total paper consumption in 2017–18 saw a 21 per cent increase on 2016–17 levels. However, the consumption increase is less than the past year's staff growth, evidenced by a fall in copy paper used per FTE to its lowest recorded result of 10.7 reams per FTE.

The proportion of paper with the highest recycled content grew to 98 per cent from 67 per cent in 2016–17. There was a corresponding decrease in copy paper with lower amounts of recycled content.

Water

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

Table 32 – Water consumption

Indicator	2017–18	2016–17	2015–16
Total water consumption (kilolitres)	19,706	18,556	18,013
Units of office water used per FTE (kilolitres/FTE)	5.18	7.74	9.69
Units of office water used per office area (kilolitres/m2)	0.43	0.53	0.55
Total greenhouse gas emissions from water consumption (tonnes CO ₂ -e)	27	25	25

Target

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

Assessment against target

Compared to the target's 2016-17 baseline year, the Department has achieved a more than 33 per cent decrease in water consumption per FTE. Over the period, total water consumption increased slightly, but total FTEs grew significantly, resulting in a lower water consumption per FTE.

Explanatory notes

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

Transport

The Department-owned operational fleet comprises 416 vehicles. Of these, 40 per cent are hybrid electric vehicles, one per cent are LPG-fuelled, 58 per cent are petrol-fuelled, and one per cent are diesel-fuelled.

The data in Table 33 measures the kilometres, energy consumption and associated emissions for work-related travel by corporate employees, segmented by transport type, excluding public transport. This excludes executive vehicles.

Table 33 – Energy consumption of operational vehicles

Indicator	2017–18	2016–17	2015–16
Total energy usage consumption by fleet vehicles (MJ)	14,320,217	11,306,399	10,934,293
Diesel	352,974	460,986	963,027
LPG	10,427	251,198	609,523
Unleaded	9,780,106	8,146,226	5,702,249
Hybrid	4,176,710	2,447,989	3,659,494
Total distance travelled by fleet vehicles (km)	6,018,632	4,607,490	4,657,567
Diesel	102,737	155,821	357,327
LPG	4,503	80,490	195,262
Unleaded	3,870,641	2,994,667	2,053,244
Hybrid	2,040,751	1,376,512	2,051,734
Total greenhouse gas emissions from fleet vehicles (tonnes CO₂-e)	1,022	804	777
Diesel	27	34	71
LPG	1	16	39
Unleaded	696	580	406
Hybrid	298	174	261
Greenhouse gas emissions from fleet vehicles per 1,000km (tonnes CO₂-e)			
Diesel	0.52	0.22	0.20
LPG	0.35	0.20	0.20
Unleaded	0.37	0.19	0.20
Hybrid	0.27	0.13	0.13
Total distance travelled by air (km)	2,820,429	1,308,613	1,135,408
Percentage using sustainable transport to get to and from work by locality			
CBD	96	95	93
Regional	30	80	0
Optional indicators			
Number of petrol hybrid, electric and plug-in hybrid electric vehicles	166		

Target

Reduce by five per cent of 2016–17 levels the total kilometres travelled by operational vehicles by 31 March 2018.

Assessment against target

Total kilometres travelled by the operational vehicle fleet increased by 31 per cent from 2016–17. This led to a corresponding rise in the energy consumed and a commensurate net emissions increase of 27 per cent from 2016–17 levels.

Explanatory notes

The Department-owned operational fleet increase of 144 vehicles (53 per cent from 2016–17) and the number of kilometres travelled is associated with a staffing increase of approximately 690 in regional based areas.

Vehicles are distributed across Victoria in regional locations to support and enable staff to deliver the Department's front-line services.

The Department has increased the number of hybrid vehicles leased from 125 to 166. This represents a 33 per cent increase to hybrid vehicles for the 2017–18 financial year. The Department has also decreased the number of diesel fuelled vehicles by 45 per cent for the same financial year.

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

Greenhouse gas emissions

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

Table 34 – Department emissions

Indicator	2017–18	2016–17	2015–16
Total greenhouse gas emissions from energy use (tonnes CO ₂ -e)	8,908	7,673	7,699
Total greenhouse gas emissions from vehicle fleet (tonnes CO ₂ -e)	840	805	777
Total greenhouse gas emissions from air travel (tonnes CO ₂ -e)	645	284	251
Total greenhouse gas emissions from waste disposal (tonnes CO ₂ -e)	76	34	29
Optional Indicators			
Total greenhouse gas emissions from water consumption (tonnes CO ₂ -e)	27	25	25
Grand total greenhouse gas emissions created by the Department	10,496	8,821	8,781

Note: The Department has estimated the 2017–18 emissions from air travel based on the distance travelled, the seating class used by the passenger, and the emissions factors specified within the Australian Government's National Carbon Offset Standard (NCOS) for Organisations (Section 1.1.3 Emission Factors, pg. 40).

Target

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

Assessment against target

Total greenhouse gas emissions saw an increase from 2016–17 by 17 per cent. This is a result of increased emissions from energy use and air travel due to higher FTE numbers than previous years.

Greener procurement

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

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

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

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

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

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

Additional information available on request

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

The Department has made this information available (or provided details of how the material may be sourced) in the *Department's Annual Report 2017–18* or the *Department's Annual Report 2017–18 Additional Information Report*.

Requirements covered in this Annual Report include:

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

The requirements listed below are included in the *Department's Annual Report 2017–18 Additional Information Report* available from the Department's website at www.education.vic.gov.au and include:

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

Attestation for financial management compliance with Ministerial Standing Direction 5.1.4

I, Gill Callister, certify that the Department of Education and Training has complied with the applicable Standing Directions of the Minister for Finance under the *Financial Management Act 1994* and Instructions except for the following Material Compliance Deficiency in relation to Direction 4.2.3, the Asset Management Accountability Framework.

The Department has established solid foundations for its framework to manage the school asset portfolio, including policies, and corporate systems and processes. Some components are being finalised however the deficiency relates primarily to deployment of the framework for individual schools.

A comprehensive program of activity has been developed to address the deficiency and the Department has commenced delivery of this program, which is being progressively rolled out to 300 schools per year over five years. On this basis, the deficiency will be addressed in full in early 2023 when the Department's asset management framework has been deployed to all Victorian government schools.



Gill Callister

Secretary

Department of Education and Training

Melbourne

16 August 2018

Details of publications about the Department

Table 35 – Publications published by the Department about itself during 2017–18

Publication	Date produced	How to obtain a copy
<i>The Department's 2017–2021 Strategic Plan</i>	July 2017	www.education.vic.gov.au/about/department/Pages/stratplan.aspx
<i>The Department's Annual Report 2016–17</i>	September 2017	www.education.vic.gov.au/about/department/Pages/annualreports.aspx

About this report

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

- lists relevant clauses of Victorian legislation with statutory disclosure requirements that the Department has to comply with
- provides a short description of the relevant requirements
- provides a page reference for the annual report where the disclosure for each requirement is made.

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