

2024–25 Annual Report

Department of Education





Acknowledgement of Country

The department proudly acknowledges Victoria's First Nations communities as the Traditional Owners of the unceded lands, waters and skies, and pays respect to all Elders past and present.

We recognise First Nations people as Victoria's first educators, artists and scientists, and we value the ongoing contribution of First Nations people and communities to Victorian life and how this enriches us all.

We also commit to work together to deliver the Victorian Government's commitment to self-determination, Truth and Treaty.

Language statement

Throughout this document the terms 'Koorie' or 'First Nations' are used to refer to both Aboriginal and Torres Strait Islander people. Use of the terms 'Aboriginal' or 'Aboriginal and Torres Strait Islander' are retained in the names of programs and data references.

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Cover photos:

1. Fish Creek Kindergarten
2. Koorie Curriculum
3. Vocational Major–Genna

Responsible body's declaration

The Hon. Ben Carroll MP

Deputy Premier, Minister for Education and Minister for WorkSafe and the TAC

Hon Lizzie Blandthorn MP

Minister for Children and Minister for Disability

Dear Ministers

In accordance with the *Education and Training Reform Act 2006* (Vic) and the *Financial Management Act 1994* (Vic), I am pleased to present the Department of Education's Annual Report for the year ending 30 June 2025.

Yours sincerely

A handwritten signature in black ink, appearing to read 'A. Bates', with a stylized flourish at the end.

Tony Bates PSM
Secretary
Department of Education

17 October 2025

Secretary's foreword

I am pleased to present the *Department of Education 2024–25 Annual Report*. This year, we have continued to make real progress across our early childhood services and schools as we work together to ensure every child and young person in Victoria receives quality education and the support they need to succeed.

Our achievements over the past 12 months are a result of the hard work and care of our teachers, educators, school and support staff, and departmental teams throughout the state. I'm grateful for their dedication and professionalism, and for the difference they make every day in the lives of children, students and families.

In early childhood, the transformation brought about by the Best Start, Best Life reforms continues to take shape. In January 2025, Pre-Prep launched in 6 regional local government areas, providing play-based learning for children in the year before school. Work is well underway to expand the program to a further 12 areas and priority groups from 2026, as we continue towards full statewide rollout by 2036.

The uptake of Three-Year-Old Kindergarten remains strong, with more than 69,000 children enrolled in 2024, with strong results continuing in 2025. More than 90% of services are delivering 10 to 15 hours per week.

The department also delivered the first 4 government-operated early learning and childcare centres in January 2025, in Eaglehawk North, Fawkner, Murtoa and Sunshine. These centres are improving access to integrated early learning and care in areas of greatest need. Planning is progressing for a further 14 centres to open in 2026 providing 1,400 new places.

Major digital reforms were delivered to strengthen child wellbeing and improve service delivery. The Child Link digital register was fully rolled out in early 2025, with almost 6,000 professionals across child protection, maternal and child health, early childhood services and schools now using the system. A new kindergarten enrolment and attendance platform, Arrival, was launched in January 2025, with services across the state being supported to transition throughout 2025.

The department continued to focus on child safety. The department has undertaken extensive work to strengthen supports for adults who have experienced historical child sexual abuse in our schools and strengthened the already robust child safety framework we have in place to protect children and young people in our care today and in the future. There is more work to do to improve the safety of children in early childhood education and care settings nationally and this will be a continued focus for the department for the remainder of 2025 and beyond.

In schools, a refreshed vision for the Education State was released in October 2024, reaffirming the commitment to excellence in every classroom and every corner of the state. Our students told us they are feeling safer, more supported and have a stronger sense of belonging at their school in the 2025 Attitudes to School Survey. Fewer students reported experiencing bullying, and most students felt that a teacher was looking out for them at their school, which are all precursors to doing well at school.

Victorian students achieved the best overall NAPLAN results in the country in 2025, with the first- or second-highest mean scores in 18 of 20 measures. Victorian students improved on their 2024 results with scores increasing in 17 of 20 measures, and there were substantially more students achieving at the highest level in Numeracy and in Grammar and Punctuation compared to previous years.

To further improve student learning, we are strengthening explicit, evidence-based teaching in all government schools. We are implementing the Victorian Teaching and Learning Model (VTLM) 2.0, with the publication of new teaching guides and the development of more than 4,000 high-quality, curriculum-aligned lesson plans for use in English, maths, science and digital technologies. These high-quality resources are helping teachers across the state to deliver consistent and effective instruction in every classroom.

Students who need extra support also received targeted help to improve their reading, writing and maths. More than 146,000 students across government and low-fee non-government schools were supported in 2024 through the Tutor Learning Initiative, while 6,700 students in Year 10 received intensive support through the Middle Years Literacy and Numeracy Support (MYLNS) program. At the same time, high-ability learners are being extended and challenged through programs such as the Victorian High-Ability Program and the Victorian Challenge and Enrichment Series, reaching more than 55,000 students.

We continue to see strong momentum in lifting student engagement and retention. The Victorian Certificate of Education (VCE) Vocational Major (VM) is now firmly embedded, with enrolments rising by 26% in 2024 compared with Victorian Certificate of Applied Learning (VCAL) enrolments in 2022 and completion rates climbing to nearly 93% in 2024 – a significant improvement on the previous VCAL offering.

More students are also choosing vocational education and training (VET) pathways, and the retention rate from Year 10 to Year 12 has reached its highest level in 6 years.

We're investing in the next generation of learning through the new Tech Schools initiative. Frankston Tech School was completed in Term 3, 2025, with Wangaratta, Hume, Brimbank, South West and Dandenong Tech Schools to follow in Term 3, 2026. School and industry partnerships are already being established, and programs using industry-standard technology are in development ahead of the schools' openings.

A new initiative to support school leavers was launched in February 2025. The Victorian Early Leaver Connection Initiative is helping young people stay engaged in education or training, with new career services, mentoring and tailored support in place, particularly for young people who are First Nations people or have a disability.

In December 2024, the department established an independent review of the Victorian Curriculum and Assessment Authority (VCAA) led by Dr Yehudi Blacher PSM and appointed Margaret Crawford PSM as the Independent Monitor to oversee the 2025 VCE exam process. The Stage One review report investigated the causes of the unintentional disclosure of examination content in the 2024 VCE exams and provided recommendations in April 2025. The Stage Two review report, released in September 2025, is a comprehensive review of the VCAA's structure, operations, culture and capability. The review and independent monitoring function will strengthen the integrity of the VCE exams and ensure the VCAA can deliver its statutory functions and has the confidence of Victorian students, families and schools.

The department also rolled out the \$400 School Saving Bonus – helping the families of over 700,000 Victorian students with the cost of schooling.

Our workforce is central to all we do. We are investing in a range of programs and grants to attract and retain the teachers we need, and the workforce in government schools has grown by nearly 1,600 teaching staff between June 2024 and June 2025. Thousands of student placements and scholarships were supported, particularly in regional, remote and specialist schools. These efforts are helping to build a strong pipeline of teachers and school leaders for the future.

Our work to embed Disability Inclusion across the education system continued in 2024–25, with all Victorian government schools now transitioned to the new funding and support model. This includes all government schools receiving targeted funding to enhance classroom support, strengthen inclusive teaching and build staff capability.

Supporting better outcomes for First Nations learners remains a priority. Through *Marrung: Aboriginal Education Plan 2016–2026* and *Dhelk Wukang: Aboriginal Inclusion Plan 2022–2026*, we are working alongside First Nations communities to create culturally safe learning environments, celebrate the strengths of First Nations learners, and accelerate our efforts to improve learning and wellbeing outcomes. Work is underway to strengthen the delivery of First Nations history, cultures and perspectives in the Victorian Curriculum and the Aspiring Koorie Teachers (AKT) Now initiative is increasing First Nations representation in the schools workforce. In the early childhood sector, we are continuing work to establish culturally safe and inclusive kindergartens that value and respect First Nations cultures, children and families and prioritise Pre-Prep for Aboriginal children.

We also continued our strong investment in education infrastructure. In 2024–25, 6 new schools were delivered as part of the government's 100 new schools program, alongside 108 school upgrades and modernisations to support growing communities and deliver contemporary learning environments. Construction also progressed on the next tranche of kindergartens on school sites, Early Learning Victoria (ELV) centres, and sector projects, with building underway in priority locations to deliver new early childhood facilities to support the Best Start, Best Life reforms.

As I reflect on another year of hard work and meaningful progress, I want to thank all our staff for the energy, care and expertise they bring to their work every day, and their commitment to improving children's learning and wellbeing. I'm also grateful to our partners across the sector and wider community for their continued collaboration and shared focus.

I look forward to building on this momentum as we continue working together to help every child and young person in Victoria to thrive.

Tony Bates PSM

Secretary

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Section 1: About the department

This section sets out the vision, values, purpose and powers of the department. It provides information about the department’s ministers, senior executives, governance and organisational structure.

Vision, guiding principles and values



Our vision
A great education for every child and young person – so they can thrive now, and in the future, for a fairer, smarter and more prosperous state.



Our principles
The department’s guiding principles set clear expectations for the department’s workforce and outline how the department wants to be known.

Figure 1. Guiding principles



Our values

The department is committed to the 7 Victorian public sector values that underpin the behaviours the community expects of all public sector employees. Actions guided by these values strengthen the capacity of the department to operate effectively, and to achieve our vision, purpose and functions.

Figure 2. Victorian public sector values



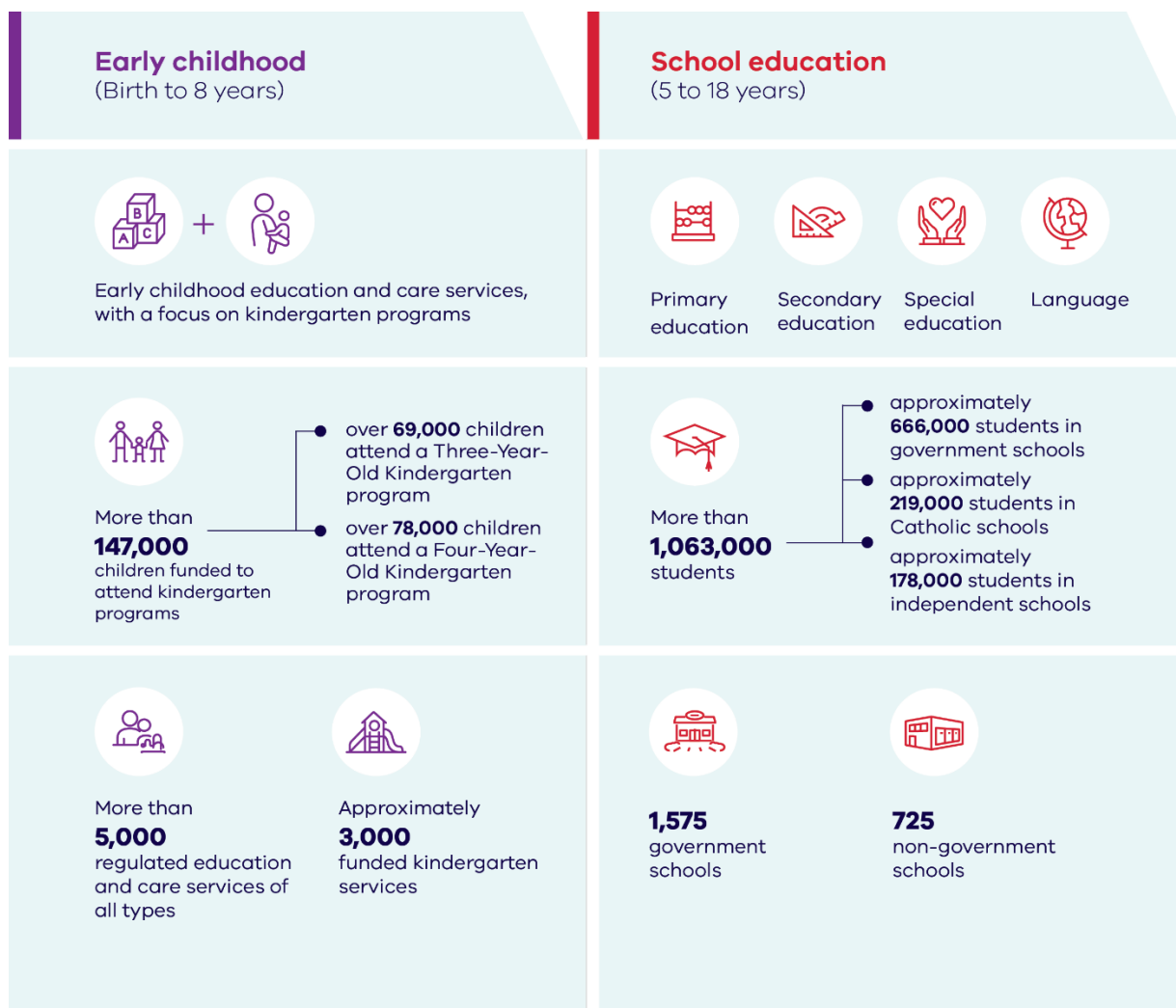
Purpose and function

The department is responsible for early childhood and school education in Victoria through the provision of a wide range of learning and development supports and services.

The department provides policy leadership, plans for the future of education in Victoria and leads cross sector collaboration.

The department plays an important system steward role by providing support, guidance, oversight and assurance across early childhood and school education systems, as well as directly providing school education and early learning.

Figure 3. The department's services by sector in 2024–25



Power and duties

The Victorian Government's website [Ministers and Legislation](#) details legislation administered by the department's portfolio ministers. This legislation sets out the department's (and its portfolio ministers') powers and duties.

Ministers

As at 30 June 2025, the department supported 2 ministers:

- the Hon. Ben Carroll MP, Deputy Premier, Minister for Education, and Minister for WorkSafe and the TAC
- Hon Lizzie Blandthorn MP, Deputy Leader of the Government in the Legislative Council, Minister for Children, and Minister for Disability.

Deputy Premier, Minister for Education and Minister for WorkSafe and the TAC – The Hon. Ben Carroll MP

The Hon. Ben Carroll MP was appointed as the Deputy Premier and Minister for Education in October 2023, and as Minister for WorkSafe and the TAC in December 2024.

The Minister for Education is responsible for overseeing Victoria's Education State reforms and providing education to more than a million Victorian students. This portfolio includes Victorian Government investment in school infrastructure and programs.

Minister for Children and Minister for Disability – Hon Lizzie Blandthorn MP

Hon Lizzie Blandthorn MP was appointed as the Minister for Children in October 2023. She is also the Minister for Disability.

The Minister for Children oversees Victoria's early childhood education and care system and the delivery of the Best Start, Best Life reforms, including universally funded Three-Year-Old Kindergarten and Pre-Prep.

The Minister is also responsible for driving improvements to Victoria's child protection and family services systems, and the Victorian Government's focus on child development and wellbeing.

Senior executives

Secretary – Tony Bates PSM

Tony Bates was Acting Secretary of the department from February 2025 until his appointment in August 2025, and a senior executive in the Victorian Public Service for more than 25 years. As Secretary of the department, Tony has responsibility for the management, oversight and delivery of the government school system in Victoria, as well as landmark reforms in early childhood education aiming to deliver transformative social as well as economic benefits for the state.

He has a breadth of experience leading significant strategic reforms to public sector governance, corporate services, fiscal strategy and performance measurement. Previously, Tony worked at the former Department of Justice and Regulation, Department of Premier and Cabinet (DPC), Department of Treasury and Finance (DTF) and Victoria Police. Tony holds a Bachelor of Science (Honours) and Master of Science and is a member of the Australian Institute of Company Directors, and an alumnus of the Australia and New Zealand School of Government (ANZSOG) Executive Fellows Program.

Tony was awarded a Victorian Fellowship by the Institute of Public Administration Australia (IPAA) in 2019 and a Public Service Medal (PSM) in 2016 for outstanding public service to fiscal management in Victoria.

Deputy Secretary, Early Childhood Education – Bronwen FitzGerald

Bronwen FitzGerald leads design and implementation of policy, programs and funding for Victoria's early childhood education sector, including government-owned and operated services and a suite of access, quality, equity and participation programs and reforms. Prior to this role, Bronwen held executive roles in early childhood policy and implementation and social policy, in this department and DPC. She has more than 20 years of experience in governance, policy and programs in the Victorian public sector.

Bronwen holds a Bachelor of Arts (Honours) and Bachelor of Laws from the University of Melbourne and an Executive Master of Public Administration from ANZSOG.

Deputy Secretary, Financial Policy and Information Services – Andrea Del Monaco

Andrea Del Monaco was Acting Deputy Secretary of Financial Policy and Information Services from February 2025 until her appointment in October 2025. She leads corporate service functions including finance, oversight of school budgets and the Student Resource Package, as well as procurement, budget and corporate strategy and information technology management. Andrea has extensive public sector experience, including senior executive roles at DTF where she provided advice on the state's public sector workforces, budget outlook and fiscal strategy, financial and resource management frameworks, and government's industrial relations policy settings.

Andrea holds a Bachelor of Economics (Honours).

Deputy Secretary, First Nations Strategy, Policy and Programs – Angela Singh

Angela Singh is a proud Yorta Yorta woman. She leads the First Nations Strategy, Policy and Programs group (FNSPP), which was established on 1 July 2024 to accelerate work to improve outcomes for First Nations learners, as well as coordinate the department's response to the Yoorrook Justice Commission and Treaty. This includes leading implementation of the *Marrung: Aboriginal Education Plan 2016–26* and representing the department in key cross-government forums that support improved outcomes for First Nations peoples in Victoria. Prior to this role, Angela was the Regional Director, North-Western Victoria Region. Angela has over 30 years' experience across state and Commonwealth governments, and in tertiary education.

Angela holds a Bachelor of Economics, Graduate Diploma of Education (Primary), Graduate Diploma of Education (Curriculum and Policy Studies), Master of Education, Certificate IV in Training and Assessment and Graduate Certificate in Management. She is also an IPAA Victorian Fellow.

Deputy Secretary, People and Executive Services – Kate Rattigan PSM

Under Kate Rattigan's leadership, her group provides direct services to government schools in all legal matters, OHS and employee wellbeing, communications and media, staff performance and conduct, sexual harm response, school operational policy and privacy and records. Kate's group also provides a strong assurance function that covers school compliance with child safety and minimum standards for registration and workplace safety, a robust internal audit program, and FOI, fraud, corruption, investigations and integrity services. Kate's group also provides corporate services in human resources, diversity and inclusion, environmental sustainability and executive and ministerial services including cabinet and parliament.

Kate holds a Bachelor of Laws (Honours), a Bachelor of Arts and a Master of Employment and Labour Relations Law from the University of Melbourne. In 2022, Kate was awarded a PSM for outstanding public service to leadership and the delivery of improved products and services in the education sector.

Deputy Secretary, School Education Programs and Support – Stephen Fraser

Stephen Fraser leads policy and program development to improve learning and wellbeing outcomes for all students, regardless of their background. He has extensive experience in education policymaking and implementation. Stephen has held a range of senior roles in the department, including Regional Director for the South Western Victoria Region and Executive Director for Implementation. Following a long history in the Victorian Public Service (VPS), Stephen spent time in the United Kingdom as Deputy Chief Executive of the Education Endowment Foundation.

Stephen holds a Bachelor of Arts (Honours) and Bachelor of Science from Monash University.

Deputy Secretary, Schools and Regional Services – Dr David Howes PSM

Dr David Howes leads the operations and teaching, learning and school performance functions, as well as the department's 4 regions. David began his career as a teacher in the western suburbs of Melbourne. He has held several senior executive positions in the department. In 2021, he was awarded a PSM for his commitment to educational equity and excellence for Victoria's school students.

David holds a Bachelor of Arts (Honours), Diploma of Education, Master of Education and Doctor of Philosophy from the University of Melbourne. David also holds an Executive Master of Public Administration from ANZSOG.

Acting Deputy Secretary, Schools Workforce – David Robinson

David Robinson has been Acting Deputy Secretary of the Schools Workforce group since February 2025. David leads the department's schools workplace relations, workforce policy and workforce strategy functions. David joined the department in 2015 and has held various executive positions in the areas of higher education and skills, early childhood and school education. He has held a variety of roles across the VPS, including in DPC, and the Department of Human Services working on community recovery following the 2009 Victorian Bushfires. He has also previously worked in the Australian Parliament and in legal practice.

David has a Bachelor of Laws and Legal Practice and Bachelor of Arts (Honours). He has also undertaken a variety of further studies in government and public administration, including at the University of Melbourne and the John F Kennedy School of Government at Harvard University.

Deputy Secretary, Strategy and Secondary School Reform – Scott Widmer

Scott Widmer commenced as Deputy Secretary of the newly-formed Strategy and Secondary School Reform Group in December 2024. Scott leads the department's strategy to deliver the Education State, Commonwealth–State relations, implementation of reforms that support all Victorian secondary school students to access high-quality vocational and applied learning pathways, and performance and evaluation functions.

Scott started his career as a lawyer practising in intellectual property litigation. He has over 20 years of experience in policy and programs in the public sector, having worked across this department, the former Department of Health and Human Services, the former Department of Justice and DPC.

Scott holds a Bachelor of Laws, a Bachelor of Arts and a Master of Public Policy and Management from the University of Melbourne.

Chief Executive Officer, Victorian School Building Authority – Joanne Wandel

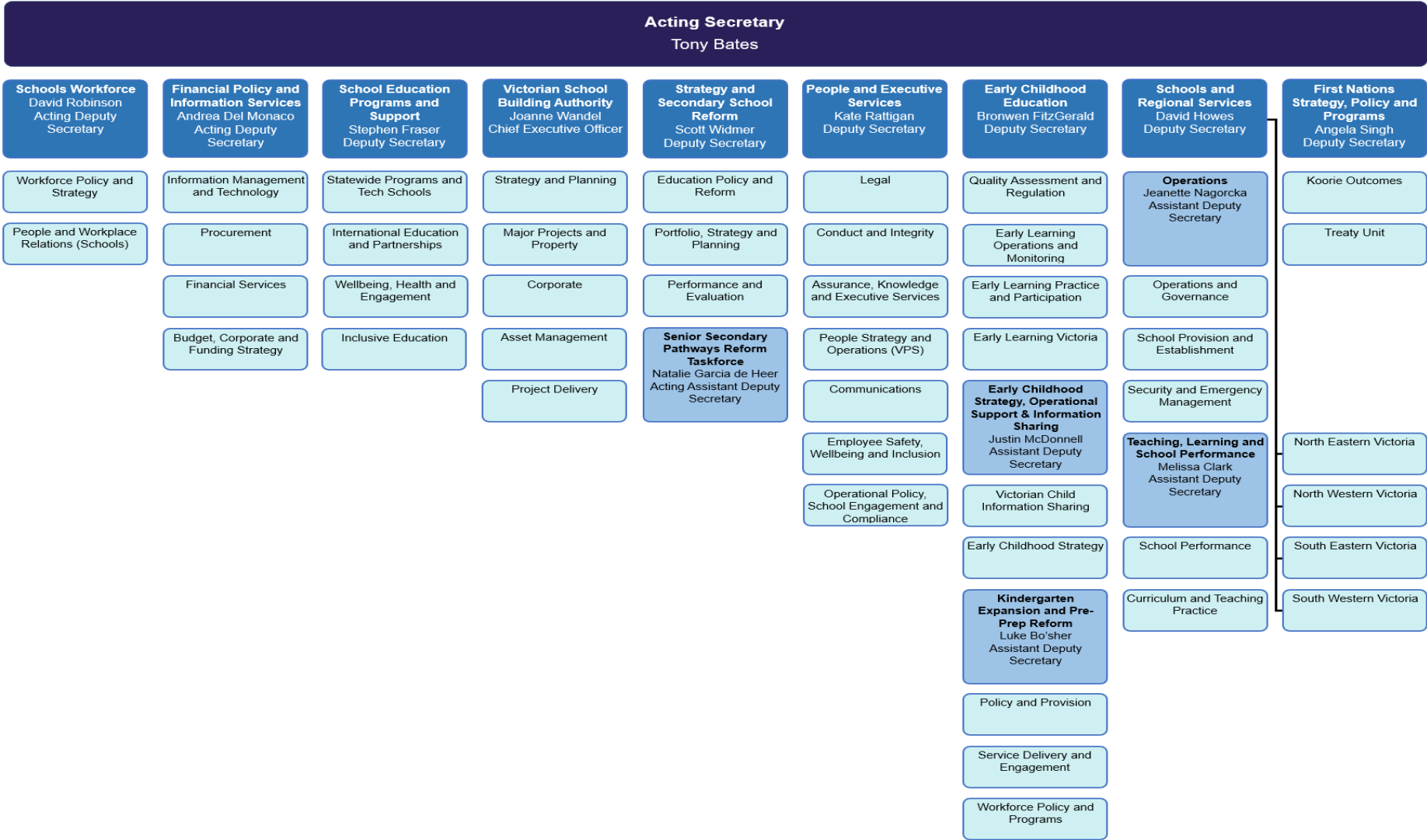
Jo Wandel commenced as Chief Executive Officer of the Victorian School Building Authority (VSBA) in March 2025. Jo oversees the largest school building program in the country. The VSBA is responsible for the construction of new government schools and infrastructure improvements at existing schools, as well as overseeing the design and construction of kindergartens and ELV centres.

Jo has a proven track record of strategic and transformative leadership with 30 years' experience successfully delivering property, construction, major capital projects and infrastructure outcomes within the public and private sectors. Most recently she has led some of Victoria's largest public infrastructure, urban renewal and housing projects with executive leadership roles at Development Victoria, Homes Victoria and City of Melbourne.

Jo holds a Bachelor of Arts (Honours) from the University of Adelaide, Master of Business Administration from the University of New England and Master of Commercial Law from the University of Melbourne.

Organisational structure

Figure 4. Organisational chart as at June 2025¹



¹ This chart shows the membership of the department's governing board – the Executive Board as at June 2025.

Governance structure

The department is led by the Secretary, who reports to the Minister for Education and the Minister for Children.

The Secretary is supported and advised by the Executive Board (EB) and several committees.

Executive Board

EB provides stewardship for the organisation by giving a whole-of-system perspective to advise the Secretary. EB assists the Secretary with strategic leadership of the organisation, its agencies and portfolios, including its vision, purpose, strategic direction and objectives.

EB plays a central coordinating and authorising role for whole-of-department issues, prioritising organisational resources and monitoring performance.

EB also oversees the financial and operational performance of the portfolios, monitors the delivery of key priorities, ensures integration and alignment across groups and agencies, and drives strong leadership and a high-performing culture across our portfolios.

EB comprises:

- the Secretary (Chair)
- Deputy Secretaries
- the Chief Executive Officer, VSBA
- one Assistant Deputy Secretary, with attendance rotating on a quarterly basis.

Committee structure

The department's committee structure and the Audit and Risk Committee (ARC) membership as at 30 June 2025 are outlined below. A comprehensive list of departmental committees, their purpose, and the extent to which they achieved their purpose is included in the *Department of Education 2024–25 Annual Report: Additional Information report*, which is available online on the department's website at [Department of Education annual reports](#).

Two committees report to the Secretary:

- ARC
- Executive Remuneration Committee.

Nine committees report to EB:

- Budget and Financial Management Committee
- Child Safety Committee
- Climate Change Committee²
- Culture, People and Integrity Committee
- Information Management and Technology Committee
- Infrastructure Planning and Delivery Committee
- Kindergarten Reform Standing Committee
- Procurement and Probity Committee
- School Policy and Priorities Committee.

Audit and Risk Committee

The ARC supports the Secretary to fulfil governance responsibilities and obligations under the *Financial Management Act 1994* (FMA). The ARC was established in accordance with the Standing Directions 2018

² More detailed information about the Climate Change Committee is in the section of this report titled Climate-related risk governance.

under the FMA. The ARC directly advises the Secretary on governance, risk management, audit, compliance and control assurance activities.

In 2024–25, the ARC comprised the following members:

- Helen Thornton, independent member (Chair) (term ended 30 June 2025)
- Andrew Nicolaou, independent member (appointed Chair from 1 July 2025)
- Stuart Alford, independent member (term ended 31 August 2024)
- Natalie Foeng, independent member
- Goran Mitrevski, independent member (joined 1 August 2024)
- Kate Rattigan, Deputy Secretary, People and Executive Services (term ended 31 December 2024)
- Chris Thompson, Regional Director, South Western Victoria Region, Schools and Regional Services.

Public bodies

The department works in conjunction with the following public bodies:

- Children's Services Coordination Board
- Disciplinary Appeals Boards
- Independent Office for School Dispute Resolution
- Merit Protection Boards
- Victorian Academy of Teaching and Leadership (the Academy)
- Victorian Children's Council
- Victorian Curriculum and Assessment Authority
- Victorian Institute of Teaching
- Victorian Registration and Qualifications Authority.

The public bodies that produce financial year annual reports are:

- the Academy
- Victorian Curriculum and Assessment Authority
- Victorian Institute of Teaching
- Victorian Registration and Qualifications Authority.

The public bodies included in Appendix 2 of this report are:

- Children's Services Coordination Board
- Disciplinary Appeals Boards
- Independent Office for School Dispute Resolution
- Merit Protection Boards
- Victorian Children's Council.

Section 2: Year in review

This section reports on the progress of initiatives from the *Department of Education 2024–2028 Strategic Plan* (strategic plan), changes to the department, machinery of government costs, progress against departmental objectives, outputs and indicators, and discontinued operations. It also provides a financial summary.

Progress against the department's 2024–28 strategic plan initiatives

The department is delivering our objectives through 40 initiatives in our strategic plan. A progress summary of these initiatives is provided in the tables below.

Table 1. Expanding early learning: providing more hours of free, quality early learning for all children

Strategic plan initiative	2024–25 progress summary
Three-Year-Old Kindergarten Continue to roll out kindergarten programs for 3-year-olds across the state, growing to 15 hours by 2029.	Uptake of Three-Year-Old Kindergarten in 2024 was strong, with 69,802 children enrolled in the program and a participation rate of 90.1%. Services delivered an average of 13.8 hours per week in 2024. In 2025, more than 90% of services are offering a Three-Year-Old Kindergarten program of 10 to 15 hours per week.
Pre-Prep Transition Four-Year-Old Kindergarten to 'Pre-Prep', increasing to a universal 30 hours a week program of play-based learning for every 4-year-old child in Victoria.	In January 2025, Pre-Prep successfully launched in 6 regional local government areas. In 2024–25, preparations were underway for the launch of Pre-Prep to a further 12 local government areas and statewide to priority cohorts in January 2026. Pre-Prep will continue rolling out across the state from 2025 to 2036, with programs gradually increasing from 15 to 30 hours per week.
New early learning centres Establish 50 Victorian government-owned and operated early learning centres, in areas of greatest need.	The first 4 ELV centres opened as planned in January 2025 at Eaglehawk North (ELV Nyernilang Lar), Fawkner (ELV Wimbi), Murtoa (ELV Bani Walup) and Sunshine (ELV Muyan). Planning for the opening of 14 centres in 2026 is also progressing with infrastructure delivery, workforce recruitment, and other establishment activities for 1,400 new childcare and kindergarten places. These centres are co-located with schools.

Table 2. Excellence in learning: supporting schools and services to achieve better learning outcomes for children and young people

Strategic plan initiative	2024–25 progress summary
Best Kindergartens for Victorian Kids Provide grants for kindergartens to procure new or improved toys and equipment, Bush Kinder programs, toy libraries and expansion of bilingual kindergartens.	In 2024–25, a second round of grants was completed for the Bush Kinder Grants Program and the Toy Library Grants Program: 150 Bush Kinder grants were awarded to Victorian kindergartens 43 existing toy libraries received a one-off Toy Library grant of up to \$10,000 2 organisations were awarded a New Toy Library Establishment Grant of \$40,000.

Strategic plan initiative	2024–25 progress summary
Early Years Assessment and Learning Tool Provide teachers and co-educators with a new online observation-based tool that supports assessment of children's strengths, interests and abilities.	Rollout of the Early Years Assessment and Learning Tool commenced in 2023. More than 1,000 services currently have access to the tool. New professional learning to support best practice in assessment for learning in early childhood is in the design phase. The existing professional learning package is highly utilised and continues to demonstrate consistently high levels of participant satisfaction.
Intensive school support Establish teams of regionally based executive-class principals and leading teachers partnering with schools that have challenging and complex settings to deliver improvements.	This initiative delivered intensive and tailored support to schools facing challenging and complex circumstances to ensure there is consistently strong practice across the government school system. As at 30 June 2025, 52 Intensive School Support reviews were undertaken, and support plans for each participating school were developed. Governance, monitoring and evaluation structures and processes were established.
Lifting student attainment Deliver the MYLNS program to provide intensive learning support to at-risk students in Year 10. The Tutor Learning Initiative provides targeted small-group learning support to students who need it most and the Student Excellence Program supports greater achievements for high-ability students. Develop high-quality, sequenced lesson plans in priority curriculum areas to reduce administrative burden and ease workload pressure for teachers. Implement the refreshed VTLM 2.0.	Accomplishments for the 2024 school year included: - intensive learning support provided to more than 6,700 Year 10 government school students through the MYLNS program - additional targeted learning support for approximately 115,000 government school students through the Tutor Learning Initiative - implementation of the Student Excellence Program, with more than 20,000 students participating in the Victorian High Ability Program and over 35,000 in the Victorian Challenge and Enrichment Series - development of over 4,000 high-quality lesson plans for teachers to support effective and consistent teaching practice. Subjects covered include English (including Phonics Plus), mathematics, science, design technologies and digital technologies from foundation levels A-10, with over 753 lesson plans published so far - implementation of VTLM 2.0, including publication of guides for teachers that set out practices representing the VTLM 2.0 elements of teaching.
New Tech Schools Build 6 new Tech Schools to provide hands-on and immersive Science, Technology, Engineering and Mathematics (STEM) learning experiences to more than 62,000 secondary schools students.	Construction commenced at Frankston Tech School, which was completed as planned in Term 3, 2025. Wangaratta, Hume, Brimbank, South West and Dandenong Tech Schools are on track for completion in Term 3, 2026. School and industry partnerships are being established and programs using industry-standard technology are being developed in advance of the Tech School openings.

Strategic plan initiative	2024–25 progress summary
Senior secondary pathways reform Implement the VCE VM and the Victorian Pathways Certificate, deliver high-quality VET to all Victorian students, develop pathways for students to engage with emerging industries and improve vocational and applied learning pathways to pursue senior secondary education.	School and student engagement with the VCE VM continued to increase in 2024, with 26,611 students enrolled in 2024 (an increase of 19% since 2023). Completion rates have increased significantly to 92.8% in 2024, compared with 82.3% for equivalent VCAL in 2022. The apparent retention rate of students from years 10 to 12 in Victoria has lifted to a 6-year high. The number of government school students enrolled in VCE VET certificates in priority pathways increased by 11% from 26,842 in 2023 to 29,846 in 2024. Student choices are being driven by a strong career education workforce in schools, strong participation in career exploration activities, and improvements in access to work experience and other vocational and applied learning prior to senior secondary. In 2024, 87% of Year 9 government school students participated in the My Career Insights program.

Table 3. Strengthening safety, wellbeing and engagement: having the right supports and services in place to meet the needs of each child and young person, including keeping them safe from harm

Strategic plan initiative	2024–25 progress summary
Inclusion in kinder Implement disability inclusion reforms, including more Pre-School Field Officers, continuing the specialist equipment program, strengthening current assessment processes, and designing and piloting a new strengths-based approach to support.	In 2024, supports were strengthened through the expansion of access to pre-school field officers and improvements to the efficiency and consistency of assessment process for the Kindergarten Inclusion Support program. A research project to explore opportunities to improve inclusion through a strengths-based approach is underway and is currently in its second year. The findings from this research will inform advice about options for strengthening inclusion supports over the medium to long term.
Kinder participation Improve local kinder participation through strengthened local and state-wide strategies, leverage existing initiatives such as School Readiness Funding, and create a new kindergarten attendance data system.	In 2024, kindergarten participation for children in the year before school increased to 96.0%, with 78,554 children enrolled in Four-Year-Old Kindergarten. In 2024, the participation rate in Three-Year-Old Kindergarten was 90.1% with a total of 69,802 children enrolled, including 4,945 children enrolled in Early Start Kindergarten and Access to Early Learning. These programs are available to children known to child protection, Aboriginal children, and refugee and asylum seeker children. These initiatives support early intervention for children who experience additional barriers to access and participation in kindergarten. In 2024, a record number of Aboriginal children participated in kindergarten, with a total of 3,704 enrolments across Three- and Four-Year-Old Kindergarten.

Strategic plan initiative	2024–25 progress summary
Student mental health reforms Includes establishing a Schools Mental Health Fund supported by a menu of evidence-based initiatives, expanding the Mental Health in Primary Schools program, funding mental health and wellbeing leaders in every government and low-fee non-government school, and embedding mental health practitioners in every government secondary school.	The Schools Mental Health Fund is available to all Victorian government schools and enables schools to purchase from an online menu which was refreshed in November 2024. In 2025, the Mental Health in Primary Schools initiative was expanded to Inner Gippsland, Loddon Campaspe, Outer Eastern Melbourne, Wimmera South West and the Ballarat Council areas with 1,300 school campuses now participating. The Mental Health Practitioner initiative enabled every government secondary and specialist school with secondary enrolments to employ a qualified mental health practitioner to provide counselling support, early intervention and whole-school mental health promotion activities.
Disability inclusion Roll out the Disability Inclusion tiered funding model and system capability-building initiatives to help schools better identify and respond to the needs of students with disability.	Concluding the reform's 5-year staged rollout, all Victorian government schools have now transitioned to the Disability Inclusion funding and support model. The department completed the reform rollout and continued to embed initiatives focused on building inclusive education capability.
Engaging students Strengthen strategic focus on improving school attendance and student engagement, supported by targeted efforts to increase the scale and scope of the Education Justice Initiative for students in (or at risk of) contact with the youth justice system and Navigator program for chronically disengaged students, continue LOOKOUT centre support and individual education supports for students in Out of Home Care.	Accomplishments in 2024–25 included: - expanded individual education support was delivered for students in out-of-home care - the Navigator program successfully re-engaged almost 1,300 young people (aged 12 to 17) with school or another positive pathway and piloted support for students aged 10 and 11 in 4 areas - the Education Early Intervention pilot provided re-engagement support to 197 students aged 10 to 13 in contact with police, and early referrals to other education supports for 351 students aged 14 and above - the Education Justice Initiative supported 624 young people aged 10 to 17 appearing in the Criminal Division of the Children's Courts and all Children's Koorie Courts, who were not engaged with education.
Re-engaging early school leavers to remain in learning Enhance data infrastructure to identify and support students who leave school early or are disengaged from the education and training system.	The Victorian Early Leaver Connection Initiative was launched in February 2025 to help early school leavers stay engaged in education and training and successfully complete a Year 12 or equivalent qualification. This includes a new career advice service delivered by skills and jobs centres across Victoria, additional mentoring and other supports in target areas for early school leavers who are First Nations or have disability, and new Early Leaver Disengagement Reports to better support government schools to follow-up with young people who have disengaged from their approved exemption pathway.

Strategic plan initiative	2024–25 progress summary
Providing students with essentials Continue to deliver school breakfast clubs, affordable school uniforms, glasses for kids and free period products.	In 2024–25, the following initiatives continued to provide essentials for students to succeed at school. • The Affordable School Uniforms program continued to support students experiencing vulnerability and disadvantage with more than 240,000 items provided through more than 91,000 student applications. • The Glasses for Kids program provided vision screening to more than 13,000 students and issued more than 3,200 pairs of glasses. • The School Breakfast Clubs program reached the milestone of 50 million meals delivered to students since 2016 and in 2024–25 was expanded to all Victorian government schools that wished to opt-in. • The Free Period Products initiative provided over 2.8 million period products to students.
School Saving Bonus Deliver a one-off \$400 School Saving Bonus (SSB) that families can use to cover the cost of uniforms, textbooks, camps, excursions and other extracurricular activities through the year.	The SSB provided \$400 in support for Victorian school-aged students to use on 2025 school costs. Families who do not want to use the SSB can elect to provide this money to their school for use by other students needing support.
Child safety Strengthen child safety policy, guidance, training and support for schools and early childhood education and care services, so that children and young people are safe, and staff are equipped to identify and respond to risk or harm.	The department established a Child Safety Committee of EB to provide strategic oversight of the department's child safety policy, guidance, capability, practice and compliance obligations. The committee has provided oversight of the department's child safety roles. The department published our Child Safety and Wellbeing Policy and Child Safety Code of Conduct which sets out expected behaviours relating to children and young people and aims to ensure that protecting children and young people from harm and abuse is embedded in the department's everyday culture, thinking and practice.

Table 4. Supporting Aboriginal self-determination and strengthening cultural safety: improving learning and wellbeing outcomes for First Peoples learners and supporting community control and choice

Strategic plan initiative	2024–25 progress summary
Cultural safety and inclusion in kinder Work with Victorian Aboriginal Education Association Incorporated (VAEAI) on new approaches to establishing a culturally safe environment in all services, which values and respects Aboriginal culture, children and families.	The Early Years Engagement Program (previously Early Years Cultural Hubs) continued activity in 2024–25, with VAEAI engaged to deliver the work, with a focus on capacity building to support First Nations participation in early learning. Recruitment of all 8 facilitator roles was completed. VAEAI has commenced work to connect with early years services through attendance at Early Years Learning Networks and through direct referrals from the department.

Strategic plan initiative	2024–25 progress summary
Roll out Pre-Prep to Aboriginal children as a priority From 2026, children who identify as Aboriginal and Torres Strait Islander will be eligible for between 16 and 25 hours a week of Pre-Prep.	In 2024–25 the department continued to progress work to support Aboriginal and Torres Strait Islander children to access between 16 and 25 hours of Pre-Prep across the state from 2026. Enrolments for 2026 are now open.
Marrung — Aboriginal Education Plan 2016–2026 Strengthen cultural inclusion and safety, and ensure equitable access to early childhood and education supports so that First Nations learners achieve their potential, succeed in life, and feel strong in their cultural identity.	Governance processes, including the Marrung Central Governance Committee, support strong partnerships with First Nations communities. The Marrung Project Control Board continued to oversee the implementation of Marrung actions and facilitate greater visibility and accountability across the department. As at 30 June 2025, 67% of Marrung actions were on track or complete. A strategic evaluation to examine the effectiveness of the plan and inform the development of the next First Nations education plan commenced in June 2025.
Dhelk Wukang — Aboriginal Inclusion Plan Strengthen Aboriginal inclusion, self-determination and cultural safety at all levels within the department, including the Victorian public service and Government teaching service.	The implementation plan for the Dhelk Wukang Aboriginal Inclusion Plan outlines 51 actions aimed at ensuring that the department's workplaces are: • a culturally safe and thriving place for First Nations students, families, employees, volunteers, pre-service teachers, visitors and community partners • an organisation where First Nations people proudly identify and feel safe to be themselves, where the expertise shared by First Nations people is valued and respected, and where every First Nations person achieves their potential, succeeds in life and feels strong in their cultural identity • an organisation committed to self-determination, which is fundamental to better outcomes for First Nations students and affirms the relationship between government and communities as being one of mutual respect and joint decision-making. As at 30 June 2025, 86% of Dhelk Wukang actions are on track, ongoing or completed.

Strategic plan initiative	2024–25 progress summary
Self-determination in education reforms Strengthen self-determination for First Nations learners and their families through building school capacity and practice in partnership with First Nations communities.	The <i>Strengthening Aboriginal Self-determination in Education</i> report was released in May 2024, informing the following workstreams to progress the Self-determination in Education Reforms. • The evaluation of <i>Marrung: Aboriginal Education Plan</i>. • Resourcing the Aboriginal Community Controlled Organisations (ACCO) sector: 11 Registered Aboriginal Parties and 15 ACCOs were approved for a grant to employ an education liaison officer to lead self-determined projects. • Building a culturally safe school system: A professional learning suite and accompanying resource hub are being developed to respond to feedback from the <i>Strengthening Aboriginal Self-determination in Education Reform</i> report. • First Nations Curriculum and Truth-telling: Work is underway to develop targeted resources, co-designed with First Nations organisations including the VAEAI, to support the implementation of the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority.
First Peoples workforce Attract and retain new and returning First Peoples to the schools workforce and continue to work with VAEAI on supporting First Peoples to become early childhood teachers and educators.	This program was renamed AKT Now. The initiative established partnerships with ACCOs to advance Aboriginal self-determination to increase First Nations representation in the schools workforce. Progress in 2024–25 included: • the identification of 37 host schools to support up to 80 new First Nations school staff • 15 new employees supported by an Aboriginal Community Controlled Registered Training Organisation to undertake a Certificate IV in School Based Education Support • 3 additional regional training locations established to support delivery outside of the initial northern metropolitan Melbourne training location • newly established partnerships with 4 universities to support up to 45 First Nations initial teacher education students to continue their studies and find employment in Victorian government schools • a 12-month developmental evaluation of the program commenced to measure impact and inform continued improvement.

Table 5. Addressing disadvantage and vulnerability: enabling children and young people experiencing disadvantage and vulnerability to get the full benefits of education

Strategic plan initiative	2024–25 progress summary
Fighting for students with disability and their families Provide more support for students with disability and their families, ensuring more students have better access to the services they need.	Implementation of the 4 initiatives is on track: • A total of 67 schools received National Disability Insurance Scheme (NDIS) Navigators funding for tranches 1 and 2. • Specialist School Activity Boost funding was distributed to all specialist schools and supported inclusion schools. • A grant round, policy guidance and professional learning were delivered for the Therapy Animals initiative. • The Specialist School Eligibility Review was finalised.
Roll out Pre-Prep to vulnerable and disadvantaged children Priority cohorts of children will be eligible to receive between 16 and 25 hours of Pre-Prep state-wide: • from 2026, children from a refugee or asylum seeker background and children who have had contact with Child Protection. • from 2028, children (or guardians) who have a concession card, and children who are a multiple birth child.	The department progressed preparation for provision of additional hours of kindergarten for children from priority cohorts in 2026 and 2028. From 2026, eligible children will be able to access between 16 and 25 hours a week of Pre-Prep. These families are now able to enrol in Pre-Prep programs. From 2028, children who have a Commonwealth concession card or have a parent or guardian who has one, and children who are a multiple-birth child (triplets or more) will be eligible for between 16 and 25 hours per week of Pre-Prep.
Multicultural, multifaith, and culturally and linguistically diverse support Support multicultural and multifaith communities by strengthening and extending language provision and expanding refugee education support programs and continue support for students of African and Pasifika heritage through the Victorian African Communities Action Plan and Place-based education initiatives.	The refugee education support initiatives built the capacity of more than 200 schools (including 38 that received intensive support over 2 years through the Refugee Education Support Program) and 100 homework clubs statewide to support the needs of students from refugee backgrounds and their families. Support was provided to the increasing number of Victorian learners with English as an additional language (EAL) to access EAL programs, specialist teachers in mainstream schools and English language schools and centres. A range of professional learning opportunities and resources were provided to primary and secondary teachers of EAL in Victorian government schools.

Table 6. Strengthening our teaching and education workforce: growing and supporting our education and care workforces, and supporting best practice in teaching

Strategic plan initiative	2024–25 progress summary
School workforce supply initiatives Support the growing demand for teachers by delivering programs to attract people into the teaching profession and retain the teaching workforce, including Career Start, initial teacher education and pre-service teacher initiatives, mathematics and science specialisations.	The department has implemented several targeted initiatives to build workforce supply and support schools, including: • 536 grants allocated to schools in the 2025 school year to support flexible work for school leaders and classroom teachers • 1,117 incentives paid to recruit graduate teachers • 5,144 classroom teachers successfully appointed through the Applicant Pools direct vacancies recruitment pathway • since 2023, 1,447 teaching degree students have enrolled in or have completed a postgraduate employment-based teaching degree • new undergraduate-level employment-based degree programs commenced in 2025 • 3,752 scholarship payments were granted to students studying teaching in 2024 • 6,155 student placements were supported with grant payments in regional, remote and specialist schools • the Career Start program successfully scaled up to 13 departmental areas in 2025 and is supporting over 1,750 graduate teachers and 1,400 mentors in over 650 schools.
Improving school staff mental health and wellbeing support and reducing administrative workload Implement initiatives to improve government school staff mental health and wellbeing and undertake an independent review into administrative and compliance activities in government schools.	The Independent Review into administrative and compliance activities in Victorian government schools (the Review) was published on the department's website on 2 June 2025. The government has committed to implementing 6 recommendations for the 2026 school year and is continuing to consider the findings of the Review and remaining recommendations.
Best Start, Best Life workforce initiatives Implement the refreshed workforce strategy through initiatives to build workforce supply and support retention of existing early childhood workforce to deliver high-quality early childhood education.	The Best Start, Best Life Workforce Strategy was released in 2023 and sets out the Victorian government's comprehensive approach to supporting the kindergarten workforce. The strategy continues to be implemented through initiatives to support the attraction and retention of early childhood professionals. This includes scholarships for both vocational and higher education qualifications, tertiary partnerships, induction supports, mentoring, professional development and other career supports.

Table 7. Our people: supporting a strong culture of integrity, inclusion and high performance

Strategic plan initiative	2024–25 progress summary
Victorian Secretaries Board (VSB) Integrity Statement Action Plan Support a strong culture of integrity by implementing the 2023 VSB Integrity Statement Action Plan through the delivery of work planned as part of the department's integrity program and the department's Integrity Statement Action Plan.	The department's Integrity Statement Action Plan was developed to acquit the VSB Integrity Statement Action Plan. Significant progress has been made in implementing the department's action plan, which includes 43 actions. Of these, 25 are completed, 10 are in progress, 6 are ongoing, and 2 are not yet started.
Develop a new workforce diversity and inclusion plan Consolidate the range of existing strategies and plans into one, to focus effort and streamline actions for greater impact.	Development of the department's workforce diversity and inclusion strategy is underway. Consultation on a draft strategy has been undertaken, and the strategy is anticipated to be finalised in 2025–26.

Table 8. Strong systems: ensuring we have the right systems and business processes in place

Strategic plan initiative	2024–25 progress summary
Cyber security and Information and Communications Technology (Securing Connected Learners) Create a safe and secure system-wide digital learning environment for students and schools to achieve a globally engaged and competitive education system.	The department continues the deployment of asset discovery to 1,200 schools and security information and event management to 481 schools as part of the Security Uplift component of this program. Full deployment of this component is expected to be completed in 2025–26. The migration to departmental platforms will run until 2028–29 and includes the following key projects: • migration of schools onto the department's collaboration platforms, including cloud-based controls • full implementation of multifactor access control solutions for third party management • adoption of a single, department-managed student identity that can be used across department- and school-managed services, making it easier and more secure for students when they are online.
Child Link and Kindergarten information systems Continue to roll out a digital register that integrates key information to support individual children's wellbeing and safety (birth to 18 years old). Establish updated kindergarten information systems for monitoring kindergarten funding applications, data collection and develop new enrolment and attendance collection systems.	In February 2025, the rollout of the Child Link digital register for child wellbeing and safety was completed, with close to 6,000 active users across child protection, maternal and child health, early childhood services and schools. Training and onboarding of key professionals is transitioning to a business-as-usual approach. In January 2025, a new kindergarten enrolment and attendance information management system called Arrival was launched for Victorian kindergarten services with services being supported to onboard to the new system during the first half of 2025.

Strategic plan initiative	2024–25 progress summary
Improve information access and records management practices Implement a strategic Records Management Program consistent with the Records Management Strategy 2024–2028 to improve access to departmental information, support staff to systematically keep high-quality, digital first records and ensure historic records are safeguarded and preserved.	The School Records Reform Program is underway as a key deliverable of the Records Management Strategy 2024–2028. The 4-year program is focused on improving access to records through collection, digital cataloguing and archiving to ensure school records are safeguarded and preserved. Initiatives as part of the broader Records Management Strategy 2024–2028 are also in progress.

Table 9. Physical infrastructure: building and partnering to create and maintain contemporary, safe, and sustainable spaces

Strategic plan initiative	2024–25 progress summary
Department of Education Asset Strategy Develop and maintain a high-performing asset base by targeting investment and improving processes so assets meet demand, are safe and in good condition, are fit-for-purpose and inclusive, environmentally sustainable, and asset managers are accountable and capable across the early childhood and school systems.	The 2021–2031 School Strategic Asset Management Plan (SAMP) had 46 actions, 39 of which were completed. The remaining 7 are now included in the new 2025–2034 School SAMP. The 2021–2031 Early Childhood SAMP has 13 actions, 9 of which were completed. The VSBA is currently in the process of refreshing the Early Childhood SAMP and the need for transferral of these 4 outstanding early childhood actions to the new Early Childhood SAMP will be considered as part of this process.
School infrastructure program Deliver infrastructure to meet demand including new school construction and associated establishment processes, land acquisition, additional permanent, refurbished and upgraded infrastructure at existing schools and relocatable buildings, with the aim of building 100 schools between 2019 and 2026.	Since 2017–18, more than 650 school infrastructure projects were completed. This includes opening 6 new schools in 2025 and completing 108 school upgrade and modernisation projects in 2024–25. Another 259 infrastructure projects are in progress and on track, to be completed by 31 March 2028.
Early childhood infrastructure Grants and direct delivery to support expansion of places through kindergarten building projects that support the roll-out of Three-Year-Old Kindergarten and Pre-Prep. Building Blocks is also making kinder buildings, playgrounds and equipment more inclusive for children of all abilities.	Projects completed in 2024–25 include: • 21 kindergartens on school sites • 10 modular kindergartens • 4 Early Learning Victoria centres • 42 Building Blocks Planning Grants • 32 Building Blocks Capacity Building Grants • 362 Building Blocks Inclusion Grants • 274 Building Blocks Improvement Grants. In addition, 4 Building Blocks Partnership Agreements were agreed and announced.

Table 10. Resilience, mitigation and adaptation to climate change: doing our bit to address climate change and ensuring continuity of learning in the event of natural disasters and emergency events

Strategic plan initiative	2024–25 progress summary
Education and training climate change adaptation action plan 2022–26 Build understanding of and guide how to adapt and build resilience to the impacts of climate change.	The <i>Education and Training Climate Change Adaptation Action Plan 2022–2026</i> has 22 actions. Three actions have been completed and have delivered Victoria's <i>Clean Economy Workforce Development Strategy 2023–2033</i> , the Environmental Sustainability in Schools Policy and improved monitoring of climate-related impacts on school assets.
Greener Government Schools Buildings Install solar power systems in schools to lower the cost of electricity and reduce schools' carbon footprint.	In 2024, solar power systems were installed in 24 schools, with a total installed capacity of 504.2 kW across the school portfolio. This brings the total number of schools participating in the program to 404. Once fully implemented, more than 16,200 kW of installed solar power systems will be operating across the school portfolio. It is expected that this will reduce greenhouse gas emissions by more than 21,900 tonnes CO ₂ -e and save more than \$4.5 million on electricity bills for schools each year.

Direct costs attributable to machinery of government changes

There were no machinery of government changes to the department in 2024–25.

Changes to the department during 2024–25

There were no changes to the department's objectives and output structure as a result of internal reviews or machinery of government changes.

Departmental objectives, indicators and outputs

The department's objectives, indicators and outputs as reflected in the *2024–25 Department Performance Statement* are outlined in Table 11.

Table 11. Departmental objectives, indicators and linked outputs

Objectives	Indicators	Outputs
Raise development outcomes of 3- and 4-year-old children prior to attending school	Education and care services offering a funded kindergarten program assessed as exceeding the National Quality Standard Education and care services offering a funded kindergarten program assessed as meeting or exceeding the National Quality Standard Proportion of children developmentally on track on entry to school	Kindergarten Delivery Early Childhood Sector Supports and Regulation

Objectives	Indicators	Outputs
Raise learning, development, engagement and wellbeing outcomes for all Victorian students ³	Students are improving their literacy and numeracy skills Students are connected to schooling Students' progress to employment, training or further education post-school	School Education – Primary School Education – Secondary Wellbeing Supports for Students Supports for Schools and Staff
Provide equitable and inclusive schooling to all Victorian students	Aboriginal students are improving their literacy and numeracy skills Regional and rural students are improving their literacy and numeracy skills Students receiving an adjustment due to disability are connected to their schooling Aboriginal students are connected to their schooling Regional and rural students are connected to their schooling	Promoting Equal Access to Education Additional Supports for Students with Disabilities

Reporting progress towards achieving departmental objectives in the report of operations

This section reports on the department's progress on its 3 objectives through a range of indicators. Trends in these indicators demonstrate the department's performance.

Objective 1: Raise development outcomes of 3- and 4-year-old children prior to attending school

This objective seeks to improve development outcomes by providing high-quality early childhood education services and increased access to, and participation in, 2 years of kindergarten. These services are being transformed through the Best Start, Best Life reforms, which include significant investments in infrastructure, workforce, and the rollout of Three-Year-Old Kindergarten.

Progress towards Objective 1

The department assessed progress towards Objective 1 using 3 indicators focusing on quality kindergarten service delivery and developmental progress of children. The results are set out for calendar years 2020 to 2024 in Table 12 below.

Quality early childhood education and kindergarten programs lay the foundation for success at school, with attendance for more than one year strongly linked to more positive results. In 2024, free kinder for 3- and 4-year-old children was available at participating services, and the rollout of Three-Year-Old Kindergarten extended to between 5 to 15 hours per week available across Victoria.

To make childcare and kindergarten easier to access, the department is opening 50 new early learning centres across Victoria. The first 4 centres opened in January 2025 at Eaglehawk North Primary School, Moomba Park Primary School in Fawkner, Murtoa College and Sunshine Primary School.

³ Objective 2 was incorrectly reported on page 3 of the 2024–25 Departmental Performance Statement but reported correctly on page 7. The underlying activity and objective of the department is consistent.

Kindergarten participation in Victoria was high in 2024 at 96% in the year before school and 90% 2 years before school. The quality of Victorian kindergartens was also high with 97% of Victorian services offering a funded kindergarten program rated as meeting or exceeding the National Quality Standard (NQS). The proportion of services that exceeded the NQS has remained stable since 2021.

The department provides dedicated supports for cohorts more likely to miss out on kindergarten. These include children in out-of-home care, newly arrived migrants and refugees, and children attending family day care or other early childhood services that do not have a funded kindergarten program.

Early Start Kindergarten and the Access to Early Learning program support children experiencing vulnerability or disadvantage to fully participate in quality, universal early childhood education and care. In 2024, 4,945 children participated in Early Start Kindergarten and the Access to Early Learning program.

In 2024, the department continued the rollout of the Early Years Assessment and Learning Tool, an online resource co-designed with early childhood teachers to help understand each child's unique strengths, interests, and abilities. This included an extra 260 services using the tool in their funded Three- and Four-Year-Old Kindergarten programs, on top of the more than 700 services that received access in 2023.

The results of the 2024 Australian Early Development Census (AEDC) show that 53.8% of Victorian children were developmentally on track in all 5 domains of the AEDC on entry to school. Most states and territories experienced a decline on this measure from 2021 to 2024. Victoria's results, however, remain above the Australian average (52.9%) and above most of the other states and territories.

The Closing the Gap target aims for 55% of Aboriginal and Torres Strait Islander children in Australia being on track in all 5 domains by 2031. In 2024, 35.8% of Aboriginal and Torres Strait Islander children in Victoria were on track in all 5 domains, above the Australian average of 33.9%.

Table 12. Objective 1 indicators

Indicator	Unit of measure	2020	2021	2022	2023	2024
Indicator 1.1: Education and care services offering a funded kindergarten program assessed as exceeding the National Quality Standard						
Proportion of education and care services offering a funded kindergarten program assessed as exceeding the National Quality Standard	per cent	43.0	38.4	37.0	38.0	37.0
Indicator 1.2: Education and care services offering a funded kindergarten program assessed as meeting or exceeding the National Quality Standard						
Proportion of education and care services offering a funded kindergarten program assessed as meeting or exceeding the National Quality Standard ⁴	per cent	91.0	91.5	93.0	95.0	97.0
Indicator 1.3: Proportion of children developmentally on track on entry to school⁵						
Proportion of all children developmentally on track on all 5 domains of the AEDC on entry to school ⁶	per cent	–	57.2	–	–	53.8
Proportion of Aboriginal children developmentally on track on all five domains of the AEDC on entry to school	per cent	–	35.6	–	–	35.8

⁴ Source: Internal analysis of NQS assessments for funded kindergartens only. Service level data available via the [Australian Children's Education and Care Quality Authority](#).

⁵ The AEDC provides a population measure of how students in their first year of school are developing across 5 domains: physical health and wellbeing, social competence, emotional maturity, language and cognitive skills and communications skills and general knowledge. The AEDC is held every 3 years, with the 2024 AEDC data collection being the most recent collection. The next collection will be conducted in 2027 and reported in the 2027–28 Annual Report.

⁶ Source: [Australian Early Development Census](#), 2021 and 2024.

Performance against output performance measures

Kindergarten Delivery

The Kindergarten Delivery output includes kindergarten delivery and related programs and services to support participation for disadvantaged children and children with additional needs. This includes Four-Year-Old Kindergarten, access and inclusion supports, and the rollout of Three-Year-Old Kindergarten.

Table 13 sets out performance against the associated 2024–25 targets.

Table 13. Kindergarten Delivery – performance measures

Performance measures	Unit of measure	2024–25 actual	2024–25 target	Performance variation (%)	Result
Quantity					
Aboriginal children funded to participate in kindergarten in the year before school	number	2,024	1,550	30.6	✓
<i>This performance measure relates to the calendar year. This performance measure includes first- and second-year Aboriginal kindergarten participants. The 2024–25 outcome is higher than the 2024–25 target due to a higher than forecast number of Aboriginal children participating in kindergarten in the year before school in 2024.</i>					
Average number of hours per week of kindergarten delivery per child in the year two years before school	number	13.8	13.1	5.3	✓
<i>This performance measure relates to the calendar year. The 2024–25 outcome is higher than the 2024–25 target due to higher-than-expected delivery of kindergarten hours in 2024.</i>					
Children funded to participate in Early Start Kindergarten or Access to Early Learning in the year two years before school	number	4,945	4,000	23.6	✓
<i>This performance measure relates to the calendar year. Early Start Kindergarten is available to children known to the Victorian Child Protection Service, Aboriginal children, and refugee and asylum seeker children. The 2024–25 outcome is higher than the 2024–25 target due to higher Culturally and Linguistically Diverse Children (CALD)/refugee enrolments and continued efforts to enrol children in Early Start Kindergarten and Access to Early Learning.</i>					
Children funded to participate in kindergarten in the year before school	number	78,554	79,000	-0.6	○
<i>This performance measure relates to the calendar year. This performance measure includes first and second-year kindergarten participants.</i>					
Children funded to participate in kindergarten in the year two years before school	number	69,802	67,900	2.8	✓
<i>This performance measure relates to the calendar year. This performance measure includes children in Early Start Kindergarten and the phased rollout of the Three-Year-Old Kindergarten program.</i>					
Kindergarten participation rate for Aboriginal children in the year before school	per cent	100	96	4.2	✓
<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>					
Kindergarten participation rate for Aboriginal children in the year two years before school	per cent	93.5	80	16.9	✓
<i>This performance measure relates to the calendar year. The 2024–25 outcome is higher than the 2024–25 target due to increased program availability and strong support through key targeted initiatives.</i>					
Kindergarten participation rate for children in out of home care in the year before school	per cent	79	80	-1.3	○
<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>					

Performance measures	Unit of measure	2024–25 actual	2024–25 target	Performance variation (%)	Result
Kindergarten participation rate for children in out of home care in the year two years before school	per cent	80.7	60	34.5	✓
<i>This performance measure relates to the calendar year. The 2024–25 outcome is higher than the 2024–25 target due to higher than expected participation in 2024.</i>					
Kindergarten participation rate in the year before school	per cent	96	96	0.0	✓
<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>					
Kindergarten participation rate in the year two years before school	per cent	90.1	89	1.2	✓
<i>This performance measure relates to the calendar year.</i>					
Number of kindergarten services supported through the Kindergarten Inclusion Support program for children with a disability or complex medical needs	number	1,257	900	39.7	✓
<i>This performance measure relates to the calendar year. The 2024–25 outcome is higher than the 2024–25 target due to a significant increase in demand for support.</i>					
Quality					
Parent satisfaction with kindergarten services	per cent	90	90	0.0	✓
<i>This performance measure relates to the calendar year. It is based on a parent opinion survey that is administered to all funded kindergarten services.</i>					
Cost					
Total output cost	\$ million	1,046.0	1,081.3	-3.3	–

Key

✓ Target achieved or exceeded

○ Target not achieved – less than 5% variance

■ Target not achieved – more than 5% variance

– Direction of performance is neutral

Early Childhood Sector Supports and Regulation

The Early Childhood Sector Supports and Regulation output includes services to support workforce and infrastructure development and services to monitor licensed early childhood education and care services.

Table 14 sets out performance against the associated 2024–25 targets.

Table 14. Early Childhood Sector Supports and Regulation – performance measures

Performance measures	Unit of measure	2024–25 actual	2024–25 target	Performance variation (%)	Result
Quantity					
Number of inspections of early childhood services	number	4,729	4,000	18.2	✓
<i>This performance measure relates to the calendar year. The 2024–25 outcome is higher than the 2024–25 target due to a focused effort to maintain a high level of service assessment and rating visits.</i>					

Performance measures	Unit of measure	2024–25 actual	2024–25 target	Performance variation (%)	Result
Percentage of allied health sessions offered through School Readiness Funding accessed by funded kindergarten services	per cent	97.3	85	14.5	✓
<i>This performance measure relates to the calendar year. The 2024–25 outcome is higher than the 2024–25 target due to the majority of kindergartens receiving almost all of their allocated allied health sessions.</i>					
Percentage of approved eligible services assessed and rated	per cent	28.6	25	14.4	✓
<i>This performance measure relates to the calendar year. The 2024–25 outcome is higher than the 2024–25 target due to a focused effort to maintain a high level of service assessment and rating visits to manage regulatory priorities post COVID-19.</i>					
Total number of early childhood teachers delivering a funded kindergarten program	number	8,432	7,500	12.4	✓
<i>This performance measure relates to the calendar year. The 2024–25 outcome is higher than the 2024–25 target due to the ongoing increase in kindergarten program delivery in 2024 and efforts to grow overall workforce supply.</i>					
Timeliness					
Average days taken to report and issue a notice of a quality rating	number	54.4	50	-8.7	■
<i>This performance measure relates to the calendar year. The 2024–25 outcome did not meet the 2024–25 target due to a range of regulatory demands including sustained high levels of assessment and rating visits to manage regulatory priorities post COVID-19 and required reports.</i>					
Cost					
Total output cost	\$ million	589.5	637.5	-7.5	–
<i>The 2024–25 outcome is lower than target due primarily to rephasing to 2025-26, mainly related to delays in capital grants to kindergarten operators.</i>					

Key

✓ Target achieved or exceeded

○ Target not achieved – less than 5% variance

■ Target not achieved – more than 5% variance

– Direction of performance is neutral

Objective 2: Raise learning, development, engagement and wellbeing outcomes for all Victorian students

This objective seeks to raise student literacy and numeracy outcomes, creative and critical thinking abilities, and physical, social and emotional skills and outcomes. This is achieved through schools providing:

- quality learning and development programs and engaging, supportive environments
- VET pathways that support transitions to post-school employment, and engagement in further education, and training.

This is supported by a continuing focus on workforce initiatives to attract and retain teachers and improve the quality of teaching.

Progress towards Objective 2

The department assessed progress towards Objective 2 using 3 indicators that focus on literacy and numeracy outcomes, feelings of connectedness to school and student progress to employment and learning destinations following school. The results are set out in Figures 5 and 6 and Table 15.

Indicator 2.1: Students are improving their literacy and numeracy skills

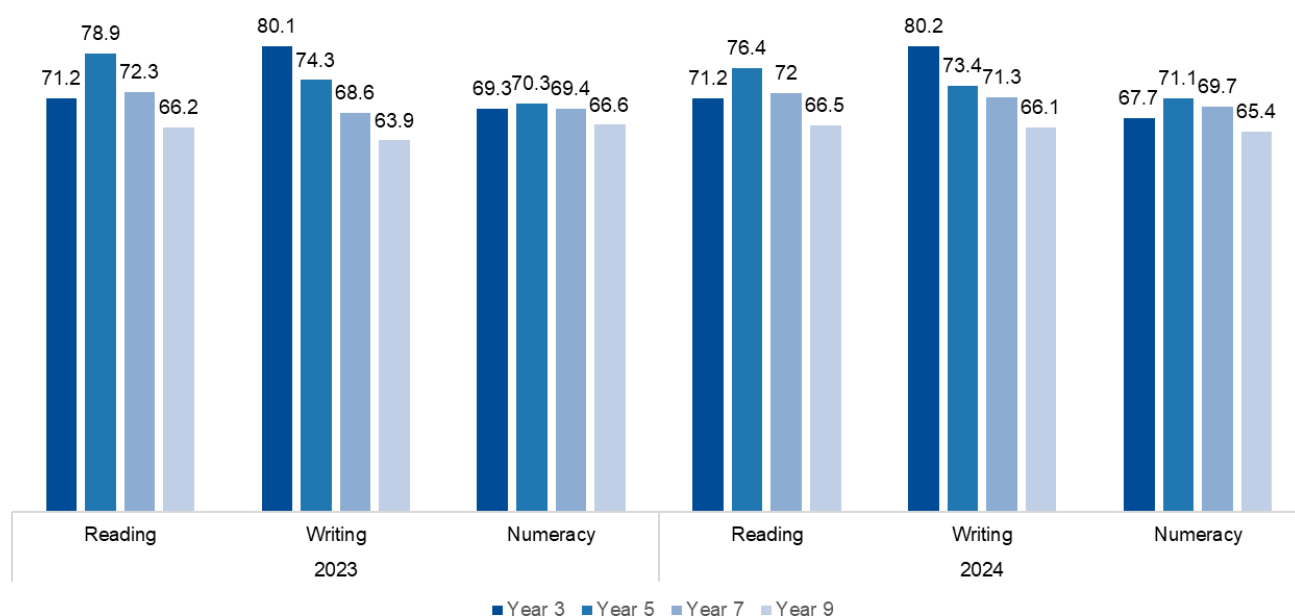
Developing and consolidating literacy and numeracy skills prepares students for life, work and further education. To support this, the department continues to implement a range of programs and initiatives including the Tutor Learning Initiative, MYLNS program, the Primary Mathematics and Science Specialists Initiative, and the Koorie Literacy and Numeracy Program.

The VTLM 2.0 has commenced progressive implementation from 2025, emphasising the evidence about how students learn as the basis for effective teaching, and reflecting the department's new positions on the teaching of reading and mathematics. This includes systematic synthetic phonics in the first years of school, and explicit teaching through a structured literacy approach.

In 2024, Victorian students continued to be among the top performers in NAPLAN,⁷ with more than two-thirds of Victorian students strong or exceeding in Reading and Numeracy at every year level. Victorian primary students achieved particularly strong results, ranking first or second in 8 out of 10 domains, more than any other jurisdiction.

Victoria's Year 3 students again achieved the best results in the country in Reading and Numeracy by mean score. Literacy continued to be an area of strength in 2024, with Victorian students achieving the first or second highest mean scores in 7 of 8 measures in Reading and Writing. This includes achieving the highest scores in Writing in Years 5, 7 and 9. While Victoria also performs comparatively well in Numeracy – ranking in the top 3 jurisdictions for all year levels – this continues to be an area of challenge for all Australian jurisdictions.

Figure 5. Proportion of students achieving 'strong' and 'exceeding' in NAPLAN, 2024



International studies and assessments, including the Progress in International Reading Literacy Study (PIRLS),⁸ the Trends in International Mathematics and Science Study (TIMSS)⁹ and the Programme for International Student Assessment (PISA),¹⁰ show that Victoria consistently performs above international benchmarks and above the Australian average. The 2023 TIMSS demonstrated that Victorian students are excelling in science, with Year 4 students achieving their strongest ever results and ranking among the top achieving jurisdictions in the world.

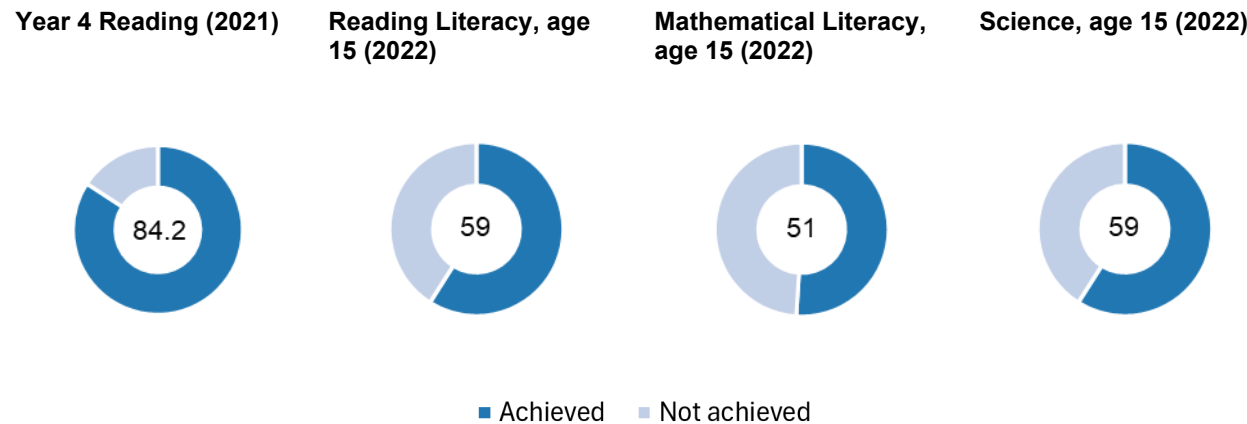
⁷ NAPLAN is an annual assessment of student progress in Literacy and Numeracy in Years 3, 5, 7 and 9. In 2023, the NAPLAN reporting framework shifted to 4 common proficiency levels: Needs Additional Support, Developing, Strong and Exceeding to make reporting easier for schools and parents to understand.

⁸ Source: www.acer.org/au/pirls – PIRLS is an international assessment conducted every 5 years that measures reading achievement at the fourth-grade level as well as teacher practices related to instruction. PIRLS will next be conducted in 2026 and reported in late 2027.

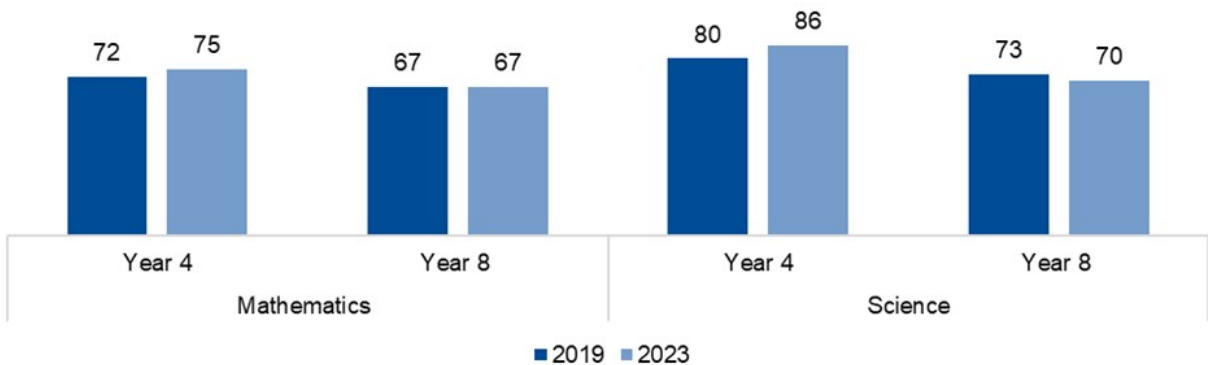
⁹ Source: www.acer.org/au/timss – TIMSS is an international assessment conducted every 5 years that measures student achievement in mathematics and science in Years 4 and 8. TIMSS was conducted in 2023 and was reported in December 2024.

¹⁰ Source: www.acer.org/au/pisa – PISA is an international assessment conducted every 3 years that assesses 15-year-olds' ability to use their reading, mathematics and science knowledge and skills to meet real-life challenges. PISA will next be assessed in 2025 and will be reported in December 2026.

Figure 6. Proportion of students achieving the international benchmarks ¹¹ (%)



Year 4 and 8 Mathematics and Science, 2019 and 2023



Indicator 2.2: Students are connected to schooling

A strong sense of wellbeing enables children to engage positively and confidently with their environment and take full advantage of learning opportunities. The department is committed to improving student engagement through mental health and wellbeing supports including the Schools Mental Health Fund, Mental Health in Primary Schools program and Mental Health Practitioner initiative.

Targeted efforts to improve school attendance and student engagement also include increasing the scale and scope of the Education Justice Initiative for students in (or at risk of) contact with the youth justice system, and the Navigator program for chronically disengaged students, and continuing the LOOKOUT centre support and individual education supports for students in out-of-home care.

There were improvements in student perceptions of their schooling and their own wellbeing in 2024, with departmental surveys showing positive trends across most survey factors, including an improvement in school connectedness compared with 2023 results.

¹¹ International benchmarks include 2021 PIRLS – Year 4 Reading, 2019 and 2023 TIMSS – Year 4 and 8 mathematics and science, and 2022 PISA – reading literacy, mathematical literacy and science at age 15.

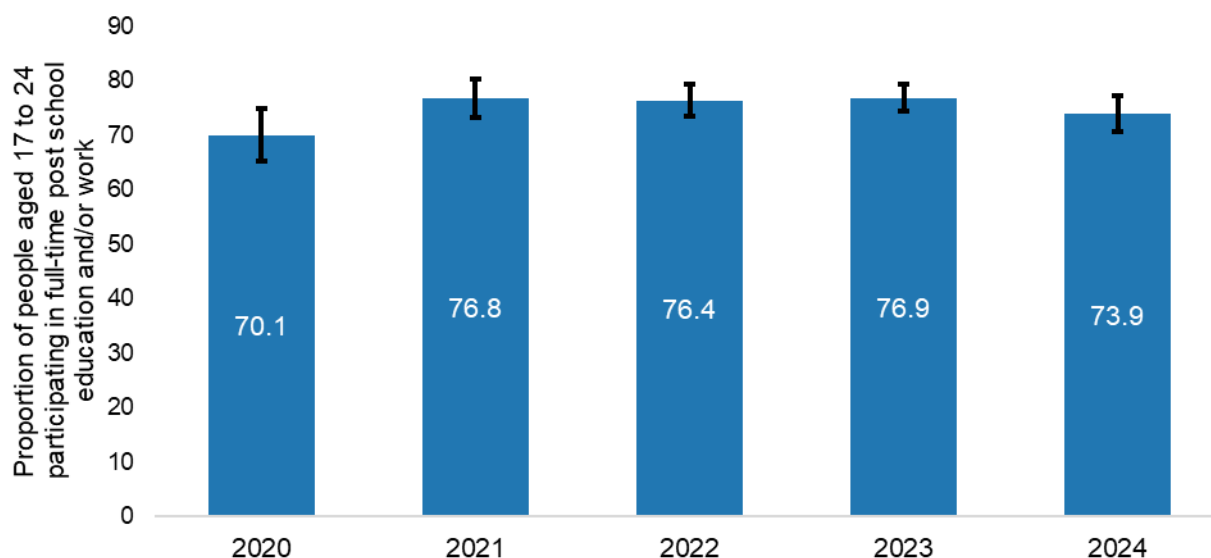
Table 15. Indicator 2.2: Students are connected to schooling

Indicator	Unit of measure	2020	2021	2022	2023	2024
Proportion of all Victorian government school student responses that 'agreed' or 'strongly agreed' that they feel connected to schooling (Years 4 to 12 plus ungraded) ^{12, 13}	per cent	68.7	63.6	61	58.7	59.5

Indicator 2.3: Students progress to employment, training or further education post-school

The department has commenced a suite of reforms to improve senior secondary education options to raise attainment levels. In 2025, the VCE VM program studies were opened to more students as standalone subjects, giving them access to applied learning options which focus on their growing understanding of the future world of work.

Senior secondary completion rates remained high in 2024, with 97.5% of eligible students completing a senior secondary certificate. Approximately 3 in 4 young people aged 17 to 24 are engaged in full-time post-school education and/or work after finishing school (Figure 7). This outcome has remained stable since 2020, with no statistically significant changes as indicated by the overlapping confidence interval bars in the chart. These data exclude young people still attending school, and the results do not capture the additional proportion of young people who are studying or working part-time.

Figure 7. Proportion of people aged 17 to 24 participating in full-time post school education and/or work, 2020 to 2024 (Survey of Education and Work)¹⁴

¹² This measure includes responses from all students in Years 4 to 12 as well as 'ungraded' students (students who cannot be assigned to a year level, including students in a special setting, or due to learning and/or behavioural issues outside of a special setting). The calculation also excludes questions from the denominator to which students have not responded. Results may differ from calculations reported prior to 2023 where questions without responses have been included in the denominator. Results will also differ from reporting where ungraded students have not been included.

¹³ Survey implementation and completion rates in 2020 and 2021 were impacted by the COVID-19 pandemic, meaning results should be interpreted with some caution.

¹⁴ Source: [Participation in education and work \(acara.edu.au\)](https://www.acara.edu.au), National Report on Schooling in Australia, measure 1(i). Proportion of 17 to 24-year-olds who have left school that are in full-time education or training, in full-time work, or both in part-time work and part-time education or training. The annual measure is based on the Australian Bureau of Statistics (ABS) Survey of Education and Work, which is conducted in May each year (Figure 7).

Table 16. Indicator 2.3: Students progress to employment, training or further education post-school

Indicator	Unit of measure	2020	2021	2022	2023	2024
Proportion of people aged 17–24 participating in full-time post-school education and/or work (Census of Population and Housing) ¹⁵	per cent	–	75.9	–	–	–

Performance against output performance measures

School Education – Primary

The School Education – Primary output provides services and learning experiences for students in Prep to Year 6 in government and non-government schools, to develop essential skills, engage young minds and improve the quality of learning. Primary school education develops literacy and numeracy competencies, including creative and critical thinking, and supports physical, social, emotional and intellectual development in childhood. It also includes developing student engagement with school and the value of learning.

Table 17 sets out performance against the 2024–25 targets.

Table 17. School Education – Primary – performance measures

Performance measures	Unit of measure	2024–25 actual	2024–25 target	Performance variation (%)	Result
Quantity					
Investment in non-government schools (primary)	\$ million	562.1	514.3	9.3	–
<i>The 2024–25 outcome is higher than the target primarily due to higher than expected enrolments and inflation-related indexation which contributed to higher overall costs.</i>					
Quality					
Attendance rate, all schools, Years 1 to 6	per cent	90.1	92	-2.1	○
<i>This performance measure relates to the calendar year.</i>					
Percentage of government primary school teachers in ongoing employment	per cent	85	80	6.3	✓
<i>This performance measure relates to the calendar year. The 2024–25 outcome is higher than the 2024–25 target due to increases in the proportion of teachers hired to ongoing roles and the translation of fixed-term employees to ongoing employment to support attraction and retention of teachers.</i>					
Percentage of positive responses to school satisfaction by parents of government primary school students	per cent	81.6	85	-4.0	○
<i>This performance measure relates to the calendar year.</i>					
Percentage of students strong and exceeding in Year 3 Numeracy (NAPLAN)	per cent	67.7	64.7	4.6	✓
<i>This performance measure relates to the calendar year. NAPLAN results, as with any assessment measure, are subject to a small margin of error. This is reflected in an estimated confidence interval of ± 0.9 percentage points which is specific to the measure in 2024.</i>					

¹⁵ The 5-yearly measure in Table 16 is based on data drawn from the ABS Census of Population and Housing and are reported for Census years, most recently in 2021.

Performance measures	Unit of measure	2024–25 actual	2024–25 target	Performance variation (%)	Result
Percentage of students strong and exceeding in Year 3 Reading (NAPLAN)	per cent	71.2	66.8	6.6	✓
<i>This performance measure relates to the calendar year. NAPLAN results, as with any assessment measure, are subject to a small margin of error. This is reflected in an estimated confidence interval of ± 0.8 percentage points which is specific to the measure in 2024.</i>					
Percentage of students strong and exceeding in Year 5 Numeracy (NAPLAN)	per cent	71.1	67.7	5.0	✓
<i>This performance measure relates to the calendar year. NAPLAN results, as with any assessment measure, are subject to a small margin of error. This is reflected in an estimated confidence interval of ± 1.0 percentage points which is specific to the measure in 2024.</i>					
Percentage of students strong and exceeding in Year 5 Reading (NAPLAN)	per cent	76.4	74.2	3.0	✓
<i>This performance measure relates to the calendar year. NAPLAN results, as with any assessment measure, are subject to a small margin of error. This is reflected in an estimated confidence interval of ± 0.8 percentage points which is specific to the measure in 2024.</i>					
Cost					
Total output cost	\$ million	5,390.8	5,207.1	3.5	–

Key

✓ Target achieved or exceeded

○ Target not achieved – less than 5% variance

■ Target not achieved – more than 5% variance

– Direction of performance is neutral

School Education – Secondary

The School Education – Secondary output involves provision of education and support services designed to improve student learning, development and wellbeing in Years 7 to 12 in government and non-government schools. These services seek to consolidate literacy and numeracy competencies including creative and critical thinking, as well as supporting physical, social, emotional and intellectual development in adolescence. It also covers services to improve pathways to further education, training and employment.

Table 18 sets out performance against the 2024–25 targets.

Table 18. School Education – Secondary – performance measures

Performance measures	Unit of measure	2024–25 actual	2024–25 target	Performance variation (%)	Result
Quantity					
Investment in non-government schools (secondary)	\$ million	621.6	560.4	10.9	–
<i>The 2024–25 outcome is higher than the target primarily due to higher than expected enrolments and inflation-related indexation which contributed to higher overall costs.</i>					
Government schools with active School Based Apprenticeship and Traineeships (SBAT)	number	288	280	2.9	✓
<i>This performance measure relates to the calendar year.</i>					

Performance measures	Unit of measure	2024–25 actual	2024–25 target	Performance variation (%)	Result
Number of government schools providing access to at least 6 Vocational Education and Training Delivered to School Students (VDSS) certificates within the priority pathways	number	297	289	2.8	✓
<i>This performance measure relates to the calendar year.</i>					
Number of government students enrolled in VDSS certificates within priority pathways	number	29,846	26,600	12.2	✓
<i>This performance measure relates to the calendar year. The 2024–25 outcome is higher than the 2024–25 target due to an increase in the proportion of students undertaking VET and by unusually large growth in the senior secondary cohort.</i>					
Number of students enrolled in a Victorian Senior Secondary Certificate	number	184,637	170,000	8.6	✓
<i>This performance measure relates to the calendar year. The 2024–25 outcome is higher than the 2024–25 target due to the introduction of the VCE VM contributing to higher VCE enrolments.</i>					
Quality					
Apparent retention rate, full-time students, Year 7/8 to 12	per cent	84.4	84	0.5	✓
<i>This performance measure relates to the calendar year.</i>					
Attendance rate, all schools, Years 7 to 10	per cent	86.5	90	-3.9	○
<i>This performance measure relates to the calendar year.</i>					
Percentage of Year 9 students in government schools that complete an online assessment using a career diagnostic tool	per cent	87	86	1.2	✓
<i>This performance measure relates to the calendar year.</i>					
Percentage of government school students in an SBAT that are retained in training contract 12 months post commencement	per cent	78.4	75	4.6	✓
<i>This performance measure relates to the calendar year.</i>					
Percentage of government secondary school teachers in ongoing employment	per cent	91.1	80	13.9	✓
<i>This performance measure relates to the calendar year. The 2024–25 outcome is higher than the 2024–25 target due to increases in the proportion of teachers hired to ongoing roles and the translation of fixed-term employees to ongoing employment to support attraction and retention of teachers.</i>					
Percentage of positive responses to school satisfaction by parents of government secondary school students	per cent	71.6	80	-10.5	■
<i>This performance measure relates to the calendar year. The 2024–25 outcome is lower than the 2024–25 target due to a wide range of factors that affect parent satisfaction, reflecting both local and broader issues, across areas of student learning and wellbeing, facilities and other school-community factors.</i>					
Percentage of students strong and exceeding in Year 7 Numeracy (NAPLAN)	per cent	69.7	67.2	3.7	✓
<i>This performance measure relates to the calendar year. NAPLAN results, as with any assessment measure, are subject to a small margin of error. This is reflected in an estimated confidence interval of ± 1.6 percentage points which is specific to the measure in 2024.</i>					

Performance measures	Unit of measure	2024–25 actual	2024–25 target	Performance variation (%)	Result
Percentage of students strong and exceeding in Year 7 Reading (NAPLAN)	per cent	72.0	68.4	5.3	✓
<i>This performance measure relates to the calendar year. NAPLAN results, as with any assessment measure, are subject to a small margin of error. This is reflected in an estimated confidence interval of ± 1.4 percentage points which is specific to the measure in 2024.</i>					
Percentage of students strong and exceeding in Year 9 Numeracy (NAPLAN)	per cent	65.4	63.9	2.3	✓
<i>This performance measure relates to the calendar year. NAPLAN results, as with any assessment measure, are subject to a small margin of error. This is reflected in an estimated confidence interval of ± 1.8 percentage points which is specific to the measure in 2024.</i>					
Percentage of students strong and exceeding in Year 9 Reading (NAPLAN)	per cent	66.5	62.8	5.9	✓
<i>This performance measure relates to the calendar year. NAPLAN results, as with any assessment measure, are subject to a small margin of error. This is reflected in an estimated confidence interval of ± 1.6 percentage points which is specific to the measure in 2024.</i>					
Victorian Senior Secondary Certificate completion rate	per cent	97.5	95	2.6	✓
<i>This performance measure relates to the calendar year.</i>					
Cost					
Total output cost	\$ million	4,644.8	4 433.5	4.8	–

Key

✓ Target achieved or exceeded

○ Target not achieved – less than 5% variance

■ Target not achieved – more than 5% variance

– Direction of performance is neutral

Wellbeing Supports for Students

The Wellbeing Supports for Students output provides student welfare, health and health service supports to school students.

Table 19 sets out performance against the 2024–25 targets.

Table 19. Wellbeing Supports for Students – performance measures

Performance measures	Unit of measure	2024–25 actual	2024–25 target	Performance variation (%)	Result
Quantity					
Investment in student welfare and support	\$ million	343.8	329.2	4.5	–
Investment in travelling allowances and transport support (not including special needs students)	\$ million	45.1	46.8	-3.5	–
Number of Doctors in Secondary School consultations per annum	number	14,523	9,200	57.9	✓
<i>This performance measure relates to the calendar year. The 2024–25 outcome is higher than the 2024–25 target due to a very low GP vacancy rate throughout 2024, coupled with the first full year of implementation of the telehealth service which provides GP consultations to students in schools with a current GP vacancy.</i>					

Performance measures	Unit of measure	2024–25 actual	2024–25 target	Performance variation (%)	Result
Number of school campuses supported by the Mental Health in Primary Schools program	number	888	901	-1.4	○
<i>This performance measure relates to the calendar year.</i>					
Number of schools supported by the Schools Mental Health Fund	number	1,574	1,580	-0.4	○
<i>This performance measure relates to the calendar year. This performance measure refers to government schools only. The target was set at the total number of government schools expected to be supported by the Schools Mental Health Fund in 2024. The 2024–25 outcome is lower due to 6 government schools being decommissioned during 2024.</i>					
Percentage of prep-aged students whose parent or caregiver completes a health assessment	per cent	79	70	12.9	✓
<i>This performance measure relates to the calendar year. The 2024–25 outcome is higher than the 2024–25 target due to continued close and effective working relationships between the school nursing workforce, schools and parents/carers, aided by new supporting resources to complete the health assessment online.</i>					
Quality					
Percentage of students in out-of-home care receiving targeted supports in school	per cent	86	85	1.2	✓
<i>This performance measure relates to the calendar year.</i>					
School satisfaction with student support services	per cent	80	80	0.0	✓
<i>This performance measure relates to the calendar year. This performance measure refers to government schools only.</i>					
Cost					
Total output cost	\$ million	388.9	375.9	3.5	–

Key

✓ Target achieved or exceeded.

○ Target not achieved – less than 5% variance.

■ Target not achieved – more than 5% variance

– Direction of performance is neutral.

Supports for Schools and Staff

The Supports for Schools and Staff output provides professional development and graduate teacher supports to schools. It also includes information technology, cleaning and maintenance of government schools, and audit processes for non-government schools. Table 20 sets out performance against the 2024–25 targets.

Table 20. Supports for Schools and Staff – performance measures

Performance measures	Unit of measure	2024–25 actual	2024–25 target	Performance variation (%)	Result
Quantity					
Growth in commencements in secondary and dual primary/secondary initial teacher education courses	per cent	4	4	0.0	✓
<i>This measure relates to the calendar year.</i>					
Number of Rolling Facilities Fund audits completed per year	number	360	348	3.4	✓
<i>This performance measure relates to the calendar year.</i>					

Performance measures	Unit of measure	2024–25 actual	2024–25 target	Performance variation (%)	Result
Number of assistant principals participating in leadership development programs at the Victorian Academy of Teaching and Leadership (day-length or longer)	number	1,144	700	63.4	✓
<i>This performance measure relates to the calendar year. The 2024–25 outcome is higher than the 2024–25 target due to the Academy's increasing reputation as a reliable source of high-quality and evidence-informed approaches to professional learning for teachers and school leaders, with the additional capability to tailor offerings to meet the needs of the priorities of Victorian school leaders/teachers, including in regional areas.</i>					
Number of cleaning audits per year (for metro cleaning contracts)	number	1,000	750	33.3	✓
<i>This performance measure relates to the calendar year. The 2024–25 outcome is higher than the 2024–25 target due to a larger number of on-site quality audits to ensure compliance of the cleaning standards continues. This work was completed ahead of the new cleaning arrangements in schools forecast for the end of the School Term 4, 2024.</i>					
Number of participants in the Teaching Excellence Program	number	438	400	9.5	✓
<i>This performance measure relates to the calendar year. The 2024–25 outcome is higher than the 2024–25 target due to interest in the program as a result of positive program reputation and effective promotion.</i>					
Number of principals participating in leadership development programs the Victorian Academy of Teaching and Leadership (day-length or longer)	number	1,215	1,100	10.5	✓
<i>This performance measure relates to the calendar year. The 2024–25 outcome is higher than the 2024–25 target due to the Academy's increasing reputation as a reliable source of high-quality and evidence-informed approaches to professional learning for teachers and school leaders, with the additional capability to tailor offerings to meet the needs of the priorities of Victorian school leaders/teachers, including in regional areas.</i>					
Number of school reviews undertaken	number	67	70	-4.3	○
<i>This performance measure relates to the calendar year.</i>					
Number of teacher targeted financial incentives allocated	number	139	115	20.9	✓
<i>The 2024–25 outcome is higher than the 2024–25 target due to the timing of incentives provided by the program which was funded across 2 years to deliver 230 overall.</i>					
Number of teaching service staff participating in short-form Academy professional learning	number	4,362	1,800	142.3	✓
<i>This performance measure relates to the calendar year. The 2024–25 outcome is higher than the 2024–25 target due to the Academy's ability to successfully leverage local relationships with regional colleagues, schools and networks to support participation across the state.</i>					
Number of teaching service staff who are not principals or assistant principals participating in leadership development programs at the Victorian Academy of Teaching and Leadership (day-length or longer)	number	3,742	2,400	55.9	✓
<i>This performance measure relates to the calendar year. This performance measure includes all school staff (teaching and education support). The 2024–25 outcome is higher than the 2024–25 target due to the Academy's increasing reputation as a reliable source of high-quality and evidence-informed approaches to professional learning for teachers and school leaders, with the additional capability to tailor offerings to meet the needs of the priorities of Victorian school leaders/teachers, including in regional areas.</i>					

Performance measures	Unit of measure	2024–25 actual	2024–25 target	Performance variation (%)	Result
Percentage of funded places in Innovative Initial Teacher Education allocated to students who are enrolled in Innovative Initial Teacher Education courses and placed in a Victorian government school.	per cent	69	60	15.0	✓
<i>This performance measure relates to the calendar year. The 2024–25 outcome is higher than the 2024–25 target due to other department incentives available for new pre-service teachers to incentivise them for a career in teaching.</i>					
Proportion of employment-based pathways-qualified teachers retained in Victorian government school workforce (within two years) after completing the pathway	per cent	71.9	75	-4.1	○
<i>This performance measure relates to the calendar year.</i>					
Quality					
Proportion of government schools which have internet speeds of at least 1 Mbps per student	per cent	100	100	0.0	✓
<i>This performance measure relates to the calendar year.</i>					
Proportion of participants (all programs) who are satisfied with the Victorian Academy of Teaching and Leadership's professional learning and development training	per cent	87	82	6.1	✓
<i>This performance measure relates to the calendar year. The 2024–25 outcome is higher than the 2024–25 target due to the Academy designing and delivering its programs to ensure program quality, leading to high participant satisfaction.</i>					
Proportion of participants rating (all programs) the impact of the Victorian Academy of Teaching and Leadership's professional learning on their own development and practice at or above 'significant'	per cent	86	78	10.3	✓
<i>This performance measure relates to the calendar year. The 2024–25 outcome is higher than the 2024–25 target due to the Academy's high-quality approach to the design and delivery of professional learning ensuring improved use of evidence informed teaching and leadership practices in participating schools.</i>					
Regulated schools that rate the Victorian Registration and Qualifications Authority (VRQA) effective or highly effective in performing its regulatory function	per cent	84	90	-6.7	■
<i>The 2024–25 outcome is lower than the 2024–25 target because of a range of internal and external factors including lower participation rate by independent schools in the survey from which the measure is drawn. In addition, independent schools have indicated pressures arising out of COVID-19 and increase in overall compliance burden for schools.</i>					
Cost					
Total output cost	\$ million	1,848.6	1,769.4	4.5	–

Key

✓ Target achieved or exceeded

○ Target not achieved – less than 5% variance

■ Target not achieved – more than 5% variance

– Direction of performance is neutral

Objective 3: Provide equitable and inclusive schooling to all Victorian students

This objective seeks to ensure that First Nations students, socially disadvantaged students, students for whom English is an additional language, students living in rural and regional areas and students requiring adjustments due to disability, receive the additional supports they need to learn, develop skills and remain engaged with their schooling.

Progress towards Objective 3

The department is committed to providing all students with an engaging learning environment, regardless of their background.

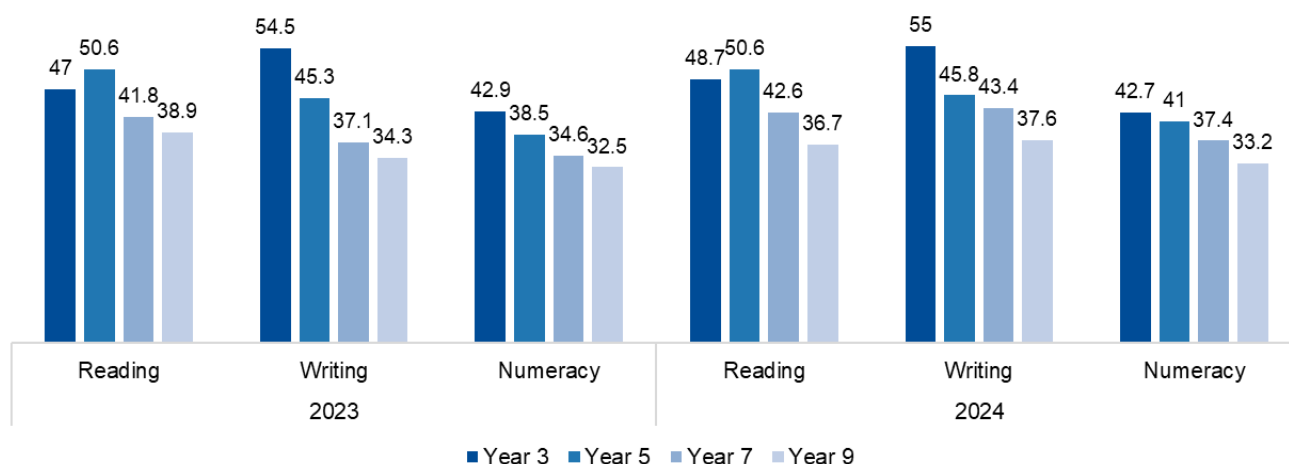
Indicator 3.1: Aboriginal students are improving their literacy and numeracy skills

Victoria's results in NAPLAN Reading, Writing and Numeracy (Figure 8) are among the highest for First Nations students in Australia. However, the gap in performance for First Nations remains persistently high.

Helping First Nations students to achieve their learning aspirations is supported through the *Marrung: Aboriginal Education Plan 2016–26*, developed and implemented in partnership with the VAEAI, Victorian Aboriginal Child and Community Agency, and Victorian Aboriginal Community Controlled Health Organisation.

In 2024, the department strengthened our commitment and support for First Nations learners through the establishment of a new FNSPP Group. The group works with First Nations people to strengthen self-determination and cultural safety in our schools, supporting improved learning and wellbeing outcomes.

Figure 8. Proportion of Aboriginal and/or Torres Strait Islander students assessed as 'strong' and 'exceeding' in NAPLAN 2023 and 2024



Indicator 3.2: Regional and rural students are improving their literacy and numeracy skills

Students in inner and outer regional Victoria had poorer NAPLAN results in 2024 compared to the metropolitan cohort, but they performed well compared to inner and outer regional students in other states and territories, particularly in the primary years.

To support rural and regional students, the department provides funding for outreach and aspiration programs to continue to address the barriers that contribute to educational performance differences across Victoria.

Figure 9. Proportion of inner regional students strong and exceeding in NAPLAN, 2023 and 2024

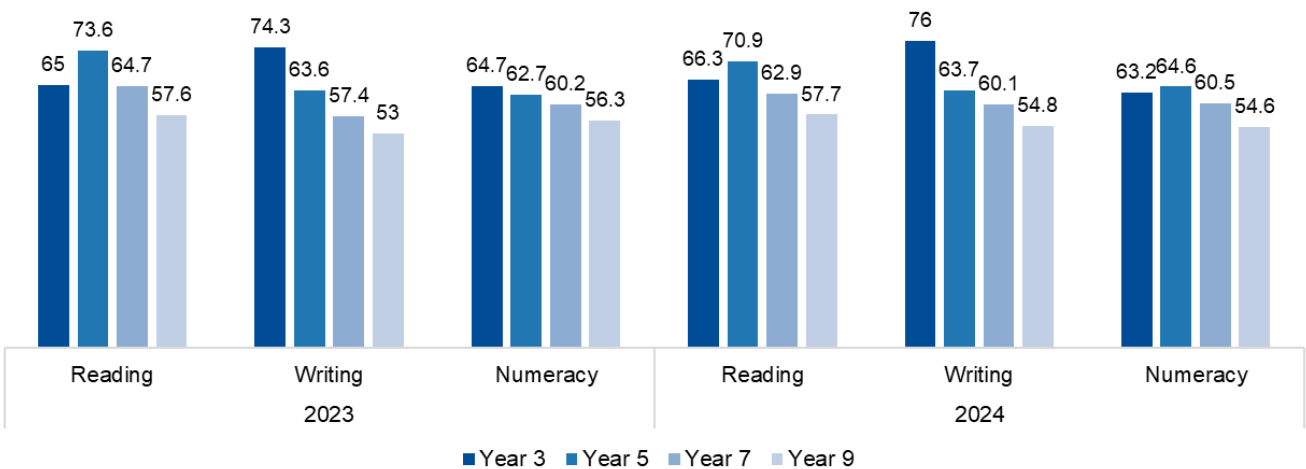
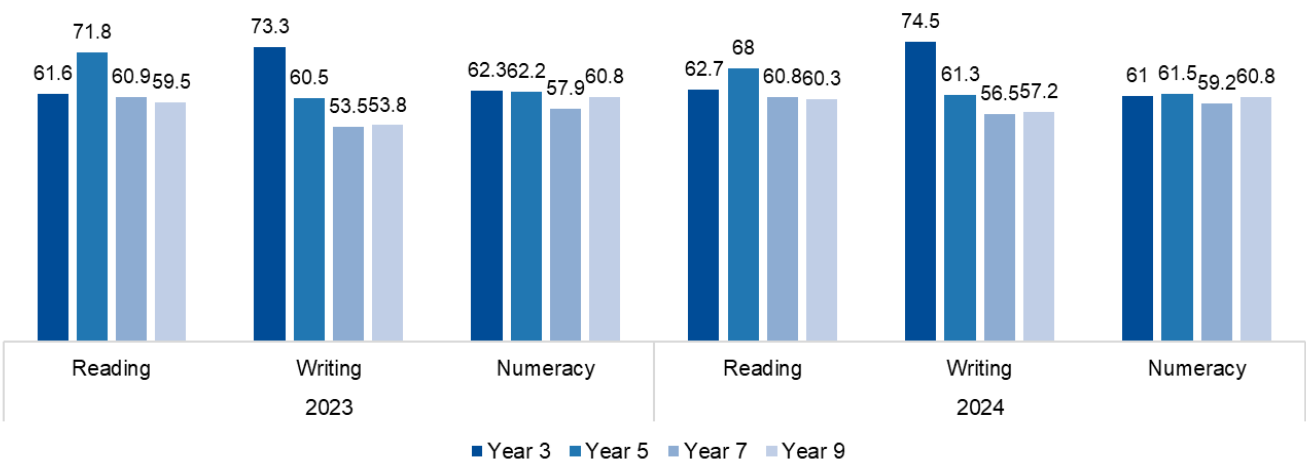


Figure 10. Proportion of outer regional students strong and exceeding in NAPLAN, 2023 and 2024



Indicators 3.3 to 3.5

From 2023 to 2024, connectedness to schooling remained stable for students requiring an adjustment due to disability, for First Nations students, and for rural and regional students.

In 2024 and 2025, substantial reforms in the delivery of education services to students who require an adjustment continued with the final stages of implementation of the statewide rollout of Disability Inclusion. Disability Inclusion is better responding to the needs of students with disability to ensure they can participate and achieve their full potential at school and in life.

Table 21. Indicators 3.3 to 3.5

Indicator	Unit of measure	2020	2021	2022	2023	2024
Indicator 3.3: Students receiving an adjustment due to disability are connected to their schooling						
Proportion of all Victorian government school students who receive an adjustment due to disability and responded that they 'agreed' or 'strongly agreed' that they feel connected to schooling (Years 4 to 12 plus ungraded) ¹⁶	per cent	66	62	59	57	57
Indicator 3.4: Aboriginal students are connected to their schooling						
Proportion of all Victorian Aboriginal government school students who responded that they 'agreed' or 'strongly agreed' that they feel connected to schooling (Years 4 to 12 plus ungraded) ¹⁷	per cent	64	61	58	57	57
Indicator 3.5: Regional and rural students are connected to their schooling						
Proportion of all Victorian regional and rural government school students who responded that they 'agreed' or 'strongly agreed' that they feel connected to schooling (Years 4 to 12 plus ungraded) ¹⁸	per cent	64	60	58	56	57

Performance against output performance measures

Promoting Equal Access to Education

The Promoting Equal Access to Education in Government Schools output includes funding to support cohorts, including First Nations students, socially disadvantaged students, students for whom English is an additional language and students living in rural and regional areas.

Table 22 sets out performance against the 2024–25 targets.

Table 22. Promoting Equal Access to Education – performance measures

Performance measures	Unit of measure	2024–25 actual	2024–25 target	Performance variation (%)	Result
<i>Quantity</i>					
Number of students for which government secondary schools are funded to 'catch up'	number	10,346	10,346	0.0	✓
<i>This performance measure relates to the calendar year.</i>					

¹⁶ This measure includes responses from all students in years 4 to 12 as well as 'ungraded' students (students who cannot be assigned to a regular year level, including being at a special setting, or due to learning and/or behavioural issues outside of a special setting). The calculation also excludes questions where students have not responded from the denominator. Results may differ from calculations reported prior to 2023 where questions without responses have been included in the denominator. Results will also differ from reporting where ungraded students have not been included.

¹⁷ See above.

¹⁸ See footnote 16 above.

Performance measures	Unit of measure	2024–25 actual	2024–25 target	Performance variation (%)	Result
Percentage of government primary school students receiving equity funding	per cent	21	21	0.0	✓
<i>This performance measure relates to the calendar year.</i>					
Percentage of government secondary school students receiving equity funding	per cent	26	26	0.0	✓
<i>This performance measure relates to the calendar year.</i>					
Proportion of students supported through Camps, Sports and Excursions Fund	per cent	18.2	18	1.1	✓
<i>This performance measure relates to the calendar year.</i>					
Quality					
Aboriginal student attendance rate, all schools, Years 1 to 6	per cent	83.9	85	-1.3	○
<i>This performance measure relates to the calendar year.</i>					
Aboriginal student attendance rate, all schools, Years 7 to 10	per cent	72.5	77	-5.8	■
<i>This performance measure relates to the calendar year. The 2024–25 outcome is lower than the 2024–25 target due to an increase in absence due to medical illness in 2024.</i>					
Inner regional attendance rate, all schools, Years 1 to 6	per cent	89.5	92	-2.7	○
<i>This performance measure relates to the calendar year.</i>					
Inner regional attendance rate, all schools, Years 7 to 10	per cent	83.2	89	-6.5	■
<i>This performance measure relates to the calendar year. The 2024–25 outcome is lower than the 2024–25 target due to an increase in absence due to medical illness in 2024.</i>					
Outer regional attendance rate, all schools, Years 1 to 6	per cent	88.8	91	-2.4	○
<i>This performance measure relates to the calendar year.</i>					
Outer regional attendance rate, all schools, Years 7 to 10	per cent	83.8	88	-4.8	○
<i>This performance measure relates to the calendar year.</i>					
Percentage of Aboriginal students strong and exceeding in Year 3 Reading (NAPLAN)	per cent	48.7	35	39.1	✓
<i>This performance measure relates to the calendar year. NAPLAN results, as with any assessment measure, are subject to a small margin of error. This is reflected in an estimated confidence interval of ± 2.9 percentage points which is specific to the measure in 2024.</i>					
Percentage of Aboriginal students strong and exceeding in Year 5 Reading (NAPLAN)	per cent	50.6	40.9	23.7	✓
<i>This performance measure relates to the calendar year. NAPLAN results, as with any assessment measure, are subject to a small margin of error. This is reflected in an estimated confidence interval of ± 3.0 percentage points which is specific to the measure in 2024.</i>					
Percentage of Aboriginal students strong and exceeding in Year 7 Reading (NAPLAN)	per cent	42.6	33.8	26.0	✓
<i>This performance measure relates to the calendar year. NAPLAN results, as with any assessment measure, are subject to a small margin of error. This is reflected in an estimated confidence interval of ± 3.2 percentage points which is specific to the measure in 2024.</i>					

Performance measures	Unit of measure	2024–25 actual	2024–25 target	Performance variation (%)	Result
Percentage of Aboriginal students strong and exceeding in Year 9 Reading (NAPLAN)	per cent	36.7	28.8	27.4	✓
<i>This performance measure relates to the calendar year. NAPLAN results, as with any assessment measure, are subject to a small margin of error. This is reflected in an estimated confidence interval of ± 3.5 percentage points which is specific to the measure in 2024.</i>					
Percentage of Aboriginal students strong and exceeding in Year 3 Numeracy (NAPLAN)	per cent	42.7	30.9	38.2	✓
<i>This performance measure relates to the calendar year. NAPLAN results, as with any assessment measure, are subject to a small margin of error. This is reflected in an estimated confidence interval of ± 3.1 percentage points which is specific to the measure in 2024.</i>					
Percentage of Aboriginal students strong and exceeding in Year 5 Numeracy (NAPLAN)	per cent	41.0	32.2	27.3	✓
<i>This performance measure relates to the calendar year. NAPLAN results, as with any assessment measure, are subject to a small margin of error. This is reflected in an estimated confidence interval of ± 2.9 percentage points which is specific to the measure in 2024.</i>					
Percentage of Aboriginal students strong and exceeding in Year 7 Numeracy (NAPLAN)	per cent	37.4	33.8	10.7	✓
<i>This performance measure relates to the calendar year. NAPLAN results, as with any assessment measure, are subject to a small margin of error. This is reflected in an estimated confidence interval of ± 3.5 percentage points which is specific to the measure in 2024.</i>					
Percentage of Aboriginal students strong and exceeding in Year 9 Numeracy (NAPLAN)	per cent	33.2	26.7	24.3	✓
<i>This performance measure relates to the calendar year. NAPLAN results, as with any assessment measure, are subject to a small margin of error. This is reflected in an estimated confidence interval of ± 3.5 percentage points which is specific to the measure in 2024.</i>					
Cost					
Total output cost	\$ million	1,394.9	1,447.6	-3.6	–

Key

✓ Target achieved or exceeded

○ Target not achieved – less than 5% variance

■ Target not achieved – more than 5% variance

– Direction of performance is neutral

Additional Supports for Students with Disabilities

The Additional Supports for Students with Disabilities output covers programs and funding to support students with disability as well as transport, welfare and support services for students with special needs. Table 23 sets out performance against the 2024–25 targets.

Table 23. Additional Supports for Students with Disabilities – performance measures

Performance measures	Unit of measure	2024–25 actual	2024–25 target	Performance variation (%)	Result
Quantity					
Government school students who receive adjustments to support their access and participation in learning because of disability as defined in the <i>Disability Discrimination Act 1992</i> (Cth), as a percentage of the total government school student population	per cent	27.6	25	10.4	✓
<i>This performance measure relates to the calendar year. The 2024–25 actual is higher than the 2024–25 target due to ongoing efforts to enhance school awareness and understanding of inclusive education practice and reasonable adjustments, and continued engagement with schools to enhance understanding of the Nationally Consistent Collection of Data on School Students with Disability (NCCD).</i>					
Number of special school students supported through high intensity Out of School Hours Care (OSHC) services	number	992	550	80.4	✓
<i>This performance measure relates to the calendar year. The 2024–25 actual is higher than the 2024–25 target due to stronger than expected demand for OSHC services.</i>					
Number of teachers and regional staff supported to undertake the Graduate Certificate in Education (Learning Difficulties)	number	49	75	-34.7	■
<i>This performance measure relates to the calendar year. The 2024–25 actual is lower than the 2024–25 target due to prospective students' stronger preference for the Masters program.</i>					
Number of teachers and regional staff supported to undertake the Master of Inclusive Education Program	number	82	75	9.3	✓
<i>This performance measure relates to the calendar year. The 2024–25 actual is higher than the 2024–25 target due to strong demand for the Masters in Inclusive Education.</i>					
Number of teachers who complete the Inclusive Classrooms professional learning program	number	2,700	1,700	58.8	✓
<i>This performance measure relates to the calendar year. This measure has been revised to reflect broadening of scope to include teaching and non-teaching staff. The 2024–25 actual is higher than the 2024–25 target due to more blended learning courses being available.</i>					
Quality					
Percentage of positive responses to school satisfaction by parents of government special school students	per cent	85.5	85	0.6	✓
<i>This performance measure relates to the calendar year.</i>					
Percentage of total government schools resourced through the Disability Inclusion funding and support model	per cent	99	99	0.0	✓
<i>This performance measure relates to the calendar year.</i>					
Timeliness					
Disability Inclusion Profile reports completed and issued within specified timeframes	per cent	81.7	80	2.1	✓
<i>This performance measure relates to the calendar year.</i>					

Performance measures	Unit of measure	2024–25 actual	2024–25 target	Performance variation (%)	Result
Cost					
Total output cost	\$ million	2,085.4	1,855.1	12.4	–
<i>The 2024–25 outcome is higher than the target due to an increase in teaching and education support staff employed to meet demand in schools.</i>					

Key

✓ Target achieved or exceeded

○ Target not achieved – less than 5% variance

■ Target not achieved – more than 5% variance

– Direction of performance is neutral

Discontinued measures for 2024–25

Following assessment by the Public Accounts and Estimates Committee, the performance measures listed below were discontinued for 2024–25¹⁹. This includes replacement of 24 measures relating to NAPLAN as a result of changes to the NAPLAN reporting scale from 2023 onwards.

Table 24. Discontinued performance measures

Output group	Performance measure name
School Education – Primary	Percentage of students above the bottom three bands for Numeracy in Year 3 (NAPLAN testing)
	Percentage of students above the bottom three bands for Numeracy in Year 5 (NAPLAN testing)
	Percentage of students above the bottom three bands for Reading in Year 3 (NAPLAN testing)
	Percentage of students above the bottom three bands for Reading in Year 5 (NAPLAN testing)
	Percentage of students in the top two bands for Numeracy in Year 3 (NAPLAN testing)
	Percentage of students in the top two bands for Numeracy in Year 5 (NAPLAN testing)
	Percentage of students in the top two bands for Reading in Year 3 (NAPLAN testing)
	Percentage of students in the top two bands for Reading in Year 5 (NAPLAN testing)
School Education – Secondary	Number of government schools providing access to at least 8 VDSS certificates
	Number of government schools with students enrolled in SBAT pathways
	Number of government student enrolments in VDSS
	Percentage of students above the bottom three bands for Numeracy in Year 7 (NAPLAN testing)
	Percentage of students above the bottom three bands for Numeracy in Year 9 (NAPLAN testing)
	Percentage of students above the bottom three bands for Reading in Year 7 (NAPLAN testing)
	Percentage of students above the bottom three bands for Reading in Year 9 (NAPLAN testing)
	Percentage of students in the top two bands for Numeracy in Year 7 (NAPLAN testing)

¹⁹ The department will consider options for introducing a replacement measure for career activities previously reflected by the measure *Proportion of Year 10 to 12 government school students with a Career Action Plan*.

Output group	Performance measure name
	Percentage of students in the top two bands for Numeracy in Year 9 (NAPLAN testing)
	Percentage of students in the top two bands for Reading in Year 7 (NAPLAN testing)
	Percentage of students in the top two bands for Reading in Year 9 (NAPLAN testing)
	Proportion of Year 10 to 12 government school students with a Career Action Plan
	SBAT enrolments in government schools
Promoting Equal Access to Education	Percentage of Aboriginal students above the bottom three bands for Numeracy in Year 3 (National Assessment Program Literacy and Numeracy – NAPLAN testing)
	Percentage of Aboriginal students above the bottom three bands for Numeracy in Year 5 (NAPLAN testing)
	Percentage of Aboriginal students above the bottom three bands for Reading in Year 3 (NAPLAN testing)
	Percentage of Aboriginal students above the bottom three bands for Reading in Year 5 (NAPLAN testing)
	Percentage of Aboriginal students above the bottom three bands for Numeracy in Year 7 (NAPLAN testing)
	Percentage of Aboriginal students above the bottom three bands for Numeracy in Year 9 (NAPLAN testing)
	Percentage of Aboriginal students above the bottom three bands for Reading in Year 7 (NAPLAN testing)
	Percentage of Aboriginal students above the bottom three bands for Reading in Year 9 (NAPLAN testing)

Discontinued operations

There were no discontinued operations in 2024–25.

Departmental financial summary

Budget portfolio outcomes

Refer to Appendix 3 Budget portfolio outcomes.

Departmental 5-year financial summary

The financial statements presented in this Annual Report relate to the controlled operations of the department, including government schools.

Other entities in the portfolio report separately, so their results are not included in the controlled financial transactions of the department. These include the Academy, VCAA, Victorian Institute of Teaching (VIT) and the VRQA.

Table 25 summarises the department's financial results for the financial year just completed and provides comparative information for the previous 4 years.

Table 25. 5-year financial summary

5-year financial summary	2024–25 (\$ m)	2023–24 (\$ m)	2022–23 (\$ m)	2021–22 (\$ m)	2020–21 (\$ m)
Operating revenue					
Output appropriation ²⁰	16,671.1	15,703.5	14,993.1	14,834.4	16,133.9
Other revenue	744.0	851.9	880.9	926.2	597.9
Total income from transactions	17,415.1	16,555.4	15,874.0	15,760.6	16,731.6
Total expenses from transactions	17,396.0	16,374.3	15,404.6	15,276.4	16,121.4
Net results from transactions	19.1	181.1	469.4	484.2	610.2
Total other economic flows	(11.6)	22.6	22.3	190.3	50.5
Net results for period	7.5	203.7	491.7	674.5	660.7
Net cash flow from operating activities	1,151.5	1,030.1	613.3	813.7	605.7
Total assets	48,364.6	46,842.7	44,990.8	40,627.2	33,535.4
Total liabilities	3,539.4	3,336.1	3,098.9	3,349.1	3,302.9
Net assets	44,825.2	43,506.6	41,891.9	37,278.1	30,232.5

Departmental current-year financial review

Financial performance and business review

The department's net result from transactions for the financial year that ended on 30 June 2025 is a surplus of \$19 million, compared with a surplus of \$181 million in 2024. With the inclusion of other economic flows of -\$12 million, the net result for the financial year is a surplus of \$8 million, compared with \$204 million in 2024. The decrease in net results from transactions from \$181 million (2024) to \$19 million (2025) was largely driven by an increased number of teaching and education support staff employed to meet demand in schools across a wide range of initiatives.

Revenue and income from transactions increased due to indexation of output appropriation funding, additional student enrolments and funding of new output initiatives. Other revenue dropped due to less third-party revenue.

The department's expenditure grew more than its revenue and income. Employee expenses continued to increase, which aligns with growth in teacher and education support numbers and wages to meet a rise in student enrolments, as well as additional demand to meet delivery across a range of school initiatives.

Other drivers included increased expenditure by schools on uniforms, curriculum consumables, camps and excursions as part of the SSB, capital grants and teacher scholarships through Best Start, Best Life to support the kindergarten services and IT costs. This was partially offset by reduced 2025 spending for the 2023–24 State Budget Non-Government Schools Capital Fund to build and upgrade low-fee Catholic and independent schools. The majority of payments were made in 2024, in line with announced cashflows.

Balance sheet

The department's net assets as at 30 June 2025 were \$44.8 billion, comprising total assets of \$48.4 billion and total liabilities of \$3.5 billion.

The major assets of the department are the schools' property, plant, and equipment. These represent 89% (\$43 billion) of total assets. In 2025, the value of the department's property, plant and equipment increased by \$1.6 billion, primarily due to the government's continued investment in schools by acquiring land, building new schools, and completing school upgrades.

²⁰ Output appropriation is the main source of recurring funding from the Victorian Government.

Liabilities totalling \$3.5 billion mainly consist of payables, borrowings, and employee benefit provisions. The \$203 million increase from 2024 liabilities is mainly driven by increased provisions for long service and annual leave as well as timing of wages and oncosts. Other drivers include an increase in Growth Areas Infrastructure Contribution funds received to build new schools in growth areas. These funds are largely scheduled to be spent in 2026, and therefore, reported as liabilities in 2025.

Cash flows

The net cash flows from operations were impacted by changes in receivables, payables and provisions, arising from the timing of cash payments and receipts against these items.

Disclosure of grants and transfer payments

Appendix 4 provides a list of the department's financial assistance to external organisations, companies and entities in 2024–25.

Capital projects

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

During 2024–25, the department completed several capital projects with a total estimated investment (TEI) of \$10 million or greater.

The details of these projects are in Table 26 and 27.

Table 26. Capital projects reaching practical completion during the financial year ended 30 June 2025

Project name	Original completion date	Latest approved completion date	Practical completion date	Reason for variance in completion dates	Original approved TEI budget (\$m)	Latest approved TEI budget (\$m)	Actual TEI cost (\$m)	Variance between actual cost and latest approved TEI budget (\$m)	Reason for variance from latest approved TEI budget
Aintree Primary School	Sep-25	Sep-25	Oct-24	Project completed early.	In the 2022–23 State Budget, the school shared in \$527.233 million allocated for new schools. In 2023–24, the school was allocated an additional share in \$180.295 million.				
Aitken Hill Primary School	Sep-25	Sep-25	Oct-24	Project completed early.	In the 2022–23 State Budget, the school shared in \$527.233 million allocated for new schools. In 2023–24, the school was allocated an additional share in \$180.295 million.				
Ashwood School	Dec-25	Dec-25	Feb-25	Project completed early.	In the 2022–23 State Budget, the school shared in \$325.963 million allocated for special school upgrades.				
Banmira Specialist School	Dec-25	Dec-25	Jan-25	Project completed early.	In the 2022–23 State Budget, the school shared in \$325.963 million allocated for special school upgrades.				

Project name	Original completion date	Latest approved completion date	Practical completion date	Reason for variance in completion dates	Original approved TEI budget (\$m)	Latest approved TEI budget (\$m)	Actual TEI cost (\$m)	Variance between actual cost and latest approved TEI budget (\$m)	Reason for variance from latest approved TEI budget
Banyule Primary School – Stage 3	Sep-23	Sep-24	Nov-24	Delayed due to latent site conditions, due to identification of rock.	12.386	12.386	12.386	–	–
Barayip Primary School	Mar-25	Mar-25	Nov-24	Project completed early.	In the 2023–24 State Budget, the school shared in \$573.178 million allocated for new schools. The school also shared in \$13.104 million reprioritised from the 2024–25 State Budget allocated for new schools.				
Barwon Valley School – Stage 2	Dec-23	Sep-24	Oct-24	Delayed due to contractor performance which impacted the construction program timeline.	10.726	10.726	10.490	0.236	Actual TEI cost is subject to project financial close in the defects liability period.
Bass Coast Specialist School	Dec-25	Dec-25	Jan-25	Project completed early.	In the 2022–23 State Budget, the school shared in \$325.963 million allocated for special school upgrades.				

Project name	Original completion date	Latest approved completion date	Practical completion date	Reason for variance in completion dates	Original approved TEI budget (\$m)	Latest approved TEI budget (\$m)	Actual TEI cost (\$m)	Variance between actual cost and latest approved TEI budget (\$m)	Reason for variance from latest approved TEI budget
Belvoir Wodonga Special Developmental School	Dec-25	Dec-25	Dec-24	Project completed early.	In the 2022–23 State Budget, the school shared in \$325.963 million allocated for special school upgrades.				
Benalla P-12 College	Jun-25	Jun-25	Jun-25	Project completed on time.	14.280	14.280	13.901	0.379	Actual TEI cost is subject to project financial close in the defects liability period.
Bentleigh Secondary College	Sep-25	Sep-25	Dec-24	Project completed early.	12.716	13.268	13.268	–	–
Bundoora Secondary College	Jun-25	Jun-25	Jan-25	Project completed early.	10.000	10.000	9.191	0.809	Actual TEI cost is subject to project financial close in the defects liability period.
Clyde Secondary College	Mar-26	Mar-26	Sep-24	Project completed early.	In the 2023–24 State Budget, the school shared in \$573.178 million allocated for new schools. The school also shared in \$13.104 million reprioritised from the 2024–25 State Budget allocated for new schools.				
Cobram & District Specialist School – Stage 2	Dec-25	Dec-25	Apr-25	Project completed early.	In the 2022–23 State Budget, the school shared in \$325.963 million allocated for special school upgrades.				

Project name	Original completion date	Latest approved completion date	Practical completion date	Reason for variance in completion dates	Original approved TEI budget (\$m)	Latest approved TEI budget (\$m)	Actual TEI cost (\$m)	Variance between actual cost and latest approved TEI budget (\$m)	Reason for variance from latest approved TEI budget
Cobram Primary School	Sep-24	Sep-24	Jul-24	Project completed early.	10.000	10.000	10.000	–	–
Croydon Special Developmental School	Dec-26	Dec-26	May-25	Project completed early.	In the 2022–23 State Budget, the school shared in \$325.963 million allocated for special school upgrades.				
Dandenong Valley Special Developmental School	Dec-25	Dec-25	Nov-24	Project completed early.	In the 2022–23 State Budget, the school shared in \$325.963 million allocated for special school upgrades.				
Darley Primary School	Sep-25	Sep-25	May-25	Project completed early.	10.678	10.678	9.741	0.937	Actual TEI cost is subject to project financial close in the defects liability period.

Project name	Original completion date	Latest approved completion date	Practical completion date	Reason for variance in completion dates	Original approved TEI budget (\$m)	Latest approved TEI budget (\$m)	Actual TEI cost (\$m)	Variance between actual cost and latest approved TEI budget (\$m)	Reason for variance from latest approved TEI budget
Diamond Valley Special Developmental School	Dec-23	Sep-25	Jan-25	Delayed due to significant latent conditions as well as civil and structural engineering issues discovered in the initial stages of the construction phase.	10.000	10.000	9.308	0.692	Actual TEI cost is subject to project financial close in the defects liability period.
East Gippsland Specialist School	Dec-25	Dec-25	Nov-24	Project completed early.	In the 2022–23 State Budget, the school shared in \$325.963 million allocated for special school upgrades.				
East Loddon P-12 College – Stage 2	Jun-25	Jun-25	Feb-25	Project completed early.	12.754	12.754	12.704	0.050	Actual TEI cost is subject to project financial close in the defects liability period.
Eastern Ranges School	Dec-25	Dec-25	Oct-24	Project completed early.	In the 2022–23 State Budget, the school shared in \$325.963 million allocated for special school upgrades.				

Project name	Original completion date	Latest approved completion date	Practical completion date	Reason for variance in completion dates	Original approved TEI budget (\$m)	Latest approved TEI budget (\$m)	Actual TEI cost (\$m)	Variance between actual cost and latest approved TEI budget (\$m)	Reason for variance from latest approved TEI budget
Exford Primary School – Stage 2	Dec-23	Jun-25	Mar-25	Waterflow issues made it necessary to incorporate stormwater design and delivery as additional scope.	25.325	25.325	20.812	4.513	The remaining funds are committed for expenditure for infrastructure upgrade by Greater Western Water.
Footscray City Primary School	Sep-24	Sep-24	Aug-24	Project completed early.	13.428	13.428	13.428	–	–
Gaayip-Yagila Primary School – Stage 2	Sep-25	Sep-25	Dec-24	Project completed early.	In the 2022–23 State Budget, the school shared in \$527.233 million allocated for new schools. In 2023-24, the school was allocated an additional share in \$180.295 million.				
Gisborne Secondary College	Dec-24	Dec-24	Dec-24	Project completed on time.	12.928	14.030	12.794	1.236	Actual TEI cost is subject to project financial close in the defects liability period.
Goonawarra Primary School	Sep-24	Sep-25	Oct-24	Delayed due to latent conditions relating to electrical cable location.	10.000	10.000	9.701	0.299	Actual TEI cost is subject to project financial close in the defects liability period.

Project name	Original completion date	Latest approved completion date	Practical completion date	Reason for variance in completion dates	Original approved TEI budget (\$m)	Latest approved TEI budget (\$m)	Actual TEI cost (\$m)	Variance between actual cost and latest approved TEI budget (\$m)	Reason for variance from latest approved TEI budget
Greenvale Secondary College	Mar-26	Mar-26	Sep-24	Project completed early.	In the 2023–24 State Budget, the school shared in \$573.178 million allocated for new schools. The school also shared in \$13.104 million reprioritised from the 2024-25 State Budget allocated for new schools.				
Hampden P-12 School – Cobden Campus	Dec-25	Dec-25	Nov-24	Project completed early.	In the 2022–23 State Budget, the school shared in \$325.963 million allocated for special school upgrades.				
Heatherwood School – Stage 2	Sep-23	Dec-24	Dec-24	Delayed due to contractor insolvency.	10.000	11.774	11.774	–	–
Hoppers Crossing Secondary College	Sep-23	Dec-24	Oct-24	Delayed due to contractor insolvency.	10.057	11.930	11.081	0.849	Actual TEI cost is subject to project financial close in the defects liability period.
Jennings Street School	Dec-25	Dec-25	Jan-25	Project completed early.	In the 2022–23 State Budget, the school shared in \$325.963 million allocated for special school upgrades.				
Kambrya College	Sep-25	Sep-25	Dec-24	Project completed early.	In the 2022–23 State Budget, the school shared in \$56.350 million allocated for school upgrades – growth for 2025.				

Project name	Original completion date	Latest approved completion date	Practical completion date	Reason for variance in completion dates	Original approved TEI budget (\$m)	Latest approved TEI budget (\$m)	Actual TEI cost (\$m)	Variance between actual cost and latest approved TEI budget (\$m)	Reason for variance from latest approved TEI budget
Kuyim Primary School	Mar-25	Mar-25	Dec-24	Project completed early.	In the 2023–24 State Budget, the school shared in \$573.178 million allocated for new schools. The school also shared in \$13.104 million reprioritised from the 2024–25 State Budget allocated for new schools.				
Manor Lakes P-12 College – Stage 2	Dec-24	Dec-24	Jul-24	Project completed early.	In the 2021–22 State Budget, the school shared in \$84.966 million allocated for school upgrades – growth for 2024. In 2023-24, the school was allocated an additional share in \$14.201 million.				
Mirniyan Primary School	Mar-25	Mar-25	Dec-24	Project completed early.	In the 2023–24 State Budget, the school shared in \$573.178 million allocated for new schools. The school also shared in \$13.104 million reprioritised from the 2024-25 State Budget allocated for new schools.				
Montague Continuing Education Centre	Dec-25	Dec-25	Oct-24	Project completed early.	In the 2022–23 State Budget, the school shared in \$325.963 million allocated for special school upgrades.				
Naranga School	Dec-25	Dec-25	May-25	Project completed early.	In the 2022–23 State Budget, the school shared in \$325.963 million allocated for special school upgrades.				
Niddrie Primary School	Sep-24	Sep-24	Jul-24	Project completed early.	10.000	12.534	15.897	-3.363	Variance is due to school co-contribution and market escalation in the construction sector.

Project name	Original completion date	Latest approved completion date	Practical completion date	Reason for variance in completion dates	Original approved TEI budget (\$m)	Latest approved TEI budget (\$m)	Actual TEI cost (\$m)	Variance between actual cost and latest approved TEI budget (\$m)	Reason for variance from latest approved TEI budget
Northern Bay P-12 College – Stage 3	Dec-23	Sep-25	Jul-24	Delayed due to latent conditions requiring significant remediation works.	16.000	17.200	18.377	-1.177	Variance is due to a market escalation in the construction sector.
Northern School for Autism – Shed	Dec-26	Dec-26	Jun-25	Project completed early.	In the 2022–23 State Budget, the school shared in \$325.963 million allocated for special school upgrades.				
Officer Specialist School	Dec-25	Dec-25	Feb-25	Project completed early.	In the 2022–23 State Budget, the school shared in \$325.963 million allocated for special school upgrades.				
Pakenham Consolidated School	Dec-23	Sep-24	Aug-24	Delayed due to an adverse tender result caused by market volatility.	10.000	10.000	9.780	0.220	Actual TEI cost is subject to project financial close in the defects liability period.
Parkwood Green Primary School	Sep-24	Sep-24	Aug-24	Project completed early.	10.000	10.000	10.750	-0.750	Variance due to flooding in early 2024 which necessitated replacement works.

Project name	Original completion date	Latest approved completion date	Practical completion date	Reason for variance in completion dates	Original approved TEI budget (\$m)	Latest approved TEI budget (\$m)	Actual TEI cost (\$m)	Variance between actual cost and latest approved TEI budget (\$m)	Reason for variance from latest approved TEI budget
Rosehill Secondary College – Stage 2	Sep-23	Dec-24	Oct-24	Delayed due to an adverse tender result caused by market volatility.	10.204	12.924	12.907	0.017	Actual TEI cost is subject to project financial close in the defects liability period.
St Albans Heights Primary School	Sep-25	Sep-25	May-25	Project completed early.	13.447	13.447	10.854	2.593	Actual TEI cost is subject to project financial close in the defects liability period.
St Arnaud Secondary College	Sept-24	Sept-24	Sept-24	Project completed on time.	10.000	10.598	10.572	0.026	Actual TEI cost is subject to project financial close in the defects liability period.
Strathaird Primary School	Dec-23	Sep-25	Jul-24	Delayed due to contractor performance which impacted the construction program timeline.	10.000	10.000	10.000	–	–
Swan Hill Specialist School – Stage 2	Dec-25	Dec-25	Dec-24	Project completed early.	In the 2022-23 State Budget, the school shared in \$325.963 million allocated for special school upgrades.				

Project name	Original completion date	Latest approved completion date	Practical completion date	Reason for variance in completion dates	Original approved TEI budget (\$m)	Latest approved TEI budget (\$m)	Actual TEI cost (\$m)	Variance between actual cost and latest approved TEI budget (\$m)	Reason for variance from latest approved TEI budget
Traralgon (Stockdale Road) Primary School	Dec-23	Sep-25	Jul-24	Delayed due to latent conditions and removal of an underground tank.	10.030	10.614	10.111	0.503	Actual TEI cost is subject to project financial close in the defects liability period.
Turrun Primary School	Mar-25	Mar-25	Dec-24	Project completed early.	In the 2023–24 State Budget, the school shared in \$573.178 million allocated for new schools. The school also shared in \$13.104 million reprioritised from the 2024–25 State Budget allocated for new schools.				
Wangaratta District Specialist School – Benalla Campus Stage 3	Dec-23	Sep-25	Jul-24	Delayed due to an adverse tender result caused by market volatility.	10.335	12.216	12.216	–	–
Waratah Special Developmental School	Dec-25	Dec-25	Mar-25	Project completed early.	In the 2022–23 State Budget, the school shared in \$325.963 million allocated for special school upgrades.				
Warragul & District Specialist School	Dec-25	Dec-25	Apr-25	Project completed early.	In the 2022–23 State Budget, the school shared in \$325.963 million allocated for special school upgrades.				

Project name	Original completion date	Latest approved completion date	Practical completion date	Reason for variance in completion dates	Original approved TEI budget (\$m)	Latest approved TEI budget (\$m)	Actual TEI cost (\$m)	Variance between actual cost and latest approved TEI budget (\$m)	Reason for variance from latest approved TEI budget
Wembley Primary School	Dec-24	Dec-24	Mar-25	Delayed due to delivery of additional works.	10.219	10.555	10.555	–	–
Westgarth Primary School	Sep-25	Sep-25	May-25	Project completed early.	12.970	13.045	11.987	1.058	Actual TEI cost is subject to project financial close in the defects liability period.
Wirrigirri Primary School	Mar-25	Mar-25	Dec-24	Project completed early.	In the 2023–24 State Budget, the school shared in \$573.178 million allocated for new schools. The school also shared in \$13.104 million reprioritised from the 2024–25 State Budget allocated for new schools.				
Wulerrp Secondary College	Mar-25	Mar-25	Dec-24	Project completed early.	In the 2023–24 State Budget, the school shared in \$573.178 million allocated for new schools. The school also shared in \$13.104 million reprioritised from the 2024-25 State Budget allocated for new schools.				
Yarra Ranges Special Developmental School – Stage 4	Mar-25	Mar-25	Apr-25	Delayed due to contractor performance impacting on construction program timelines.	18.926	22.036	21.530	0.506	Actual TEI cost is subject to project financial close in the defects liability period.

Table 27. Capital projects reaching financial completion during the financial year ended 30 June 2025

Project name	Practical completion date	Financial completion date	Original approved TEI budget (\$ million)	Latest approved TEI budget (\$ million)	Actual TEI cost (\$ million)	Variation between actual cost and latest approved TEI budget (\$ million)	Reason for variance from latest approved TEI budget
Ascot Vale West Primary School	Sep-23	Sep-24	From the 2020–21 Infrastructure Planning and Acceleration fund, the school was allocated \$1.278 million in planning funding. In the 2020–21 State Budget, the school received at least \$10.355 million from a pool of more than \$85 million to expand 7 schools in high-growth areas.				
Auburn High School – Stage 3	Apr-24	Apr-25	10.130	11.534	11.534	–	–
Ballarat Specialist School	Jan-24	Jan-25	10.000	10.000	10.000	–	–
Banum Warrik Primary School (formerly Lockerbie Central Primary School)	Nov-23	Nov-24	In the 2022–23 State Budget, the school shared in \$527.233 million allocated for new schools. In 2023–24, the school was allocated an additional share in \$180.295 million.				
Bemin Secondary College (formerly Truganina North Secondary School)	Dec-23	Dec-24	In the 2021–22 State Budget, this school shared in the \$491.565 million for new schools construction. In the 2022–23 State Budget, this school received \$41.178 million for the next stage of construction. In 2023–24, the school was allocated an additional share in \$180.295 million.				
Binap Primary School (formerly Brookfield Primary School)	Dec-23	Dec-24	In the 2022–23 State Budget, the school shared in \$527.233 million allocated for new schools. In 2023–24, the school was allocated an additional share in \$180.295 million.				

Project name	Practical completion date	Financial completion date	Original approved TEI budget (\$ million)	Latest approved TEI budget (\$ million)	Actual TEI cost (\$ million)	Variation between actual cost and latest approved TEI budget (\$ million)	Reason for variance from latest approved TEI budget
Brinbeal Secondary College (formerly Riverdale Secondary School)	Dec-23	Dec-24	In the 2022–23 State Budget, the school shared in \$527.233 million allocated for new schools. In 2023–24, the school was allocated an additional share in \$180.295 million.				
Bundoora Primary School – Stage 3	Oct-23	Oct-24	From the 2020–21 Infrastructure Planning and Acceleration fund, the school was allocated \$1.019 million in planning funding. In the 2020–21 State Budget, the school received \$9.175 million.				
Clifton Hill Primary School – Stage 2	Jul-23	Jul-24	11.481	11.481	16.462	-4.981	The project is subject to dispute resolution regarding the final budget position.
Dharra School (formerly Aintree Specialist School)	Feb-24	Feb-25	In the 2022–23 State Budget, the school shared in \$527.233 million allocated for new schools. In 2023–24, the school was allocated an additional share in \$180.295 million.				
Emerson School	Dec-23	Dec-24	15.600	15.600	20.235	-4.635	School contribution and surplus funds from Stage 1 are in addition to the TEI.
Footscray High School – Kinnear Street Campus	Mar-24	Mar-25	25.289	25.289	25.289	–	–
Frankston High School – Stage 3	Jun-24	Jun-25	15.129	15.757	15.757	–	–

Project name	Practical completion date	Financial completion date	Original approved TEI budget (\$ million)	Latest approved TEI budget (\$ million)	Actual TEI cost (\$ million)	Variation between actual cost and latest approved TEI budget (\$ million)	Reason for variance from latest approved TEI budget
Frankston Special Developmental School - Stage 3	Sep-23	Sep-24	12.633	12.633	12.540	0.093	–
Glenroy West Primary School	May-24	May-25	In 2020, the school received \$18.12 million, which is a share in \$130.1 million from the Established Areas Program.				
Hampton East School (formerly Berendale School & Katandra School)	Jun-24	Jun-25	In the 2022–23 State Budget, the school shared in \$325.963 million allocated for special school upgrades.				
Hopetoun P-12 College	Apr-24	Apr-25	10.593	10.593	10.593	–	–
Kurmile Primary School (formerly Officer Brunt Road Primary School)	Nov-23	Nov-24	In the 2022–23 State Budget, the school shared in \$527.233 million allocated for new schools. In 2023–24, the school was allocated an additional share in \$180.295 million.				
Laa Yulta Primary School (formerly Black Forest East Primary School)	Nov-23	Nov-24	In the 2022–23 State Budget, the school shared in \$527.233 million allocated for new schools. In 2023–24, the school was allocated an additional share in \$180.295 million.				
Lalor Primary School	Apr-24	Apr-25	12.923	12.923	12.923	–	–
Lalor Secondary College	Jun-24	Jun-25	26.827	29.801	29.801	–	–

Project name	Practical completion date	Financial completion date	Original approved TEI budget (\$ million)	Latest approved TEI budget (\$ million)	Actual TEI cost (\$ million)	Variation between actual cost and latest approved TEI budget (\$ million)	Reason for variance from latest approved TEI budget
Monash Special Developmental School - Stage 2	Oct-23	Oct-24	10.000	10.000	10.000	–	–
Mount Ridley P-12 College	Apr-24	Apr-25	In the 2021–22 State Budget, the school received at least \$10.706 million.				
Myrtleford P-12 College	Apr-24	Apr-25	10.858	10.858	10.760	0.098	–
Nelson Park School – Stage 2	Feb-24	Feb-25	10.364	10.728	10.362	0.366	–
Newlands Primary School - Stages 1 & 2	May-24	May-25	From the 2020–21 Infrastructure Planning and Acceleration Fund, the school was allocated \$860,000 in planning funding. In the 2020–21 State Budget, the school received \$7.743 million. In the 2021–22 State Budget, the school received at least \$11.83 million.				
Nganboo Borron School (formerly Lollypop Creek Specialist School)	Feb-24	Feb-25	In the 2022–23 State Budget, the school shared in \$527.233 million allocated for new schools. In 2023–24, the school was allocated an additional share in \$180.295 million.				
Pascoe Vale Girls Secondary College – Stage 2	Apr-24	Apr-25	11.944	11.944	11.873	0.071	–
Preston High School – Stages 3 and 4	Sep-23	Sep-24	23.669	24.137	23.781	0.356	–

Project name	Practical completion date	Financial completion date	Original approved TEI budget (\$ million)	Latest approved TEI budget (\$ million)	Actual TEI cost (\$ million)	Variation between actual cost and latest approved TEI budget (\$ million)	Reason for variance from latest approved TEI budget
Preston South Primary School	Jan-24	Jan-25	In 2020, the school received \$18.12 million, which is a share in \$130.1 million from the Established Areas Program.				
Reservoir Primary School – Stage 2	Nov-23	Nov-24	From the 2020–21 Infrastructure Planning and Acceleration fund, the school was allocated \$1.856 million in planning funding. In the 2020–21 State Budget, the school received at least \$15.034 million from a pool of more than \$85 million to expand 7 schools in high-growth areas.				
Rosebud Secondary College	Dec-23	Dec-24	10.495	10.495	10.495	–	–
Topirum Primary School (formerly Alexander Boulevard Primary School)	Mar-24	Mar-25	In the 2022–23 State Budget, the school shared in \$527.233 million allocated for new schools. In 2023–24, the school was allocated an additional share in \$180.295 million.				
Traralgon College - Grey Street Senior Campus	Aug-23	Aug-24	13.376	13.616	13.616	–	–
Walcom Ngarwa Secondary College (formerly Lollypop Creek Secondary School)	May-24	May-25	In the 2022–23 State Budget, the school shared in \$527.233 million allocated for new schools. In 2023–24, the school was allocated an additional share in \$180.295 million.				
Warreen Primary School (formerly Truganina North Primary School)	Dec-23	Dec-24	In the 2022–23 State Budget, the school shared in \$527.233 million allocated for new schools. In 2023–24, the school was allocated an additional share in \$180.295 million.				

Project name	Practical completion date	Financial completion date	Original approved TEI budget (\$ million)	Latest approved TEI budget (\$ million)	Actual TEI cost (\$ million)	Variation between actual cost and latest approved TEI budget (\$ million)	Reason for variance from latest approved TEI budget
Western Port Secondary College	Feb-24	Feb-25	12.762	12.762	12.762	–	–
Wimba Primary School (formerly Tarneit North Primary School)	Nov-23	Nov-24	In the 2022–23 State Budget, the school shared in \$527.233 million allocated for new schools. In 2023–24, the school was allocated an additional share in \$180.295 million.				
Yarrabing Secondary College (formerly Aintree Secondary School)	May-24	May-25	In the 2022–23 State Budget, the school shared in \$527.233 million allocated for new schools. In 2023–24, the school was allocated an additional share in \$180.295 million.				
Yubup Primary School (formerly Merrifield South Primary School)	Nov-23	Nov-24	In the 2022–23 State Budget, the school shared in \$527.233 million allocated for new schools. In 2023–24, the school was allocated an additional share in \$180.295 million.				

Section 3: Workforce data

Public sector values and employment principles

The department adheres to the public sector values set out in the *Code of Conduct for Victorian Public Sector Employees*. The department's values underpin how employees interact with colleagues, learners and families, members of the community and suppliers.

When employees act in accordance with the public sector values, the department is more effective, achieves outcomes and ensures the public has trust and confidence in the education system. This adherence builds trust between employees and leaders, as everyone operates under the same principles and can be confident that they are doing the right thing.

The department has developed a suite of materials to support the public sector values of responsiveness, integrity, impartiality, accountability, respect, leadership and human rights, to ensure consistent interpretation, strong engagement and connection with these values among employees. These materials educate and guide employees on what each of the 7 values means in the department's context, and how employees can demonstrate these values through their actions and decisions.

The department is committed to applying the public sector employment principles:

- employment decisions are based on merit
- public sector employees are treated fairly and reasonably
- equal employment opportunity and human rights
- public sector employees have a reasonable avenue of redress against unfair and unreasonable treatment
- the development of a career public service is fostered (in the case of public service bodies).

Comparative workforce data

Tables 28 to 30 disclose the headcount and the full-time equivalent (FTE) of all active public service employees of the department.^{21,22,23}

In 2024–25, the levels of ongoing, fixed term and casual employment in the VPS reflects the significant investment through the 2024–25 State Budget in early childhood education, infrastructure and initiatives to support students and school staff.

Table 28. Victorian Public Service employment levels in June 2025 and 2024²⁴

	June 2025							June 2024						
	All employees		Ongoing			Fixed term/casual		All employees		Ongoing			Fixed term/casual	
	Number (headcount)	FTE	Full-time (headcount)	Part-time (headcount)	FTE	Number (headcount)	FTE	Number (headcount)	FTE	Full-time (headcount)	Part-time (headcount)	FTE	Number (headcount)	FTE
Gender														
Female	3,764	3,474.3	2,410	849	3,002.5	505	471.9	3,531	3,253.3	2,167	758	2,690.1	606	563.2
Male	1,532	1,506.1	1,149	64	1,197.2	319	308.9	1,381	1,358.6	978	59	1,021.1	344	337.5
Self-described	26	24.5	15	4	17.9	7	6.6	19	17.9	11	3	13.2	5	4.7
Age²⁵														
15–24	116	97.1	47	5	50.2	64	46.9	121	110.0	57	3	59.1	61	50.9
25–34	1,170	1,116.2	751	139	843.5	280	272.7	1,083	1,019.7	647	140	738.9	296	280.8
35–44	1,680	1,547.4	1,015	423	1,316.0	242	231.3	1,552	1,427.9	886	364	1,140.5	302	287.4
45–54	1,396	1,334.3	1,035	201	1,180.6	160	153.7	1,302	1,245.9	936	180	1,064.8	186	181.1
55–64	775	743.9	600	101	671.2	74	72.7	700	669.7	514	89	576.9	97	92.7
65+	185	166.1	126	48	156.1	11	10.0	173	156.6	116	44	144.2	13	12.4

²¹ Employees have been correctly classified in workforce data collections.

²² 'Headcount' refers to the number of people employed where each person counts as an employee regardless of the number of hours engaged to work.

²³ 'Casual' means a person who is subject to clause 25 (Casual employees – Loading) of the *Victorian Public Service Enterprise Agreement 2020*, 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.

²⁴ This table includes employees working at the Academy, VCAA, the VRQA, MPB and DAB. Employees at the Academy, VCAA and VRQA are also reported in those authorities' annual reports. Direct employees of VCAA are not reported here.

²⁵ Age of staff is calculated as at 30 June each year.

	June 2025							June 2024						
	All employees		Ongoing			Fixed term/casual		All employees		Ongoing			Fixed term/casual	
	Number (headcount)	FTE	Full-time (headcount)	Part-time (headcount)	FTE	Number (headcount)	FTE	Number (headcount)	FTE	Full-time (headcount)	Part-time (headcount)	FTE	Number (headcount)	FTE
Classification														
VPS 1–6 grades	4,590	4,385.4	3,157	636	3,625.4	797	760.0	4,234	4,045.5	2,774	555	3,179.2	905	866.3
VPS 1	–	–	–	–	–	–	–	–	–	–	–	–	–	–
VPS 2 ²⁶	121	100.7	52	6	55.5	63	45.2	109	93.1	50	8	54.9	51	38.2
VPS 3	526	503.0	386	64	431.0	76	72.0	512	490.5	372	56	410.7	84	79.8
VPS 4	1,085	1,048.2	707	123	797.3	255	250.9	996	957.9	596	123	687.6	277	270.3
VPS 5	1,995	1,894.5	1,334	344	1,587.0	317	307.5	1,820	1,728.1	1,162	285	1,367.9	373	360.2
VPS 6 ²⁷	863	839.0	678	99	754.6	86	84.4	797	776.0	594	83	658.2	120	117.8
Senior employees	160	158.7	148	9	155.8	3	2.9	149	146.4	135	10	142.5	4	3.9
Senior Technical Specialist (STS)	48	47.5	42	3	44.6	3	2.9	42	40.6	33	5	36.7	4	3.9
Executives ²⁸	112	111.2	106	6	111.2	–	–	107	105.8	102	5	105.8	–	–
Other	572	460.8	269	272	436.3	31	24.5	548	437.8	247	255	402.7	46	35.1
Allied health	572	460.8	269	272	436.3	31	24.5	548	437.8	247	255	402.7	46	35.1
Total employees	5,322	5,004.9	3,574	917	4,217.5	831	787.4	4,931	4,629.7	3,156	820	3,724.4	955	905.3

²⁶ The category VPS 2 includes graduate recruits.

²⁷ This data includes 3 employees who were acting in long-term senior positions at the last full pay period in June 2025.

²⁸ The category Executives includes Senior Executive Service (SES) 1 to 3 and the Secretary.

Table 29. Government teaching service staff employment levels in June 2025 and 2024²⁹

	June 2025							June 2024						
	All employees		Ongoing			Fixed term/casual		All employees		Ongoing			Fixed term/casual	
	Number (headcount)	FTE	Full-time (headcount)	Part-time (headcount)	FTE	Number (headcount)	FTE	Number (headcount)	FTE	Full-time (headcount)	Part-time (headcount)	FTE	Number (headcount)	FTE
Gender														
Female	71,283	59,122.4	32,474	29,144	51,756.3	9,665	7,366.1	68,045	56,661.6	31,809	27,018	49,595.8	9,218	7,065.7
Male	21,154	19,306.7	14,184	3,992	16,912.2	2,978	2,394.5	20,195	18,509.9	13,849	3,567	16,258.6	2,779	2,251.3
Self-described	2,347	1,882.4	654	716	1,132.3	977	750.0	1,851	1,478.2	498	513	832.2	840	645.9
Age³⁰														
15–24	5,857	4,543.9	1,384	1,878	2,632.1	2,595	1,911.9	5,014	3,984.4	1,372	1,410	2,309.4	2,232	1,675.1
25–34	23,409	21,065.0	14,038	4,890	17,227.8	4,481	3,837.2	22,698	20,522.9	14,076	4,412	16,908.4	4,210	3,614.5
35–44	25,296	20,974.6	11,879	10,218	18,603.0	3,199	2,371.6	23,673	19,682.1	11,394	9,297	17,457.0	2,982	2,225.2
45–54	21,252	18,315.6	11,313	7,963	16,823.7	1,976	1,491.9	20,286	17,451.0	10,741	7,526	15,919.1	2,019	1,531.9
55–64	14,913	12,414.1	7,246	6,664	11,715.0	1,003	699.1	14,617	12,205.9	7,206	6,423	11,509.0	988	696.8
65+	4,057	2,998.2	1,452	2,239	2,799.2	366	199.0	3,803	2,803.4	1,367	2,030	2,583.8	406	219.6
Classification														
Executive class	208	205.6	195	8	200.6	5	5.0	198	194.5	184	7	187.9	7	6.6
Principal class ³¹	4,011	3,944.3	3,772	239	3,944.3	–	–	3,827	3,770.9	3,625	202	3,770.9	–	–
Teaching class ³²	55,935	49,838.7	34,235	14,013	43,326.5	7,687	6,512.1	54,536	48,665.4	33,797	13,111	42,230.4	7,628	6,435.0
Education support class	34,630	26,322.8	9,110	19,592	22,329.4	5,928	3,993.5	31,530	24,018.9	8,550	17,778	20,497.5	5,202	3,521.4
Total employees	94,784	80,311.4	47,312	33,852	69,800.8	13,620	10,510.6	90,091	76,649.7	46,156	31,098	66,686.7	12,837	9,963.0

²⁹ This table includes employees working at the Academy, VCAA and VRQA. Employees in the Academy, VCAA and VRQA are also reported in those authorities' annual reports. Direct employees of VCAA are not reported in this annual report.

³⁰ Age of staff is calculated as at 30 June each year.

³¹ 'Principal class' comprises principals, assistant principals and liaison principals.

³² 'Teacher class' comprises classroom teachers and paraprofessionals.

Table 30. Early Learning Victoria staff employment levels in June 2025 and 2024³³

	June 2025							June 2024						
	All employees		Ongoing			Fixed term/casual		All employees		Ongoing			Fixed term/casual	
	Number (headcount)	FTE	Full-time (headcount)	Part-time (headcount)	FTE	Number (headcount)	FTE	Number (headcount)	FTE	Full-time (headcount)	Part-time (headcount)	FTE	Number (headcount)	FTE
Gender														
Female	58	55.2	46	10	53.2	2	2.0	–	–	–	–	–	–	–
Male	6	5.2	5	1	5.2	–	–	–	–	–	–	–	–	–
Self-described	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Age³⁴														
15–24	2	1.2	1	1	1.2	–	–	–	–	–	–	–	–	–
25–34	18	17.6	14	2	15.6	2	2.0	–	–	–	–	–	–	–
35–44	21	19.5	17	4	19.5	–	–	–	–	–	–	–	–	–
45–54	12	12.0	12	–	12.0	–	–	–	–	–	–	–	–	–
55–64	11	10.0	7	4	10.0	–	–	–	–	–	–	–	–	–
65+	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Classification														
EL Manager	4	3.9	3	1	3.9	–	–	–	–	–	–	–	–	–
EL Centre Director	12	12.0	12	–	12.0	–	–	–	–	–	–	–	–	–
EL Teacher	9	8.1	7	2	8.1	–	–	–	–	–	–	–	–	–
EL Educators	33	30.4	23	8	28.4	2	2.0	–	–	–	–	–	–	–
EL Support	6	6.0	6	–	6.0	–	–	–	–	–	–	–	–	–
Total employees	64	60.4	51	11	58.4	2	2.0	–	–	–	–	–	–	–

³³ Note this table only includes Early Learning (EL) classified staff. Victorian Public Service and Government Teaching Service staff employed by Early Learning Victoria are reported in the VPS and GTS tables elsewhere.

³⁴ Age of staff is calculated as at 30 June each year.

Table 31 discloses the annualised total salary for senior employees of the department, categorised by classification. The salary amount is reported as the full-time annualised salary, excluding superannuation.

Table 31. Annualised total salary, by \$20,000 bands, for executives and other senior non-executive staff³⁵

Income band (salary)	Executives	Senior Technical Specialists
< \$160 000	–	–
\$160,000–\$179,999	–	–
\$180,000–\$199,999	–	5 ³⁶
\$200,000–\$219,999	1 ³⁷	16 ³⁸
\$220,000–\$239,999	36 ³⁹	15 ⁴⁰
\$240,000–\$259,999	10 ⁴¹	12
\$260,000–\$279,999	4 ⁴²	–
\$280,000–\$299,999	20 ⁴³	–
\$300,000–\$319,999	13	–
\$320,000–\$339,999	5	–
\$340,000–\$359,999	9 ⁴⁴	–
\$360,000–\$379,999	2	–
\$380,000–\$399,999	2	–
\$400,000–\$419,999	3	–
\$420,000–\$439,999	3	–
\$440,000–\$459,999	2	–
\$460,000–\$479,999	–	–
\$480,000–\$499,999	1	–
> \$500,000	1	–
Total	112	48

Workforce diversity, inclusion and equity

The department is committed to workforce diversity, inclusion and equity. The department is working to ensure that all staff experience respectful, safe, inclusive and equitable workplaces throughout their employment lifecycle, and that our workforce is as diverse as the Victorian community it serves.

Workforce diversity, equity and inclusion outcomes are driven through a range of initiatives:

- diversity and inclusion strategies and action plans – these include the *Gender Equality Action Plan 2022–25*, the *Aboriginal Employment Plan 2020–26* and *Dhelk Wukang 2022–2026* (Aboriginal Inclusion Plan)

³⁵ This table includes employees working at the Academy, VCAA, VRQA, MPB and DAB. Employees in the Academy, VCAA and VRQA are also reported in those authorities' annual reports. Direct employees of VCAA are not reported here.

³⁶ This band includes one STS on a part-time basis at 0.8 FTE.

³⁷ This band includes one SES at a 48/52 employment mode.

³⁸ This band includes 2 STS on a part-time basis at 0.9 FTE.

³⁹ This band includes one SES on a part-time basis at 0.8 FTE and one SES on a part-time basis at 0.9 FTE.

⁴⁰ This band includes one STS on a part-time basis at 0.9 FTE.

⁴¹ This band includes 2 SES on a part-time basis at 0.9 FTE.

⁴² This band includes one SES at a 50/52 employment mode.

⁴³ This band includes one SES on a part-time basis at 0.9 FTE.

⁴⁴ This band includes one SES at a 50/52 employment mode and one SES on a part-time basis at 0.8 FTE.

- staff networks such as the African Australian Network, Enablers Network, Koorie Staff Network, PriDE Network and Women of Colour Network that are a source of information and support VPS staff
- a comprehensive learning and development offering, to build staff awareness and capability in leading and contributing to diverse, equitable and inclusive workplaces
- whole-of-Victorian-Government employment pathway programs and initiatives, including:
 - Youth Employment Scheme traineeship program and Refugee and Asylum Seeker internship program
 - Barring Djinang Strategy, which supports First Nations workforce participation through career and leadership development programs, First Nations internship programs, and the First Nations pathway in the VPS graduate program
 - Getting to work: Victorian public sector disability employment action plan 2018–2025, which supports workforce participation of people with disability and “Stepping Into” Internships.
- the provision of advice and support to managers, supporting them to make reasonable adjustments to support a diverse workforce.

Table 32 outlines the department’s progress against our workforce inclusion targets.

Table 32. The department’s progress against employment inclusion targets^{45, 46}

Workforce inclusion initiative	Target	Progress as at 30 June 2025	Progress as at 30 June 2024
Gender profile at executive levels ⁴⁷	50.0% women	60.7% women	58.9% women
Aboriginal employment target ⁴⁸	2.0%	0.4%	0.4%
Disability employment target ⁴⁹	12.0% by 2025	0.7%	0.7% ⁵⁰

The department has demonstrated steady progress in employing women in executive roles. There is consistency between 2024 and 2025 in the number of staff who are self-reporting as Aboriginal and/or Torres Strait Islander, noting that there may be more staff employed who are yet to formally add their information into the payroll system. Other data sources such as employee surveys indicate that there may be a higher proportion of staff who are Aboriginal and/or Torres Strait Islander and staff who are living with disability than reflected in the payroll data.

In 2024–25, the department:

- delivered actions under Dhelk Wukang and the Aboriginal Employment Plan, including First Nations cultural awareness and cultural safety training
- continued rollout of several training offerings, covering topics such as inclusive recruitment, disability awareness and building staff confidence with supporting workplace adjustments, anti-racism and promoting LGBTIQ+ awareness

⁴⁵ Employees can choose to record their cultural identity, gender and disability status in the HR payroll system. Confidential and anonymous staff surveys provide an alternative data source. The department uses both sources to track progress against employment targets and inform actions to improve workforce representation.

⁴⁶ This table includes employees working at the Academy, VCAA, the VRQA, MPB and DAB.

⁴⁷ ‘Executives’ refers to employees who are substantively employed at Senior Executive Service 1, 2 or 3 as at the last full pay period in June 2025. The self-described category is nil for this entry.

⁴⁸ Headcount is based on HR payroll system data. The department’s 2024 People Matter Survey (PMS) results indicate that 2.2% of survey respondents identified as Aboriginal and/or Torres Strait Islander people. The department’s 2024 School Staff Survey results showed that 3.1% of survey respondents identified as Aboriginal and/or Torres Strait Islander people. The 2024 School Staff Survey data may not be reliable as the significant increase cannot be verified with other data sources such as payroll data. The department continues to prioritise meeting the Aboriginal employment target through a range of programs and initiatives including Dhelk Wukang and the Aboriginal Employment Plan.

⁴⁹ Headcount is based on HR payroll system data. The department’s 2024 PMS results indicate that 9% of survey respondents identified as a person with a disability. The department’s 2024 School Staff Survey results showed that of survey respondents 4% identified as a person with disability. The department continues to prioritise meeting the disability employment target through a range of programs and initiatives including promoting the inclusive recruitment eLearn, and continued commitment to the Australian Disability Network’s “Stepping Into” Internship program.

⁵⁰ Data previously supplied in the 2023–24 Annual Report was incorrect and has been amended in this report.

- embedded gender equality and diversity into corporate and school-facing strategic and business plans, processes and templates to impact decision-making, in addition to continued rollout of initiatives such as Respectful Relationship, to support a culture of gender equality
- promoted the *LGBTIQA+ safety, respect and inclusion in school's toolkit* to support LGBTIQA+ inclusion in schools.

Executive data

Tables 33 to 35 disclose information about the executives of the department and its public entities as at 30 June 2025.

Table 33. Total number of Senior Executive Service (headcount) in the department by gender^{51, 52}

Class	All		Men		Women		Self-described	
	No.	Var.	No.	Var.	No.	Var.	No.	Var.
SES-3	10	2	5	1	5	1	–	–
SES-2	52	0	22	-1	30	1	–	–
SES-1	50	4	17	–	33	4	–	–
Total	112	6⁵³	44	–	68	6	–	–

Table 34. Reconciliation of executive numbers (headcount)

		2025	2024
	Executives (financial statement note 9.1) ⁵⁴ including VCAA, Academy, and the VRQA ⁵⁵	124	115
	Accountable Officer (Secretary)	1	1
Less	Separations ⁵⁶	(12)	(8)
	Inactive executive ⁵⁷	(1)	(1)
	Total executive numbers at 30 June	112	107

⁵¹ Variance, denoted by 'var,' refers to the data as compared to those reported in the department's 2023–24 Annual Report.

⁵² This table includes employees working at the Academy, VCAA, the VRQA, MPB and DAB. Employees of the Academy, VCAA and the VRQA are also reported in those authorities' annual reports. Direct employees of VCAA are not reported here.

⁵³ The increase to SES headcount is due to the creation of new positions to support the establishment of ELV, implementing initiatives for improving outcomes for First Nations children and several vacancies in existing positions as at 30 June 2024 that were filled as at 30 June 2025.

⁵⁴ Note 9.1 in the financial statements lists the actual number of SES and the total remuneration paid to SES over the course of the reporting period. The financial statements note does not include the Accountable Officer, nor does it distinguish between executive levels or disclose separations.

⁵⁵ The number of executives in 2025 includes the position of CEO, VCAA, and 3 newly created establishment positions in VCAA.

⁵⁶ This item reflects all executive officers who have separated from the department, including those who transferred to another government department.

⁵⁷ Inactive executive was on pay during 2024–25 but not for the last full pay period in June 2025.

Table 35. Number of Senior Executive Service (headcount) in the department's public entities⁵⁸

Entity	All		Men		Women		Self-described	
	No.	Var.	No.	Var.	No.	Var.	No.	Var.
The Academy	3	0	1	0	2	0	–	–
VCAA	7 ⁵⁹	4	4	2	3	2	–	–
VIT	1	1	1	1	–	–	–	–
VRQA	4	1	1	-1	3	2	–	–
Total	15	6	7	2	8	4	–	–

Occupational health and safety⁶⁰

The department is committed to creating safe learning and working environments through the provision of dedicated health, safety and wellbeing supports to schools and corporate workplaces.

Beginning in 2024–25, the department is striving to improve the mental health and wellbeing of government school employees through the Employee Mental Health Reform. We are delivering 5 components, spanning from promotion and prevention to response, including:

- proactive promotion of mental health and wellbeing in school regions
- preventative peer supervision support for high-risk cohorts
- services for the management and prevention of psychosocial hazards in schools
- early response and intervention for school staff at greatest risk of mental injury
- improved return to work support for principal and complex workers' compensation claims.

In 2024–25, counselling, critical incident response and planned workplace support was provided to school and corporate staff from Employee Wellbeing Support Services. Departmental workplaces were also provided with conflict resolution support services.

Support was also provided to principal class employees through the Proactive Wellbeing Support program.

The department's Early Intervention Program was expanded on 1 November 2024. Principal class employees, specialist school staff and staff identified as being at risk of mental injury can access early intervention supports.

As part of the Employee Mental Health Reform, the department provided support for principals and other staff as part of the Return to Work Coordinator Program.

In 2024–25, the department also provided direct and indirect occupational health and safety (OHS) and facilities support to small regional and rural schools as part of the Small Schools Facilities and OHS Support Program, including conducting school visits.

The department's new Statewide Occupational Health and Safety Services Program provides comprehensive services to Victorian government schools with OHS management and emergency management tasks. The program is aimed at:

- reducing OHS and emergency management administrative and compliance workload demands for schools
- providing consistent, quality, hands-on services by completing OHS and emergency management tasks on behalf of schools
- helping schools to reduce risks, effectively implement their OHS Management System (OHSMS) and better understand OHS and emergency management responsibilities
- implementing and embedding the eduSafe Plus system in schools to effectively manage OHS.

⁵⁸ Variance columns, denoted by 'var,' refer to the data as compared to the SES headcount reported in the department's 2023–24 Annual Report for the listed entities.

⁵⁹ The increase of 4 SES employees includes 3 new positions established to support the examination process and the review. The CEO position was also filled.

⁶⁰ OHS metrics in this section include employees working at the Academy, VCAA, the VRQA, MPB and DAB.

The department also implemented the following initiatives to improve the health and safety of staff:

- OHS systems and services support were provided to support the first 4 ELV centres from the time they became operational, to build strong safety cultures and safe, healthy working environments from commencement. OHS policies were developed, wellbeing services implemented and practical, on-the-ground OHS services were provided to each ELV centre to embed effective safety systems.
- In 2024–25, the functionality of eduSafe Plus was further expanded across the department. eduSafe Plus is a consolidated online system for reporting and managing incidents, hazards, sick bay and first aid events. It also enables the management of a workplace's OHSMS, OHS assurance actions and workers' compensation claims. Workers' compensation and OHS functionalities are now available to all Victorian government school campuses.
- Health, Safety and Wellbeing for School Leaders training continues to be offered by the Academy. In 2024–25, school leadership and OHS staff completed the full day training. This training aims to build understanding of the fundamentals of effective OHS management in schools, equip participants with skills to promote an effective physical and psychological safety culture, and instil confidence in implementing risk management strategies in schools to foster a safe and supportive school environment.

Incident and hazard management

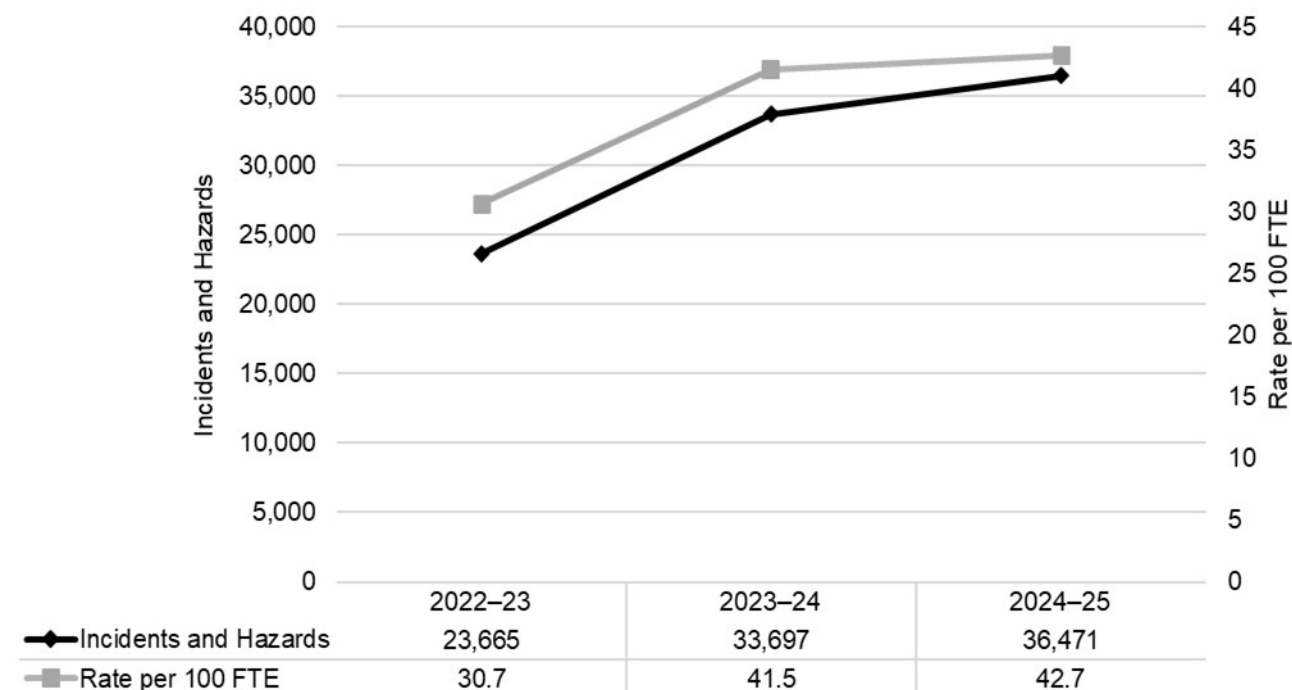
The number of hazard and incident reports in the department increased in 2024–25 compared to 2023–24.

This increase relates to increased staff engagement with the reporting system eduSafe Plus, which was implemented in January 2022. It can also be partly attributed to the system's enhanced accessibility and simplified reporting processes.

Workforce engagement with the eduSafe Plus system was bolstered by increased training and promotion of the importance of reporting incidents and hazards to promote workplace safety. In 2024–25, 1,604 school workplaces made one or more staff incident or hazard reports.

Incident and hazard reports increased from 41.46 per 100 FTE in 2023–24 to 42.75 per 100 FTE in 2024–25. This equates to an increase of 2,774 reports, totalling 36,471 incident and hazard reports in 2024–25 compared to 33,697 incident and hazard reports in 2023–24.

Figure 11. Number of incident and hazard reports, rate per 100 FTE: 2022–23 to 2024–25



OHS assurance assessment (Audit)

The OHS Assurance Program commenced in 2022. It provides a proactive and supportive approach to ensure schools meet their OHS obligations.

Schools can access pre- and post-OHS Assurance support through the Statewide OHS Services program. The OHS Assurance program has steadily expanded, with an increased number of schools being assessed annually, promoting increased compliance with OHS requirements.

The program includes modules to assess schools' implementation of both physical and psychosocial compliance requirements.

In 2024–25, 418 OHS Assurance assessments were conducted.

Workers' compensation

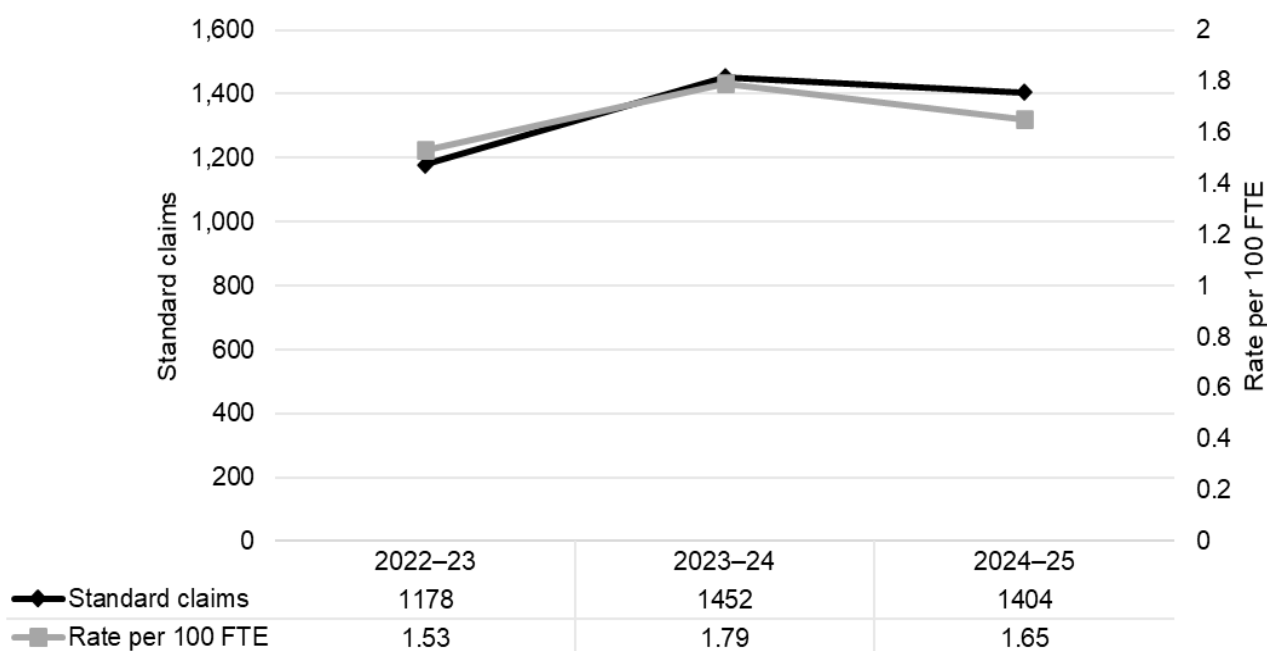
The department has enhanced supports to schools to promote safer, more efficient and sustainable return to work processes for injured employees. The department provides:

- early triage of new workers' compensation claims to identify claims that may benefit from centralised support and guidance
- a program to provide dedicated support for claims made by principal class employees, employees of small schools and those with complex workers' compensation claims
- enhanced systems to reduce the administrative burden of claims management
- support to schools to identify suitable duties for injured employees while they recover from their injuries
- workers' compensation webinars to improve the capability of return to work coordinators and the management of work-related injuries.

Claims management

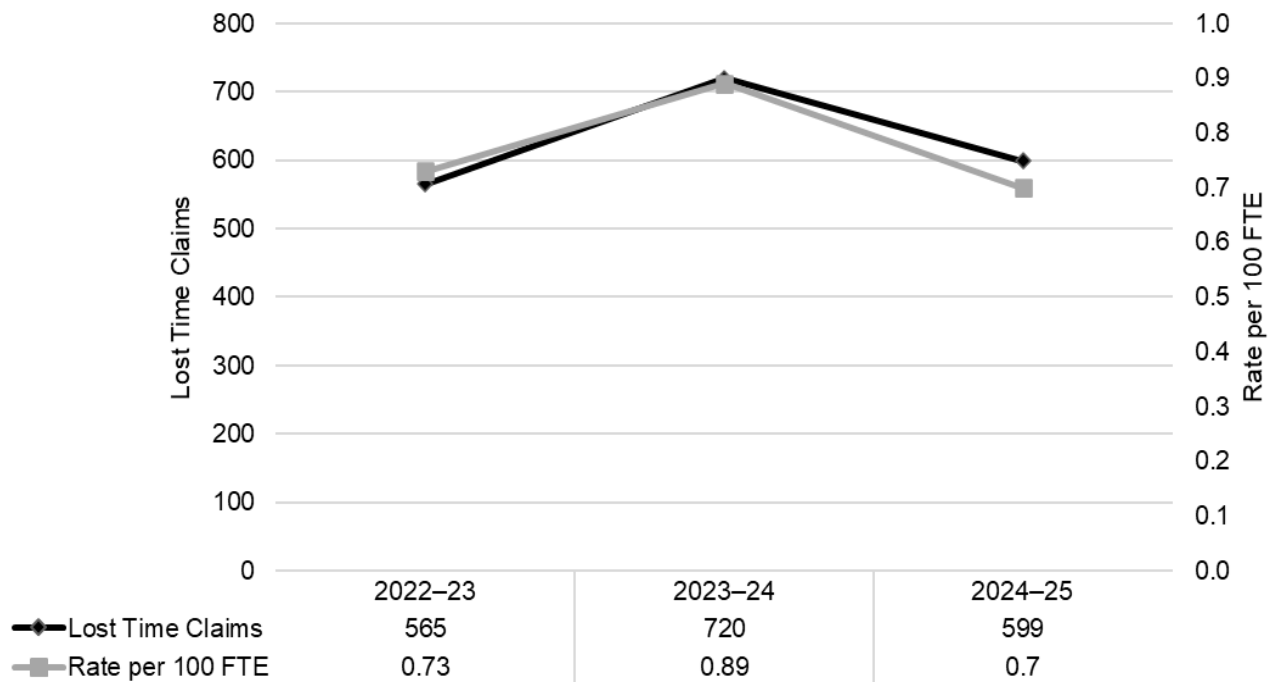
The number of standard claims decreased to 1,404 (1.65 claims per 100 FTE) in 2024–25 from 1,452 (1.79 claims per 100 FTE) in 2023–24.

Figure 12. Number of standard claims and rate per 100 FTE: 2022–23 to 2024–25



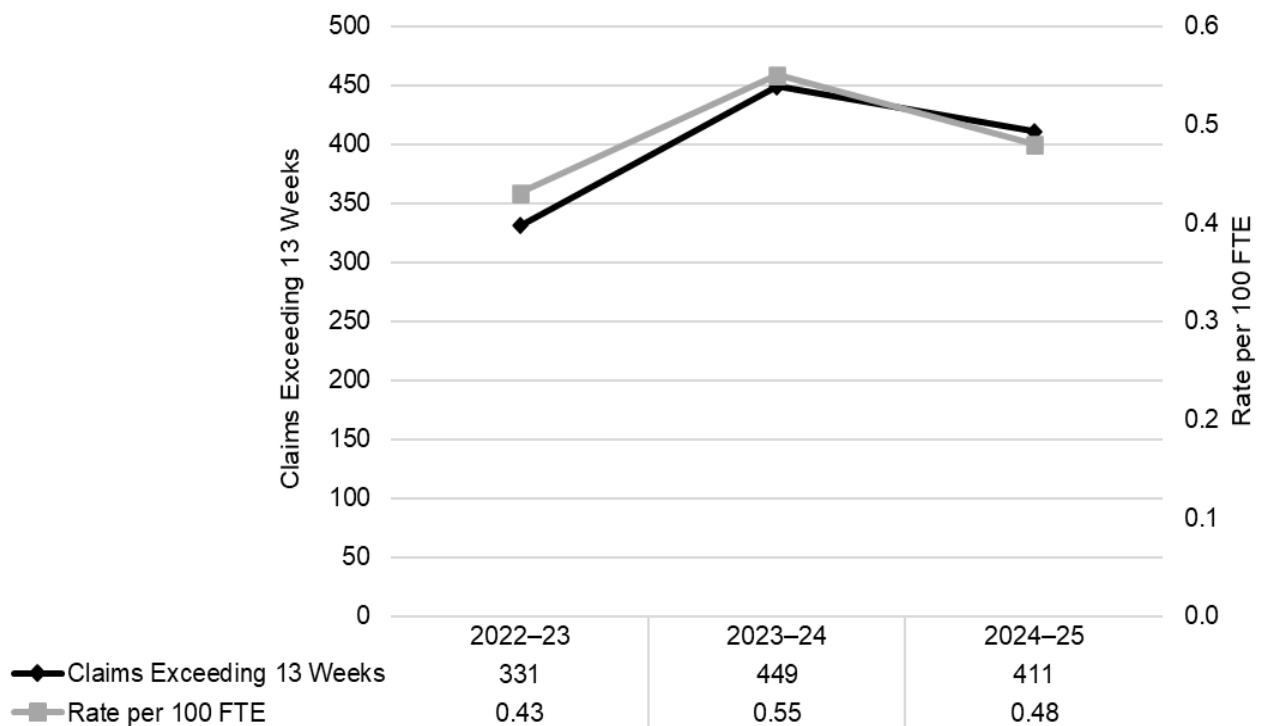
The number of lost-time claims decreased to 599 (0.70 claims per 100 FTE) in 2024–25 from 720 claims (0.89 claims per 100 FTE) in 2023–24.

Figure 13. Number of lost-time claims and rate per 100 FTE: 2022–23 to 2024–25



The number of claims exceeding 13 weeks decreased to 411 (0.48 claims per 100 FTE) in 2024–25 from 449 (0.55 claims per 100 FTE) in 2023–24.

Figure 14. Claims exceeding 13 weeks and rate per 100 FTE: 2022–23 to 2024–25



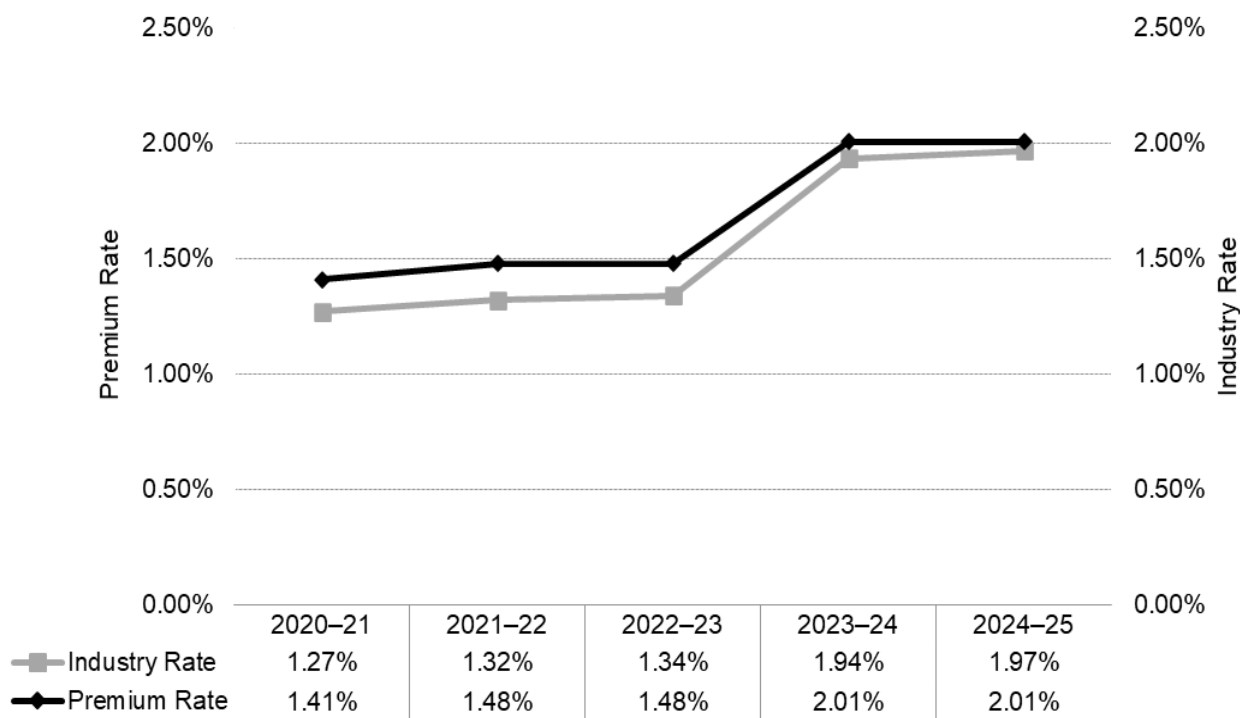
The department's workers' compensation premium is a function of the premium rate as calculated by WorkSafe Victoria and the department's remuneration.

Further, the department's premium rate is determined by adjusting the industry premium rate with the employer performance rating (EPR). The EPR is a measure of the department's claims costs relative to the industry's claims costs.

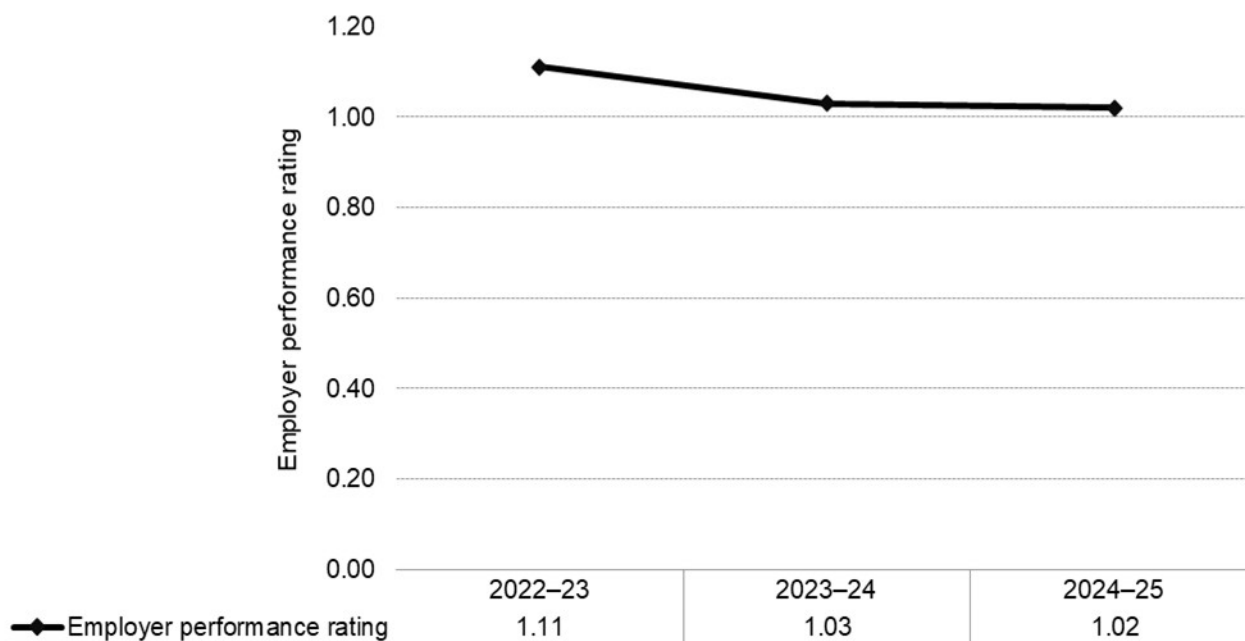
The department's premium increased from \$165.97 million (excluding GST) in 2023–24 to \$174.66 million (excluding GST) in 2024–25. This increase was the net effect of an increase in the department's remuneration and an increase in the industry rate from 1.94% in 2023–24 to 1.97% in 2024–25.

The premium rate remained stable at 2.01% in 2023–24 and 2024–25. The premium rate stabilisation is aligned to the scheme modernisation changes set out by WorkCover to ensure the financial viability of the scheme in the long term.

Figure 15. Premium rate: 2020–21 to 2024–25



The department's EPR reflects the department's claims experience compared to employers across the industry. Decreases in EPR indicate improved performance. The department's EPR decreased from 1.030 in 2023–24 to 1.020 in 2024–25, which indicates a sustained improvement in the department's performance compared to the education industry overall.

Figure 16. Employer performance rating: 2022–23 to 2024–25**Table 36. Performance against OHS management measures, 2022–23 to 2024–25**

Measure	KPI	2024–25	2023–24	2022–23
Incidents	Number of incidents ⁶¹	33,103	30,833	21,768
	• Rate per 100 FTE	38.8	37.9	28.2
	Number of incidents requiring first aid and/or further medical treatment ⁶²	9,544	9,442	Not available
Hazards	Total number of hazards reported	3,368	2,864	1,897
	• Rate per 100 FTE	4.0	3.5	2.5
Claims	Number of standard claims	1,404	1,452	1,178
	• Rate per 100 FTE	1.65	1.79	1.53
	Number of lost-time claims	599	720	565
	• Rate per 100 FTE	0.70	0.89	0.73
	Number of claims exceeding 13 weeks	411	449	331
	• Rate per 100 FTE	0.48	0.55	0.43
Fatalities	Fatality claims	–	–	–
Claim costs	Average cost per standard claim ⁶³	\$107,485	\$132,648	\$119,955
Return to work	Percentage of claims with a return to work plan < 30 days ⁶⁴	–	–	–
	Number of policies, procedures, guidelines and templates reviewed and/or updated ⁶⁵	85	53	68

⁶¹ The increase in the number of incidents is likely due to increased workplace engagement with eduSafe Plus.

⁶² As a result of a major system upgrade and design change, the department was unable to provide this figure in 2022–23 due to changes in the way information was captured and stored in the system's database. There has been an enhancement to make the data required to report on this metric now available.

⁶³ The reduction in average cost per standard claim in 2024–25 is due to a combination of factors including a reduction in the number of claims exceeding 13 weeks.

⁶⁴ The department is unable to report on this indicator because return to work plans are developed locally and their data is not collected centrally. The department is improving processes required to report on this measure as part of the eduSafe Plus rollout.

⁶⁵ This figure is reflective of the number of reviews or updates undertaken under the school OHSMS only. This does not include updates to ELV or Corporate OHSMSs.

Measure	KPI	2024–25	2023–24	2022–23
OHSMS development and implementation and review and improvement	School OHS audits completed ⁶⁶	418	327	189
	Average OHS audit score (schools) ⁶⁷	82	79	81
	Percentage of corrective actions completed – incident reports ⁶⁸	46%	39%	40%
Management commitment ⁶⁹	Evidence of OHS policy statement, OHS objectives, regular reporting to senior management and plans (signed by CEO or equivalent)	Completed	Completed	Completed
	Evidence of OHS criteria in purchasing guidelines (including goods, services and personnel)	Completed	Completed	Completed
	Senior management commitment – OHSMS review	Yes	Yes	Yes
Consultation and participation	Evidence of agreed structure of designated workgroups, health and safety representatives (HSR) and issue resolution procedures	Completed	Completed	Completed
	Percentage of schools reported to have HSRs and OHS committees, based on audit results	69%	75%	76%
	Compliance with agreed structure of above	Completed	Completed	Completed
Risk management	Percentage of internal audits and inspections conducted as planned	88%	92%	87%
	Percentage of reported incidents investigated ^{70,71}	46%	39%	40%
	Number of improvement notices issued by WorkSafe Victoria inspectors ⁷²	67	84	103
	Percentage of issues identified and actioned arising from:			
	• internal audits ⁷³	41%	27%	22%
	• HSR provisional improvement notices ⁷⁴	–	–	–
	WorkSafe Victoria notices	79	102	99
Training	Percentage of managers and staff who have received OHS training:			
	• induction	84%	53%	64%
	• management training (OHS for principals)	85%	52%	72%
	• contractors and temporary staff ⁷⁵	–	–	–
	Percentage of HSRs trained:			
	• on acceptance of role (initial training)	98%	98%	75%

⁶⁶ The new OHS Assurance Program commenced in 2022. It provides a proactive and supportive approach to ensure schools meet their OHS obligations. The new program has resulted in a steady increase in the number of assurance assessments annually.

⁶⁷ The minor reduction in the average audit score in 2023–24 is due to an increase in the number of schools being assessed compared to the previous year.

⁶⁸ This refers to the percentage of eduSafe Plus reports that have been closed. Historical figures have been revised to ensure consistent application of the formula used for calculating closed report numbers.

⁶⁹ The department requires principals to participate in all OHS audit program visits.

⁷⁰ This refers to the percentage of eduSafe Plus reports that have been closed.

⁷¹ Data previously supplied in the 2023–24 Annual Report for 2023–24 and 2022–23 was incorrect and has been amended in this report.

⁷² Improvement notices for the purposes of this report include prohibition notices, non-disturbances notices and other notices issued by WorkSafe Victoria.

⁷³ The department has increased the amount of support provided to schools as part of the new OHS Services Program to correct management actions identified during the OHS assurance assessments.

⁷⁴ The department is currently unable to report on this indicator. It is anticipated with eduSafe Plus enhancements that this data will be available in the future.

⁷⁵ Currently, the department does not maintain contractor training records centrally to be able to report on this measure.

Measure	KPI	2024–25	2023–24	2022–23
	• retraining (annual refresher)	98%	97%	75%
Absenteeism	Total number of days of absence due to injury	970,440	926,177	883,074
	• rate per 100 FTE	1,137	1,158	1,145
PMS results	Response rate	81%	76%	71%
	Percentage of respondents who think the department provides a safe work environment	90%	90%	89%
Prosecutions	Total number of WorkSafe Victoria prosecutions	2	1	1
Mental health and wellbeing	Number of mental health audits ⁷⁶	418	327	189
	Calendar of mental health and wellbeing activities	Yes	Yes	Yes
	Number of mental health and wellbeing awareness presentations delivered to school staff audiences	43	47	26
	Number of mental health and wellbeing awareness presentations delivered to corporate staff audiences	25	15	16
	Number of Employee Wellbeing Support Services (EWSS) information sessions to school staff ⁷⁷	171	11	–
	Number of EWSS information sessions to corporate staff ⁷⁸	16	1	–

⁷⁶ The OHS Assurance Program includes assessment of compliance with the department's mental health and wellbeing policies and procedures.

⁷⁷ EWSS was launched in April 2024 and therefore EWSS information sessions were not available before then.

⁷⁸ EWSS was launched in April 2024 and therefore EWSS information sessions were not available before then.

Section 4: Other disclosures

Reports of sexual offences and sexual misconduct against children

The department acknowledges the impact that child sexual abuse can have on victim-survivors, their families and our school communities and recognises their strength and courage in reporting their experiences.

The Victorian Ombudsman conducted an investigation into the department's response to abuse in a Victorian primary school with the final investigation report [‘Support when children are sexually abused at school: The Department of Education's response to abuse in a Victorian primary school’](#) released in February 2025.

Recommendation 4 was that the department:

Include in the Department's Annual Report the number of allegations and disclosures of sexual offences and sexual misconduct committed against a child each year by Victorian government school staff.

The Reportable Conduct Scheme in Victoria covers specific types of harm to children, including sexual offences and sexual misconduct, when committed by an adult against, with, or in the presence of a child.

Allegations in relation to reportable conduct are reported to the Commission for Children and Young People (CCYP). This data is also included in the CCYP Annual Report.

The department's data in relation to these 2 harm types for 2024–25 in relation to Victorian government school staff is as follows:

Harm type	Total allegations reported
Sexual offences	75
Sexual misconduct	371

The department has taken appropriate action in relation to these allegations, including reporting to the CCYP, conducting investigations to make findings about whether the allegations are substantiated and taking appropriate employment action where allegations have been substantiated.

Significant reform has been undertaken, particularly over the past 2 years, to strengthen the way that the department responds to allegations of institutional child sexual abuse. This includes:

- additional investment to further strengthen the department's child safety investigation teams and resources, building on our already robust child safety protections
- embedding a Sexual Harm Response function, which provides information and advice to schools following an allegation of abuse in a Victorian government school, and information and support to victim survivors of historical abuse in a Victorian government school
- implementation of recommendations of the Board of Inquiry into historical sexual abuse at Beaumaris Primary School and certain other government schools including a restorative engagement program that will deliver direct personal responses (acknowledgements and apologies) to victim-survivors of child sexual abuse in Victorian government schools
- a dedicated website and telephone line to provide information to victim-survivors of historical child sexual abuse in Victorian government schools
- delivery of training to principals and schools in relation to child abuse, grooming and the Reportable Conduct Scheme.

Additionally, the Child Safe Standards require all schools to have policies, procedures and practices to manage the risk of child abuse and respond to allegations and schools are assessed for compliance against these standards at least once every 4 years.

Local Jobs First

Introduced in August 2018, Victoria's *Local Jobs First Act 2003* brings together the Victorian Industry Participation Policy (VIPPP) and Major Projects Skills Guarantee (MPSG), which were previously administered separately.

Departments and public sector bodies are required to apply the Local Jobs First Policy to all metropolitan Melbourne and statewide projects valued at \$3 million or more, and to regional Victoria projects valued at \$1 million or more.

The MPSG applies to all construction projects valued at \$20 million or more. The MPSG guidelines and VIPP guidelines continue to apply to MPSG-applicable and VIPP-applicable projects respectively, where contracts were entered into prior to 15 August 2018.

Projects commenced – Local Jobs First Standard

During 2024–25, the department commenced 39 Local Jobs First Standard projects valued at \$250 million. Of these, 24 projects were in metropolitan Victoria, 8 projects in regional Victoria and 7 projects were statewide. The MPSG applied to 7 of these projects.

The projects based in metropolitan Victoria expect to average 94% local content, while projects based in regional Victoria expect to average 93% local content. The statewide projects expect to use 85% local content.

The expected outcomes based on the reported and extrapolated information are:

- an average of 91% local content overall
- creation of a total of 184,904 work hours and retention of 887,349 work hours
- creation of an estimated 40,755 new apprenticeship and traineeship work hours
- retention of an estimated 85,231 hours for apprenticeships and traineeships
- 702 small to medium-sized businesses were engaged through the supply chain on commenced Standard Projects.

MPSG-applicable standard projects provided an estimated 48,231 annual work hours to apprentices, trainees and cadets.

Projects completed – Local Jobs First Standard

During 2024–25, the department completed 62 Local Jobs First Standard projects valued at \$645 million. The projects based in metropolitan Victoria averaged 72% local content, and those based in regional Victoria averaged 53% local content. The MPSG applied to 23 of these projects.

The expected outcomes based on reported and extrapolated information are:

- an average of 67% local content
- creation of a total of 67,104 work hours and retention of 342,491 work hours
- creation of an estimated 11,557 new apprenticeship and traineeship work hours
- retention of an estimated 28,519 work hours for apprenticeships and traineeships
- a total of 17 projects have been requested to complete a post-contract review, and 24 reviews have been finalised
- 695 small to medium-sized businesses were engaged through the supply chain on completed Standard Projects.

MPSG-applicable standard projects provided an estimated total of 837,824 annual work hours to 424 apprentices, trainees and cadets.

Projects commenced – Local Jobs First Strategic

During 2024–25, the department commenced 27 Local Jobs First Strategic projects valued at \$1.9 billion. The projects based in metropolitan Victoria expect to use an average 89% local content, projects based in regional Victoria expect to use an average of 93% local content and statewide projects expect to use an average of 95% local content. The MPSG applied to 7 of these projects.

The expected outcomes based on the reported and extrapolated information are:

- an average of 92% local content
- creation of a total of 10,362,405 work hours and retention of 11,796,155 work hours
- creation of an estimated 456,054 new apprenticeship and traineeship work hours

- retention of an estimated 1,908,069 work hours for apprenticeships and traineeships
- 48 small to medium-sized businesses were engaged through the supply chain on commenced Strategic Projects.

MPSG-applicable strategic projects provided an estimated total of 36,336 total hours to apprentices, trainees and cadets.

Projects completed – Local Jobs First Strategic

During 2024–25, the department completed one Local Jobs First Strategic project valued at \$56 million located in metropolitan Victoria. The MPSG applied to this project.

The outcomes based on the reported information are:

- an average of 10% local content⁷⁹
- creation of a total of 988 work hours and retention of 226,382 work hours
- creation of an estimated 5,028 new apprenticeship and traineeship work hours
- retention of an estimated 20,111 work hours for apprenticeships and traineeships
- that no new projects that requested a post-contract review, and 2 post-contract reviews have been completed.

MPSG provided an estimated total of 25,139 annual hours to apprentices, trainees and cadets.

Reporting requirements – grants

For Local Jobs First grants provided during 2024–25, a total of 9 Interaction Reference Numbers were required, which entailed engagement with the Industry Capability Network Victoria.

⁷⁹ This local content figure is for the New Schools 2025 Bundle B which includes the following 5 schools: Clyde North Secondary College, Clyde North Primary School, Thompsons West Primary School, Pakenham North West Primary School and Casey Central Primary School. The Clyde North Secondary College represents approximately 25% of the bundle contract value, however local content is recorded and reported as a bundle only and cannot be split out for this project.

Government advertising expenditure

In 2024–25, there were 13 government advertising campaigns with total media expenditure of \$100,000 or greater (excluding GST). The details of each campaign are outlined in Table 37.

Table 37. Campaigns with a media expenditure of \$100,000 or greater (excluding GST)⁸⁰ during 2024–25

Name of campaign	Campaign summary	Start and end date	Advertising (media) expenditure (\$000) (excl. GST)	Creative and campaign development expenditure (\$000) (excl. GST)	Research expenditure (\$000) (excl. GST)	Post-campaign evaluation expenditure (\$000) (excl. GST)	Print and collateral expenditure (\$000) (excl. GST)	Other campaign expenditure (\$000) (excl. GST)	Total (\$000) (excl. GST)
Early Childhood Workforce Recruitment – Pipeline ⁸¹	This campaign aimed to attract a new workforce to the Victorian early childhood education sector by promoting career opportunities to prospective teachers and educators. The campaign promoted teaching scholarships and informed audiences about qualification pathways.	July 2024 – June 2025	Approved: 1,800 Actual: 1,798	Planned: 64 Actual: 102	Planned: 0 Actual: 0	Planned: 0 Actual: 23	Planned: 0 Actual: 0	Planned: 0 Actual: 264	Approved/Planned: 1,864 Actual: 2,187
Early Childhood Workforce Recruitment – Qualified (International) ⁸²	This campaign aimed to recruit a qualified workforce from New Zealand to the Victorian early childhood education sector. The campaign targeted both qualified teachers and educators. It promoted financial incentives, relocation support, available positions and support from recruitment agencies.	July 2024 – June 2025	Approved: 750 Actual: 748	Planned: 0 Actual: 48	Planned: 41 Actual: 41	Planned: 0 Actual: 0	Planned: 0 Actual: 0	Planned: 0 Actual: 0	Approved/Planned: 791 Actual: 837

⁸⁰ 'Approved' advertising (media) expenditure is the amount approved for each campaign by the Advertising Approval Groups. 'Planned' campaign expenditure amounts are the amounts included in the campaign strategy form submitted to the Advertising Approval Groups for review.

⁸¹ Creative development and post-campaign evaluation expenditure for the Early childhood workforce recruitment – pipeline campaign was higher than planned due to the requirement to update campaign materials to ensure messaging remained accurate and effective. Other campaign expenditure was higher than planned due to the successful partnerships program.

⁸² 'Actual' creative development for the Early childhood workforce recruitment qualified (international) campaign was higher than planned due to licensing renewal for visual talent.

Name of campaign	Campaign summary	Start and end date	Advertising (media) expenditure (\$000) (excl. GST)	Creative and campaign development expenditure (\$000) (excl. GST)	Research expenditure (\$000) (excl. GST)	Post-campaign evaluation expenditure (\$000) (excl. GST)	Print and collateral expenditure (\$000) (excl. GST)	Other campaign expenditure (\$000) (excl. GST)	Total (\$000) (excl. GST)
Early Childhood Workforce Recruitment – Qualified (Interstate) ⁸³	This campaign aimed to recruit qualified workforce from interstate to the Victorian early childhood education sector. The campaign targeted both qualified teachers and educators. It promoted financial incentives, relocation support, available positions and support from recruitment agencies.	July 2024 – June 2025	Approved: 700 Actual: 698	Planned: 0 Actual: 16	Planned: 0 Actual: 0	Planned: 0 Actual: 0	Planned: 0 Actual: 0	Planned: 0 Actual: 0	Approved/Planned: 700 Actual: 714
Early Childhood Workforce Recruitment – Qualified (Victoria) ⁸⁴	This campaign aimed to recruit qualified workforce to the Victorian early childhood education sector by promoting financial incentives to work in high-priority services or rejoin the sector. It promoted relocation incentives and support, as well as professional transition support.	July 2024 – June 2025	Approved: 1,200 Actual: 1,197	Planned: 60 Actual: 103	Planned: 0 Actual: 0	Planned: 0 Actual: 0	Planned: 0 Actual: 0	Planned: 50 Actual: 246	Approved/Planned: 1,310 Actual: 1,546
ELV Recruitment	This campaign leveraged statewide industry channels combined with geo-targeting to attract qualified early childhood professionals to work at the new ELV centres. The campaign promoted the benefits of working in government-run early learning and childcare centres, focusing on centres operational in 2025 and 2026.	9 June 2025 – 30 June 2025	Approved: 100 Actual: 84	Planned: 16 Actual: 14	Planned: 0 Actual: 0	Planned: 0 Actual: 0	Planned: 0 Actual: 0	Planned: 0 Actual: 1	Approved/Planned: 116 Actual: 99
Kinder Awareness	This campaign aimed to raise awareness of the availability of Free Kinder for Three- and Four-Year-Old Kindergarten and promote the benefits of 2 years of kindergarten. It also aimed to maintain strong enrolment among families from CALD backgrounds and increase enrolments in low-participation areas.	August 2024 – June 2025	Approved: 1,600 Actual: 1,599	Planned: 200 Actual: 143	Planned: 30 Actual: 105	Planned: 60 Actual: 23	Planned: 40 Actual: 68	Planned: 500 Actual: 405	Approved/Planned: 2,430 Actual: 2,343

⁸³ The actual creative and campaign development expenditure for the Early childhood workforce recruitment – qualified (interstate) was higher than planned due to the requirement to update campaign materials to ensure messaging remained accurate and effective.

⁸⁴ Actual creative and campaign development expenditure for the Early childhood workforce recruitment – qualified (Victoria) was higher than planned due to the requirement to update campaign materials to ensure messaging remained accurate and effective. Other campaign expenditure was higher than planned due to successful partnership program.

Name of campaign	Campaign summary	Start and end date	Advertising (media) expenditure (\$000) (excl. GST)	Creative and campaign development expenditure (\$000) (excl. GST)	Research expenditure (\$000) (excl. GST)	Post-campaign evaluation expenditure (\$000) (excl. GST)	Print and collateral expenditure (\$000) (excl. GST)	Other campaign expenditure (\$000) (excl. GST)	Total (\$000) (excl. GST)
Kinder Tick	This campaign aimed to inform families about the Kinder Tick initiative. The campaign helped families identify funded and approved kindergarten programs in both long daycare and standalone (sessional) kindergarten settings and encouraged them to enrol.	August 2024 – June 2025	Approved: 400 Actual: 399	Planned: 50 Actual: 0	Planned: 0 Actual: 25	Planned: 60 Actual: 0	Planned: 40 Actual: 64	Planned: 100 Actual: 77	Approved/Planned: 650 Actual: 565
Pre-Prep ⁸⁵	This geo-targeted campaign aimed to raise awareness of the additional hours of Four-Year-Old Kindergarten available through Pre-Prep. The campaign aimed to drive enrolments in local government areas eligible for Pre-Prep in 2025 and 2026.	August 2024 – June 2025	Approved: 800 Actual: 799	Planned: 80 Actual: 83	Planned: 20 Actual: 50	Planned: 60 Actual: 0	Planned: 40 Actual: 22	Planned: 300 Actual: 386	Approved/Planned: 1,300 Actual: 1,340
School Saving Bonus	This campaign aimed to build awareness of the School Saving Bonus, a one-off \$400 payment to put towards uniforms, textbook and activities. The campaign targeted parents of children 4–17 years.	November 2024 – March 2025	Approved: 500 Actual: 449	Planned: 117 Actual: 117	Planned: 45 Actual: 45	Planned: 0 Actual: 0	Planned: 0 Actual: 0	Planned: 17 Actual: 17	Approved/Planned: 679 Actual: 628
Senior Secondary Pathways Reform (VCE Reforms) ⁸⁶	This campaign informed students and their parents about the study options for Years 11 and 12. The campaign challenged perceptions of vocational education by highlighting the benefits of the new VCE VM and VET studies and encouraged students to follow their passions.	July 2024 – June 2025	Approved: 800 Actual: 800	Planned: 180 Actual: 208	Planned: 0 Actual: 0	Planned: 50 Actual: 45	Planned: 0 Actual: 0	Planned: 175 Actual: 84	Approved/Planned: 1,205 Actual: 1,137

⁸⁵ Other campaign expenditure for the Pre-Prep campaign was higher than planned due to partnerships to reach Koorie audiences.

⁸⁶ Other planned campaign expenditure included re-translating and updating parts of the campaign website. Actual translation requirements were lower.

Name of campaign	Campaign summary	Start and end date	Advertising (media) expenditure (\$000) (excl. GST)	Creative and campaign development expenditure (\$000) (excl. GST)	Research expenditure (\$000) (excl. GST)	Post-campaign evaluation expenditure (\$000) (excl. GST)	Print and collateral expenditure (\$000) (excl. GST)	Other campaign expenditure (\$000) (excl. GST)	Total (\$000) (excl. GST)
Teacher Recruitment campaign (Teach the Future) ⁸⁷	This campaign aimed to increase positive perceptions of the teaching industry and encouraged more people to study a teaching degree and become a teacher within a Victorian government school. The campaign promoted initiatives like secondary teaching scholarships and graduate roles.	August 2024 – June 2025	Approved: 1,250 Actual: 1,250	Planned: 400 Actual: 482	Planned: 100 Actual: 45	Planned: 50 Actual: 45	Planned: 50 Actual: 0	Planned: 0 Actual: 0	Approved/Planned: 1,850 Actual: 1,822
Teacher Recruitment campaign (Teach the Future) – International	This campaign encouraged more international teachers in Canada and South Africa to migrate and become a teacher within a Victorian government school.	September 2024 – May 2025	Approved: 150 Actual: 150	Planned: 0 Actual: 0	Planned: 0 Actual: 0	Planned: 0 Actual: 0	Planned: 0 Actual: 0	Planned: 0 Actual: 0	Approved/Planned: 150 Actual: 150
Teacher Recruitment campaign (Teach the Future) – Interstate	This campaign encouraged more teachers in other Australian states to migrate and become a teacher within a Victorian government school.	September 2024 – June 2025	Approved: 250 Actual: 250	Planned: 0 Actual: 0	Planned: 0 Actual: 0	Planned: 0 Actual: 0	Planned: 0 Actual: 0	Planned: 0 Actual: 0	Approved/Planned: 250 Actual: 250

⁸⁷ Creative expenditure for the Teacher Recruitment campaign (Teach the Future) was higher than planned due to licensing renewal for visual talent and music.

Consultancy expenditure

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

In 2024–25, the department recorded 45 consultancies whose total fees were \$10,000 or greater. The total expenditure incurred in 2024–25 in relation to these consultancies is \$6.7 million (excluding GST).

Details of individual consultancies are outlined in the *Department of Education 2024–25 Annual Report: Additional Information*, available from the department's website at [Department of Education annual reports](#).

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

In 2024–25, there were no consultancies engaged during the year where the total fees payable to the individual consultant were less than \$10,000.

Reviews and studies expenses

In 2024–25, 67 reviews and studies were undertaken with the total cost of \$11,308,000. Details of individual reviews and studies are outlined below.

Table 38. Reviews and Studies Expenses 2024–25

Name of the review (portfolio(s) and output(s))	Reasons for review/study	Terms of reference/scope	Anticipated outcomes	Cost for 2024–25 (\$ 000) (excl. GST)	Final cost if completed (\$ 000) (excl. GST)	Publicly available (Y/N) and URL
50 Early Learning and Childcare Centres (ELCCs) Readiness Review (Portfolio: Children Output: Kindergarten Delivery)	To complete readiness assessment for the delivery of the first 4 ELCCs.	To support early stage operational implementation.	Insights that improve operational implementation planning.	318	396	N
5–Year Review of Child Link ⁸⁸ (Portfolio: Children Output: Early Childhood Sector Supports and Regulation)	To undertake the review of Child Link.	To review Child Link reform outcomes to date and identify further enhancements.	Insights into the impact of Child Link on the wellbeing and safety of children.	77	98	N
Analysis of the department's early childhood functions and processes (Portfolio: Children Output: Early Childhood Sector Supports and Regulation)	To provide advice on the department's early childhood functions and processes.	The production of strategic advice.	Inputs to departmental functions and processes.	184	184	N
Business Continuity Review (Portfolios: Children and Education Outputs: all)	To update and enhance business impact assessments and business continuity plans.	To review, analyse and report on data collected and make recommendations.	Enhanced resilience and preparedness for disruptions to business continuity.	5	29	Y – Report will be available in late 2025

⁸⁸ Data previously supplied in the 2023–24 Annual Report for the cost of this review for 2023–24 was incorrect. The cost for 2023–24 of this review was \$21,000.

Name of the review (portfolio(s) and output(s))	Reasons for review/study	Terms of reference/scope	Anticipated outcomes	Cost for 2024–25 (\$ 000) (excl. GST)	Final cost if completed (\$ 000) (excl. GST)	Publicly available (Y/N) and URL
Career Planning and Early Childhood Education ⁸⁹ (Portfolios: Children Outputs: Early Childhood Sector Supports and Regulation)	To improve awareness of early childhood education career pathways for secondary students.	To undertake research that examines perceptions of early childhood education careers and identifies effective support tools for career practitioners.	Research and analysis is incorporated into materials for career practitioners on early childhood education career pathways for secondary students.	58	148	Y Careers in Early Childhood Education
Case Study Research into Small Group Tutoring ⁹⁰ (Portfolio: Education Outputs: School Education – Primary and Secondary)	To understand the conditions under which small group tutoring can be implemented effectively.	To provide insights into the school-level implementation of tutoring, including enablers and barriers of effective practices.	Insights to inform future practices.	278	N/A	N
Central Registration and Enrolment Scheme (CRES) IT system feasibility for the early childhood sector (Portfolio: Children Output: Early Childhood Sector Supports and Regulation)	To evaluate local implementation of the CRES.	To evaluate the understanding of local implementation across Victoria and identify ways to improve implementation.	Insights that inform improvement of the CRES model.	225	225	N
Disability Inclusion Profile and Supporting Information Analysis Project (Portfolio: Education Output: Additional Supports for Students with Disabilities)	To review key elements of the Disability Inclusion Profile and its surrounding process, policies and guidance.	To review existing profile systems, processes, guidance and policy settings, and psychometric analysis of profile outcomes.	To inform future refinements to the profile, process, policy and resources.	183	183	N
Early Childhood Inclusion System Reform Research Project (Portfolio: Children Output: Early Childhood Sector Supports and Regulation)	To investigate opportunities to strengthen support for children with additional needs to participate in kindergarten.	To research a multi-tiered system of kindergarten inclusion support and application of a Kindergarten Inclusion Support profile tool.	Insights to inform improvements to disability inclusion supports.	661	N/A	N

⁸⁹ The Career Planning and Early Childhood Education project was not included in the 2023-24 Annual Report. Improved processes have been established for reporting of studies commissioned by the department.

⁹⁰ This activity is also reported in the Appendix 4 Grants and transfer payments as Victoria's Tutor Learning Initiative – case study research.

Name of the review (portfolio(s) and output(s))	Reasons for review/study	Terms of reference/scope	Anticipated outcomes	Cost for 2024–25 (\$ 000) (excl. GST)	Final cost if completed (\$ 000) (excl. GST)	Publicly available (Y/N) and URL
Engaging and Supporting First Nations Early Childhood Education and Care students (Portfolio: Children Output: Early Childhood Sector Supports and Regulation)	To explore opportunities to attract and support First Nations people in Early Childhood Education and Care studies.	To examine existing early childhood workforce attraction programs and identify opportunities to improve uptake by First Nations Victorians.	Insights that inform implementation of early childhood workforce initiatives for First Nations people.	23	N/A	N
Evaluation of Disability Inclusion Reform (Portfolio: Education Output: Additional Supports for Students with Disabilities)	To conduct a 4-year evaluation of Disability Inclusion's implementation and continuous improvement.	To identify opportunities for improvements, assess effectiveness and inform future directions.	Insights into reform progress, impact and strategies for improvement.	161	N/A	Y – Report will be available in late 2025
Evaluation of enhanced early years literacy assessment suite and implementation supports (Portfolio: Education Output: School Education – Primary)	To evaluate implementation of the program and supports.	To evaluate implementation of the program and supports.	Insights for improving the efficacy of the English online interview and Year 1 phonics check implementation.	139	N/A	N
Evaluation of Equity Funding (Portfolio: Education Output: Promoting Equal Access to Education)	To improve understanding of the implementation and impact of equity funding.	To evaluate effectiveness of design and implementation and opportunities for refinement.	Future improvements to design and implementation.	71	401	N
Evaluation of Free Kinder, Pre-Prep and Three-Year-Old Kindergarten (Portfolio: Children Output: Kindergarten Delivery)	To assess reform implementation progress and achievement of objectives.	To conduct a 3-year evaluation to assess reform implementation and identify opportunities for future improvements.	Insights into implementation and rollout progress.	606	N/A	N

Name of the review (portfolio(s) and output(s))	Reasons for review/study	Terms of reference/scope	Anticipated outcomes	Cost for 2024–25 (\$ 000) (excl. GST)	Final cost if completed (\$ 000) (excl. GST)	Publicly available (Y/N) and URL
Evaluation of Initial Teacher Education and Pre-Service Teacher Placement initiatives (Portfolio: Education Output: Supports for Schools and Staff)	To evaluate several undergraduate and postgraduate programs and initiatives.	To investigate the impact of school workforce programs.	Mid-year and annual reports of program evaluation individually and as a cluster will be used to support program efficacy into the future.	220	N/A	N
Evaluation of Initiatives to Support Schools with Teacher Attraction and Recruitment (Portfolio: Education Output: Supports for Schools and Staff output)	To evaluate programs and initiatives.	To investigate the efficacy and impact of school workforce programs impacting recruitment, retention and distribution of the school workforce.	Mid-year and annual reports of program evaluation individually and as a cluster will be used to support program efficacy in the future.	299	N/A	N
Evaluation of interventions to improve educational engagement of young people involved with the youth justice system (Portfolio: Education Outputs: School Education – Primary and Secondary)	To evaluate the effectiveness of 2 targeted initiatives, 2 roles and 2 supports to achieve the interventions' goals.	To understand the contribution of the initiatives and supports to greater educational engagement of young people.	Insights into the implementation and outcomes of the initiatives with a focus on appropriateness, fidelity, effectiveness, and equity.	205	300	N
Evaluation of Marrung (Portfolios: Children and Education Output: Promoting Equal Access to Education)	To analyse and evaluate the design, implementation and governance of the <i>Marrung Aboriginal Education Plan 2016–2026</i> .	To examine the extent to which Marrung has enabled system-level change.	Insights that inform the design of the next First Nations education plan.	200	N/A	N

Name of the review (portfolio(s) and output(s))	Reasons for review/study	Terms of reference/scope	Anticipated outcomes	Cost for 2024–25 (\$ 000) (excl. GST)	Final cost if completed (\$ 000) (excl. GST)	Publicly available (Y/N) and URL
Evaluation of Outreach and Virtual programs ⁹¹ (Portfolio: Education Output: Promoting Equal Access to Education)	To evaluate effectiveness of the suite of Virtual and Outreach programs for rural and regional students.	To evaluate the extent to which the initiative met its objectives and to identify potential areas for improvement.	Insights to inform decision-making for how to improve or evolve the suite of Virtual and Outreach programs in the future and continue to improve educational outcomes for rural and regional students.	20	149	N
Evaluation of phase 1 of the Child Link Kindergarten Participation pilot (Portfolio: Children Output: Early Childhood Sector Supports and Regulation)	To evaluate phase 1 of the Child Link Kindergarten Participation Pilot.	To evaluate whether phase 1 of the Child Link Kindergarten Participation pilot is meeting objectives.	Advice and recommendations related to the use of Child Link data to support increased participation in kindergarten.	21	N/A	N
Evaluation of the 2023–24 Child Link Implementation Phase (Portfolio: Children Output: Early Childhood Sector Supports and Regulation)	To evaluate the implementation phase of Child Link (calendar years 2023 and 2024).	To evaluate whether the 2023–24 implementation of Child Link is meeting objectives.	Advice and recommendations to inform implementation and transition to business as usual.	219	339	N
Evaluation of the Access to Early Learning program (Portfolio: Children Output: Early Childhood Sector Supports and Regulation)	To evaluate the Access to Early Learning program.	To examine the role of the program within the early learning sector and the impact of the current model.	Insights that inform the improvement of the program.	134	213	N
Evaluation of the AKT Now initiative (Portfolio: Education Output: Promoting Equal Access to Education)	To conduct a 12-month developmental evaluation on the implementation of the AKT Now initiative.	To continuously monitor, shape and strengthen the implementation of AKT Now.	Insights to maximise the program's likelihood of success and set foundations for a possible future state of the program.	170	N/A	N

⁹¹ The Evaluation of Outreach and Virtual programs was not included in the 2023–24 Annual Report. The department has established an Evaluation Library to improve reporting of evaluations conducted and/or commissioned by the department.

Name of the review (portfolio(s) and output(s))	Reasons for review/study	Terms of reference/scope	Anticipated outcomes	Cost for 2024–25 (\$ 000) (excl. GST)	Final cost if completed (\$ 000) (excl. GST)	Publicly available (Y/N) and URL
Evaluation of the Bellum Bellum Blended Learning Hub (Portfolio: Education Output: Promoting Equal Access to Education)	To assess implementation and benefits.	To assess pilot outcomes.	To inform ongoing program implementation, and potential development and expansion of the delivery of blended learning for students in Victoria.	102	N/A	N
Evaluation of the Career Start program (Portfolio: Education Output: Supports for Schools and Staff)	To evaluate the impact of the program.	To investigate the effectiveness and impact of the program.	To inform decision-making for the future state of the program.	291	N/A	N
Evaluation of the department's implementation of the Family Violence Multi-Agency Risk Assessment and Management (MARAM) Framework ⁹² (Portfolio: Education Output: Wellbeing Supports for Students)	To evaluate the impact of the department's approach to the implementation of the framework.	To review the impact on its prescribed workforces of the department's implementation approach and recommend improvements for the department's continued implementation of MARAM.	To inform ongoing implementation of the initiative.	235	412	N
Evaluation of the Diverse Learners Hub and Inclusion Outreach Coach initiatives (Portfolio: Education Output: Additional Supports for Students with Disabilities)	To conduct a 3-year evaluation of the implementation and achievement of intended outcomes.	To evaluate program design and implementation, and achievement of intended outcomes.	Insights for improving implementation and learning outcomes.	84	N/A	N

⁹² The Evaluation of MARAM was not included in the 2023–24 Annual Report. The department has established an Evaluation Library to improve reporting of evaluations conducted and/or commissioned by the department.

Name of the review (portfolio(s) and output(s))	Reasons for review/study	Terms of reference/scope	Anticipated outcomes	Cost for 2024–25 (\$ 000) (excl. GST)	Final cost if completed (\$ 000) (excl. GST)	Publicly available (Y/N) and URL
Evaluation of the Early Years Management (EYM) model (Portfolio: Children Outputs: Early Childhood Sector Supports and Regulation and Kindergarten Delivery)	To evaluate the impact and effectiveness of the EYM model.	To examine the role of EYM within the early learning sector and the impact of the current model.	Insights that inform improvement of the EYM model.	130	163	N
Evaluation of the Effective Mentoring program (Portfolio: Education Output: Supports for Schools and Staff)	To evaluate the impact of the Effective Mentoring Program.	To investigate the impact of the program in calendar years 2024 and 2025.	Insights, findings, successes and recommendations to inform improvement of the program.	99	N/A	N
Evaluation of the Expansion of the I CAN Network (Portfolio: Education Output: Wellbeing Supports for Students)	To evaluate the I CAN expansion program.	To identify enablers and barriers to effective and impactful delivery.	Insights into program effectiveness and inform future decision-making.	53	N/A	N
Evaluation of the Flexible Support Package program (Portfolio: Children Output: Early Childhood Sector Supports and Regulation)	To evaluate Flexible Support Packages.	To determine effectiveness of implementation and identify improvements.	Insights into program improvement opportunities.	124	124	N
Evaluation of the Head Start program (Portfolio: Education Output: School Education – Secondary)	To evaluate the expansion phase of the Head Start program, 2023–25.	To identify the benefits of the program and provide recommendations to improve future iterations.	To ascertain effectiveness of the statewide expansion, including potential improvements to current phase and recommendations for the design of future phases.	201	N/A	N

Name of the review (portfolio(s) and output(s))	Reasons for review/study	Terms of reference/scope	Anticipated outcomes	Cost for 2024–25 (\$ 000) (excl. GST)	Final cost if completed (\$ 000) (excl. GST)	Publicly available (Y/N) and URL
Evaluation of the High Intensity Out of School Hours Care initiative (Portfolio: Education Output: Additional Supports for Students with Disabilities)	To evaluate the effectiveness of this initiative in increasing workforce participation among families of children attending specialist schools.	To evaluate the outcomes against program aims, the effectiveness of the funding and delivery model, and identify barriers and enablers to further program expansion.	Recommendations as to how the program can be delivered more efficiently or amended to benefit more families seeking to work or study.	32	N/A	N
Evaluation of the Implementation of the Child Safe Standards (Portfolio: Education Output: Wellbeing Supports for Students)	To evaluate the implementation of the Child Safe Standards.	To review the effectiveness of the department's guidance and training for Victorian government schools to implement the Child Safe Standards.	To inform future directions for the continued implementation of Child Safe Standards.	195	195	N
Evaluation of the Knox Innovation, Opportunity and Sustainability Centre and STEM Centre of Excellence (Portfolio: Education Output: School Education – Secondary)	To evaluate the impact and effectiveness of the centres.	To determine whether they have met objectives in their performance frameworks.	To improve understanding of the value to local students and any future improvements.	74	74	N
Evaluation of the LOOKOUT Expansion (Portfolio: Education Output: Promoting Equal Access to Education)	To demonstrate the cost-effectiveness and impact of the LOOKOUT Expansion elements.	To determine the effectiveness of the additional LOOKOUT roles, partner agency positions and the engagement fund.	To inform future directions for the LOOKOUT Expansion.	72	72	N
Evaluation of the Master of Inclusive Education and Graduate Certificate initiative (Portfolio: Education Output: Additional Supports for Students with Disabilities)	To evaluate implementation and effectiveness and inform continuous improvement.	To evaluate the extent to which the initiative is promoting an advanced understanding of inclusive educational needs and improving the capability of workforces.	An established baseline, insights on implementation and recommendations.	83	N/A	N

Name of the review (portfolio(s) and output(s))	Reasons for review/study	Terms of reference/scope	Anticipated outcomes	Cost for 2024–25 (\$ 000) (excl. GST)	Final cost if completed (\$ 000) (excl. GST)	Publicly available (Y/N) and URL
Evaluation of the Mental Health in Primary Schools Statewide Expansion (Portfolio: Education Output: Wellbeing Supports for Students)	To conduct a 4-year evaluation of the implementation and impact of the initiative in Victorian primary schools as it scales statewide across 2023 to 2026.	To evaluate implementation and progress towards achieving outcomes.	To inform the continued implementation, program management and future policy decisions.	674	N/A	N
Evaluation of the Navigator program (Portfolio: Education Output: Wellbeing Supports for Students)	To evaluate the impacts and effectiveness of the program.	To evaluate the effectiveness, sustainability and efficiency of the program and the outcomes it is achieving across core and pilot programs.	To inform future policy decisions regarding the program.	180	180	N
Evaluation of the NDIS Navigators Initiative ⁹³ (Portfolio: Education Output: Wellbeing Supports for Students)	To evaluate the implementation of the initiative.	To identify opportunities for improvements, assess impact and inform future directions of the initiative.	Insights into the impact of the initiative, including opportunities to adjust implementation and lessons for future continuation.	71	N/A	N
Evaluation of the Primary Care Vaccinations in Schools Grants program (Portfolio: Education Output: Wellbeing Supports for Students)	To evaluate the implementation and outcomes of the program.	To evaluate the effectiveness of the program.	To inform implementation of future programs.	–	N/A	N
Evaluation of the Primary Mathematics and Science Specialists initiative: Cohort 7 (Portfolio: Education Output: School Education – Primary)	To evaluate Cohort 7 of the Primary Mathematics and Science Specialists Initiative and inform the iterative improvement of the program.	To measure the effectiveness of the initiative and the extent to which the initiative is meeting its proposed outcomes.	Insights to inform future delivery of the initiative or similar whole-school/professional learning programs.	28	333	N

⁹³ The Evaluation of the NDIS Navigators initiative was not included in the 2023–24 Annual Report. The department has established an Evaluation Library to improve reporting of evaluations conducted and/or commissioned by the department.

Name of the review (portfolio(s) and output(s))	Reasons for review/study	Terms of reference/scope	Anticipated outcomes	Cost for 2024–25 (\$ 000) (excl. GST)	Final cost if completed (\$ 000) (excl. GST)	Publicly available (Y/N) and URL
Evaluation of the Primary Mathematics and Science Specialists initiative: Cohort 8 (Portfolio: Education Output: School Education – Primary)	To evaluate the effectiveness of the initiative.	To review the current design of the initiative to provide insight to sustainability of impacts and improvements.	Insights to inform the potential future state of the initiative.	100	N/A	N
Evaluation of the Respectful Relationships program (Portfolio: Education Output: Wellbeing Supports for Students)	To conduct a 3-year evaluation to examine the effectiveness of implementing a whole school approach.	To examine the effectiveness of the program.	To inform ongoing implementation of the initiative.	120	N/A	N
Evaluation of the Safe and Well in Education Strategy (Portfolio: Education Output: Supports for School and Staff)	To identify whether there had been measurable improvements since 2019 against the key priority areas outlined in the strategy.	To evaluate the key priority areas and relevant initiatives outlined in the strategy.	Measurable improvements in the key priority areas outlined in the strategy.	263	263	Y – Summary will be available in late 2025
Evaluation of the Safe Schools Proactive pilot (Portfolio: Education Output: Wellbeing Supports for Students)	To evaluate the anti-bullying program pilot.	To evaluate the effectiveness of taking a proactive approach to Safe Schools pilot delivery.	To inform future program delivery.	100	N/A	N
Evaluation of the Schools Mental Health Fund and Menu ⁹⁴ (Portfolio: Education Output: Wellbeing Supports for Students)	To evaluate the implementation and outcomes of the fund and menu.	To evaluate the implementation and impacts of the fund and menu.	To inform future implementation, program management and program directions.	369	N/A	N

⁹⁴ The Evaluation of the Schools Mental Health Fund and Menu was not included in the 2023–24 Annual Report. The department has established an Evaluation Library to improve reporting of evaluations conducted and/or commissioned by the department.

Name of the review (portfolio(s) and output(s))	Reasons for review/study	Terms of reference/scope	Anticipated outcomes	Cost for 2024–25 (\$ 000) (excl. GST)	Final cost if completed (\$ 000) (excl. GST)	Publicly available (Y/N) and URL
Evaluation of the Social Cohesion through Education program (Portfolio: Education Output: Wellbeing Supports for Students)	To evaluate the impacts and effectiveness of the program.	To examine effectiveness and impact of the program as well as the need and applicability of the model within the current social cohesion context.	To inform program directions, social cohesion learnings, and impacts within the target school communities and to provide evidence and insights about schools' social cohesion needs.	148	148	N
Evaluation of the VET Delivered to School Students (VDSS) Workforce Gateway pilot program (Portfolio: Education Output: School Education – Secondary)	To provide an independent assessment of the program's appropriateness, effectiveness and sustainability.	To determine if the pilot achieved its intended objectives and inform decisions about its continuation, modification, expansion or cessation.	Insights to inform decisions about how best to retain and maintain the quality of VDSS educators working in secondary schools.	–	N/A	N
Evaluation of the VET Trainer Career Pathway (WorkSafe) pilot program (Portfolio: Education Output: School Education – Secondary)	To evaluate the progress and performance of the WorkSafe pilot.	To determine the effectiveness of the pilot and the potential to expand the model to other contexts beyond injured workers.	Insights to inform the future of the program.	–	N/A	N
Evaluation of the Victorian Early Leaver Connection initiative (Portfolio: Education Output: School Education – Secondary)	To evaluate the initiative's progress and performance.	To provide formative and summative insights on early implementation in supporting early school leavers.	Insights to inform future implementation of the initiative.	146	N/A	N
Evaluation of the Vocational Taster Experience Pilot and Skilling the Bay (Portfolio: Education Output: School Education – Secondary)	To provide an independent assessment of the program's appropriateness, effectiveness and sustainability and lapsing funding for Skilling the Bay.	To evaluate the effectiveness of the pilot and the potential to expand the model.	Insights to inform the future direction of the pilot and inform the future state of Skilling the Bay.	–	N/A	N

Name of the review (portfolio(s) and output(s))	Reasons for review/study	Terms of reference/scope	Anticipated outcomes	Cost for 2024–25 (\$ 000) (excl. GST)	Final cost if completed (\$ 000) (excl. GST)	Publicly available (Y/N) and URL
Evaluation of the Workforce Retention and Recognition Monitoring and Reporting Framework (Portfolio: Children Output: Kindergarten Delivery)	To monitor and report on the scope and scale of current retention data sources and collection processes.	To improve data sources and monitoring and reporting of retention programs.	Improved data collection on retention and continuous improvement in retention programs.	32	106	N
Evaluation of Tutor Learning Initiative ⁹⁵ (Portfolio: Education Output: School Education – Primary and Secondary)	To prepare a report on delivery of the Tutor Learning Initiative across 2023–24.	To evaluate the delivery of the Tutor Learning Initiative across 2023–24.	Insights on implementation and impact of delivery of the Tutor Learning Initiative across 2023–24.	51	127	N
Evaluations of teaching workforce programs and a strategic evaluation of how workforce incentives are working collaboratively across the system (Portfolio: Education Output: Supports for Schools and Staff)	To deliver robust evaluations of individual initiatives relating to workforce attraction and retention initiatives.	To ensure strategic oversight across all school workforce initiatives. The evaluations will take place over up to 4 years.	Mid-year and annual reports for each cluster of the evaluation.	500	N/A	N
Free Kinder Monitoring and Compliance Review (Portfolio: Children Output: Kindergarten Delivery)	To ensure that government funding is used in line with requirements.	To conduct a review to assess compliance.	Insights to inform future program delivery.	283	N/A	N
Improving Family and Student Outcomes (Portfolio: Education Outputs: School Education – Primary and Secondary)	To strengthen support for children and families.	To conduct desktop research, data analysis, consultation and policy design.	Recommendations to strengthen, support and inform development of future policy.	30	271	N

⁹⁵ The Evaluation of Tutor Learning Initiative was not included in the 2023–24 Annual Report. The department has established an Evaluation Library to improve reporting of evaluations conducted and/or commissioned by the department.

Name of the review (portfolio(s) and output(s))	Reasons for review/study	Terms of reference/scope	Anticipated outcomes	Cost for 2024–25 (\$ 000) (excl. GST)	Final cost if completed (\$ 000) (excl. GST)	Publicly available (Y/N) and URL
Independent Monitor to oversee the preparation and delivery of the 2025 VCE exams (Portfolio: Education Output: Supports for Schools and Staff)	The Independent Monitor provides advice and assurance regarding VCAA's end-to-end preparation and delivery of the 2025 VCE exams.	The Independent Monitor will assess the compliance of VCAA's work in preparing, producing and managing the 2025 VCE examinations with its documented processes.	To provide assurance regarding the adequacy and progress of each stage of the 2025 examinations development and delivery process.	553	N/A	N
Independent Review into administrative and compliance activities in Victorian government schools (Portfolio: Education Output: Supports for Schools and Staff)	To determine the administrative and compliance burden in Victorian government schools with a view to reduce unnecessary workload for schools.	To analyse administrative and compliance activities in government schools and their impact on school staff.	To inform future decision-making to reduce the administrative and compliance burden on Victorian government schools while maintaining high standards of safety and accountability.	498	498	Y Independent Review into administrative and compliance activities in Victorian government schools
Literature Scan of Mentoring Early Career Teachers (Portfolio: Education Output: Supports for Schools and Staff)	To ascertain available research on mentoring to support delivery of the Career Start program.	To ascertain the best evidenced design parameters for mentoring for early career teachers.	To inform the way in which mentoring is designed and delivered as part of the Career Start program.	49	49	Y – Report will be available in late 2025
Review of education needs analysis for students in out-of-home care (Portfolio: Education Output: Promoting Equal Access to Education)	To implement the Commission for Children and Young People's Let Us Learn recommendation to review the model.	To critically review the existing model and provide recommendations for improvement.	To inform improvements to delivery of timely, fit-for-purpose models of needs analysis to support students in out-of-home care.	180	180	N

Name of the review (portfolio(s) and output(s))	Reasons for review/study	Terms of reference/scope	Anticipated outcomes	Cost for 2024–25 (\$ 000) (excl. GST)	Final cost if completed (\$ 000) (excl. GST)	Publicly available (Y/N) and URL
Review of the current regulatory, standards and accreditation environment overseen by the 4 relevant education portfolio entities (Portfolio: Education Outputs: School Education – Primary and Secondary)	To review the current regulatory standards and accreditation environment.	To conduct desktop research, data analysis, consultation and strategic advice.	Recommendations to support governance and efficient operation of responsibility and powers under the <i>Education and Training Reform Act 2006</i> (ETRA).	136	136	N
Review of the department's operating model in relation to non-government schools and cross-sector schooling (Portfolio: Education Outputs: School Education – Primary and Secondary)	To undertake research into the operating model.	To review, evaluate and make recommendations about the department's operating model.	More informed decision-making for the future operating model.	86	131	N
Review of the VCAA (Portfolio: Education Output: Supports for Schools and Staff)	To examine whether all aspects of the VCAA are working in the best way possible.	A review of the VCAA's structure, operations, culture and capability.	The Review will produce reports; the first on the 2024 exam incidents and the second on the VCAA's structure and operations.	303	N/A	Y Independent review of the VCAA in response to issues arising from the 2024 VCE examinations
Risk assessment – excursion policy activity (Portfolio: Education Output: School Education – Secondary)	To obtain specialist skills in risk assessment of activities associated with the excursions policy.	To understand the benefits and risks of particular activities associated with the excursions policy.	A report including an assessment of risk relating to particular activities covered within the excursions policy.	47	59	N
Review into current eligibility processes for specialist schools (Portfolio: Education Outputs: School Education – Primary and Secondary)	To explore the extent to which current eligibility criteria and processes are practical and based on effective practice.	To consider the eligibility criteria of Victorian government specialist schools that include disability in their enrolment criteria.	Improved eligibility requirements	19	444	N

Name of the review (portfolio(s) and output(s))	Reasons for review/study	Terms of reference/scope	Anticipated outcomes	Cost for 2024–25 (\$ 000) (excl. GST)	Final cost if completed (\$ 000) (excl. GST)	Publicly available (Y/N) and URL
Statutory review of the School Community Safety Order Scheme (Portfolio: Education Output: Supports for School and Staff)	To review the operation of the scheme in its first 2 years.	To consider if the scheme is meeting its intended purpose and identify legislative changes to improve the operation of the scheme.	Insights to inform improvements to the scheme.	91	91	Y School Community Safety Order Scheme Statutory Review

Information and communication technology expenditure

In accordance with the VPS's ICT reporting standard, the department had a total ICT expenditure of \$509,644,597 in 2024–25 with the details reported in Table 39.

Table 39. ICT expenditure 2024–25

Measure	Cost \$
Business-as-usual (BAU) ICT expenditure	503,007,271
Total non-BAU ICT expenditure	6,637,325
• Operational non-BAU expenditure	1,016,003
• Capital non-BAU expenditure	5,621,322
Total ICT expenditure	509,644,597

Disclosure of major contracts

In accordance with the requirements of Victorian Government policy and accompanying guidelines, the department has disclosed all contracts with a value greater than \$10 million entered into during the year ended 30 June 2025. Details of contracts are disclosed in the [Victorian Government Contracts Publishing System](#).

Contractual details have not been disclosed for contracts where disclosure is exempted under Victoria's *Freedom of Information Act 1982* (FOI Act) and/or government guidelines.

Specific contract information has not been disclosed for contracts where such information is withheld under the FOI Act or other laws or government policies.

Procurement

Disclosure of emergency procurement

The department did not activate emergency procurement protocols in 2024–25.

Disclosure of procurement complaints

Under the Victorian Government Purchasing Board's governance policy, the department must disclose any formal complaints relating to the procurement of goods and services received through its procurement complaints management system.

The department received no formal procurement complaints in 2024–25.

Disclosure of social procurement activities under the Social Procurement Framework

The department's Social Procurement Strategy was revised in February 2024 to reflect updates to Victorian Government social and sustainable objectives and outcomes, as well as implementation guidance provided by the Department of Government Services.

The revised strategy acknowledges existing departmental action plans for a number of social matters and seeks to align our social procurement activity with the intent and goals of those plans.

The Social Procurement Strategy is also applicable to the Academy, VCAA and VRQA. Metrics reported below are inclusive of all 4 entities.

Social procurement priorities

The department's strategy prioritises 5 of the Victorian Government's social procurement objectives:

- opportunities for Victorian Aboriginal people
- opportunities for Victorians with disability
- women's equality and safety
- opportunities for Victorian priority jobseekers
- environmentally sustainable outputs.

Social procurement metrics

In 2024–25, the department spent a total of \$15 million across 67 verified social benefit suppliers.

Table 40. 2024–25 Social procurement metrics

Social procurement objective	Social procurement outcome	Metric	Unit of measure	2024–25 actual
Opportunities for Victorian Aboriginal people	Purchasing from Victorian Aboriginal businesses	Number of Victorian Aboriginal businesses engaged	Number	32
		Total expenditure with Victorian Aboriginal businesses	\$	13,795,860
Opportunities for Victorians with disability	Purchasing from Victorian social enterprises and Australian Disability Enterprises	Number of Victorian social enterprises led by a mission for people with disability and Australian Disability Enterprises engaged	Number	15
		Total expenditure with Victorian social enterprises led by a mission for people with disability and Australian Disability Enterprises	\$	481,257
Opportunities for Victorian priority jobseekers	Purchasing from Victorian social enterprises led by a mission for job readiness and employment of Victorian priority jobseekers	Number of Victorian social enterprises led by a mission for job readiness and employment of Victorian priority jobseekers engaged	Number	4
		Total expenditure with Victorian social enterprises led by a mission for job readiness and employment of Victorian priority jobseekers	\$	189,123
Sustainable Victorian social enterprises and Aboriginal businesses	Purchasing from Victorian social enterprises and Aboriginal businesses	Number of Victorian social enterprises engaged	Number	32
		Total expenditure with Victorian social enterprises	\$	1,016,147
		Number of Victorian Aboriginal businesses engaged	See 'Opportunities for Victorian Aboriginal people' above	
		Total expenditure with Victorian Aboriginal businesses	See 'Opportunities for Victorian Aboriginal people' above	

Sustainable procurement in action

The Victorian Government is establishing 50 government-owned and operated early learning and childcare centres across Victoria, with the first 4 opened in 2025.

The department undertook procurements in 2024–25 to establish supplier panels that the centres will use to source educational resources, outdoor play equipment, sleep and rest equipment, first aid and janitorial items, tableware and a range of baby, cleaning, kitchen and first aid consumables.

Sustainability was a key requirement of these procurement processes and will remain so throughout the life of these panel arrangements. Key elements of the market approaches included:

- a requirement for non-toxic and low-emissions materials
- a stated preference for recycled or upcycled content
- a request for evidence of sustainable sourcing and ethical labour practices.

Sustainability was weighted at 20% in our evaluation criteria, and the priority of our sustainability expectations was reinforced by departmental speakers during market briefing sessions.

The department reviewed supplier product catalogues and selected toys, play goods and educational resources that not only align with the early learning education philosophy – open-ended, aesthetically pleasing and inviting for children – but are also made from natural materials. Of the products available to the centres, 89% are made of recyclable materials.

After the establishment of the panels, a consolidated initial fit-out order was placed for the 4 centres opening in 2025, to reduce transport emissions and packaging waste. Suppliers were also required to use reusable crates and reduce plastic packaging.

To promote circular economy principles within centres, a strong emphasis is placed on the reusability and recyclability of education resources and play goods. Centres are encouraged to implement reuse strategies, such as repurposing worn items where safe and appropriate.

Additionally, user feedback is regularly gathered from educators and caregivers to evaluate the longevity, usability and sustainability of purchased products. Feedback will be provided to the suppliers to continuously improve product design and support a more sustainable and environmentally responsible approach.

Freedom of information

The FOI Act allows the public a right of access to documents held by the department. The purpose of the FOI 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 FOI Act.

An applicant has a right to apply for access to documents held by a department. This comprises documents both created by the department and supplied to the department by an external organisation or individual. It 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 at [Freedom of information requests: Department of Education](#).

The FOI 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, information provided to a department in confidence and information that is confidential under another Act.

Under the FOI Act, the processing time for FOI requests received is 30 calendar days. However, when external consultation is required under sections 29, 29A, 31, 31A, 33, 34 or 35, a 15-day automatic extension applies. Processing time may also be extended by periods of up to 30 days, in consultation with the applicant. With the applicant's agreement this may occur any number of times. However, obtaining an applicant's agreement for an extension cannot occur after the expiry of the timeframe for deciding a request.

If an applicant is not satisfied by a decision made by the department, under section 49A 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.

Making a request

To be a valid FOI request, applicants should ensure that requests are in writing, clearly identify what types of material/documents are being sought and are accompanied by the application fee. In 2024–25 an application fee of \$32.70 applied. Access charges may also be payable if the document pool is large and the search for material is time-consuming.

FOI requests can be lodged online at online.foi.vic.gov.au (registration is required).

Access to documents can also be obtained through a written request to the department's Freedom of Information Unit, as detailed in section 17 of the FOI Act.

Requests for documents in the possession of the department should be addressed to:

Freedom of Information Unit
Department of Education
GPO Box 4367
Melbourne VIC 3001

Enquiries can be made to the department's FOI Unit via email at foi@education.vic.gov.au.

Requests for documents held by the department's portfolio statutory bodies that are subject to FOI should be sent directly to the relevant statutory body. A list of these bodies is in Table 41. Access charges may be required in certain circumstances, for example, charges for search, retrieval and extraction of certain documents from databases.

Table 41. Freedom of information contacts, department and portfolio statutory bodies

Agency	Postal address	Email	Telephone
Department of Education	GPO Box 4367 Melbourne VIC 3001	foi@education.vic.gov.au	(03) 7022 0856
Disciplinary Appeals Boards	Level 4 2 Lonsdale Street Melbourne VIC 3000	dab@education.vic.gov.au	(03) 7022 0040
Independent Office for School Dispute Resolution	Level 4 2 Lonsdale Street Melbourne VIC 3000	school.resolution@education.vic.gov.au	(03) 7022 1199
Merit Protection Boards	Level 4 2 Lonsdale Street Melbourne VIC 3000	meritboards@education.vic.gov.au	(03) 7022 0040
The Victorian Academy of Teaching and Leadership	41 St Andrews Place Melbourne VIC 3002	academy@education.vic.gov.au	(03) 8199 2900
Victorian Curriculum and Assessment Authority	Level 7, 200 Victoria Parade East Melbourne VIC 3002	vcaa.foi@education.vic.gov.au	(03) 9032 1700
Victorian Institute of Teaching	PO Box 531 Collins Street West VIC 8007	vrit@vit.vic.edu.au	(03) 8601 6100
Victorian Registration and Qualifications Authority	Level 4 2 Lonsdale Street Melbourne 3000	vrqa@education.vic.gov.au	(03) 9637 2806

Freedom of information statistics and timeliness

During 2024–25, the department received 1,225 FOI requests, a 2% increase from 2023–24. Of the FOI requests received:

- 18 were requests from Members of Parliament
- 41 were from media organisations
- 1,166 were from the public and various organisations.

The department made 749 decisions during the 12 months ended 30 June 2025. This includes administrative releases, transfers to other agencies, decisions to not process a request due to its voluminous nature, or decisions to not proceed with a request, either by the applicant not responding to the department, or unsatisfactory clarification of request terms.

Performance against statutory timeframes was impacted by significant increases in request volumes, complexity and resource challenges. There were 73 decisions made within the statutory time period. Of the decisions made outside the statutory time period, 186 were made within a further 45 days and 490 decisions were made after more than 45 days. A total of 269 FOI decisions were made where access to documents was granted in full, 317 were granted in part and 22 denied in full, 141 decisions reflected a 'no document response' and 107 documents were released outside the FOI Act.

Mandatory extensions or extensions by agreement were applied to 385 requests. Of the requests finalised, the average number of days over the statutory time to decide the request was 67 days, including extended timeframes. During 2024–25, 75 requests were subject to complaint/review by OVIC, and 4 requests went on appeal to the Victorian Civil and Administrative Tribunal.

This annual report contains the information required for publication pursuant to section 7 of the FOI Act.

Further information

Further information regarding the operation and scope of FOI can be obtained from the FOI Act, the Professional Standards and Regulations made under the FOI Act and [ovic.vic.gov.au](https://www.ovic.vic.gov.au). Further information is also available at [Freedom of information requests: Department of Education](#).

Compliance with the *Building Act 1993* (Vic)

Mechanisms to ensure buildings conform to the building standards

The department complies with the *Building Act*, the National Construction Code, and other statutory obligations related to constructing and modernising educational facilities.

The department's school modernisation and building compliance programs progressively ensure that existing buildings comply with relevant legislative requirements.

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

Details of the department's major capital works program in 2024–25 are available in the 2023–24 Victorian Budget State Capital Program: Budget Paper No. 4.

Table 42 below provides a list of sites that had capital works in construction status during 2024–25.

Table 42. Major capital works sites in construction status, 2024–25

School ⁹⁶	School	School	School	School	School	School	School
Aintree PS	Aitken Hill PS	Alamanda K-9 C	Ascot Vale West PS	Ashwood HS	Ashwood S	Auburn HS – Stage 3	Badger Creek PS
Ballarat SS	Banmira SS	Banum Warrik PS	Banyan Fields PS	Banyule PS – Stage 3	Baringa SS – Stage 2	Barwon Valley S – Stage 2	Bayside P-12 C
Bayswater SC	Beechworth PS	Bell PS – Stage 2	Bellaire PS	Belmore S	Belvoir Wodonga SDS	Bemin SC	Benalla P-12 C – Stage 2
Bendigo Senior SC – Stage 4	Bentleigh SC	Berendale S and Katandra S	Billanook PS	Binap PS	Birralee PS	Birregurra PS	Boronia West PS
Brentwood Park PS	Brinbeal SC	Broadmeadows SDS	Bulleen Heights S – Stage 2	Bundoora PS	Bundoora SC	Burwood East PS	Burwood East SDS
California Gully PS	Cape Clear PS	Carrum Downs SC – Stage 2	Carwatha C P-12	Casterton PS	Chatham PS	Chelsea PS	Churchill North PS
Clifton Springs PS – Stage 2	Clyde North PS (interim name)	Clyde North S (interim name)	Clyde PS	Clyde SC	Cobram PS	Coburg SDS	Colac SS
Coldstream PS	Concongella PS	Concord S	Croydon PS	Croydon SDS	Currawa PS	Dandenong Valley SDS	Darley PS
Dharra S	Diamond Valley SDS	Diggers Rest PS – Stage 2	Doreen PS	Drouin PS	East Gippsland SS	East Loddon P-12 C	Eastern Ranges S
Elmore PS	Emerson S	Exford PS – Stage 2	Fairhills HS	Fawkner PS	Fitzroy North PS	Fitzroy PS	Fleetwood PS

⁹⁶ C: College, CC: Community College, CS: Consolidated School, HS: High School, PC: Primary College, PS: Primary School, S: School, SC: Secondary College, SS: Specialist School, SDS: Special Development School

School ⁹⁶	School	School	School	School	School	School	School
Footscray City PS	Footscray HS – Kinnear St Campus	Forest St PS	Frankston HS	Frankston SDS – Stage 3	Furlong Park S for Deaf Children – Stage 3	Gaayip-Yagila PS – Stage 2	Gisborne SC
Gladysdale PS	Glen Waverley South PS	Gleneagles SC	Glenroy SS	Glenroy West PS	Goonawarra PS	Greenhills PS – Stage 2	Greenvale SC
Grovedale West PS	Hamilton Parklands S	Hampden SS – Cobden Campus	Hampden SS – Terang Campus	Hampton Park SC – Stage 3	Hawthorn West PS	Hazelwood North PS	Heatherwood S – Stage 2
Hopetoun P-12 C	Hoppers Crossing SC	Horsham SS	Hume Valley S	Jacana S for Autism	Jackson S	Jennings St S	John Fawkner SC
Kambrya C	Kangaroo Ground PS	Karingal PS – Stage 2	Kensington PS	Kerang South PS	Kerrimuir PS	Kingston Heath PS	Kingswood PS
Koo Wee Rup PS – Stage 2	Korumburra SC – Stage 2	Kurmile PS	Kyabram P-12 C	Kyneton HS – Stage 2	Laa Yulta PS	Laburnum PS	Lalor PS
Lalor SC	Lilydale Heights C – Stage 2	Lilydale HS – Stage 3	Linton PS	Lorne P-12 C	Maiden Gully PS	Manchester PS	Manor Lakes P-12 C – Stage 2
Marnebek S Cranbourne Campus 1 and 2	Merbein P-10 C	Merriang SDS	Merrivale PS	Mickleham PS	Mildura SS	Mill Park SC	Mirniyan PS
Monash SDS – Stage 2	Monmia PS	Montague Continuing Education Centre	Montmorency PS	Moonee Ponds PS	Moorabbin PS	Mornington SDS	Mount Beauty PS
Mount Pleasant Road Nunawading PS	Mount Ridley P-12 C	Mount Rowan SC	Mount Waverley SC	Mullauna SC	Myrtleford P-12 C	Nagambie PS	Naranga SS
Natimuk PS	Nelson Park S – Stage 3	Nepean SS – Stage 2	Newlands PS – Stages 1 and 2	Newstead PS – Stage 2	Nganboo Borron S	Niddrie PS	Northcote HS
Northern Bay C	Northern S for Autism – Shed	Northern S for Autism – Stage 1	Norwood SC	Oakleigh South PS	Officer SS	Orbost CC	Ouyen P-12 C
Pakenham CS	Pakenham North West PS – interim name	Parkwood Green PS	Pascoe Vale Girls SC	Pascoe Vale PS – Stage 2	Plenty Parklands PS	Port Phillip SS	Preston HS – Stage 3
Preston South PS	Rainbow P-12 C	Reservoir HS – Stage 2	Reservoir PS	Ringwood SC – Stage 3	Riverdale North PS – interim name	Rosamond SS	Rosebud SC
Rosehill SC Stage 2	Rushworth P-12 C	Sandringham C – Stage 2	Sandringham East PS	Skene St S Stawell	Skipton PS	South Gippsland SS	South Melbourne PS
South Oakleigh SC	St Albans East PS	St Albans Heights PS	St Arnaud SC	Strathaird PS	Strathmerton PS	Strathmore North PS – Stage 2	Sunbury West PS
Sunshine PS	Sunshine SDS	Swan Hill SS	Swinburne Senior SC	Syndal South PS	Tarnagulla PS	Tarneit Senior C	Taylors Lakes PS
Templeton PS	The Patch PS	Thornbury HS – Stage 2	Topirum PS	Traralgon (Stockdale Rd) PS	Underbool PS	Upper Yarra SC – Stage 3	Vermont SC

School ⁹⁶	School	School	School	School	School	School	School
Vermont South SS	Victorian Academy of Teaching and Leadership – Shepparton	Viewbank PS	Walcom Ngarra SC	Wallan PS	Wangaratta District SS – Benalla Campus Stage 3	Wantirna C	Waratah SDS
Warragul & District SS	Warreen PS	Warringa Park S – Bethany Rd and Warringa Cr Campuses	Watsonia Heights PS	Watsonia North PS	Watsonia PS – Stage 2	Wedderburn C	Weeden Heights PS
Wembley PS	Westall SC	Western Port SC	Westgarth PS	Wheelers Hill PS	Williamstown HS	Wimba PS	Woody Yaloak PS
Wodonga Middle Years C	Woodville PS	Woori Yallock PS	Yarra Ranges SDS – Stage 3	Yarra Ranges SDS – Stage 4	Yarrabing SC	Yarraville SDS	Yubup PS

Number of building permits, occupancy permits or certificates of final inspection issued in relation to buildings owned by the department

During 2024–25, the department was issued with 257 building permits, 150 occupancy permits and 114 certificates of final inspection.

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

The department engages compliance program managers to carry out inspections, reporting, scheduling and rectification works, to ensure that existing buildings comply with current building regulations.

Compliance programs cover areas such as asbestos removal, fire service upgrades, integration (disability access), environmental works (such as the removal of underground petroleum storage systems) and works aimed at preventing falls.

The department also operates the Emergency Maintenance Program and the Make-safe Program. The Make-safe Program involves works to eliminate the risk of immediate hazards resulting from an incident or event, such as fires, floods or storm damage, among others. The Emergency Maintenance Program addresses unforeseen, urgent infrastructure maintenance issues that pose a risk to safety, where schools do not have the financial capacity to rectify the issue.

Number of emergency orders and building orders issued in relation to buildings

There were no emergency orders issued in 2024–25. One improvement notice was issued by WorkSafe Victoria in regards to a non-compliant fire exit door. The issue was promptly attended to by the VSBA Make-Safe Program.

Number of buildings that have been brought into conformity with building standards during the reporting period

During 2024–25, no buildings were required to be brought into conformity with building standards.

Competitive Neutrality Policy

Competitive neutrality requires government businesses to ensure, where services compete or potentially compete with the private sector, that any advantage arising solely from being government owned is removed or offset, unless there are clear public interest reasons for not doing so.

Victoria's 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 ensures Victoria fulfils its requirements on competitive neutrality reporting as required under the Competition Principles Agreement and Competition and Infrastructure Reform Agreement.

All new legislation and regulations enacted in the department's portfolios during 2024–25 were subject to a regulatory burden assessment, which, where relevant, included consideration of the National Competition Policy principles as well as competitive neutrality, in accordance with applicable requirements and in consultation with Better Regulation Victoria.

Once all the ELV centres have commenced operation, the Victorian Government will provide around 1% of early childhood education and care services in the state. The government's commitments for the program outline its public policy objectives, and limit flexibility to deliver a competitively neutral service.

These commitments include:

- location in areas with the greatest need (childcare deserts)
- being affordable and low fee
- offering high quality services
- offering fair wages and conditions to staff, consistent with industry benchmarks for quality learning services
- providing services with a special focus on inclusion for families experiencing vulnerability and disadvantage.

The department will undertake work to examine competitive neutrality if there is a major change in policy. The department will consider whether it is required during the approval process for major changes, and each year as part of the annual report process.

Compliance with the *Public Interest Disclosures Act 2012* (Vic)

Victoria's Public Interest Disclosures Act encourages and assists people to make disclosures of improper conduct by public officers and public bodies. It protects people who make disclosures in accordance with the Public Interest Disclosures Act and establishes a system for matters disclosed to be investigated and rectifying action to be taken.

The department does not tolerate improper conduct by employees or reprisals against those who disclose such conduct. The department is committed to ensuring transparency and accountability in administrative and management practices, and supports disclosures of improper conduct, including corrupt conduct, conduct involving a substantial mismanagement of public resources, and conduct involving a substantial risk to the health and safety of individuals or the environment.

The department takes all reasonable steps to protect disclosers from any detrimental action in reprisal.

The department also affords natural justice to the person who is the subject of the disclosure, to the extent that is legally possible.

Reporting procedures

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

- the Secretary of the department
- a disclosure coordinator or public interest disclosure officer
- the manager or supervisor of the discloser
- the manager or supervisor of the person who is the subject of the disclosure
- a person acting in any of the above roles.

Alternatively, disclosures can be made directly to the Independent Broad-based Anti-corruption Commission at the following address:

Level 1, North Tower, 459 Collins Street
Melbourne VIC 3000
Phone: 1300 735 135
Website: www.ibac.vic.gov.au

The department has published guidelines regarding the procedures it has implemented to ensure compliance with the Public Interest Disclosures Act. These are available on the department's website at [Report fraud or corruption](#).

Further information

Table 43. Disclosures under the Public Interest Disclosure Act, 2023–24 and 2024–25

	2024–25	2023–24
The number of disclosures made by an individual to the department and notified to the Independent Broad-based Anti-corruption Commission – assessable disclosures.	3	2

Compliance with the *Carers Recognition Act 2012* (Vic)

The department has taken measures to comply with our obligations under the Carers Recognition Act.

These include:

- referencing the Carers Recognition Act in the department's policies
- flexible working arrangements and leave provisions that support Victoria's Carer Strategy, *Recognising and supporting Victoria's carers: Victorian carer strategy 2018–22*.

Compliance with the *Disability Act 2006* (Vic)

Victoria's Disability Act requires the department to prepare a disability action plan. The plan must describe how the department will address access and inclusion barriers for people with disability, as both service users and employees. The plan should align with Victoria's state disability plan.

During 2024–25 the department continued to implement our disability action plan and deliver a range of policies and programs that support and promote inclusion of children and students with disability. These programs are documented in the department's *Disability Action Plan 2023–2027*, which is available online from [Strategy and action plans: Department of Education](#).

Reducing barriers to accessing goods, services and facilities

The department has a strong record of achievement in providing services to people with disability across the early childhood and school education sectors.

The department is committed to inclusive education in all early childhood education and school settings.

In 2024–25, the department completed our implementation of Disability Inclusion reform across government schools. The reform delivers a new strengths-based Disability Inclusion Profile, a new tiered funding model providing more resources to schools to support students with disability, and investment in building skills and knowledge in inclusive education across the school system.

A total of 1,587 government schools have transitioned to the new Disability Inclusion approach.

The department continues to roll out and embed initiatives focused on building inclusive education capability.

Reducing barriers to persons with a disability obtaining and maintaining employment

The department continues to provide disability awareness, disability confidence and other diversity and inclusion facilitated training to staff, to build an accessible and inclusive workplace for employees with disability.

In addition to facilitated training, the department continues to promote the eLearn modules on inclusive recruitment and implementing workplace adjustments.

The department has developed resources to support an inclusive digital environment and improve accessibility. The resources provide information on hosting inclusive meetings in person and online and how to create accessible information and resources.

Promoting inclusion and participation in the community

The department manages a suite of policies and programs to strengthen inclusive education in Victorian early childhood services and government schools.

This includes statewide initiatives under the Disability Inclusion reforms, such as the Diverse Learners Hub and the Inclusion Outreach Coaching initiative. These initiatives aim to improve the capabilities, practice and confidence of the education workforce to better meet the learning and wellbeing needs and aspirations of students, particularly students with disability and diverse learner needs.

Other key programs include Kindergarten Inclusion Support and the Preschool Field Officer Program, as well as a range of additional infrastructure, transport, welfare and support services for students and children with disability.

Achieving tangible changes in attitudes and practices that discriminate against people with a disability

As part of its commitment to changing attitudes and promoting inclusion and diversity, the department utilises employment pathway programs like the 'Stepping Into' Internship program to break down stereotypes and increase awareness of disability among departmental staff, increasing their confidence while also providing opportunities for people with disability.

Compliance with DataVic Access Policy

Consistent with the DataVic Access Policy, the department made 20 datasets available on the [DataVic website](#) in 2024–25. Information included in this annual report is also available on the DataVic website.

Additional departmental information available

In compliance with the requirements of the Standing Directions 2018 under the FMA, the department has provided the information listed below, in this annual report and in *Department of Education 2024–25 Annual Report: Additional Information*, both of which are available online on the department's website at [Department of Education annual reports](#).

The following information is available in this annual report:

- details of major research and development activities undertaken by the department, provided in the section of this annual report titled 'Reviews and studies expenses'
- details of assessments and measures undertaken to improve the OHS of employees, provided in the sections of this annual report titled 'Occupational health and safety' and 'Workers compensation'.

The following information is available in *Department of Education 2024–25 Annual Report: Additional Information*:

- 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 changes in prices, fees, charges, rates and levies charged by the department
- details of major external reviews carried out on 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 general statement on industrial relations within the department and details of time lost through industrial actions and disputes
- 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 and contractors engaged
 - services provided
 - expenditure committed for each engagement.

Attestation for financial management compliance with Standing Direction 5.1.4

I, Tony Bates, certify that the Department of Education has no Material Compliance Deficiency with respect to the applicable Standing Directions under the *Financial Management Act 1994* and Instructions.

A handwritten signature in black ink, appearing to read 'A. Bates', with a stylized flourish at the end.

Tony Bates PSM
Secretary

Department of Education

Melbourne
4 September 2025

Section 5: Financial statement

These financial statements cover the Department of Education as an individual entity.

The Department of Education is a government department of the State of Victoria.

A description of the nature of the department's operations and its principal activities is included at the start of this report.

Accountable Officer's and Chief Finance and Accounting Officer's declaration

The financial statements for the department have been prepared in accordance with Direction 5.2 of the Standing Directions 2018 of the Minister for Finance under the *Financial Management Act 1994*, applicable Financial Reporting Directions, Australian Accounting Standards, including interpretations, and other mandatory professional reporting requirements.

We further state that, in our opinion, the information set out in the comprehensive operating statement, balance sheet, statement of changes in equity, cash flow statement and accompanying notes, presents fairly the financial transactions during the year ended 30 June 2025, and the financial position of the department as at 30 June 2025.

At the time of signing, we are not aware of any circumstances that would render any particulars included in the financial statements to be misleading or inaccurate.

We authorise the financial statements for issue on 04 September 2025.



Tony Bates PSM

Secretary

Department of Education

Melbourne

04 September 2025



Tonella Costa

Chief Finance Officer

Department of Education

Melbourne

04 September 2025

Victorian Auditor-General’s report



Independent Auditor’s Report

To the Secretary of the Department of Education

Opinion	I have audited the financial report of the Department of Education (the department) which comprises the: • balance sheet as at 30 June 2025 • comprehensive operating statement for the year then ended • statement of changes in equity for the year then ended • cash flow statement for the year then ended • notes to the financial statements, including material accounting policy information • accountable officer’s and chief finance and accounting officer’s declaration. In my opinion, the financial report presents fairly, in all material respects, the financial position of the department as at 30 June 2025 and its financial performance and cash flows for the year then ended in accordance with the financial reporting requirements of Part 7 of the <i>Financial Management Act 1994</i> and applicable Australian Accounting Standards.
Basis for Opinion	I have conducted my audit in accordance with the <i>Audit Act 1994</i> which incorporates the Australian Auditing Standards. I further describe my responsibilities under that Act and those standards in the <i>Auditor’s responsibilities for the audit of the financial report</i> section of my report. My independence is established by the <i>Constitution Act 1975</i>. My staff and I are independent of the department in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Board’s APES 110 <i>Code of Ethics for Professional Accountants (including Independence Standards)</i> (the Code) that are relevant to my audit of the financial report in Victoria. My staff and I have also fulfilled our other ethical responsibilities in accordance with the Code. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.
The Secretary’s responsibilities for the financial report	The Secretary of the department is responsible for the preparation and fair presentation of the financial report in accordance with Australian Accounting Standards and the <i>Financial Management Act 1994</i>, and for such internal control as the Secretary determines is necessary to enable the preparation of a financial report that is free from material misstatement, whether due to fraud or error. In preparing the financial report, the Secretary is responsible for assessing the department’s ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless it is inappropriate to do so.

Auditor's responsibilities for the audit of the financial report

As required by the *Audit Act 1994*, my responsibility is to express an opinion on the financial report based on the audit. My objectives for the audit are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this financial report.

As part of an audit in accordance with the Australian Auditing Standards, I exercise professional judgement and maintain professional scepticism throughout the audit. I also:

- identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the department's internal control.
- evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Secretary.
- conclude on the appropriateness of the Secretary's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the department's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial report or, if such disclosures are inadequate, to modify my opinion. My conclusions are based on the audit evidence obtained up to the date of my auditor's report. However, future events or conditions may cause the department to cease to continue as a going concern.
- evaluate the overall presentation, structure and content of the financial report, including the disclosures, and whether the financial report represents the underlying transactions and events in a manner that achieves fair presentation.

I communicate with the Secretary regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.

MELBOURNE
8 September 2025



Andrew Greaves
Auditor-General

Financial statements

Comprehensive operating statement for the financial year ended
30 June 2025

	Notes	2025 (\$m)	2024 (\$m)
Revenue and income from transactions			
Output appropriations	2.3.1	16,671.1	15,703.5
Special appropriations	2.3.2	0.2	0.1
Grants	2.4.1	40.4	58.0
Sale of goods and services	2.4.2	399.3	381.4
Other revenue and income	2.4.3	304.1	412.4
Total revenue and income from transactions		17,415.1	16,555.4
Expenses from transactions			
Employee expenses	3.2.1	(10,583.6)	(9,833.2)
Interest expenses	7.2.4	(24.8)	(24.1)
Depreciation and amortisation	5.1.4	(762.0)	(694.1)
Grant expenses	3.3	(1,870.2)	(1,965.9)
Other operating expenses	3.4 / 9.5	(4,155.4)	(3,857.0)
Total expenses from transactions		(17,396.0)	(16,374.3)
Net result from transactions (net operating balance)		19.1	181.1
Other economic flows included in net result			
Net gain/(loss) on non-financial assets		2.8	2.1
Net gain/(loss) on financial instruments		(3.6)	(0.7)
Other gains/(losses) from other economic flows		(10.8)	21.2
Total other economic flows included in net result		(11.6)	22.6
Net result		7.5	203.7
Other economic flows – other comprehensive income			
Items that will not be reclassified to net result			
Changes in physical asset revaluation surplus	9.4	–	118.4
Total other economic flows – other comprehensive income		–	118.4
Comprehensive result		7.5	322.1

The above comprehensive operating statement should be read in conjunction with the accompanying notes.

Balance sheet as at 30 June 2025

	Notes	2025 (\$m)	2024 (\$m)
Assets			
Financial assets			
Cash and deposits	7.3	1,759.8	1,607.4
Receivables	6.1	3,432.5	3,604.3
Total financial assets		5,192.3	5,211.7
Non-financial assets			
Other non-financial assets	6.3	135.5	122.8
Intangible assets	5.2	77.4	72.3
Property, plant and equipment	5.1	42,959.4	41,435.9
Total non-financial assets		43,172.3	41,631.0
Total assets		48,364.6	46,842.7
Liabilities			
Payables	6.2	808.7	680.1
Other liabilities	6.2.3	24.7	72.0
Borrowings	7.1	532.5	539.2
Employee benefit provisions	3.2.2	2,173.5	2,044.8
Total liabilities		3,539.4	3,336.1
Net assets		44,825.2	43,506.6
Equity			
Accumulated surplus		5,609.8	5,602.3
Physical asset revaluation surplus	9.4	23,183.5	23,183.5
Contributed capital		16,031.9	14,720.8
Net worth		44,825.2	43,506.6
Contingent assets and contingent liabilities	8.2	(261.8)	(236.9)
Commitments for expenditure	7.5.1	4,652.1	3,994.9

The above balance sheet should be read in conjunction with the accompanying notes.

Statement of changes in equity for the financial year ended 30 June 2025

	Notes	Physical asset revaluation surplus [Note 9.4] (\$m)	Accumulated surplus (\$m)	Contributed capital (\$m)	Total Equity (\$m)
Balance at 1 July 2023		23,065.1	5,398.2	13,428.6	41,891.9
Net results for the year		–	203.7	–	203.7
Prior-year adjustments		–	0.4	(0.1)	0.3
Other comprehensive income for the year	9.4	118.4	–	–	118.4
Capital appropriations	2.3.1	–	–	1,387.4	1,387.4
Contributed capital transfers out		–	–	(95.1)	(95.1)
Balance at 30 June 2024		23,183.5	5,602.3	14,720.8	43,506.6
Net results for the year		–	7.5	–	7.5
Prior-year adjustments		–	–	0.1	0.1
Capital appropriations	2.3.1 / 2.3.2	–	–	1,330.0	1,330.0
Contributed capital transfers out		–	–	(19.0)	(19.0)
Balance at 30 June 2025		23,183.5	5,609.8	16,031.9	44,825.2

The above statement of changes in equity should be read in conjunction with the accompanying notes.

Cash flow statement for the financial year ended 30 June 2025

	Notes	2025 (\$m)	2024 (\$m)
Cash flows from operating activities			
Receipts			
Receipts from government		16,850.5	15,497.7
Receipts from other entities		681.3	854.2
Goods and services tax (GST) recovered from the Australian Tax Office (ATO)		597.9	610.3
Interest received		84.4	70.6
Total receipts		18,214.1	17,032.8
Payments			
Payments for grants and other transfers		(1,949.4)	(1,940.0)
Payments to suppliers and employees		(15,038.0)	(13,991.0)
GST paid to the ATO		(12.6)	(9.8)
Short-term, low-value and variable lease payments		(37.8)	(37.8)
Interest and other costs of finance paid		(24.8)	(24.1)
Total payments		(17,062.6)	(16,002.7)
Net cash flows from/ (used in) operating activities	7.3.1	1,151.5	1,030.1
Cash flows from investing activities			
Purchases of non-financial assets		(2,306.5)	(2,378.5)
Proceeds from investments		0.1	2.0
Payments for investments		–	(0.4)
Sale of plant and equipment		8.5	6.6
Proceeds from loan and advances		0.2	–
Payment of loan and advances		(0.9)	(1.1)
Prior-year adjustments		0.1	0.3
Net cash flows from/ (used in) investing activities		(2,298.5)	(2,371.1)
Cash flows from financing activities			
Owner contributions received from State Government		1,330.0	1,387.4
Proceeds from borrowings		48.5	52.3
Repayment of borrowings and principal portion of lease liabilities		(79.1)	(82.9)
Net cash flows from/ (used in) financing activities		1,299.4	1,356.8
Net increase/ (decrease) in cash and deposits		152.4	15.8
Cash and deposits at the beginning of the financial year		1,607.1	1,591.3
Cash and deposits at the end of the financial year	7.3	1,759.5	1,607.1

The above cash flow statement should be read in conjunction with the accompanying notes.

Notes to the financial statements

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1. About this report

1.1 Reporting entity

The Department of Education (the department) is a government department of the State of Victoria, established pursuant to an order made by the Premier under Victoria's *Public Administration Act 2004*.

Its principal address is:

Department of Education
2 Treasury Place
East Melbourne VIC 3002

The department is an administrative agency acting on behalf of the Crown.

These financial statements cover the department as an individual reporting entity and include all our controlled activities.

A description of the nature of the department's operations and its principal activities is included in the report of operations, which does not form part of these financial statements.

1.2 Basis of preparation

These annual financial statements represent the audited general-purpose financial statements (Tier I) of the department for the year ended 30 June 2025. The purpose of the report is to provide users with information about the department's stewardship of resources entrusted to it.

These financial statements are in Australian dollars. The historical cost convention is used, unless a different measurement basis is specifically disclosed in the note associated with the item measured on a different basis.

The accrual basis of accounting has been applied in the preparation of these financial statements, whereby assets, liabilities, equity, income and expenses are recognised in the reporting period to which they relate, regardless of when cash is received or paid.

Consistent with the requirements of the Australian Accounting Standards Board (AASB) 1004 *Contributions*, contributions by owners (that is, contributed capital and its repayment) are treated as equity transactions and therefore, do not form part of the income and expenses of the department.

Additions to net assets that have been designated as contributions by owners are recognised as contributed capital. Other transfers that are in the nature of contributions to or distributions by owners have also been designated as contributions by owners.

Transfers of net assets arising from administrative restructurings are treated as distributions to or contributions by owners. Transfers of net liabilities arising from administrative restructurings are treated as distributions to owners.

1.3 Compliance information

These general-purpose financial statements (Tier I) have been prepared in accordance with the FMA and applicable Australian Accounting Standards (AAS), which include interpretations issued by the AASB. In particular, they are presented in a manner consistent with the requirements of the AASB 1049 *Whole of Government and General Government Sector Financial Reporting*.

Where appropriate, those AAS paragraphs applicable to not-for-profit entities have been applied.

Accounting policies are selected and applied in a manner which ensures that the resulting financial information satisfies the concepts of relevance and reliability, thereby ensuring that the substance of the underlying transactions or other events is reported.

These annual financial statements were authorised for issue by the Secretary of the department on 04 September 2025.

1.4 Judgements, estimates and assumptions

Judgements, estimates and assumptions are required to be made about financial information being presented. The significant judgements made in the preparation of these financial statements are disclosed in the notes, where amounts affected by those judgements are disclosed. Estimates and associated assumptions are based on professional judgements derived from historical experience, expected future

climate-related risks and opportunities, and various other factors that are believed to be reasonable under the circumstances. Actual results may differ from these estimates.

Revisions to accounting estimates are recognised in the period in which the estimate is revised and in future periods that are affected by the revision. Judgements and assumptions made by management in the application of AAS that have significant effects on the financial statements and estimates are disclosed in the notes under the heading 'Significant judgement or estimates'.

1.5 Basis of consolidation

The financial statements exclude bodies in the department's portfolio that are not controlled by the department, and therefore are not consolidated.

Bodies and activities that are administered are also not controlled and not consolidated.

Pursuant to section 2.3.30 of the ETRA, the results of the department and Victorian government primary and secondary schools are reported in aggregate as part of the department's financial statements. These entities are not controlled by the department.

All transactions between the department and these schools have been eliminated as required by AAS.

Transactions with non-government schools are not eliminated.

1.6 Scope and presentation of financial statements

1.6.1 Comprehensive operating statement

The comprehensive operating statement comprises:

- net result from transactions (also termed net operating balance)
- other economic flows included in net result
- other economic flows – other comprehensive income.

The sum of the former 2 represents the net result, which is equivalent to profit or loss derived in accordance with AAS.

Other economic flows are changes arising from market remeasurements. They include:

- gains and losses from disposals of non-financial assets
- revaluations and impairments of non-financial physical and intangible assets
- fair value changes of financial instruments
- gains and losses from revaluation of long service leave liability.

This classification is consistent with the whole-of-government reporting format and is allowed under AASB 101 *Presentation of Financial Statements*.

1.6.2 Balance sheet

Assets and liabilities are presented in liquidity order, with assets aggregated into financial assets and non-financial assets.

1.6.3 Cash flow statement

Cash flows are classified according to whether or not they arise from operating, investing or financing activities. This classification is consistent with requirements under AASB 107 *Statement of Cash Flows*.

1.6.4 Statement of changes in equity

The statement of changes in equity presents reconciliations of each non-owner and owner equity opening balance at the beginning of the reporting period to the closing balance at the end of the reporting period. It also shows separately changes due to amounts recognised in the 'Comprehensive result' and amounts related to 'Transactions with owner in its capacity as owner'.

1.7 Rounding of amounts

Amounts in the financial statements have been rounded to the nearest hundred thousand (that is, 'x.x million') unless otherwise stated. Figures in the financial statements may not equate due to rounding (see Note 9.9).

1.8 Accounting for goods and services tax (GST)

Income, expenses and assets are recognised net of the amount of associated GST, unless the GST incurred is not recoverable from the taxation authority. In this case, the GST payable is recognised as part of the cost of acquisition of the asset or as part of the expense.

Receivables and payables are stated inclusive of the amount of GST receivable or payable. The net amount of GST recoverable from, or payable to, the taxation authority is included with other receivables or payables in the balance sheet.

Cash flows are presented on a gross basis. The GST components of cash flows arising from investing or financing activities, which are recoverable from, or payable to, the taxation authority, are presented as operating cash flow.

Commitments and contingent assets and liabilities are also stated inclusive of GST.

2. Funding delivery of our services

The department leads the delivery of education and development services to children and young people, both directly through government schools and indirectly through the regulation and funding of early childhood services and non-government schools.

The department implements Victorian Government policy on early childhood services and school education. The department manages Victorian government schools and drives improvement in primary and secondary government education.

The department provides support and advisory services to the Minister for Education and Minister for Children, as well as a number of statutory bodies.

The department is predominantly funded by accrual-based parliamentary appropriations for the provision of outputs that are further described in Note 4.1.

Structure

2. Funding delivery of our services

2.1 Summary of revenue and income that fund the delivery of our services

2.2 Appropriations

2.2.1 Output appropriations

2.2.2 Special appropriations

2.3 Summary of compliance with annual parliamentary and special appropriations

2.3.1 Summary of compliance with annual parliamentary appropriations

2.3.2 Summary of compliance with special appropriations

2.4 Other revenue and income from transactions

2.4.1 Grants

Grants recognised under AASB 1058

Grants recognised under AASB 15

2.4.2 Sales of goods and services

Performance obligations and revenue recognition policies

2.4.3 Other revenue and income

2.5 Annotated income agreements

2.1 Summary of revenue and income that fund the delivery of our services

Revenue and income from transactions

	Notes	2025 (\$m)	2024 (\$m)
Revenue and income from transactions			
Output appropriations	2.2 / 2.3.1	16,671.1	15,703.5
Special appropriations	2.2 / 2.3.2	0.2	0.1
Grants	2.4.1	40.4	58.0
Sale of goods and services	2.4.2	399.3	381.4
Other income	2.4.3	304.1	412.4
Total revenue and income from transactions		17,415.1	16,555.4

Revenue and income that fund delivery of the department's services are accounted for consistently with the requirements of the relevant accounting standards disclosed in the following notes.

2.2 Appropriations

Once annual parliamentary appropriations are applied by the Treasurer, they become controlled by the department and recognised as income when applied to the purposes defined under the relevant Appropriations Act. All amounts of income over which the department does not have control are disclosed as administered income (see Note 4.2).

2.2.1 Output appropriations

Income from the outputs that the department provides to the government is recognised when those outputs have been delivered and the relevant minister has certified delivery of those outputs, in accordance with specified performance criteria.

2.2.2 Special appropriations

Under section 5.6.8 of Victoria's ETRA, income related to volunteer workers compensation is recognised when the amount appropriated for that purpose is due and payable by the department.

Under section 10 of the FMA, Commonwealth national partnerships funding is recognised as income, when the amount appropriated for that purpose has been incurred by the department.

Under section 33 of the FMA, funds sourced from prior-year output or depreciation-equivalent surpluses are recognised when the amount appropriated for that purpose has been incurred by the department.

2.3 Summary of compliance with annual parliamentary and special appropriations

2.3.1 Summary of compliance with annual parliamentary appropriations

The following table discloses the details of the various parliamentary appropriations received by the department for the year. In accordance with accrual output-based management procedures, 'provision for outputs' and 'additions to net assets' are disclosed as 'controlled activities' of the department.

Summary of compliance with annual parliamentary appropriations

	Appropriations Act		Financial Management Act					
2025 (\$m)	Annual appropriation	Advance from Treasurer ⁹⁷	Section 29	Section 30 ⁹⁸	Section 32	Total Parliamentary authority	Appropriations applied	Variance ⁹⁹
Controlled								
Provision for outputs	16,243.2	221.8	376.6	(7.7)	97.4	16,931.3	16,671.1	260.2
Addition to net assets	1,886.4	–	0.6	7.7	279.8	2,174.5	1,327.2	847.3
2025 total	18,129.6	221.8	377.2	–	377.2	19,105.8	17,988.3	1,107.5

⁹⁷ The specific purpose(s) of this supplementary funding is disclosed in the state's Annual Financial Report. The \$221.8 million disclosed represents funding that has been spent and applied in the current financial year. The amount disclosed excludes unspent Treasurer's Advance of \$0.6 million. This will be sought as a Treasurer's Advance in 2025–26 to ensure program delivery.

⁹⁸ The \$7.7 million appropriation transfer from provision for outputs to additions to the net asset base primarily includes \$15.1 million for the Emergency Maintenance Program, \$7.4 million for the Relocatable Buildings Program and \$2.3 million for Building Blocks – Capacity and Improvements – Crisis Council of Cabinet Stimulus. This is offset by appropriation transfers from additions to the net asset base to provision for outputs including \$6.1 million for Land Acquisition, \$5.7 million for Ready for School: Kinder for Every Three-Year-Old, \$4.1 million for New Schools Construction and Minor Capital Works, and \$1.1 million for Best Start, Best Life.

⁹⁹ The provision for outputs variance of \$260.2 million is partially driven by carryover requested into 2025–26 for state (\$114.7 million) and Commonwealth (\$11.8 million) initiatives. The carryover includes state initiatives such as \$17.8 million for Planned Maintenance Program, \$12.6 million for Best Start, Best Life and Three-Year-Old Kindergarten, \$10 million for Three-Year-Old Kindergarten Maintenance, \$9.8 million for Universal access to high-quality VET for government school students, and \$7.8 million for Targeted Initiatives to Attract More Teachers. The carryover request for Commonwealth initiatives includes \$5.4 million for the National Student Wellbeing Program, \$2.9 million for Workload Reduction Fund and \$1.9 million for Consent and Respectful Relationships Education. The variance is also driven by the lapsed funding of \$102.8 million for the Preschool Reform Agreement for 2023–24 due to the late receipt of the funding from the Commonwealth Government.

The additions to net assets variance of \$847.3 million is largely driven by \$634.3 million of funding that has been re-phased into future years. This includes initiatives such as \$237.8 million for Modernisation and School Upgrades, \$124.2 million for New Schools, \$110.6 million for Land Acquisition, \$38.4 million for Three-Year-Old Kindergarten and \$25.0 million for Capital Works Fund. The variance is also driven by \$170.9 million of carryover requested into 2025–26, including \$129.9 million for Modernisation and School Upgrades, Land Acquisition and New Schools, and \$18.6 million for Best Start, Best Life infrastructure.

	Appropriations Act		Financial Management Act					
2024 (\$m)	Annual appropriation	Advance from Treasurer ¹⁰⁰	Section 29 ¹⁰¹	Section 30 ¹⁰²	Section 32	Total Parliamentary authority	Appropriations applied	Variance ¹⁰³
Controlled								
Provision for outputs	15,194.8	403.0	141.9	(6.4)	91.4	15,824.7	15,703.5	121.2
Addition to net assets	1,972.1	–	67.4	6.4	278.7	2,324.7	1,387.4	937.3
2024 total	17,166.9	403.0	209.4	–	370.1	18,149.4	17,090.9	1,058.5

¹⁰⁰ The specific purpose(s) of this supplementary funding is disclosed in the state's Annual Financial Report. The \$403.0 million disclosed represents funding that has been spent and applied in the current financial year. The amount disclosed excludes unspent Treasurer's Advance of \$14.4 million. A total of \$12.9 million will be sought as a Treasurer's Advance in 2024–25 to ensure program delivery and \$1.5 million of funding is not required and therefore, not claimed as revenue by the department.

¹⁰¹ The total does not align to Note 2.5 due to rounding.

¹⁰² The \$6.4 million appropriation transfer from provision of outputs to additions to the net asset base primarily includes \$11.0 million for the New Schools Planning Fund, \$7.3 million for the Emergency Maintenance Program, \$4.6 million for the Academy's new building assets and \$4.4 million for the Relocatable Building Program. This is offset by appropriation transfers from additions to the net asset base to provision of outputs, including \$14.4 million for new Tech Schools and \$6.6 million for New Schools Construction.

¹⁰³ The provision for outputs variance of \$121.2 million is largely driven by the carryover requested into 2024–25 for State (\$84.9 million) and Commonwealth (\$9.8 million) initiatives. The carryover includes state initiatives such as \$22.1 million for Three-Year-Old Kindergarten, \$9.5 million for universal access to high-quality VET for government school students, \$8.9 million for Non-government and Catholic school grants and \$5.4 million for Teach Today and Teach Tomorrow program expansion. The carryover request for Commonwealth initiatives includes \$5.1 million for the National Student Wellbeing Program and \$3.8 million for Consent and Respectful Relationships Education.

The additions to net assets variance of \$937.3 million is largely driven by \$571.5 million in funding that had been rephased into future years. This includes initiatives such as \$168.5 million for Land Acquisition to support delivery of new schools, \$143.4 million for Modernisation and School Upgrade, \$70.7 million for Ready for School: Kinder for Every Three-Year-Old, \$54.0 million for Essential Maintenance and compliance and \$42.6 million for New Schools. The variance is also driven by \$282.5 million of carryover requested into 2024–25, including \$224.3 million for New Schools, Modernisation and School Upgrades and \$21.5 million for Ready for School: Kinder for Every Three-Year-Old.

2.3.2 Summary of compliance with special appropriations

	Purpose	2025 (\$m)	2024 (\$m)
Authority			
Section 5.6.8 of the ETRA	Volunteers workers' compensation	0.2	0.1
Total special appropriation income		0.2	0.1
Funded from capital appropriation			
Section 10 of the FMA	Schools Upgrade Fund	2.8	–
Funded from receivables			
Section 33 of the FMA	Prior-year school specific capital contributions	1.9	–
Section 33 of the FMA	Funding the asset program	–	13.0
Capital special appropriation total ^{104, 105}		4.7	13.0
Section 33 of the FMA	Oracle Financial Cloud	7.8	4.2
Section 33 of the FMA	Infrastructure Portfolio Management	2.6	2.8
Section 33 of the FMA	Critical System Remediation and Delivery	4.3	–
Section 33 of the FMA	Cybersecurity for government schools	1.1	–
Section 33 of the FMA	Digital Content Management Program	1.9	–
Section 33 of the FMA	School Migration and Uplift Program	7.1	–
Section 33 of the FMA	Cashflow requirements	152.3	–
Other special appropriation total ^{105, 106}		177.1	7.0
Total special appropriation		182.0	20.1

¹⁰⁴ 2025: This reflects funding from prior years and Commonwealth funds used for assets

2024: This reflects funding from depreciation equivalent funding accumulated in previous years used for assets.

¹⁰⁵ Funded from the balance sheet. Therefore, it is excluded from 'special appropriations' income from the comprehensive operating statement.

¹⁰⁶ This reflects funding from prior years used for cashflow and operating expenses.

2.4 Other revenue and income from transactions

2.4.1 Grants

	2025 (\$m)	2024 (\$m)
Income recognised as income of not-for-profit entities		
Grants to acquire a recognisable non-financial asset	23.5	33.0
Specific purpose without any sufficiently specific performance obligations	16.9	25.0
Total grants	40.4	58.0

Grants recognised under AASB 1058

The department has determined that the grant income included in the table above under AASB 1058 *Income for Not-for-Profit Entities* has been earned under arrangements that are either not enforceable and/or not linked to sufficiently specific performance obligations.

Income from grants without sufficiently specific performance obligations, or that are not enforceable, is recognised when the department has an unconditional right to receive cash, which usually coincides with receipt of cash. On initial recognition of the asset, the department recognises any related contributions by owners, increases in liabilities, decreases in assets, and revenue ('related amounts'), in accordance with other AAS.

Related amounts may take the form of:

- contributions by owners, in accordance with AASB 1004 *Contribution*
- revenue or a contract liability arising from a contract with a customer, in accordance with AASB 15 *Revenue from Contracts with Customers*
- a lease liability, in accordance with AASB 16 *Leases*
- a financial instrument, in accordance with AASB 9 *Financial Instruments*
- a provision, in accordance with AASB 137 *Provisions, Contingent Liabilities and Contingent Assets*.

Capital grants income for the construction of the capital works program is recognised when the department reaches settlement on land sites, or it is progressively recognised as the new school or upgrade is constructed, as this is the time when the department satisfies its obligations under the grant transfer.

Grants recognised under AASB 15

Income from grants that are enforceable and with sufficiently specific performance obligations are accounted for as revenue from contracts with customers under AASB 15.

Revenue is recognised when the department satisfies the performance obligation by providing the agreed services to stakeholders. This is recognised based on the consideration specified in the funding agreement, and to the extent that it is highly probable a significant reversal of the revenue will not occur. The funding payments are normally received in advance or shortly after the relevant obligation is satisfied.

2.4.2 Sales of goods and services

	2025 (\$m)	2024 (\$m)
Sales of goods and services		
Schools revenue - including sales of classroom material, before and after school care and other trading operations	396.7	379.8
Provision of services	2.6	1.6
Total sale of goods and services	399.3	381.4

The sale of goods and services included in the table above are transactions that the department has determined to be classified as revenue from contracts with customers, in accordance with AASB 15.

Performance obligations and revenue recognition policies

Revenue is measured based on the consideration specified in the contract with the customer. The department recognises revenue when it transfers control of a good or service to the customer, for example, when, or as, the performance obligations for the sale of goods and services to the customer are satisfied.

Revenue from sale of goods is recognised when goods are delivered and have been accepted. For schools, this covers trading operations like canteens, bookshops, stationery and uniform sales.

Revenue from rendering of services is recognised at a point in time when the performance obligation is satisfied when the service is completed, and over time, when the customer simultaneously receives and consumes the service as it is provided. For schools, this covers activities like music lessons, camps, sports and excursions and out-of-school-hours care.

Consideration received in advance of recognising the associated revenue from the customer is recorded as a contract liability (see Note 6.2.3). Where the performance obligations are satisfied but not yet billed, a contract asset is recorded.

2.4.3 Other revenue and income

	2025 (\$m)	2024 (\$m)
Other revenue and income		
Schools revenue – including parents' voluntary contributions and other locally raised funds	219.5	341.9
Interest on bank deposits	84.4	70.5
Other revenue and income	0.2	–
Total other revenue and income	304.1	412.4

Other revenue and income are recognised upon the receipt of the funds or resources by the department and/or the school. In the case of the school, this is processed in accordance with controls established by the school's council.

2.5 Annotated income agreements

The department is permitted under section 29 of the FMA to have certain income annotated to the annual appropriation. The income that forms part of a section 29 agreement is recognised by the department as an administered item and the receipts are paid into the consolidation fund. At the point income is recognised, section 29 provides for an equivalent amount to be added to the annual appropriation.

The following table lists annotated income agreements approved by the Treasurer under section 29 of the FMA.

Annotated income agreements approved by the Treasurer

	Notes	2025 (\$m)	2024 (\$m)
Sales of goods and services			
Victorian Academy of Teaching and Leadership courses and events		1.0	0.7
Casual relief teaching panel rebate fees		0.6	0.3
eduPay administration fees		2.3	1.9
Overseas student program fees		114.2	91.6
Housing rent		1.0	1.2
School bus fees		1.1	1.4
50 New Early Learning Centres – Parent Fees		0.3	–
Other: ¹⁰⁷		0.1	0.1
Security alarms monitoring fees			
Victorian Deaf Education Institute course and event fees			
State School Spectacular ticket sales			
Local Learning and Employment Networks fees			
Total		120.6	97.2
Receipts from Commonwealth			
Contributions for school capital programs		–	7.2
Schools Upgrade Fund		–	58.8
Total		–	66.0
Revenue from municipal councils			
Contributions for school capital programs		0.6	1.5
Contributions for other capital programs		–	–
Total		0.6	1.5
Commonwealth specific purpose payments			
Preschool Reform Agreement		232.4	25.7
National Student Wellbeing Program		12.8	14.9
Consent and Respectful Relationships Education		5.9	3.8
Workload Reduction Fund		3.0	0.3
Joint Compliance and Monitoring Program		0.5	0.4
50 New Early Learning Centres – Childcare Subsidy		1.1	–
Child Safety Review		0.3	–
Total		256.0	45.1
Total annotated income agreements	2.3.1	377.2	209.8

¹⁰⁷ Due to rounding, these individual agreements have been grouped together.

3. The cost of delivering services

This section provides an account of the expenses incurred by the department in delivering services and outputs. In this note, the costs associated with provision of services are recorded. Note 2 outlines funds that enable the provision of services and Note 4 discloses disaggregated information in relation to the income and expenses by output.

Structure

3. The cost of delivering services

- 3.1 Expenses incurred in delivery of services
- 3.2 Employee benefits
 - 3.2.1 Employee benefits – in the comprehensive operating statement
 - 3.2.2 Employee benefits – in the balance sheet
 - Annual leave and sick leave
 - Long service leave
 - 3.2.3 Significant judgements or estimates
 - On-costs related to employee expenses
 - 3.2.4 Superannuation contributions
- 3.3 Grant expenses
- 3.4 Other operating expenses

3.1 Expenses incurred in delivery of services

Expenses incurred in delivering services are recognised as they are incurred and are reported in the financial year to which they relate.

	Notes	2025 (\$m)	2024 (\$m)
Expenses from transactions			
Employee expenses	3.2.1	10,583.6	9,833.2
Grant and other payments	3.3	1,870.2	1,965.9
Other operating expenses	3.4 / 9.6	4,155.4	3,857.0
Total expenses incurred in delivery of services		16,609.2	15,656.1

3.2 Employee benefits

3.2.1 Employee benefits – in the comprehensive operating statement

	2025 (\$m)	2024 (\$m)
Employee expenses		
Salaries and wages	8,222.6	7,619.3
Superannuation	992.4	878.0
Annual leave and long service leave expense	539.3	581.7
Other on-costs (fringe benefits tax, payroll tax and WorkCover levy)	827.9	740.8
Termination benefits	1.4	13.4
Total employee expenses	10,583.6	9,833.2

Employee expenses include all costs related to employment, such as salaries and wages, superannuation, fringe benefits and payroll taxes, leave entitlements, termination payments and WorkCover premiums.

The amount recognised in the comprehensive operating statement in relation to superannuation is the employer contributions for members of both defined-benefit and defined-contribution superannuation plans that are paid or payable during the reporting period. The department does not recognise any defined-benefit liabilities, because it has no legal or constructive obligation to pay future benefits relating to its employees. Instead, DTF discloses in its annual financial statements the net defined-benefit cost related to the members of these plans as an administered liability (on behalf of the state as the sponsoring employer).

Termination benefits are payable when employment is terminated before the normal retirement date, or when an employee accepts an offer of benefits in exchange for the termination of employment. Termination benefits are recognised when the department is demonstrably committed to terminating the employment of current employees, according to a detailed formal plan, without the possibility of withdrawal or providing termination benefits as a result of an offer made to encourage voluntary redundancy.

3.2.2 Employee benefits – in the balance sheet

Provision is made for benefits accruing to employees in respect of annual leave and long service leave for services rendered to the reporting date and recorded as an expense during the period the services are delivered.

Employee benefits – in the balance sheet

	2025 (\$m)	2024 (\$m)
Current provisions		
Employee benefits¹⁰⁸ – annual leave		
Unconditional and expected to be settled within 12 months	250.0	215.1
Unconditional and expected to be settled after 12 months	17.6	16.1
Employee benefits¹⁰⁸ – long service leave		
Unconditional and expected to be settled within 12 months	211.7	201.8
Unconditional and expected to be settled after 12 months	1,118.0	1,071.1
Employee benefits¹⁰⁸ – other		
Other provisions	13.1	1.5
Total	1,610.4	1,505.6
Provisions related to employee benefit on-costs		
Unconditional and expected to be settled within 12 months	112.6	83.8
Unconditional and expected to be settled after 12 months	252.1	239.0
Total	364.7	322.8
Other – make good and refunds/reimbursements ¹⁰⁹	1.3	11.2
Total current provisions	1,976.4	1,839.6
Non-current provisions		
Employee benefits ¹⁰⁸	160.3	167.1
Other on-costs related to employee benefits	35.6	36.8
Total	195.9	203.9
Other – make good ¹⁰⁹	1.2	1.3
Total non-current provisions for employee benefits	197.1	205.2
Total provisions for employee benefits	2,173.5	2,044.8

Reconciliation of movements in on-cost provisions

	2025 (\$m)
Opening balance	359.6
Additional provisions recognised	110.0
Reductions arising from payments/other sacrifices of future economic benefits	(81.1)
Unwind of discount and effect of changes in the discount rate	11.8
Closing balance	400.3
Current	364.7
Non-current	35.6

¹⁰⁸ Provisions for employee benefits consist of amounts for annual leave, long service leave and other employee benefits accrued by employees, not including on-costs.

¹⁰⁹ Make good and refunds/reimbursement provisions do not form part of employee benefits but do form part of total current provisions.

Annual leave and sick leave

Annual leave liability is recognised as part of the employee benefit provision as current liabilities, because the department does not have an unconditional right to defer settlement of these liabilities.

These liabilities are measured at present value, as the department does not expect to wholly settle them within 12 months.

No provision has been made for sick leave, as all sick leave is non-vesting, and it is not considered probable that the average sick leave taken in the future will be greater than the future benefits accrued. As sick leave is non-vesting, an expense is recognised in the comprehensive operating statement as it is taken.

Long service leave

Unconditional long service leave is disclosed as a current liability, even where the department does not expect to settle the liability within 12 months. This is because the department does not have the unconditional right to defer the settlement of the entitlement should an employee take leave within 12 months.

3.2.3 Significant judgements or estimates

The components of this current long service leave liability are measured at present value, as it is unreasonable to assume the entire unconditional long service leave liability balance will be exhausted within 12 months after the end of the reporting period. The department assumes a utilisation rate to spread the expected settlement of this liability across several years and inflates this using a wage indexation rate, then discounts back to present value using bond interest rates.

Conditional long service leave is disclosed as a non-current liability. There is an unconditional right to defer the settlement of the entitlement until the employee has completed the requisite years of service. This non-current long service leave liability is measured at present value.

In 2023–24, the department adopted the amendment to AASB 101 *Presentation of Financial Statements* under AASB 2020-1 *Amendments to Australian Accounting Standards – Classification of Liabilities as Current or Non-Current*. The amendment clarifies that a liability is classified as current if an entity does not have the right at the end of the reporting period to defer settlement of the liability for at least 12 months after the reporting period. In effect, conditional leave balances accrued between 6 to 7 service years previously classified as ‘non-current’ are now recognised as ‘current’. The impact of this standard on the overall liabilities balance is immaterial.

Any gain or loss following revaluation of the present value of long service leave liability measured at present value is recognised as a transaction, except to the extent that a gain or loss arises due to changes in bond interest rates, for which it is then recognised as an ‘other economic flow’ in the net result.

On-costs related to employee expenses

On-costs (such as payroll tax, workers compensation and superannuation) are not employee benefits. They are disclosed separately as a component of the provision for employee benefits when the employment to which they relate has occurred.

The measurement of employee benefits on-costs mirrors the employee benefit provisions to which they relate, and therefore they are measured at present value, where the department does not expect to wholly settle within 12 months.

3.2.4 Superannuation contributions

Employees of the department are entitled to receive superannuation benefits. The department contributes to both defined-benefit and defined-contribution plans. The defined-benefit plans provide benefits based on years of service and final average salary.

Superannuation contributions

Paid contribution for the year	2025 (\$m)	2024 (\$m)
Defined-benefit plans		
State superannuation schemes	47.1	51.7
Other – State Employees Retirement Benefits Scheme	1.5	1.3
Defined-contribution plans		
Aware Super	604.2	551.9
Other	339.6	273.1
Total	992.4	878.0

There were no contributions outstanding as at 30 June 2025 and 30 June 2024.

3.3 Grant expenses

	2025 (\$m)	2024 (\$m)
Grants to the Academy	57.4	57.1
Grants to the VCAA	118.3	107.4
Grants to the VRQA	13.8	14.4
Grants to TAFEs	15.9	18.9
Grants to non-government schools	1,157.4	1,376.6
Grants to external organisations	474.4	361.0
Other payments	33.0	30.5
Total grant expenses	1,870.2	1,965.9

Transactions in which the department provides goods, services, assets (or extinguishes a liability) or labour to another party, where there is no expectation that the amount will be repaid in equal value, are categorised as 'grant expenses'. Grants can either be operating or capital in nature.

Grants can be paid as general-purpose grants, which are not subject to conditions regarding their use. Alternatively, they may be paid as specific-purpose grants, which are paid for a particular purpose and/or have conditions attached regarding their use.

Grants (other than contributions to owners) are recognised as an expense in the reporting period in which they are paid or payable. They include transactions such as grants and other transfer payments made to state-owned agencies, local government, non-government schools and community groups. Grants can take the form of money, assets, goods, services or forgiveness of liabilities.

3.4 Other operating expenses

	2025 (\$m)	2024 (\$m)
Administration	574.7	568.5
Maintenance	455.3	436.0
School requisites	1,365.6	1,190.6
Early learning requisites	2.3	–
IT-related costs	279.3	213.2
Service agreement payments	1,254.1	1,235.6
Short-term and low-value leases	37.8	37.8
Remuneration of auditors ¹¹⁰	11.7	9.4
Settlement of litigation	1.8	2.5
Other expenses	170.8	161.0
Finance expenses and fees	1.9	2.3
Ex gratia expenses ¹¹¹	0.1	0.1
Total other operating expenses	4,155.4	3,857.0

Other operating expenses include cost of goods sold and day-to-day running costs, including school and early learning requisites and maintenance costs, incurred in the normal operations of the department.

School and early learning requisites include expenditure for:

- camps, sports and excursions
- utilities, cleaning and security costs
- classroom and curriculum consumables such as books, stationery, toys, paint and wood
- insurance premiums
- gifts and awards to students (including ribbons, trophies, book vouchers and certificates)
- school activities including formals, musicals, fetes and sausage sizzles
- travel costs
- medical costs including first-aid materials
- payments to staffing agencies for casual relief teachers and education support staff
- food and drink such as canteen food, milk, biscuits, juice.
- bathroom supplies such as nappies, toilet rolls and baby wipes
- sleep supplies such as pillows and bedding.

These items are recognised as an expense in the reporting period in which they are incurred.

Service agreement payments include Victorian Government funding to funded kindergarten providers for the delivery of Three- and Four-Year-Old Kindergarten programs, along with a range of other targeted initiatives and subsidies to support access, participation, inclusion, and quality. Funded kindergarten providers include not-for-profit, local government, non-government and private-for-profit organisations. Kindergarten programs can be delivered in both sessional and integrated long day care settings. Kindergarten programs are delivered by an early childhood teacher for 15 hours a week for Four-Year-Old Kindergarten and between 5 and 15 hours a week for Three-Year-Old Kindergarten. Through the implementation of Best Start, Best Life reforms, Four-Year-Old Kindergarten will progressively transition to 30 hours a week of Pre-Prep over the next decade.

¹¹⁰ All auditing remuneration, including auditing of these financial statements (see Note 9.5).

¹¹¹ 2025 comprises \$128.3k in reimbursements to families for loss of camp deposits after tour company, Actura Australia entered voluntary administration. 2024 comprises 2 payments – \$75k to a former student arising out of discrimination claim and \$10k to the family of a student injured at school to cover accommodation expenses arising from hospitalisation.

4. Disaggregated financial information by output

The department is predominantly funded by accrual-based parliamentary appropriations for the provision of outputs. This section provides a description of the departmental outputs performed during the year ended 30 June 2025, along with the objectives of those outputs.

This section disaggregates income that enables the delivery of services (described in Note 2) by the output and records the allocation of expenses incurred (described in Note 3) also by outputs.

It also provides information on items administered in connection with these outputs, which do not form part of the controlled balances of the department.

This section also provides information on administered items (Note 4.2), which the department administers on behalf of the state and therefore, does not recognise in its financial statements.

Structure

4. Disaggregated financial information by output

4.1 Departmental outputs

4.1.1 Descriptions and objectives

Kindergarten Delivery

Early Childhood Sector Supports and Regulation

School Education

Wellbeing Supports for Students

Supports for Schools and Staff

Promoting Equal Access to Education

Additional Supports for Students with Disabilities

4.1.2 Significant judgements or estimates

4.1.3 Controlled income and expenses

4.1.4 Controlled assets and liabilities

4.2 Administered (non-controlled) items

Commonwealth on-passing grants to non-government schools

4.1 Departmental outputs

4.1.1 Descriptions and objectives

Departmental outputs achieved during the year ended 30 June 2025, and the objectives of these outputs, are summarised below.

Kindergarten Delivery

This output comprises kindergarten delivery and related programs and services to support participation for disadvantaged children and children with additional needs. This includes Four-Year-Old Kindergarten, access and inclusion supports, and the rollout of Three-Year-Old Kindergarten.

Early Childhood Sector Supports and Regulation

This output comprises services to support workforce and infrastructure development and services to monitor licensed early childhood education and care services.

School Education

The School Education output group consists of 2 outputs:

- **School Education – Primary** provides services to develop essential skills and learning experiences to engage young minds and improve the quality of learning of students in Prep to Year 6 in government and non-government schools. Primary school education develops student literacy and numeracy competencies, as well as creative and critical thinking, and physical, social, emotional and intellectual development in childhood. It also includes developing student engagement with school and the value of learning.
- **School Education – Secondary** involves provision of education and support services designed to improve student learning, development and wellbeing in years 7 to 12 in government and non-government schools. These seek to consolidate literacy and numeracy competencies in adolescence, including creative and critical thinking as well as physical, social, emotional and intellectual development in adolescence. It also covers the provision of services to improve pathways to further education, training and employment.

Wellbeing Supports for Students

This output primarily provides student welfare, health and health service supports to students.

Supports for Schools and Staff

This output provides professional development and graduate teacher supports to schools. It also reflects supports including ICT, cleaning and maintenance to government schools as well as audit processes for non-government schools.

Promoting Equal Access to Education

This output applies to government schools and includes funding to support cohorts including First Nations students, socially disadvantaged students, students for whom English is an additional language and students living in rural and regional areas.

Additional Supports for Students with Disabilities

This output covers programs and funding to support students with disability, as well as transport, welfare and support services for students with special needs.

4.1.2 Significant judgements or estimates

Judgement is required in allocating income and expenditure to specific outputs. For example, corporate and overhead costs are attributed across various outputs based on percentage of FTE staff.

For the current year, there were no amounts unallocated.

4.1.3 Controlled income and expenses

Departmental outputs: controlled income and expenses as at 30 June

	Kindergarten Delivery		Early Childhood Sector Supports and Regulation		School Education		Wellbeing Supports for Students		Supports for Schools and Staff		Promoting Equal Access to Education		Additional Supports for Students with Disabilities		Departmental total	
	2025 (\$m)	2024 (\$m)	2025 (\$m)	2024 (\$m)	2025 (\$m)	2024 (\$m)	2025 (\$m)	2024 (\$m)	2025 (\$m)	2024 (\$m)	2025 (\$m)	2024 (\$m)	2025 (\$m)	2024 (\$m)	2025 (\$m)	2024 (\$m)
Revenue and income from transactions																
Output appropriations	1,041.0	1,000.6	586.4	512.6	9,563.8	9,424.9	385.4	345.9	1,801.3	1,582.3	1,388.1	1,180.6	1,905.1	1,656.6	16,671.1	15,703.5
Special appropriations	–	–	–	–	0.2	0.1	–	–	–	–	–	–	–	–	0.2	0.1
Grants	–	0.3	0.3	0.5	11.0	14.2	0.3	3.1	28.8	39.1	–	0.3	–	0.5	40.4	58.0
Sales of goods and services	–	–	–	–	396.7	379.8	1.1	1.4	1.0	0.2	–	–	0.5	–	399.3	381.4
Other revenue and income	5.0	4.4	2.8	2.2	248.9	348.6	2.1	1.9	24.5	39.3	6.8	5.8	14.0	10.2	304.1	412.4
Total revenue and income from transactions	1,046.0	1,005.3	589.5	515.3	10,220.6	10,167.6	388.9	352.3	1,855.6	1,660.9	1,394.9	1,186.7	1,919.6	1,667.3	17,415.1	16,555.4
Expenses from transactions																
Employee expenses	(33.0)	(20.3)	(101.8)	(87.0)	(7,063.6)	(6,830.8)	(192.5)	(171.8)	(565.1)	(466.2)	(857.0)	(916.5)	(1,770.6)	(1,340.6)	(10,583.6)	(9,833.2)
Interest expense	(0.2)	(0.1)	(0.1)	–	(1.9)	(0.6)	(0.1)	–	(21.8)	(23.2)	(0.3)	(0.1)	(0.4)	(0.1)	(24.8)	(24.1)
Depreciation and amortisation	(7.9)	(7.2)	(7.8)	(7.1)	(646.3)	(588.8)	(0.1)	(0.1)	(76.2)	(69.4)	(8.0)	(7.2)	(15.7)	(14.3)	(762.0)	(694.1)
Grant expenses	(1.4)	0.1	(171.1)	(107.3)	(646.2)	(829.0)	(171.4)	(150.8)	(549.1)	(506.5)	(215.8)	(227.2)	(115.2)	(145.2)	(1,870.2)	(1,965.9)
Other operating expenses	(1,003.5)	(977.8)	(308.7)	(313.9)	(1,677.7)	(1,737.3)	(24.8)	(29.6)	(643.4)	(595.6)	(313.8)	(35.7)	(183.5)	(167.1)	(4,155.4)	(3,857.0)
Total expenses from transactions	(1,046.0)	(1,005.3)	(589.5)	(515.3)	(10,035.7)	(9,986.5)	(388.9)	(352.3)	(1,855.6)	(1,660.9)	(1,394.9)	(1,186.7)	(2,085.4)	(1,667.3)	(17,396.0)	(16,374.3)
Net result from transactions (net operating balance)	–	–	–	–	184.9	181.1	–	–	–	–	–	–	(165.8)	–	19.1	181.1

	Kindergarten Delivery		Early Childhood Sector Supports and Regulation		School Education		Wellbeing Supports for Students		Supports for Schools and Staff		Promoting Equal Access to Education		Additional Supports for Students with Disabilities		Departmental total	
	2025 (\$m)	2024 (\$m)	2025 (\$m)	2024 (\$m)	2025 (\$m)	2024 (\$m)	2025 (\$m)	2024 (\$m)	2025 (\$m)	2024 (\$m)	2025 (\$m)	2024 (\$m)	2025 (\$m)	2024 (\$m)	2025 (\$m)	2024 (\$m)
Other economic flows included in net result																
Net gain/(loss) on non-financial assets	–	–	–	–	1.8	1.5	–	–	0.4	0.2	0.3	0.2	0.3	0.2	2.8	2.1
Net gain/(loss) on financial instruments	–	–	–	–	(3.6)	(0.7)	–	–	–	–	–	–	–	–	(3.6)	(0.7)
Other gains/(losses) from other economic flows	–	0.1	(0.1)	0.2	(7.2)	14.7	(0.2)	0.4	(0.6)	1.0	(0.9)	1.9	(1.8)	2.9	(10.8)	21.2
Total other economic flows included in net result	–	0.1	(0.1)	0.2	(9.0)	15.5	(0.2)	0.4	(0.2)	1.2	(0.6)	2.1	(1.5)	3.1	(11.6)	22.6
Net result	–	0.1	(0.1)	0.2	175.9	196.6	(0.2)	0.4	(0.2)	1.2	(0.6)	2.1	(167.3)	3.1	7.5	203.7
Other economic flows – other comprehensive income																
Changes in physical asset revaluation surplus	–	–	–	–	–	82.0	–	0.4	–	13.2	–	9.5	–	13.3	–	118.4
Total other economic flows – other comprehensive income	–	–	–	–	–	82.0	–	0.4	–	13.2	–	9.5	–	13.3	–	118.4
Comprehensive result	–	0.1	(0.1)	0.2	175.9	278.6	(0.2)	0.8	(0.2)	14.4	(0.6)	11.6	(167.3)	16.4	7.5	322.1

4.1.4 Controlled assets and liabilities

Departmental outputs: controlled assets and liabilities as at 30 June

	Kindergarten Delivery		Early Childhood Sector Supports and Regulation		School Education		Wellbeing Supports for Students		Supports for Schools and Staff		Promoting Equal Access to Education		Additional Supports for Students with Disabilities		Departmental total	
	2025 (\$m)	2024 (\$m)	2025 (\$m)	2024 (\$m)	2025 (\$m)	2024 (\$m)	2025 (\$m)	2024 (\$m)	2025 (\$m)	2024 (\$m)	2025 (\$m)	2024 (\$m)	2025 (\$m)	2024 (\$m)	2025 (\$m)	2024 (\$m)
Assets																
Financial assets	218.5	224.8	98.6	110.4	3,104.6	3,278.6	120.3	115.6	573.9	545.3	431.4	389.6	645.0	547.4	5,192.3	5,211.7
Non-financial assets	161.3	158.2	91.6	104.6	28,271.9	28,673.4	161.2	155.6	5,037.7	4,612.3	3,786.9	3,296.2	5,661.7	4,630.7	43,172.3	41,631.0
Total assets	379.8	383.0	190.2	215.0	31,376.5	31,952.0	281.5	271.2	5,611.6	5,157.6	4,218.3	3,685.8	6,306.7	5,178.1	48,364.6	46,842.7
Liabilities																
Liabilities	60.2	50.0	8.7	29.5	2,400.2	2,271.7	67.0	63.4	239.1	227.4	309.0	284.0	455.2	410.1	3,539.4	3,336.1
Total liabilities	60.2	50.0	8.7	29.5	2,400.2	2,271.7	67.0	63.4	239.1	227.4	309.0	284.0	455.2	410.1	3,539.4	3,336.1
Net assets	319.6	333.0	181.5	185.5	28,976.3	29,680.3	214.5	207.8	5,372.5	4,930.2	3,909.3	3,401.8	5,851.5	4,768.0	44,825.2	43,506.6

4.2 Administered (non-controlled) items

All the department's administered activities relate to the School Education and Kindergarten Delivery outputs. The distinction between controlled and administered items is based on whether the department can deploy the resources in question for its own benefit (controlled items), or whether it does so on behalf of the state (administered items). The department remains accountable for transactions involving administered items, but it does not recognise these items in its financial statements.

	2025 (\$m)	2024 (\$m)
Administered income from transactions		
Sales of goods and services	124.2	98.8
Commonwealth on-passing to non-government schools		
General recurrent grants	5,350.5	4,941.0
Other	85.2	106.9
Fines and regulatory fees	3.6	3.4
Other income ¹¹²	8.1	(20.0)
Total administered income from transactions	5,571.6	5,130.1
Administered expenses from transactions		
Commonwealth on-passing to non-government schools		
General recurrent grants	(5,350.5)	(4,941.0)
Other	(99.2)	(93.0)
Other	(0.4)	(0.4)
Payments into the consolidated fund	(71.2)	6.9
Total administered expenses from transactions	(5,521.3)	(5,027.5)
Total administered net result from transactions (net operating balance)	50.3	102.6
Administered other economic flows included in the administered net result		
Net gain/(loss) on non-financial assets	6.1	(93.3)
Total administered other economic flows	6.1	(93.3)
Administered net result	56.4	9.3
Total administered comprehensive result	56.4	9.3
Administered financial assets		
Cash and deposits	1.5	1.4
Receivables	114.6	58.2
Total administered assets	116.1	59.6

Administered income includes Commonwealth on-passing grants, fees and proceeds from the sale of administered surplus land and buildings. Administered expenses include payments into the consolidated fund. Administered assets include receivables from the Department of Justice and Community Safety (DJCS) for settlement or court-ordered payments pursuant to Section 26 of the *Crown Proceedings Act 1958* (Vic).

Except as otherwise disclosed, administered resources are accounted for on an accrual basis, using the same accounting policies adopted for recognition of the departmental items in the financial statements. Both controlled and administered items of the department are consolidated into the financial statements of the state.

¹¹² Other income (2024): Other income is negative due to improved allocation of miscellaneous receipts.

Commonwealth on-passing grants to non-government schools

The department's administered grants mainly comprise funds from the Commonwealth to assist the Victorian Government in meeting general or specific service delivery obligations, and mainly reflect payments to the non-government schools sector. These grants are distributed to the recipients for operational and capital purposes.

5. Key assets available to support output delivery

The department controls infrastructure that is used in fulfilling its objectives and conducting its activities. This infrastructure represents the resources that have been entrusted to the department to be used for delivery of those outputs.

Where the assets included in this section are carried at fair value, additional information is disclosed in Note 8.3, in connection with how those fair values were determined.

Structure

5 Key assets available to support output delivery

5.1 Property, land and equipment

5.1.1 Land and buildings

Initial recognition and subsequent measurement

Specialised land

Non-specialised land

Specialised buildings

Heritage buildings and Crown land

Leasehold improvements

5.1.2 Plant and equipment

Initial recognition and subsequent measurement

5.1.3 Total right-of-use assets – buildings, plant, equipment and vehicles

Right-of-use asset acquired by lessees – initial measurement

Right-of-use asset – subsequent measurement

5.1.4 Depreciation and amortisation

Impairment of non-financial assets

5.1.5 Reconciliation of movements in carrying amount of property, plant and equipment

5.2 Intangible assets

5.2.1 Intangible assets – initial measurement

5.2.2 Intangible assets – subsequent measurement

5.2.3 Impairment of intangible assets

5.1 Property, land and equipment

	2025 (\$m)	2024 (\$m)
Land		
At fair value	17,971.0	17,856.1
Buildings		
At fair value	23,780.7	21,941.5
Less accumulated depreciation	(1,460.9)	(752.5)
Total buildings	22,319.8	21,189.0
Plant and equipment		
At fair value	671.3	639.5
Less accumulated depreciation	(546.0)	(523.2)
Total plant and equipment	125.3	116.3
Work in progress		
Buildings at cost	2,517.2	2,249.6
Plant and equipment at cost	26.1	24.9
Total work in progress	2,543.3	2,274.5
Total property, land and equipment	42,959.4	41,435.9

5.1.1 Land and buildings

Initial recognition and subsequent measurement

Land and buildings are measured initially at cost and subsequently revalued at fair value less accumulated depreciation (buildings only) and impairment. Where an asset is acquired for no or nominal cost, the cost is its fair value at the date of acquisition. Assets transferred as part of a machinery of government change are transferred at their carrying amount.

The cost of constructed non-financial physical assets includes the cost of all materials used in construction, direct labour on the project and an appropriate proportion of variable and fixed overheads.

The department, in conjunction with the Valuer-General Victoria (VGV), monitors changes in the fair value of each asset through relevant data sources, to determine whether a revaluation is required.

Specialised land

Specialised land has no feasible alternative use because it is restricted to only provide education services to the community. Assets are classified as Level 3 under the market approach, although is adjusted for the community service obligation (CSO) to reflect the specialised nature of the land being valued.

The CSO adjustment reflects the valuer's assessment of the impact of restrictions associated with an asset to the extent that the CSO adjustment is also equally applicable to market participants.

Non-specialised land

Non-specialised land is valued using the market approach, whereby assets are compared to recent comparable assets or sales of comparable assets that are considered to have nominal value.

To the extent that non-specialised land does not contain significant, unobservable adjustments, these assets are classified as Level 2 under the market approach.

Specialised buildings

Specialised buildings are buildings designed for a specific limited purpose. These buildings include school sites and heritage/historic properties owned by the department. There is no observable market value. Assets are classified as Level 3 under the current replacement cost (CRC) method under Note 8.3.5, with specialised and heritage buildings separately disclosed.

Heritage buildings and Crown land

During the reporting period, the department also held heritage buildings and other non-financial physical assets (including Crown land and infrastructure assets) that the department intends to preserve because of their unique historical, cultural or environmental attributes.

Heritage assets are valued using the CRC method. This cost generally represents the replacement cost of the building/component after applying depreciation rates on a useful life basis. However, for some heritage and iconic assets, the cost may be the reproduction cost rather than the replacement cost if those assets' service potential could only be replaced by reproducing them with the same materials.

Leasehold improvements

The cost of a leasehold improvement is capitalised as an asset and depreciated over the shorter of the remaining term of the lease or the estimated useful life of the improvements.

5.1.2 Plant and equipment

Initial recognition and subsequent measurement

Plant and equipment is capitalised when the individual asset value is \$5,000 or greater. The fair value of plant and equipment are classified as Level 3 by reference to the asset's CRC.

5.1.3 Total right-of-use assets – buildings, plant, equipment and vehicles

The following tables are subsets of buildings, plant and equipment and vehicles by right-of-use assets.

	Gross carrying amount		Accumulated depreciation		Net carrying amount	
	2025 (\$m)	2024 (\$m)	2025 (\$m)	2024 (\$m)	2025 (\$m)	2024 (\$m)
Buildings at fair value	759.9	746.6	(90.5)	(72.0)	669.4	674.6
Plant and equipment and vehicles at fair value	49.6	47.4	(17.0)	(16.5)	32.6	30.9
Net carrying amount	809.5	794.0	(107.5)	(88.5)	702.0	705.5

	Buildings		Plant and equipment and vehicles		Total	
	2025 (\$m)	2024 (\$m)	2025 (\$m)	2024 (\$m)	2025 (\$m)	2024 (\$m)
Opening balance	674.6	674.0	30.9	28.8	705.5	702.8
Additions	6.3	24.8	9.4	5.8	15.7	30.6
Lease modifications	12.5	–	–	–	12.5	–
Disposals	–	–	(4.1)	–	(4.1)	–
Depreciation	(24.0)	(24.2)	(3.6)	(3.7)	(27.6)	(27.9)
Closing balance	669.4	674.6	32.6	30.9	702.0	705.5
Total as at 30 June represented by						
Gross book value	749.4	730.6	56.1	50.8	805.5	781.4
Accumulated depreciation and impairment	(80.0)	(56.0)	(23.5)	(19.9)	(103.5)	(75.9)
Total as at 30 June	669.4	674.6	32.6	30.9	702.0	705.5

Right-of-use asset acquired by lessees – initial measurement

The department recognises a right-of-use asset and a lease liability at the lease commencement date. The right-of-use asset is initially measured at cost, which comprises the initial amount of the lease liability adjusted for:

- any lease payments made at or before the commencement date, less any lease incentive received, plus
- any initial direct costs incurred, and
- an estimate of costs to dismantle and remove the underlying asset, or to restore the underlying asset or the site on which it is located.

Right-of-use asset – subsequent measurement

The department depreciates right-of-use assets on a straight-line basis from the lease commencement date to the earlier of the end of the useful life of the right-of-use asset or the end of the lease term. The estimated useful life of the right-of-use asset is determined on the same basis as property, plant and equipment.

The right-of-use assets are also subject to revaluation. In addition, the right-of-use asset is periodically reduced by impairment losses, if any, and adjusted for certain remeasurements of the lease liability.

The majority of the leasehold assets relate to public-private partnerships (PPPs). For more information, refer to Note 7.2 Leases and Note 7.5 Commitments for expenditure.

More details about the valuation techniques and inputs used in determining the fair value of non-financial physical assets are disclosed in Note 8.3 Fair value determination.

5.1.4 Depreciation and amortisation

	2025 (\$m)	2024 (\$m)
Depreciation and amortisation		
Property, plant and equipment		
Buildings ¹¹³	715.2	653.6
Plant and equipment and vehicles	38.2	32.5
Software	8.6	8.0
Total depreciation and amortisation	762.0	694.1

All buildings, heritage buildings, plant and equipment and other non-financial physical assets (excluding items under assets held for sale) that have finite useful lives are depreciated and amortised. Depreciation and amortisation is generally calculated on a straight-line basis, at rates that allocate the asset's value, less any estimated residual value, over its estimated useful life. Leasehold improvements are depreciated over the period of the lease or estimated useful life, whichever is shorter, using the straight-line method. The estimated useful lives, residual values and depreciation method are reviewed at the end of each annual reporting period, and adjustments are made where appropriate.

Right-of-use assets are generally depreciated over the shorter of the asset's useful life and the lease term. Where the department obtains ownership of the underlying leased asset, or if the cost of the right-of-use asset reflects that the entity will exercise a purchase option, the entity depreciates the right-of-use asset over its useful life.

The following are estimated useful lives for the different asset classes for both current and prior years.

Useful life years by asset class

Asset class	2025	2024
Buildings	10–60	10–60
Plant and equipment (including vehicles leased assets)	3–10	3–10
Intangible produced assets	3–10	3–10

¹¹³ Of the amounts included in 'buildings', \$20.0 million (2024: \$19.9 million) covers assets contracted under PPP arrangements.

Depreciation is not recognised for land assets, because their service potential has not, in any material sense, been consumed during the reporting period. Land is considered to have an indefinite life.

Where items of buildings have separately identifiable components that have materially different useful lives and are subject to regular replacement, those components are assigned useful lives distinct from the item of buildings to which they relate. For the department, identifiable components include different building materials and structures, such as an annexe or a wing, and landscaping for each site. These components are then depreciated separately in accordance with useful life of assets.

Intangible produced assets with finite useful lives – for example, capitalised software development costs (software) – are amortised as an expense from transactions on a systematic (straight-line) basis over the asset's useful life. Amortisation begins when the asset is available for use – that is, when it is in the location and condition necessary for it to be capable of operating in the manner intended by management. The amortisation period and the amortisation method for an intangible asset with a finite useful life are reviewed at the end of each reporting period at a minimum.

Impairment of non-financial assets

The recoverable amount of primarily non-cash-generating assets of not-for-profit entities, which are typically specialised in nature and held for continuing use of their service capacity, is expected to be materially the same as fair value determined under AASB 13 *Fair Value Measurement*, with the consequence that AASB 136 *Impairment of Assets* does not apply to such assets that are regularly revalued.

5.1.5 Reconciliation of movements in carrying amount of property, plant and equipment

2025 (\$m)	Land	Buildings	Plant and equipment	Work in progress	Total
Opening balance	17,856.1	21,189.0	116.3	2,274.5	41,435.9
Additions	114.9	16.7	52.0	2,117.4	2,301.0
Transfers to completed assets	–	1,848.3	0.3	(1,848.6)	–
Disposals		(19.0)	(5.0)	–	(24.0)
Transfer (to)/from assets held for sale	–	–	(0.1)	–	(0.1)
Depreciation	–	(715.2)	(38.2)	–	(753.4)
Closing balance	17,971.0	22,319.8	125.3	2,543.3	42,959.4

2024 (\$m)	Land	Buildings	Plant and equipment	Work in progress	Total
Opening balance	17,751.1	19,569.8	111.2	2,420.6	39,852.7
Additions	137.1	11.8	39.8	2,092.9	2,281.6
Transfers to completed assets	–	2,237.0	2.0	(2,239.0)	–
Disposals	–	(94.4)	(4.2)	–	(98.6)
Revaluation increments/(decrements) ¹¹⁴	–	118.4	–	–	118.4
Transfer (to)/from assets held for sale	(32.1)	–	–	–	(32.1)
Depreciation	–	(653.6)	(32.5)	–	(686.1)
Closing balance	17,856.1	21,189.0	116.3	2,274.5	41,435.9

¹¹⁴ Assets acquired within 12-months of the revaluation date are exempt from revaluation, unless evidence exists that the asset's carrying value does not materially affect its fair value.

5.2 Intangible assets

2025 (\$m)	Software at cost	Software work in progress	Total
Opening balance	199.3	37.6	236.9
Additions	0.5	13.2	13.7
Disposals	(0.4)	–	(0.4)
Transfers between classes	2.7	(2.7)	–
Closing balance	202.1	48.1	250.2
Accumulated amortisation			
Opening balance	(164.6)	–	(164.6)
Amortisation expense	(8.6)	–	(8.6)
Write back due to disposals	0.4	–	0.4
Closing balance	(172.8)	–	(172.8)
Net book value at end of financial year	29.3	48.1	77.4

2024 (\$m)	Software at cost	Software work in progress	Total
Opening balance	194.2	32.5	226.7
Additions	0.5	10.2	10.7
Disposals	(0.5)	–	(0.5)
Transfers between classes	5.1	(5.1)	–
Closing balance	199.3	37.6	236.9
Accumulated amortisation			
Opening balance	(157.0)	–	(157.0)
Amortisation expense	(8.0)	–	(8.0)
Write back due to disposals	0.4	–	0.4
Closing balance	(164.6)	–	(164.6)
Net book value at end of financial year	34.7	37.6	72.3

5.2.1 Intangible assets – initial measurement

Intangible assets are initially recognised at cost. An intangible asset shall be recognised if it is probable that the expected future economic benefits that are attributable to the asset will flow to the entity and the cost of the asset can be measured reliably.

When the recognition criteria in AASB 138 *Intangible Assets* are met, internally generated intangible assets are recognised and measured at cost, less accumulated amortisation and impairment. Subsequently, intangible assets with finite useful lives are carried at cost, less accumulated amortisation and accumulated impairment losses. Amortisation begins when the asset is available for use, that is, when it is in the location and condition necessary for it to be capable of operating in the manner intended by management.

Costs incurred subsequent to initial acquisition are capitalised when it is expected that additional future economic benefits will flow to the department.

5.2.2 Intangible assets – subsequent measurement

Intangible produced assets with finite useful lives are amortised as an 'expense from transactions' on a straight-line basis over their useful lives. Intangible assets have useful lives of between 3 and 10 years.

5.2.3 Impairment of intangible assets

Intangible assets with finite useful lives (and tangible assets not yet available for use) are tested annually for impairment and whenever an indication of impairment is identified.

Intangible assets are tested to determine whether their carrying value exceeds their recoverable amount. Where an asset's carrying value exceeds its recoverable amount, the difference is written off as an 'other economic flow'.

If there is an indication that there has been a reversal in impairment, the carrying amount is increased to its recoverable amount. However, this reversal should not increase the asset's carrying amount above what would have been determined, net of amortisation, if no impairment loss had been recognised in previous years.

6. Other assets and liabilities

This section sets out those assets and liabilities that arose from the department's controlled operations.

Structure

- 6. Other assets and liabilities
 - 6.1 Receivables
 - 6.1.1 Contractual receivables at amortised cost
 - 6.1.2 Allowance for expected credit losses of contractual receivables
 - 6.1.3 Movement in the expected credit losses of contractual receivables
 - 6.2 Payables and other liabilities
 - 6.2.1 Ageing analysis of contractual payables
 - 6.2.2 Deferred capital grant income
 - 6.2.3 Other liabilities
 - 6.3 Other non-financial assets

6.1 Receivables

Statutory and contractual receivables

	2025 (\$m)	2024 (\$m)
Statutory		
Amounts owing from the Victorian Government	3,293.3	3,472.5
GST receivables	90.0	85.4
Total statutory receivables	3,383.3	3,557.9
Contractual		
Contractual receivables before impairment		
Other receivables ^{115, 116}	47.9	42.8
Loan receivables	15.0	15.0
Total	62.9	57.8
Allowance for impairment of losses of contractual receivables	(13.7)	(11.4)
Total contractual receivables	49.2	46.4
Made up of:		
Current receivables	3,221.6	3,380.6
Non-current receivables	210.9	223.7
Total receivables	3,432.5	3,604.3

Receivables consist of:

- statutory receivables, which include amounts owing from the Victorian Government and GST input tax credits recoverable
- contractual receivables, which include mainly debtors in relation to goods and services, and loans to third parties.

Statutory receivables are recognised and measured similarly to contractual receivables. The department applies AASB 9 *Financial Instruments* for initial measurement of the statutory receivables. As a result, statutory receivables are initially recognised at fair value plus any directly attributable transaction cost. Amounts recognised from the Victorian Government represent funding for all commitments incurred and are drawn from the consolidated fund as the commitments fall due.

Contractual receivables are classified as financial instruments and categorised as 'financial assets at amortised costs'. They are initially recognised at fair value plus any directly attributable transaction costs. Subsequent to initial measurement, they are measured at amortised cost using the effective interest method less any impairment.

Details about the department's impairment policies and the calculation of the loss allowance are set out in Note 8.1.

¹¹⁵ The average credit period on sales of goods and services is 30 days. No interest is charged. An allowance has been made for estimated irrecoverable amounts from the sale of goods debtors when there is objective evidence that an individual receivable is impaired. The increase/decrease was recognised in the operating result for the current financial year.

¹¹⁶ The balance disclosed represents debtors for the department only and excludes schools. The amount of any school debtors is expected to be immaterial to the department.

6.1.1 Contractual receivables at amortised cost

The department applies the simplified approach in AASB 9 to all contractual receivables, in order to measure expected credit losses, using a lifetime expected loss allowance based on the assumptions about risk of default and expected loss rates. The department has grouped contractual receivables by shared credit risk characteristics and days past due, and selects the expected loss rate based on the department's past history, as well as forward-looking estimates at the end of the financial year. The increase in expected loss allowance takes into account the department's assessment of its ability to collect its receivables when they fall due.

On this basis, the department determines the opening loss allowance on initial application date of AASB 9 and the closing loss allowance at the end of the financial year as follows.

6.1.2 Allowance for expected credit losses of contractual receivables

30 June 2025 (\$m)	Carrying amount	Not past due and not impaired	Past due but not impaired			
			Less than 1 month	1–3 months	3 months to 1 year	> 1 year
Expected loss rate		54%	0%	0%	18%	28%
Receivables	62.9	11.6	4.4	17.8	8.8	20.3
Loss allowance	13.7	6.3	–	–	1.6	5.8

1 July 2024 (\$m)	Carrying amount	Not past due and not impaired	Past due but not impaired			
			Less than 1 month	1–3 months	3 months to 1 year	> 1 year
Expected loss rate		17%	10%	13%	47%	19%
Receivables	57.9	31.3	2.4	4.1	5.0	15.1
Loss allowance	11.3	5.3	0.2	0.5	2.4	2.9

Reconciliation of the movement in the loss allowance for contractual receivables is shown as follows.

6.1.3 Movement in the expected credit losses of contractual receivables

	2025 (\$m)	2024 (\$m)
Balance at the beginning of the year	(11.4)	(11.0)
Reversal of unused provision recognised in the net result	0.6	1.0
Increase in provision recognised in the net result	(2.9)	(1.4)
Balance at end of the year	(13.7)	(11.4)

AASB 9 requires that receivables are assessed for expected credit losses on a regular basis. Provision for impairment is recognised when there is objective evidence that the department will not be able to collect a receivable. Receivables are written off against the carrying amount when there is no reasonable expectation of recovery.

Bad debts considered as written off by mutual consent are classified as a transaction expense. Bad debts not written off, but included in the provision for doubtful debts, are classified as other economic flows in the net result.

6.2 Payables and other liabilities

Payables – contractual and statutory

	2025 (\$m)	2024 (\$m)
Contractual		
Salaries, wages and oncosts	74.6	16.6
Accrued grants and transfer payments	12.4	91.5
Deferred capital grant income	71.1	8.6
Schools creditors	30.8	13.3
Capital expenditure	233.7	224.1
Operating expenditure	298.0	237.0
Advances received	12.5	13.9
Total	733.1	605.0
Statutory		
Taxes payable	36.6	32.4
Advance from public account	39.0	42.7
Total	75.6	75.1
Made up of:		
Current payables	798.1	669.2
Non-current payables	10.6	10.9
Total payables	808.7	680.1

Payables consist of:

- contractual payables, classified as financial instruments and measured at amortised cost. These include:
 - salaries and wages recognised at remuneration rates that are current at the reporting date plus related on-costs
 - accounts payable which represent liabilities for goods and services provided to the department prior to the end of the financial year that are unpaid
 - capital work in progress payments for new schools and school upgrades
 - amounts owed to suppliers for bus contracts, kindergarten services, school maintenance, cleaning, utilities and other operating expenses
 - accrued grants to non-profits for milestone payments and services
 - advances from government for environmental initiatives under the Greener Government Buildings Program
- statutory payables, such as GST and fringe benefits tax, which are recognised and measured similarly to contractual payables, but are not classified as financial instruments and are not included in the category of financial liabilities at amortised cost, because they do not arise from a contract.

6.2.1 Ageing analysis of contractual payables

2025 (\$m)	Carrying amount	Nominal amount	Maturity dates				
			Less than 1 month	1–3 months	3 months to 1 year	1–5 years	>5 years
Supplies and services	562.5	562.5	535.1	15.9	2.5	0.3	8.7
Amounts payable to government agencies	83.6	83.6	–	–	67.3	16.3	–
Other payables	87.0	87.0	87.0	–	–	–	–
Total	733.1	733.1	622.1	15.9	69.8	16.6	8.7

2024 (\$m)	Carrying amount	Nominal amount	Maturity dates				
			Less than 1 month	1–3 months	3 months to 1 year	1–5 years	>5 years
Supplies and services	474.4	474.4	453.8	11.4	1.8	6.7	0.7
Amounts payable to government agencies	22.5	22.5	13.9	–	–	8.6	–
Other payables	108.1	108.1	108.1	–	–	–	–
Total	605.0	605.0	575.8	11.4	1.8	15.3	0.7

6.2.2 Deferred capital grant income

Grant consideration is received mainly from the Growth Areas Infrastructure Contribution Fund during the year, utilised for land acquisition and construction for new schools.

For 2025, the balance of \$71.1 million comprises the \$8.6 million opening balance, plus \$80.0 million grant consideration received less \$17.5 million earned. For 2024, the balance of \$8.6 million comprises \$20.7 million grant consideration received less \$12.1 million earned.

Grant income is recognised when the department reaches settlement on land sites, or is progressively recognised as the new school or upgrade is constructed, as this is the time when the department satisfies its obligations under the grant transfer (see Note 2.4.1 Grants).

6.2.3 Other liabilities

	2025 (\$m)	2024 (\$m)
Contract liabilities	10.7	63.2
Other liabilities	14.0	8.8
Total other liabilities	24.7	72.0
Made up of:		
Current other liabilities	24.7	72.0
Non-current other liabilities	–	–
Total other liabilities	24.7	72.0

Contract liabilities relate to consideration received in advance from international students. This mainly reflects a timing difference, as annual school fees are generally collected at the beginning of the school year. The balance at 30 June mainly reflects education services expected to be delivered in the second half of the school calendar year.

The transaction price allocated to the remaining performance obligations relates to fees paid for future periods.

6.3 Other non-financial assets

	2025 (\$m)	2024 (\$m)
Prepayments	30.7	27.8
Non-financial assets held for sale	32.4	32.3
Other	72.4	62.7
Total other non-financial assets	135.5	122.8

Other non-financial assets include prepayments, which represent payments in advance of receipt of goods or services or that part of expenditure made in one accounting period covering a term extending beyond that period, and land pending settlement.

Non-financial assets are treated as current and classified as held for sale if their carrying amount will be recovered through a sale transaction, rather than through continuing use.

This condition is regarded as met only when the:

- asset is available for immediate sale in the current condition
- sale is highly probable, the asset is actively marketed, and the asset's sale is expected to be completed within 12 months from the date of classification.

These non-financial physical assets, related liabilities and financial assets are measured at the lower of carrying amount and fair value less costs to sell, and are not subject to depreciation or amortisation.

7. Financing our operations

This section provides information on the sources of finance utilised by the department during its operations, along with interest expenses (the cost of borrowings) and other information related to financing activities of the department.

This section includes disclosures of balances that are financial instruments (such as borrowings and cash balances). Note 7.2 contains disclosures for PPP, a long-term arrangement between a government and private sector institutions. Typically, it involves private capital financing government projects and services up-front, and then drawing revenues from government over the course of the PPP contract. Note 8.1 provides additional, specific financial instrument disclosures.

Structure

7. Financing our operations

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7.5 Commitments for expenditure

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7.5.2 Public private partnership commitments

Commissioned PPPs

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7.5.3 Commitments other than PPPs

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Rental commitments

Other expenditure commitments

7.1 Borrowings

	2025 (\$m)	2024 (\$m)
Current borrowings		
Lease liabilities ¹¹⁷		
PPP-related lease liabilities	43.4	42.7
Other lease liabilities	10.6	10.1
Advance from government ¹¹⁸	1.0	1.0
Other current borrowings ¹¹⁹	0.3	0.4
Total current borrowings	55.3	54.2
Non-current borrowings		
Lease liabilities ¹¹⁷		
PPP-related lease liabilities	447.1	464.5
Other lease liabilities	29.4	18.6
Advance from government ¹¹⁸	-	1.0
Other non-current borrowings ¹¹⁹	0.7	0.9
Total non-current borrowings	477.2	485.0
Total borrowings	532.5	539.2

'Borrowings' refers to interest-bearing liabilities mainly raised from leases and other interest-bearing arrangements.

Borrowings are classified as financial instruments. All interest-bearing borrowings are initially recognised at the fair value of the consideration received, less directly attributable transaction costs. Subsequent to initial recognition, interest-bearing liabilities have been categorised as 'financial liabilities at amortised cost'.

7.1.1 Maturity analysis of borrowings

2025 (\$m)	Carrying amount	Nominal amount	Maturity dates				
			Less than 1 month	1–3 months	3 months to 1 year	1–5 years	>5 years
Advances	1.0	1.0	–	–	1.0	–	–
Other	1.0	1.0	–	0.1	0.3	0.6	–
Lease liabilities	530.5	764.0	1.9	12.9	41.9	219.2	488.1
Total	532.5	766.0	1.9	13.0	43.2	219.8	488.1

2024 (\$m)	Carrying amount	Nominal amount	Maturity dates				
			Less than 1 month	1–3 months	3 months to 1 year	1–5 years	>5 years
Advances	2.0	2.0	–	–	1.0	1.0	–
Other	1.3	1.3	–	0.1	0.3	0.9	0.1
Lease liabilities	535.9	784.1	1.8	13.1	39.7	194.0	535.4
Total	539.2	787.4	1.8	13.2	41.0	195.9	535.5

¹¹⁷ These are secured by the assets leased. Rights to the leased assets revert to the lessor in the event of default.

¹¹⁸ These are unsecured loans which bear no interest. The terms of the loans are generally agreed by the Treasurer at the time the advance was provided.

¹¹⁹ Other borrowings are made up of co-operative loans in schools. There are no current defaults or breaches on these loans.

7.2 Leases

Information about leases for which the department is a lessee is presented below.

7.2.1 Leases at significantly below-market terms and conditions

The department entered into numerous leases for the use of facilities to provide a wide range of educational and community services. These leases are typically long-term arrangements for up to 35 years, with lease payments of \$1 per annum if demanded. The leased premises are used by the department to primarily provide teaching of specialist programs; for community use, such as church grounds, childcare and early learning centres; and playgrounds for out-of-school-hours. These leases are a small proportion of the assets that the department uses for the purpose of providing educational and community services. They do not have a significant impact on the department's operation.

7.2.2 The department's leasing activities

The department leases various properties, office and IT equipment, and motor vehicles. The lease contracts are typically for fixed periods of one to 10 years. The department does not have a contractual option to purchase the leased assets at the end of the lease term. Lease payments are renegotiated every 3 years to reflect market rentals.

The department leases office and IT equipment with contract terms of one to 3 years. These leases are short term and/or leases of low-value items. The department has elected not to recognise right-of-use assets and lease liabilities for these leases.

At 30 June 2025, the department was committed to short-term and low-value leases, and the total rental commitment at that date was \$1.3 million (2024: \$2.4 million).

7.2.3 Right-of-use assets

Right-of-use assets are presented in Note 5.1.3.

7.2.4 Amounts recognised in the comprehensive operating statement

The following amounts relating to leases are recognised in the comprehensive operating statement.

	2025 (\$m)	2024 (\$m)
Interest expense on lease liabilities	24.8	24.1
Expenses relating to short-term and low-value leases	37.8	37.8
Variable lease payments, not included in the measurement of lease liabilities	0.4	(0.1)
Total amount recognised in the comprehensive operating statement	63.0	61.8

7.2.5 Amounts recognised in the cash flow statement

The following amounts relating to leases are recognised in the cash flow statement.

	2025 (\$m)	2024 (\$m)
Total cash outflow for leases (principal and interest)	(96.3)	(94.8)
Total amount recognised in the statement of cash flows	(96.3)	(94.8)

For any new contracts entered into, the department considers whether a contract is, or contains, a lease. A lease is defined as 'a contract, or part of a contract, that conveys the right to use an asset (the underlying asset) for a period of time in exchange for consideration'. To apply this definition, the department assesses whether the contract meets 3 key evaluations:

- the contract contains an identified asset, which is either explicitly identified in the contract or implicitly specified by being identified at the time the asset is made available to the department, and for which the supplier does not have substantive substitution rights

- the department has the right to obtain substantially all of the economic benefits from use of the identified asset throughout the period of use, considering its rights within the defined scope of the contract, and the department has the right to direct the use of the identified asset throughout the period of use
- the department has the right to make decisions about how and for what purpose the asset is used throughout the period of use.

This policy is applied to contracts entered into or changed on or after 1 July 2019. In October 2019, the department agreed to centralised accommodation management services provided by the DTF Shared Services Provider (SSP). From November 2019 to June 2025 during the life of this agreement, accommodation was recognised as an expense (see Note 3.4 Other operating expenses) and will be managed by the Department of Government Services from 2026.

Separation of lease and non-lease components

At inception, or on reassessment of a contract that contains a lease component, the department as a lessee identifies lease and non-lease components in the lease contract. Non-lease components are separately accounted for, and the amounts are excluded from determining the lease liability and right-of-use asset amounts.

Recognition and measurement of leases as a lessee

Lease liability – initial measurement

The lease liability is initially measured at the present value of the lease payments unpaid at the commencement date, discounted using the interest rate implicit in the lease if that rate is readily determinable, or the department's incremental borrowing rate.

Lease payments included in the measurement of the lease liability comprise:

- fixed payments (including in-substance fixed payments) less any lease incentive receivable
- variable payments based on an index or rate, initially measured using the index or rate as at the commencement date
- amounts expected to be payable under a residual value guarantee
- payments arising from purchase and termination options reasonably certain to be exercised.

Lease liability – subsequent measurement

Subsequent to initial measurement, the liability is reduced by payments made and increased by interest incurred. It is re-measured to reflect any reassessment or modification, or if there are changes to in-substance fixed payments. When the lease liability is remeasured, the corresponding adjustment is reflected in the right-of-use asset, or profit and loss if the right-of-use asset is reduced to zero.

Short-term leases and leases of low-value assets

The department has elected to account for short-term leases and leases of low-value assets as an expense in profit or loss on a straight-line basis over the lease term, instead of recognising a right-of-use asset and lease liability.

Below-market/peppercorn leases

Right-of-use assets under leases at significantly below-market terms and conditions that are entered into principally to enable the department to further its objectives, are initially and subsequently measured at cost.

These right-of-use assets are depreciated on a straight-line basis over the shorter of the lease term and the estimated useful lives of the assets.

Presentation of right-of-use assets and lease liabilities

The department presents right-of-use assets as 'property, plant and equipment'. Lease liabilities are presented as 'borrowings' in the balance sheet.

7.2.6 Lease liabilities – department as lessee

	Minimum future lease payments		Present value of minimum future lease payments	
	2025 (\$m)	2024 (\$m)	2025 (\$m)	2024 (\$m)
PPP-related lease liabilities				
Not longer than one year	45.1	44.3	43.4	42.7
Longer than one year but not longer than 5 years	192.7	185.3	160.4	154.5
Longer than 5 years	480.4	533.0	286.7	310.0
Other lease liabilities				
Not longer than one year	11.6	10.3	10.6	10.2
Longer than one year but not longer than 5 years	26.5	17.2	23.6	16.4
Longer than 5 years	7.8	2.5	5.8	2.1
Minimum future lease payments	764.1	792.6	530.5	535.9
Less future finance charges	(233.6)	(256.7)	–	–
Present value of minimum lease payments	530.5	535.9	530.5	535.9
Included in the financial statements as:				
Current borrowings lease liabilities		Note 7.1	54.0	52.8
Non-current borrowings lease liabilities		Note 7.1	476.5	483.1
Total aggregate carrying amount of borrowings		Note 7.1	530.5	535.9

			2025 (\$m)	2024 (\$m)
Assets pledged as security				
Other leases (VicFleet and right-of-use leases)			39.4	16.5
Partnership Victoria in Schools Project assets			662.8	599.9
Total assets pledged as security			702.2	616.4

The department's leases comprise PPP arrangements, properties and motor vehicles.

At the commencement of the lease term, leases are initially recognised as assets and liabilities at amounts equal to the fair value of the lease property or, if lower, the present value of the minimum lease payment, each determined at the inception of the lease. The lease asset is accounted for as a non-financial physical asset and is depreciated over the shorter of the estimated useful life of the asset, or the term of the lease.

Minimum lease payments are apportioned between reduction of the outstanding lease liability and periodic finance expense, which is calculated using the interest rate implicit in the lease and charged directly to the comprehensive operating statement.

Refer below for evidence that required the department to remeasure its liabilities.

PPP – Partnerships Victoria in Schools

In December 2008, the State of Victoria entered into a 25-year agreement with Axiom Education Victoria Pty Ltd, under the Partnerships Victoria policy, for the financing, design, construction and maintenance of 11 schools. The schools were constructed on sites purchased by the department. At the end of the lease period the department will continue to own all the assets.

All 11 schools have been open since 2011. The department has assumed responsibility for education provision, staffing, curriculum and teacher practice, and a commitment in regard to these assets is recognised as a lease with related lease assets.

In October 2015, the State of Victoria entered into a 25-year agreement with Learning Communities Victoria under the New Schools PPP. All 12 schools were delivered and opened over the 2017 and 2018 school

years. Under the PPP model, Learning Communities Victoria is responsible for the finance, design, construction and maintenance of the new schools over the 25-year contract period. The department retains school ownership and responsibility for delivering educational services.

In October 2020, Learning Community Victoria refinanced a tranche of maturing debt (\$303 million) used to finance the New Schools PPP. The refinanced debt results in lower interest payments and matures in October 2028. The lower interest rate contributed to a reduction in the department's quarterly lease payments totalling \$43.5 million over the term of the refinancing period. The remeasurement of lease liabilities from the reduction in quarterly lease payments, together with a reduction in discount rate (from 5.3% to 4.5%), continues to be reflected in Note 7.2.6.

7.3 Cash flow information and balances

Cash and deposits comprise cash on hand and cash at bank, deposits at call and those highly liquid investments with an original maturity of 3 months or less, which are held for the purpose of meeting short-term cash commitments rather than for investment purposes, and which are readily convertible to known amounts of cash and are subject to an insignificant risk of changes in value.

	2025 (\$m)	2024 (\$m)
Amounts held by schools	1,579.9	1,478.4
Bank accounts held in trust	158.9	110.8
Other bank accounts	20.7	17.9
Total current cash and deposits	1,759.5	1,607.1
Term deposits held by schools ¹²⁰	0.3	0.3
Total cash and deposits	1,759.8	1,607.4

Amounts held by schools at the end of the financial year disclosed as 'cash and deposits' include bank accounts and short-term deposits with a maturity of less than 3 months.

Due to the State of Victoria's investment policy and government funding arrangements, the department generally does not hold a large cash reserve in its bank accounts. The departmental operating bank accounts hold funds on behalf of trusts and for working accounts (see Note 7.4).

Cash received by the department from the generation of income is generally paid into the state's bank account, known as the public account. Similarly, any departmental expenditure, including those payments for goods and services to its suppliers and creditors, are made via the public account. The process is such that the public account remits to the department the cash required to cover its transactions. This remittance by the public account occurs upon the electronic transfer of funds and the presentation of cheques by the department's suppliers or creditors (see Note 6.1).

¹²⁰ Amounts held by schools with a maturity of 3 months or more.

7.3.1 Reconciliation of net result for the period to cash flow from operating activities

	2025 (\$m)	2024 (\$m)
Net result for the period	7.5	203.7
Non-cash movements		
Net (gain)/loss on sale of non-financial assets	(2.5)	(2.2)
Depreciation and amortisation	762.0	694.1
Non-cash movements in assets liabilities		
Decrease/(increase) in current receivables	159.1	(236.7)
Decrease/(increase) in non-current receivables	12.8	70.9
Decrease/(increase) in other non-financial assets	(2.9)	(4.6)
Increase/(decrease) in payables	124.1	116.8
Increase/(decrease) in other liabilities	(47.3)	24.0
Increase/(decrease) in current employee entitlements	146.7	239.7
Increase/(decrease) in non-current employee entitlements	(8.0)	(75.8)
Net cash inflow from/ (used in) operating activities	1,151.5	1,030.1

7.4 Trust account balances

The following is a listing of trust account balances relating to trust accounts controlled and/or administered by the department.

2025 (\$m)	Opening balance as at 1 July 2024	Total receipts	Total payments	Closing balance as at 30 June 2025
Controlled trusts				
State Treasury trust	40.7	61.9	(61.0)	41.6
Inter-departmental trust	23.3	92.2	(38.2)	77.3
School capital contributions	1.4	19.7	(21.0)	0.1
School operational contributions	–	2.2	(0.2)	2.0
School Sports Victoria	2.2	3.9	(5.7)	0.4
Commonwealth Treasury trust	43.2	34.5	(40.7)	37.0
Workplace injury prevention fund	–	0.9	(0.4)	0.5
Total controlled trusts	110.8	215.3	(167.2)	158.9
Administered trusts				
Prizes and scholarships	1.6	0.3	(0.2)	1.7
Commuter Club	0.3	0.1	(0.1)	0.3
On-passing from the Commonwealth	14.5	5,435.6	(5,449.6)	0.5
Total administered trusts	16.4	5,436.0	(5,449.9)	2.5

2024 (\$m)	Opening balance as at 1 July 2023	Total receipts	Total payments	Closing balance as at 30 June 2024
Controlled trusts				
State Treasury trust	33.8	58.9	(52.0)	40.7
Inter-departmental trust	24.4	34.2	(35.3)	23.3
School capital contributions	1.0	24.6	(24.2)	1.4
School Sports Victoria	2.7	3.7	(4.2)	2.2
Commonwealth Treasury trust	43.9	36.5	(37.2)	43.2
Total controlled trusts	105.8	157.9	(152.9)	110.8
Administered trusts				
Prizes and scholarships	1.6	0.3	(0.3)	1.6
Commuter Club	0.3	0.1	(0.1)	0.3
On-passing from the Commonwealth	0.6	5,048.1	(5,034.2)	14.5
Total administered trusts	2.5	5,048.5	(5,034.6)	16.4

Trust accounts are used as the legal mechanism to record and access monies for specific, clearly identified purposes and are not funded by state appropriation unless approved by DTF or provided by specific alignment. The State Treasury Trust Fund operates by virtue of section 19 of the FMA.

In 2025, 2 new trusts were established to administer:

- **school operational contributions** funding from government schools for minor maintenance works;
- **workplace injury prevention fund** for funding received on behalf of WorkSafe Victoria for workplace injury

The department has responsibility for transactions and balances relating to trust funds on behalf of third parties external to the Victorian Government. Funds managed on behalf of third parties are not recognised in these financial statements, as they are managed on a fiduciary and custodial basis and are therefore not controlled by the department.

7.5 Commitments for expenditure

Commitments for future expenditure include operating and capital commitments arising from contracts. These commitments are recorded below at their nominal value and inclusive of GST. Where it is considered appropriate and provides additional relevant information to users, the net present values of significant individual projects are stated. These future expenditures cease to be disclosed as commitments once the related liabilities are recognised in the balance sheet.

7.5.1 Total commitments payable

2025 (\$m)	Less than 1 year	1–5 years	> 5 years	Total
PPP commitments	32.5	136.6	450.3	619.4
Capital expenditure commitments payable	1,208.2	125.2	–	1,333.4
Rental commitments payable	0.6	0.7	–	1.3
Other commitments payable	1,996.0	676.2	25.8	2,698.0
Total commitments (inclusive of GST)	3,237.3	938.7	476.1	4,652.1
Less GST recoverable	294.3	85.3	43.3	422.9
Total commitments (exclusive of GST)	2,943.0	853.4	432.8	4,229.2

2024 (\$m)	Less than 1 year	1–5 years	> 5 years	Total
PPP commitments	31.4	130.8	441.2	603.4
Capital expenditure commitments payable	1,143.5	12.1	–	1,155.6
Rental commitments payable	0.7	1.3	0.4	2.4
Other commitments payable	1,631.4	602.0	0.1	2,233.5
Total commitments (inclusive of GST)	2,807.0	746.2	441.7	3,994.9
Less GST recoverable	255.3	67.8	40.1	363.2
Total commitments (exclusive of GST)	2,551.7	678.4	401.6	3,631.7

7.5.2 Public private partnership commitments

The department sometimes enters into arrangements with private sector participants, to design and construct or upgrade an asset used to provide public services. These arrangements are typically complex and usually include the provision of operational and maintenance services for a specified period of time. These arrangements are often referred to as either PPPs or service concession arrangements, where the PPPs meet the definition of a service concession asset under AASB 1059 *Service Concession Arrangements: Grantors*.

The department's PPPs are not a service concession arrangement as defined in AASB 1059. AASB 1059 applies to an arrangement where an operator provides public services using a service concession asset. As the department (not the operator) is the provider of the public education service, AASB 1059 does not apply. The department's PPPs involve paying the operator over the period of the arrangement, subject to specified performance criteria being met.

At the date of commitment to the principal provisions of the arrangement, these estimated periodic payments are allocated between a component related to the design and construction or upgrading of the asset and components related to the ongoing operation and maintenance of the asset. The former component is accounted for as a lease payment. The remaining components are accounted for as commitments for operating costs, which are expensed in the comprehensive operating statement as they are incurred.

Commissioned PPPs

Partnerships Victoria in Schools

In December 2008, the department entered into a 25-year PPP arrangement through Partnerships Victoria. The portions of the payments that relate to the right to use the assets are accounted for as leases and are disclosed in Note 7.2.1.

The department pays a base charge for delivery of contracted services (subject to the performance criteria set out in the agreement). The contract is amended to provide for additional services, such as an extension to the facilities, which are at the department's discretion. The nominal amounts for the operating and maintenance commitment below represent the charges payable under the agreement at the end of the reporting period.

New Schools PPP

In October 2015, the State of Victoria entered into a 25-year agreement with Learning Communities Victoria under the New Schools PPP. 12 schools were delivered and opened over the 2017 and 2018 school years. Under the PPP model, Learning Communities Victoria is responsible for the finance, design, construction and maintenance of the new schools over a 25-year period. The department retains school ownership and responsibility for delivering educational services.

The total commitments for PPPs are as follows.

	Other commitments		Other commitments	
	Present value 2025 (\$m)	Nominal value 2025 (\$m)	Present value 2024 (\$m)	Nominal value 2024 (\$m)
Commissioned PPPs				
Partnerships Victoria in Schools — operations and maintenance	151.5	232.5	157.9	251.7
New Schools PPP	238.9	386.9	215.7	351.7
Total commitments for PPPs	390.4	619.4	373.6	603.4

7.5.3 Commitments other than PPPs

	2025 nominal value (incl. GST) (\$m)	2024 nominal value (incl. GST) (\$m)
Capital expenditure commitments: plant, buildings and equipment	1,333.4	1,155.6
Rental commitments	1.3	2.4
Other expenditure commitments	2,698.0	2,233.5
Total commitments other than PPPs	4,032.7	3,391.5

Capital commitments

These are commitments for the acquisition of buildings, plant and equipment contracted for at the reporting date, but not recognised as liabilities for new schools and early learning and childcare centres, as well as school upgrades.

Rental commitments

Rental commitments include land leases and leases where the department does not recognise a liability as it does not hold rights during the period of use to:

- substantially obtain all the economic benefits from use of the asset
- direct the purpose and how the asset is used
- operate the asset without the supplier having the right to change operating conditions
- design the asset that predetermines how and what purpose the asset is used for.

Other expenditure commitments

Other commitments include agreements entered into for provision of grants to non-government schools and early childhood centre providers, school cleaning, maintenance and building assessment services, financial and database information technology services, frontline service delivery by non-profit organisations for various program initiatives and HR services to the department.

8. Risk, contingencies and valuation judgements

The department is exposed to risk from its own activities and from outside factors. In addition, it is often necessary to make judgements and estimates associated with recognition and measurement of items in the financial statements.

This section sets out information specific to financial instruments (including exposures to financial risks), as well as those items that are contingent in nature or require a higher level of judgement to be applied.

Structure

8. Risk, contingencies and valuation judgements

8.1 Financial instrument specific disclosures

8.1.1 Categories of financial instruments under AASB 9

Financial assets at amortised cost

Financial liabilities at amortised cost

8.1.2 Financial instruments – categorisation

8.1.3 Financial instruments – net holding gain/(loss) on financial instruments by category

Impairment of financial assets under AASB 9

8.1.4 Financial risk management objectives and policies

8.2 Contingent assets and liabilities

8.2.1 Contingent assets

8.2.2 Contingent liabilities

8.2.3 Significant judgements or estimates

Non-quantifiable contingent liabilities

8.3 Fair value determination

8.3.1 How this section is structured

8.3.2 Significant judgement or estimates

8.3.3 Fair value hierarchy

8.3.4 Fair value determination of financial assets and liabilities

8.3.5 Fair value determination: non-financial physical assets

Revaluations of non-financial physical assets

Land

Specialised land

Non-specialised land

Buildings

Specialised buildings

Heritage buildings

Plant and equipment

Valuation of land and buildings

8.1 Financial instrument specific disclosures

Financial instruments arise out of contractual agreements that give rise to a financial asset of one entity and a financial liability or equity instrument of another entity. Due to the nature of the department's activities, certain financial assets and financial liabilities arise under statute rather than a contract. Such assets and liabilities do not meet the definition of financial instruments in AASB 132 *Financial Instruments: Presentation*.

Guarantees issued by the Treasurer on behalf of the department are financial instruments because, although authorised under statute, the terms and conditions for each financial guarantee may vary and are subject to an agreement.

8.1.1 Categories of financial instruments under AASB 9

Financial assets at amortised cost

Financial assets are measured at amortised cost if both the following criteria are met, and the assets are not designated as fair value through net result:

- the assets are held by the department to collect contractual cash flows
- the assets' contractual terms give rise to cash flows that are solely payments of principal and interest.

These assets are initially recognised at fair value, plus any directly attributable transaction costs. Subsequent to initial measurement, receivables are measured at amortised cost using the effective interest method, less any impairment.

This category includes:

- cash
- deposits
- receivables (excluding statutory receivables).

Financial liabilities at amortised cost

Financial instrument liabilities are initially recognised on the date they are originated. They are initially measured at fair value, plus any directly attributable transaction cost.

Subsequent to initial recognition, these financial instruments are measured at amortised cost, with any difference between the initial recognised amount and the redemption value being recognised in profit and loss over the period of the interest-bearing liability, using the effective interest rate method.

This category includes:

- payables (excluding statutory payables)
- borrowings (including lease liabilities).

8.1.2 Financial instruments – categorisation

The following tables represent classifications of financial assets and liabilities under AASB 9.

2025 (\$m)	Cash and deposits	Financial assets at amortised cost (AC)	Financial liabilities at amortised cost (AC)	Total
Contractual financial assets:				
Cash and deposits – department	179.6	–	–	179.6
Cash and deposits – schools	1,579.9	–	–	1,579.9
Receivables	–	49.2	–	49.2
Term deposits	0.3	–	–	0.3
Total contractual financial assets	1,759.8	49.2	–	1,809.0
Contractual financial liabilities				
Payables	–	–	733.1	733.1
Borrowings	–	–	532.5	532.5
Total contractual financial liabilities	–	–	1,265.6	1,265.6

2024 (\$m)	Cash and deposits	Financial assets at amortised cost (AC)	Financial liabilities at amortised cost (AC)	Total
Contractual financial assets:				
Cash and deposits – department	128.7	–	–	128.7
Cash and deposits – schools	1,478.4	–	–	1,478.4
Receivables	–	46.4	–	46.4
Term deposits	0.3	–	–	0.3
Total contractual financial assets	1,607.4	46.4	–	1,653.8
Contractual financial liabilities				
Payables	–	–	605.0	605.0
Borrowings	–	–	539.2	539.2
Total contractual financial liabilities	–	–	1,144.2	1,144.2

8.1.3 Financial instruments – net holding gain/(loss) on financial instruments by category

2025 (\$m)	Net holding gain/(loss)	Total interest income/ (expense)	Fee income/ (expense)	Impairment loss	Total
Contractual financial assets					
Financial assets at amortised cost – other than on recognition	–	84.4	(1.9)	(3.2)	79.3
Total contractual financial assets	–	84.4	(1.9)	(3.2)	79.3
Contractual financial liabilities					
Financial liabilities at amortised cost – other than on derecognition	(0.4)	(24.8)	–	–	(25.2)
Total contractual financial assets	(0.4)	(24.8)	–	–	(25.2)

2024 (\$m)	Net holding gain/(loss)	Total interest income/ (expense)	Fee income/ (expense)	Impairment loss	Total
Contractual financial assets					
Financial assets at amortised cost - other than on recognition	–	70.5	(2.3)	(0.8)	67.4
Total contractual financial assets	–	70.5	(2.3)	(0.8)	67.4
Contractual financial liabilities					
Financial liabilities at amortised cost - other than on derecognition	0.1	(24.1)	–	–	(24.0)
Total contractual financial liabilities	0.1	(24.1)	–	–	(24.0)

Amounts disclosed in this table exclude holding gains and losses related to statutory financial assets and liabilities.

The net holding gains or losses disclosed above are determined as follows:

- for cash and cash equivalents, financial assets at amortised cost that are classified as financial assets at fair value through other comprehensive income, the net gain or loss is calculated by taking the movement in the fair value of the asset, the interest income, plus or minus foreign exchange gains or losses arising from revaluation of the financial assets, and minus any impairment recognised in the net result
- for financial liabilities measured at amortised cost, the net gain or loss is calculated by taking the interest expense, plus or minus foreign exchange gains or losses arising from the revaluation of financial liabilities measured at amortised cost.

Impairment of financial assets under AASB 9

Subject to AASB 9, impairment assessment includes the department's contractual receivables.

Although not a financial asset, contract assets recognised as applying AASB 15 are also subject to impairment, although it is immaterial.

8.1.4 Financial risk management objectives and policies

The department's financial risk management program seeks to manage financial risks and the associated volatility of its financial performance.

Details of the significant accounting policies and methods adopted are disclosed in Note 8.3.4, including the criteria for recognition, the basis of measurement and the basis on which income and expenses are recognised, with respect to each class of financial asset and financial liabilities above.

The main purpose of holding financial instruments is to prudentially manage the department's financial risks within government policy parameters.

The department's main financial risks include credit risk, liquidity risk and interest rate risk. The department manages these financial risks in accordance with its financial risk management policy.

The department uses different methods to measure and manage the different risks to which it is exposed. Primary responsibility for the identification and management of financial risks rests with the accountable officer of the department.

8.2 Contingent assets and liabilities

Contingent assets and contingent liabilities are not recognised in the balance sheet, but are disclosed and, if quantifiable, are measured at nominal value.

Contingent assets and liabilities are presented inclusive of GST receivable or payable respectively.

8.2.1 Contingent assets

Contingent assets are possible assets that arise from past events, whose existence will be confirmed only by the occurrence or non-occurrence of one or more uncertain future events not wholly within the control of the entity.

These are classified as either quantifiable, where the potential economic benefit is known, or non-quantifiable. Contingent assets exist across both years; however, due to immateriality, amounts rounded down to nil.

Quantifiable contingent assets

	2025 (\$m)	2024 (\$m)
Claims for damages	–	–
Total quantifiable contingent assets	–	–

8.2.2 Contingent liabilities

Contingent liabilities are:

- possible obligations that arise from past events, whose existence will be confirmed only by the occurrence or non-occurrence of one or more uncertain future events not wholly within the control of the entity
- present obligations that arise from past events but are not recognised because:
 - it is not probable that an outflow of resources embodying economic benefits will be required to settle the obligations
 - the amount of the obligations cannot be measured with sufficient reliability.

Contingent liabilities are also classified as either quantifiable or non-quantifiable. Amounts reported include legal claims and pending court cases.

8.2.3 Significant judgements or estimates

Management assesses the amount based on the likelihood of potential legal outcomes, using best available information and legal advice. These administered amounts mainly reflect expected claims pursuant to section 26 of the *Crown Proceedings Act*. Once a legal outcome is finalised, costs are paid out by the department, which then seeks reimbursement from DJCS. This amount is then recognised as a receivable in Note 4.2 Administered (non-controlled) items.

Quantifiable contingent liabilities

	2025 (\$m)	2024 (\$m)
Claims for damages	261.8	236.9
Total quantifiable contingent liabilities	261.8	236.9

Non-quantifiable contingent liabilities

The department has several non-quantifiable contingent liabilities arising from indemnities provided by it.

- **Volunteer school workers and volunteer student workers:** The ETRA provides indemnity for personal injuries or death (and at the discretion of the minister, for property damage) suffered by volunteer school workers and volunteer student workers arising out of, or in the course of engaging in, schoolwork or community work respectively.
- **Teaching service and public service employees:** If a departmental employee is named as a defendant in a civil proceeding (for example, personal injury, discrimination or employment claim), any costs and damages will generally be paid by the department, provided the employee was not under the influence of illicit drugs or alcohol, or engaging in a criminal offence, and the behaviour was not outrageous and was related to their employment.
- **Board members:** The ETRA requires the state to indemnify a member of a Merit Protection Board (MPB) or a Disciplinary Appeals Board (DAB) for anything done or omitted to be done in good faith in the exercise of a power or the discharge of their statutory duties.
- **School councils:** The ETRA requires the department to indemnify individual members of school councils for any legal liability, whether in contract, negligence or defamation, if they acted in good faith and in the exercise of their powers or functions. The department may decide to indemnify school councils (which are separate entities from the department), in claims of common law negligence, employment disputes and other civil claims, for the cost of settlement and/or legal representation. The department will take into account the impact of payment upon the school's educational program and any insurance cover for the school council, and will likely indemnify if the department is satisfied that
 - the school council acted in good faith and according to issued guidelines and directions
 - the school council has insufficient funds to pay the claim.

The department is undertaking a review to assess potential financial obligations associated with annual leave accruals during periods of workers' compensation and super contributions on salary leave loading allowances for teaching services employees. As these matters remain under evaluation and the extent of any liability remains uncertain, no financial obligation has been recognised at this time.

8.3 Fair value determination

8.3.1 How this section is structured

For those assets and liabilities for which fair values are determined, the disclosures provided include:

- the carrying amount and the fair value (which would be the same for those assets measured at fair value)
- which level of the fair value hierarchy was used to determine the fair value:
 - in respect of those assets and liabilities subject to fair value determination using Level 3 inputs
 - a reconciliation of the movements in fair values from the beginning of the year to the end
 - details of significant unobservable inputs used in the fair value determination.

This section is divided between disclosures in connection with fair value determination for financial instruments (see Note 8.3.4) and non-financial physical assets (see Note 8.3.5).

8.3.2 Significant judgement or estimates

Fair value determination requires judgement and the use of assumptions. This section discloses the most significant assumptions used in determining fair values. Changes to assumptions could have a material impact on the results and financial position of the department.

This section sets out information on how the department determines fair value for financial reporting purposes. Fair value is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date.

The assets and liabilities that are carried at fair value include land, buildings, infrastructure, plant and equipment.

In addition, the fair value of other assets and liabilities which are carried at amortised cost also need to be determined for disclosure purposes.

The department determines the policies and procedures for determining fair values for both financial and non-financial assets and liabilities as required.

8.3.3 Fair value hierarchy

A number of inputs are used to determine fair values. To increase consistency and comparability in the financial statements, these inputs are categorised into 3 levels, also known as the fair value hierarchy. The levels are:

- Level 1 – quoted (unadjusted) market prices in active markets for identical assets or liabilities.
- Level 2 – valuation techniques for which the lowest level input that is significant to the fair value measurement is directly or indirectly observable.
- Level 3 – valuation techniques for which the lowest level input that is significant to the fair value measurement is unobservable.

The department determines whether transfers have occurred between levels in the hierarchy by reassessing categorisation (based on the lowest level input that is significant to the fair value measurement as a whole) at the end of each reporting period.

The VGV is the Victorian Government's independent valuation agency. The department, in conjunction with the VGV, monitors changes in the fair value of each asset through relevant data sources to determine whether revaluations are required.

8.3.4 Fair value determination of financial assets and liabilities

The fair values and net fair values of financial assets and financial liabilities are determined as follows.

- Level 1 – the fair value of financial assets and financial liabilities with standard terms and conditions, and traded in active liquid markets, are determined with reference to quoted market prices.
- Level 2 – the fair value is determined using inputs, other than the quoted price, that are observable for the financial asset or liability, either directly or indirectly.
- Level 3 – the fair value is determined in accordance with generally accepted pricing models, based on discounted cash flow analysis using unobservable market inputs.

The department considers that the carrying amount of financial instrument assets and liabilities recorded in the financial statements is a fair approximation of their fair values, because of the short-term nature of the financial instruments and the expectation that they will be paid in full by the end of the reporting period.

The department's contractual financial assets and liabilities are measured at amortised cost. None of the classes of financial assets and liabilities is readily traded on organised markets in standardised form, hence the fair value disclosures are not required.

8.3.5 Fair value determination: non-financial physical assets

The recurring fair value measurements of non-financial physical assets, such as land and school buildings, are based on Level 3 unobservable inputs, due to the nature and characteristics of the school assets. School land and building assets are specialised assets where there is little or no observable market evidence of the market selling price. For land, a market approach adjusted for CSO is used. Buildings are valued under the CRC method.

Fair value measurement hierarchy for assets as at 30 June

2025 (\$m)	Carrying amount as at 30 June 2025	Fair value measurement at end of reporting period		
		Level 1	Level 2	Level 3
Land at fair value				
Non-specialised land	1,571.9	–	1,571.9	–
Specialised land	16,399.1	–	–	16,399.1
Total land at fair value	17,971.0	–	1,571.9	16,399.1
Buildings at fair value				
Specialised buildings	22,220.5	–	–	22,220.5
Heritage buildings	99.3	–	–	99.3
Total buildings at fair value	22,319.8	–	–	22,319.8
Plant and equipment at fair value				
Plant and equipment	125.3	–	–	125.3
Total plant and equipment at fair value	125.3	–	–	125.3

2024 (\$m)	Carrying amount as at 30 June 2024	Fair value measurement at end of reporting period		
		Level 1	Level 2	Level 3
Land at fair value				
Non-specialised land	1,571.1	–	1,571.1	–
Specialised land	16,285.0	–	–	16,285.0
Total land at fair value	17,856.1	–	1,571.1	16,285.0
Buildings at fair value				
Specialised buildings	21,085.3	–	–	21,085.3
Heritage buildings	103.7	–	–	103.7
Total buildings at fair value	21,189.0	–	–	21,189.0
Plant and equipment at fair value				
Plant and equipment	116.3	–	–	116.3
Total plant and equipment at fair value	116.3	–	–	116.3

Revaluations of non-financial physical assets

In accordance with FRD 103 *Non-financial physical assets* (issued by the Minister for Finance), non-financial physical assets are measured at fair value on a cyclical basis. A scheduled revaluation occurs every 5 years, based on the relevant classification of the functions of government, but may occur more frequently if fair value assessments indicate material changes in values. The last scheduled revaluation was performed on 30 June 2023. Any interim revaluations are determined in accordance with the requirements of the FRD. Revaluation increases or decreases arise from differences between an asset's carrying value and fair value.

AASB 2022-10 *Amendments to Australian Accounting Standards – Fair Value Measurement of Non-Financial Assets of Not-for-Profit Public Sector Entities* amended AASB 13 by adding Appendix F *Australian implementation guidance for not-for-profit public sector entities*. Appendix F explains and illustrates the application of the principles in AASB 13 on developing unobservable inputs and the application of the cost approach. These clarifications are mandatorily applicable annual reporting periods beginning on or after 1 January 2024. The department has opted to apply Appendix F of AASB 13 in their next scheduled asset revaluation for 30 June 2028, or interim revaluation (whichever is earlier) under FRD 103. This change is detailed in Note 9.7.1.

In a non-revaluation year, land and buildings are assessed at each reporting date by applying VGV land and building indices to asset carrying values. Where there has been material movement of more than 10%, the fair value is adjusted through a revaluation in line with FRD 103 *Non-financial physical assets*.

Net revaluation increases (where the carrying amount of a class of assets is increased as a result of a revaluation) are recognised in 'other economic flows – other comprehensive income' and accumulated in equity under the asset revaluation surplus. However, the net revaluation increase is recognised in the net result to the extent that it reverses a net revaluation decrease in respect of the same class of property, plant and equipment previously recognised as an expense (other economic flows) in the net result.

Net revaluation decrease is recognised in 'other economic flows – other comprehensive income' to the extent that a credit balance exists in the asset revaluation surplus in respect of the same class of property, plant and equipment. Otherwise, the net revaluation decreases are recognised immediately as other economic flows in the net result. The net revaluation decrease recognised in 'other economic flows – other comprehensive income' reduces the amount accumulated in equity under the asset revaluation surplus.

Revaluation increases and decreases relating to individual assets within a class of property, plant and equipment are offset against one another within that class but are not offset in respect of assets in different classes. The asset revaluation surplus is not transferred to accumulated funds on de-recognition of the relevant asset.

Land

Specialised land

The market approach is used for specialised land, although is adjusted for the CSO to reflect the specialised nature of the land being valued.

The CSO is an adjustment for the difference in value between unrestricted assets (such as freehold land) and assets held by the public sector, taking into account any legal, financial or physical restrictions imposed on the use or sale of the assets. As adjustments of CSO are considered as significant unobservable inputs, specialised land is classified as Level 3 assets.

Non-specialised land

Non-specialised land is valued using the market approach, whereby assets are compared to recent comparable assets or sales of comparable assets that are considered to have nominal value.

To the extent that non-specialised land does not contain significant, unobservable adjustments, these assets are classified as Level 2 under the market approach.

Buildings

Specialised buildings

The valuations are undertaken by the VGV in accordance with the department's policies. School buildings are specialised assets that are restricted to primarily providing education services, with some ancillary community services also provided. As such, there is generally little or no observable market-based evidence for determining the fair value of such assets. Accordingly, school buildings and other improvements are valued under the CRC method, which represents the highest and best use under AASB 13 *Fair Value Measurement*.

The CRC method is the current replacement cost of an asset, less (where applicable) accumulated depreciation calculated on the basis of such cost to reflect age and the already consumed or expired future economic benefits of the asset. For the majority of the department's specialised buildings, the CRC method is used, adjusting associated depreciation. Depreciation adjustments are considered as significant and unobservable inputs in nature. Therefore, these specialised buildings are classified as Level 3 fair value measurements.

Where assets acquired within 12 months of the relevant scheduled revaluation have not been revalued, the acquisition cost is deemed to be fair value.

Heritage buildings

Valuations of heritage buildings are undertaken by the VGV in accordance with the department's policies. School buildings are specialised assets that are restricted to primarily providing education services, with some ancillary community services also provided. As such, there is generally little or no observable market-based evidence for determining the fair value of such assets. Accordingly, school buildings and other improvements are valued under the CRC method, which represents the highest and best use under AASB 13.

The CRC method is the current replacement cost of an asset less, (where applicable), accumulated depreciation calculated on the basis of such cost to reflect age and the already consumed or expired future economic benefits of the asset. For the majority of the department's specialised buildings, the CRC method is used, adjusting associated depreciation. Where applicable, for selected heritage assets, VGV uses discretion to apply a heritage loading percentage to factor heritage overlay requirements. Depreciation adjustments are considered as significant and unobservable inputs in nature. Therefore, these heritage buildings are classified as Level 3 fair value measurements.

Where assets acquired within 12 months of the relevant scheduled revaluation have not been revalued, the acquisition cost is deemed to be fair value.

Plant and equipment

Plant and equipment assets are measured at fair value (equating to cost), less accumulated depreciation and impairment.

The fair value of plant and equipment is normally determined by reference to the asset's CRC. Existing depreciated historical cost is generally a reasonable approximation for CRC, because of the short lives of the assets concerned.

Valuation of land and buildings

In accordance with FRD 103 *Non-financial physical assets*, the department used VGV land and building indices to perform an assessment of the carrying amounts of land and buildings as at 30 June. The movement was less than 10% and no further action was required to revalue land and buildings.

The \$118.4 million revaluation as at 30 June 2024 relates to fair value adjustment for school buildings excluded in the 2023 scheduled revaluation. The valuation for those assets was completed in the 2024 financial year. There was no asset revaluation for 30 June 2025.

Reconciliation of Level 3 fair value as at 30 June

2025 (\$m)	Specialised land	Specialised buildings	Heritage buildings	Plant and equipment
Opening balance	16,285.0	21,085.3	103.7	116.3
Purchases (sales)	114.1	1,864.2	–	49.3
Transfers in (out) of Level 3	–	(19.0)	0.8	(2.1)
Gain or losses recognised in net result				
Depreciation	–	(710.0)	(5.2)	(38.2)
Closing balance	16,399.1	22,220.5	99.3	125.3

2024 (\$m)	Specialised land	Specialised buildings	Heritage buildings	Plant and equipment
Opening balance	16,179.2	19,460.2	109.6	111.2
Purchases (sales)	137.3	2,248.7	–	41.8
Transfers in (out) of Level 3	(31.5)	(94.0)	(0.3)	(4.3)
Gain or losses recognised in net result				
Depreciation	–	(648.0)	(5.6)	(32.4)
Subtotal	16,285.0	20,966.9	103.7	116.3
Gain or losses recognised in other economic flows – other comprehensive income				
Revaluation	–	118.4	–	–
Subtotal	–	118.4	–	–
Closing balance	16,285.0	21,085.3	103.7	116.3

Description of significant unobservable inputs to Level 3 valuations

2025 and 2024	Valuation technique	Significant unobservable inputs
Land	Market approach	CSO
Specialised buildings	Current replacement cost	Direct cost per m ² Useful life of specialised buildings
Heritage buildings	Current replacement cost	Direct cost per m ² Useful life of heritage buildings Heritage loading factor (%)
Plant and equipment	Current replacement cost	Useful life of plant and equipment

9. Other disclosures

This section includes additional material disclosures required by accounting standards or otherwise, for the understanding of this financial report.

Structure

Other disclosures

- 9.1 Remuneration of executives and other personnel
- 9.2 Responsible persons
 - 9.2.1 Names
 - 9.2.2 Remuneration
- 9.3 Related parties
 - 9.3.1 Significant transactions with government-related entities
 - Transactions with key management personnel and other related parties
 - Related party transactions
 - Secretary
 - Deputy Secretary, SRS
- 9.4 Reserves
- 9.5 Remuneration of auditors
- 9.6 Subsequent events
- 9.7 AAS and interpretation issues that are not yet effective
 - 9.7.1 AASB 2022-10 Amendments to Australian Accounting Standards – Fair Value Measurement of Non-Financial Assets of Not-for-Profit Public Sector Entities
 - 9.7.2 AASB 18 Presentation and Disclosure of Financial Statements
- 9.8 Glossary of technical terms
- 9.9 Style conventions

9.1 Remuneration of executives and other personnel

The number of executive officers, other than ministers and accountable officers, and their total remuneration during the reporting period, are shown in the table below. Total annualised employee equivalents provide a measure of FTE executive officers over the reporting period.

Remuneration comprises employee benefits (as defined in AASB 119 *Employee Benefits*) in all forms of consideration paid, payable or provided by the entity, or on behalf of the entity, in exchange for services rendered. Accordingly, remuneration is determined on an accrual basis, and is disclosed in the following categories.

- **Short-term employee benefits** include amounts such as wages, salaries, annual leave or sick leave, that are usually paid or payable on a regular basis, as well as non-monetary benefits, such as allowances and free or subsidised goods or services.
- **Post-employment benefits** include pensions and other retirement benefits paid or payable on a discrete basis when employment has ceased.
- **Other long-term benefits** include long service leave, other long service benefits or deferred compensation.
- **Termination benefits** include termination of employment payments, such as severance packages.

Remuneration of executive officers (including key management personnel disclosed in Note 9.3)

	Total Remuneration	
	2025 (\$m)	2024 (\$m)
Short-term employee benefits	28.1	25.8
Post-employment benefits	3.1	2.8
Other long-term benefits	0.8	0.7
Termination benefits	0.4	0.1
Total remuneration ¹²¹	32.3	29.4
Total number of executives ¹²²	123	115
Total annualised employee equivalents (AEE) ¹²³	104.0	101.3

9.2 Responsible persons

In accordance with the ministerial directions issued by the Minister for Finance under the FMA, the following disclosures are made regarding responsible persons for the reporting period.

9.2.1 Names

The persons who held the positions of ministers and Accountable Officer in the department are as follows.

Position	Name	Dates as Minister/Secretary
Minister for Education	The Hon. Ben Carroll MP	1 July 2024 to 30 June 2025
Minister for Children	Hon Lizzie Blandthorn MP	1 July 2024 to 30 June 2025
Secretary	Jenny Atta Tony Bates (Acting)	1 July 2024 to 25 February 2025 26 February 2025 to 30 June 2025

¹²¹ Total remuneration includes executives who are key management personnel (disclosed in Note 9.4) and executives who have been seconded during the year. The department is reimbursed under these arrangements. A number of employment contracts were completed and renegotiated, and a number of executive officers retired or resigned.

¹²² The increase from the previous year reflects a higher number of staff secondments during the year, and the addition of the First Nations Strategy, Policy and Programs group.

¹²³ AEE is based on the time fraction over the reporting period.

- Hon Lizzie Blandthorn MP acted as Minister for Education from 15 to 23 July 2024, from 31 August 2024 to 8 September 2024 and from 7 April 2025 to 13 April 2025.
- The Hon. Gayle Tierney MP acted as Minister for Education from 16 to 20 September 2024.
- The Hon. Ben Carroll MP acted as Minister for Children from 23 December 2024 to 3 January 2025.
- The Hon. Ros Spence MP acted as Minister for Children from 1 to 4 July 2024 and from 5 to 12 May 2025.
- Tony Bates, Deputy Secretary, Financial Policy and Information Services acted as Secretary from 1 to 19 July 2024 and from 26 February 2025 to 30 June 2025.
- Andrea Del Monaco, Deputy Secretary, Schools Workforce acted as Secretary from 27 December 2024 to 3 January 2025.
- Kate Rattigan, Deputy Secretary, People and Executive Services acted as Secretary from 16 to 27 January 2025.

9.2.2 Remuneration

Remuneration received or receivable by the accountable officer in connection with the management of the department during the reporting period was in the range below.

The sole position was shared in 2025, with the occupant being Jenny Atta (from 1 July 2024 to 25 February 2025) and Tony Bates (acting from 26 February to 30 June 2025). For 2024, Jenny Atta was the Accountable Officer for the full year.

Range	2025 Headcount	2024 Headcount
\$220,000 - \$229,999	1	–
\$450,000 - \$459,999	1	–
\$620,000 - \$629,999	–	1
Total remuneration (\$ thousand)	675	629

9.3 Related parties

The department is a wholly owned and controlled entity of the State of Victoria.

The department contains no agencies consolidated into the department's financial statements pursuant to section 53(1)(b) of the FMA.

Related parties of the department include:

- all key management personnel and their close family members and personal business interests (controlled entities, joint ventures and entities they have significant influence over)
- all Cabinet ministers and their close family members
- all departments and public sector entities that are controlled and consolidated into the whole-of-state consolidated financial statements.

9.3.1 Significant transactions with government-related entities

The department received funding from and made payments to the consolidated fund of \$18,183 million (2024: \$17,118 million) and \$71 million (2024: Nil) respectively.

During the year, the department had the following government-related entity transactions, which are deemed collectively significant and include:

- appropriations received from the consolidated fund to fund service delivery from 'provisions for outputs' and 'additions to the net assets' (see Note 2.3)
- annotated income agreements paid to the consolidated fund for 'sales of goods and services' and 'revenue from municipal councils' (see Note 2.5).
- grants paid to TAFEs and the department's statutory bodies – the Academy, VCAA and the VRQA (Note 3.3).

Key management personnel of the department include the portfolio ministers – the Hon. Ben Carroll MP and Hon Lizzie Blandthorn MP, the Secretary – Jenny Atta (from 1 July 2024 to 25 February 2025) and Tony Bates (acting from 26 February to 30 June 2025), the Chief Finance Officer, Tonella Costa, deputy secretaries and EB members:

- Deputy Secretary, Financial Policy and Information Services, Tony Bates
- Deputy Secretary, People and Executive Services, Kate Rattigan
- Deputy Secretary, Strategy and Secondary School Reform Group¹²⁴, Scott Widmer (from 9 December 2024 to 30 June 2025)
- Deputy Secretary, Early Childhood Education, Bronwen FitzGerald
- Deputy Secretary, School Education Programs and Support, Stephen Fraser
- Deputy Secretary, Schools and Regional Services, David Howes
- Deputy Secretary, School Workforce, Andrea Del Monaco
- Deputy Secretary, First Nations Strategy, Policy and Programs Group, Angela Singh
- Chief Executive Officer of VSBA¹²⁴, Tom Kirkland (from 1 July to 22 December 2024), Joanne Wandel (from 3 March to 30 June 2025)
- Assistant Deputy Secretary, Senior Secondary Pathways Reform Taskforce, Scott Widmer (from 1 July to 8 December 2024)
- Assistant Deputy Secretary, Operations (SRS), Jeanette Nagorcka
- Assistant Deputy Secretary, Teaching, Learning and School Performance (SRS), Melissa Clark
- Assistant Deputy Secretary, Kindergarten Expansion and Pre-Prep Reform (Early Childhood Education), Luke Bo'sher
- Assistant Deputy Secretary, Early Childhood Strategy, Operational Support & Information Sharing (Early Childhood Education), Justin McDonnell.

The compensation detailed below excludes the salaries and benefits the portfolio ministers receive. The ministers' remuneration and allowances are set by Victoria's *Parliamentary Salaries and Superannuation Act 1968* and are reported in the state's annual financial report.

Compensation ¹²⁵	2025 (\$m)	2024 (\$m)
Short-term employee benefits	6.4	5.3
Post-employee benefits	0.6	0.5
Other long-term benefits	0.2	0.1
Termination benefits	0.2	–
Total¹²⁶	7.3	5.9

Transactions with key management personnel and other related parties

Given the breadth and depth of Victorian Government activities, related parties transact with the Victorian public sector in a manner consistent with other members of the public, for example, with stamp duty and other government fees and charges. Further employment of processes in the Victorian public sector occurs on terms and conditions consistent with the Public Administration Act and the Codes of Conduct and Standards issued by the Victorian Public Sector Commission.

Procurement processes occur on terms and conditions consistent with Victorian Government Procurement Board requirements. Outside normal citizen-type transactions with the department, with the exception of the items noted under 'Related party transactions' below, there were no other related party transactions that involved key management personnel or their close family members. No provision has been required, nor any expense recognised, for impairment of receivables from related parties.

¹²⁴ Ongoing role was vacant where dates are unspecified.

¹²⁵ Key management personnel include acting arrangements in the roles and are also reported in the disclosure of remuneration of executive officers as applicable (see Note 9.2).

¹²⁶ The increase relates to a higher number of acting arrangements by Executive Directors in the current year.

Related party transactions

Secretary

The Secretary is an ex-officio member of the boards of the VRQA and VCAA, to which the department paid grants on normal commercial terms during the financial year. As these roles are ex-officio, the Secretary receives no remuneration to perform these roles.

The Secretary is on the Advisory Board for the Melbourne Institute of Applied Economic and Social Research. The Secretary receives no remuneration for their role on this advisory board.

Deputy Secretary, SRS

The Deputy Secretary, SRS is a member of the board of the Academy, to which the department paid grants on normal commercial terms during the financial year. As these roles are ex-officio, the Deputy Secretary, SRS receives no remuneration to perform these roles.

	2025 (\$m)	2024 (\$m)
Grants paid during the year [Note 3.3]		
The Academy	57.4	57.1
VCAA	118.3	107.4
VRQA	13.8	14.4
Rent provided free of charge during the year		
The Academy	1.1	1.1
VRQA	0.7	0.8
VCAA	2.3	2.6

9.4 Reserves

The physical asset revaluation surplus is used to record increments and decrements on the revaluation of non-financial physical assets.

	2025 (\$m)	2024 (\$m)
Physical asset revaluation surplus		
Balance at beginning of financial year	23,183.5	23,065.1
Revaluation increment/(decrement) of buildings during the year	–	118.4
Balance at the end of the financial year	23,183.5	23,183.5
Net movement in reserves	23,183.5	23,183.5

9.5 Remuneration of auditors

The table below reflects the amount paid or due and payable to the Victorian Auditor-General's Office for auditing the financial statements of the department pursuant to Victoria's *Audit Act 1994*.

	2025 (\$m)	2024 (\$m)
Audit of the financial statements – Victorian Auditor-General's Office	0.7	0.6
Total remuneration of auditors	0.7	0.6

9.6 Subsequent events

No matters or circumstances have arisen since the end of the financial year that significantly affected or may affect the operations of the department, the results of the operations or the state of affairs of the department in future financial years.

9.7 AAS and interpretation issues that are not yet effective

Certain new and revised AAS have been issued, but are not effective for the 2024–25 reporting period. These accounting standards have not been applied to these financial statements. The department is reviewing its existing policies and assessing the potential implications of these accounting standards, as follows.

9.7.1 AASB 2022-10 Amendments to *Australian Accounting Standards – Fair Value Measurement of Non-Financial Assets of Not-for-Profit Public Sector Entities*

AASB 2022-10 amended AASB 13 by adding Appendix F Australian implementation guidance for not-for-profit public sector entities. Appendix F explains and illustrates the application of the principles in AASB 13 on developing unobservable inputs and the application of the cost approach. These clarifications are mandatorily applicable annual reporting periods beginning on or after 1 January 2024. FRD 103 permits Victorian public sector entities to apply Appendix F of AASB 13 in their next scheduled formal asset revaluation or interim revaluation (whichever is earlier).

In accordance with FRD 103, the Department will apply Appendix F of AASB 13 in its next scheduled formal revaluation in 2028 or interim revaluation process (whichever is earlier).

The department has reviewed its existing valuation approach and assumptions against the changes in the amending standard and does not anticipate a material financial impact to its fair value measurement.

9.7.2 AASB 18 *Presentation and Disclosure of Financial Statements*

AASB 18 replaces AASB 101 Presentation of Financial Statements to improve how entities communicate in their financial statements, with a particular focus on information about financial performance in the statement of profit or loss.

The key presentation and disclosure requirements established by AASB 18 is the presentation of newly defined subtotals in the statement of profit or loss.

AASB 18 applies to annual reporting periods beginning on or after 1 January 2027 for for-profit entities and applies to annual reporting periods beginning on or after 1 January 2028 for not-for-profit entities. The delayed date of one year will allow the AASB to consult with stakeholders and consider potential modifications for application by not-for-profit public sector entities.

The Department is currently in the process of assessing the potential impact of these standards and amendments.

A number of other standards and amendments have also been issued that apply to future reporting periods; however, they are not expected to have any significant impact on the financial statements in the period of initial application.

9.8 Glossary of technical terms

The following is a summary of the major technical terms used in this report.

Active liquid market

Any market in which there are many buyers and sellers present, and in which transactions can take place with relative ease and low costs.

Administered item

Generally, a department lacking the capacity to benefit from that item in the pursuit of the entity's objectives, and to deny or regulate the access of others to that benefit.

Amortisation

The expense that results from the consumption, extraction or use over time of a non-produced physical or intangible asset. This expense is classified as an 'other economic flow'.

Borrowings

Interest-bearing liabilities mainly raised from public borrowings raised through the Treasury Corporation of Victoria, leases and other interest-bearing arrangements. Borrowings also include non-interest-bearing advances from government that are acquired for policy purposes.

Commitments

Operating, capital and other outsourcing commitments arising from non-cancellable contractual or statutory sources.

Community service obligation

An ongoing legislative requirement placed on an organisation by government to provide a benefit to an identified group, which would not otherwise be provided by that organisation, in the pursuit of its other objectives.

Comprehensive result

The amount included in the operating statement representing total change in equity, other than transactions with owners as owners.

Controlled item

Generally, the capacity of a department to benefit from that item in the pursuit of the entity's objectives, and to deny or regulate the access of others to that benefit.

Current replacement cost

The CRC of an asset less, where applicable, accumulated depreciation calculated on the basis of such cost, to reflect age and the already consumed or expired future economic benefits of the asset.

Depreciation

An expense that arises from the consumption through wear or time of a produced physical asset. This expense is classified as a 'transaction' and so reduces the 'net result from transaction'.

Effective interest method

Calculation of the amortised cost of a financial asset or liability, and of allocating interest income over the relevant period. The effective interest rate is the rate that exactly discounts estimated future cash receipts through the expected life of the financial instrument or, where appropriate, a shorter period.

Employee benefits expenses

All costs related to employment, including wages and salaries, fringe benefits tax, leave entitlements, redundancy payments, defined-benefits superannuation plans and defined-contribution superannuation plans.

Equity

Assets less liabilities – an economic measure of wealth.

Ex gratia expenses

Voluntary payments not made to acquire goods, services or other benefits for the entity, to meet a legal liability, or to settle or resolve a possible legal liability or claim against the entity.

Financial asset

Any asset that is:

- cash
- an equity instrument of another entity
- a contractual right:
 - to receive cash or another financial asset from another entity
 - to exchange financial assets or financial liabilities with another entity, under conditions that are potentially favourable to the entity
- a contract that will or may be settled in the entity's own equity instruments and that is:
 - a non-derivative for which the entity is or may be obliged to receive a variable number of the entity's own equity instruments

- a derivative that will or may be settled, other than by the exchange of a fixed amount of cash or another financial asset for a fixed number of the entity's own equity instruments.

Financial instrument

Any contract that gives rise to a financial asset of one entity and a financial liability or equity instrument of another entity.

Financial liability

Any liability that is:

- a contractual obligation:
 - to deliver cash or another financial asset to another entity, or
 - to exchange financial assets or financial liabilities with another entity under conditions that are potentially unfavourable to the entity
- a contract that will or may be settled in the entity's own equity instruments and that is:
 - a non-derivative for which the entity is or may be obliged to deliver a variable number of the entity's own equity instruments, or
 - a derivative that will or may be settled, other than by the exchange of a fixed amount of cash or another financial asset for a fixed number of the entity's own equity instruments. For this purpose, the entity's own equity instruments do not include instruments that are themselves contracts for the future receipt or delivery of the entity's own equity instruments.

Financial Reporting Directions

Mandatory guidelines applicable to all entities defined as either a public body or a department under section 3 of the FMA, unless otherwise stated. FRDs aim to ensure consistent application of accounting treatment across the Victorian public sector in compliance with that particular standard, and also to impose other government non-financial policy and disclosure requirements.

Financial statements

A complete set of financial statements that comprises:

- a balance sheet as at the end of the period
- a comprehensive operating statement for the period
- a statement of changes in equity for the period
- a statement of cash flows for the period
- notes, comprising a summary of significant accounting policies and other explanatory information
- comparative information in respect of the preceding period, as specified in paragraphs 38 of AASB 101
- a statement of financial position as at the beginning of the preceding period, when an entity applies an accounting policy retrospectively or makes a retrospective restatement of items in its financial statements, or when it reclassifies items in its financial statements, in accordance with paragraph 41 of AASB 101.

Grants and other transfers

Transactions in which one unit provides goods, services, assets (or extinguishes a liability) or labour to another unit, without receiving approximately equal value in return. Grants can be either operating or capital in nature.

Although grants to governments may result in the provision of some goods or services to the transferor, they do not give the transferor a claim to directly receive benefits of approximately equal value. For this reason, grants are referred to by the AASB as involuntary transfers and are termed non-reciprocal transfers. Receipt and sacrifice of approximately equal value may occur, but only by coincidence. For example, governments are not obliged to provide commensurate benefits in the form of goods or services to particular taxpayers in return for their taxes.

Grants may be paid as general-purpose grants, which are not subject to conditions regarding their use. Alternatively, they may be paid as specific-purpose grants, which are paid for a particular purpose and/or have conditions attached regarding their use.

General government sector

All government departments, offices and other bodies engaged in providing services free of charge or at prices significantly below their cost of production. General government services include those that are mainly non-market in nature, those that are largely for collective consumption by the community, and those that involve the transfer or redistribution of income. These services are financed mainly through taxes, or other compulsory levies and user charges.

Grants for on-passing

Grants paid to one institutional sector (for example, a state general government entity) to be passed on to another institutional sector (for example, local government or a private non-profit institution).

Intangible produced assets

See 'Produced assets' in this glossary.

Interest expense

A cost incurred in connection with borrowings. It includes interest on advances, loans, overdrafts, bonds and bills, deposits, interest components of finance lease repayments, and amortisation of discounts or premiums in relation to borrowings.

Interest income

Unwinding over time of discounts on financial assets, and interest received on bank term deposits and other investments.

Lease

Rights conveyed in a contract, or part of a contract, for the right to use an asset (the underlying asset) for a period of time in exchange for consideration.

Net result

A measure of financial performance of the operations for the period. It is the net result of items of income, gains and expenses (including losses) recognised for the period, excluding those that are classified as other 'economic flows – other comprehensive income'.

Net result from transactions/net operating balance

A key fiscal aggregate: income from transactions, minus expenses from transactions. It is a summary measure of the ongoing sustainability of operations. It excludes gains and losses resulting from changes in price levels and other changes in the volume of assets. It is the component of the change in equity that is due to transactions and can be attributed directly to government policies.

Non-financial assets

All assets that are not 'financial assets'. These include land, buildings, plant and equipment, heritage buildings and intangible assets.

Non-produced assets

Assets needed for production that have not themselves been produced. They include land, subsoil assets and certain intangible assets. Non-produced intangibles are intangible assets needed for production that have not themselves been produced. They include constructs of society, such as patents.

Operating result

A measure of financial performance of the operations for the period. It is the net result of items of revenue, gains and expenses (including losses) recognised for the period, excluding those that are classified as 'other non-owner movements in equity'. See also 'Net result' in this glossary.

Other economic flows included in net result

Changes in the volume or value of an asset or liability that do not result from transactions.

In simple terms, other economic flows are changes arising from market remeasurements. They include gains and losses from disposals, revaluations and impairments of non-current physical and intangible assets, and fair value changes of financial instruments.

Other economic flows – other comprehensive income

Items (including reclassification adjustments) that are not recognised in net results, as required or permitted by other AAS. They include changes in physical asset revaluation surplus.

Payables

Includes short-term and long-term trade debt and accounts payable, grants, taxes and interest payable.

Produced assets

Buildings, plant and equipment, and certain intangible assets. Intangible produced assets may include computer software, and research and development costs (which do not include the start-up costs associated with capital projects).

Receivables

Includes amounts owing from government through appropriation receivable, short-term and long-term trade credit and accounts receivable, grants, taxes and interest receivable.

Sales of goods and services

Income from the direct provision of goods and services. Includes fees and charges for services rendered, sales of goods and services, and fees from regulatory services and work done as an agent for private enterprises. It also includes rental income under leases and on produced assets such as buildings and entertainment, but excludes rent income from the use of non-produced assets such as land. User charges include sale of goods and services income.

Service concession arrangement

A contract effective during the reporting period between a grantor and an operator, in which:

- the operator has the right of access to the service concession asset (or assets) to provide public services on behalf of the grantor for a specified time period
- the operator is responsible for at least some of the management of the public services provided through the asset, and does not act merely as an agent on behalf of the grantor
- the operator is compensated for its services over the period of the service concession arrangement.

Supplies and services

Generally, the cost of goods sold and the day-to-day running costs, including maintenance costs, incurred in the normal operations of the department.

Transactions

Economic flows that are considered to arise as a result of policy decisions, usually an interaction between 2 entities by mutual agreement. They also include flows in an entity such as depreciation, where the owner is simultaneously acting as the owner of the depreciating asset and as the consumer of the service provided by the asset. Taxation is regarded as mutually agreed interactions between the government and taxpayers. Transactions can be in-kind (for example, assets provided/given free of charge or for nominal consideration) or where the final consideration is cash. In simple terms, transactions arise from the policy decisions of government.

9.9 Style conventions

Figures in the tables and in the text have been rounded. Discrepancies in tables between totals and sums of components reflect rounding. Percentage variations in all tables are based on the underlying unrounded amounts.

The notation used in the tables is as follows:

–	zero, or rounded to zero
(xxx.x)	negative numbers
202x	year
202x–2x	year period

Appendix 1 Disclosure index

This annual report is prepared in accordance with all relevant Victorian legislations and pronouncements. This index has been prepared to facilitate identification of the department's compliance with statutory disclosure requirements.

Table 44. Standing Directions and Financial Reporting Directions

Legislation	Requirement	Page #
Standing Directions and Financial Reporting Directions		
Report of operations		
<i>Charter and purpose</i>		
FRD 22	Manner of establishment and the relevant ministers	3
FRD 22	Purpose, functions, powers and duties	2
FRD 8	Departmental objectives, indicators and outputs	20
FRD 22	Key initiatives and projects	9
FRD 22	Nature and range of services provided	2
<i>Management and structure</i>		
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<i>Financial and other information</i>		
FRD 8	Performance against output performance measures	23
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FRD 10	Disclosure index	190
FRD 12	Disclosure of major contracts	103
FRD 15	Executive disclosures	71
FRD 22	Employment and conduct principles	64
FRD 22	Occupational Health and Safety Policy	72
FRD 22	Summary of the financial results for the year	43
FRD 22	Significant changes in financial position during the year	44
FRD 22	Major changes or factors affecting performance	44
FRD 22	Subsequent events	185
FRD 22	Application and operation of the <i>Freedom of Information Act 1982</i>	105
FRD 22	Compliance with building and maintenance provisions of the <i>Building Act 1993</i>	107
FRD 22	Statement on National Competition Policy	109
FRD 22	Application and operation of the <i>Public Interest Disclosures Act 2012</i>	110
FRD 22	Application and operation of the <i>Carers Recognition Act 2012</i>	111
FRD 22	Details of consultancies over \$10,000	87
FRD 22	Details of consultancies under \$10,000	87
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SD 5.4.1	Attestation for compliance with Ministerial Standing Direction	113
SD 5.2.3	Declaration in report of operations	ii
Financial statements		
<i>Declaration</i>		
SD 5.2.2	Declaration in financial statements	114
<i>Other requirements under Standing Directions 5.2</i>		

Legislation	Requirement	Page #
SD 5.2.1(a)	Compliance with Australian Accounting Standards and other authoritative pronouncements	122
SD 5.2.1(a)	Compliance with Standing Directions	114
SD 5.2.1(b)	Compliance with Model Financial Report	113
<i>Other disclosures as required by FRDs in notes to the financial statements</i>		
FRD 9	Departmental disclosure of administered assets and liabilities by activity	144
FRD 11	Disclosure of ex gratia expenses	138
FRD 13	Disclosure of parliamentary appropriations	127
FRD 21	Disclosures of responsible persons, executive officers and other personnel (contractors with significant management responsibilities) in the financial report	181
FRD 103	Non-financial physical assets	176
FRD 110	Cash flow statements	120
FRD 112	Defined benefit superannuation obligations	136
FRD 114	Financial instruments – general government entities and public non-financial corporations	170
Note: References to FRDs were removed from the disclosure index if the specific FRDs do not contain requirements that are in the nature of disclosure.		
Legislation		
	Freedom of Information Act 1982	105
	Building Act 1993	107
	Public Interest Disclosures Act 2012	110
	Carers Recognition Act 2012	111
	Disability Act 2006	111
	Local Jobs First Act 2003	80
	Financial Management Act 1994	ii

Appendix 2 Public bodies reports

A brief report on each of the following public bodies in the department's portfolios is included in this appendix, as these public bodies do not produce a separate annual report:

- Children's Services Coordination Board (CSCB)
- Disciplinary Appeals Boards (DAB)
- Independent Office for School Dispute Resolution (IOSDR)
- Merit Protection Boards (MPB)
- Victorian Children's Council (VCC).

Children's Services Coordination Board

CSCB was established under Victoria's *Child Wellbeing and Safety Act 2005*.

CSCB brings together key Victorian Government departmental decision-makers to lead coordination of activities to improve outcomes for children and young people, particularly those vulnerable to harm, disadvantage or social exclusion.

CSCB's focus is on children aged up to 18 years and Victorian Government programs and policies. In addition, CSCB recognises:

- the importance of the antenatal period to children's health and development
- the fact that most young people transition to adulthood in a gradual way that goes beyond age 18
- the important role of other tiers of government and non-government agencies in supporting the health, development and wellbeing of children.

Consistent with its functions under the Child Wellbeing and Safety Act, CSCB:

- receives an annual State of Victoria's Children Report, which investigates outcomes for children and young people in Victoria, drawing on available data and research, with information included on relevant Victorian Government policies and programs
- considers and agrees on how the findings of the report are to be provided to ministers, including any recommendations for improvement.

CSCB meets at least once per year and as otherwise required to effectively conduct its business and agreed work program. The department provides secretariat support.

Table 45. Children's Services Coordination Board members as at 30 June 2025

Member	Position
Tony Bates (Chair)	Acting Secretary, Department of Education
Chris Barrett	Secretary, Department of Treasury and Finance
Jenny Atta	Secretary, Department of Health
Jeremi Moule	Secretary, Department of Premier and Cabinet
Kate Houghton	Secretary, Department of Justice and Community Safety
Peta McCammon	Secretary, Department of Families, Fairness and Housing
Mike Bush	Chief Commissioner, Victoria Police

Disciplinary Appeals Boards

The DAB were established in 2005 following an amendment to Victoria's *Teaching Service Act 1981*. They hear and determine appeals in relation to decisions of the Secretary of the department made under sections 2.4.59F, 2.4.61 and 2.4.61A of the ETRA.

Each board comprises a chairperson, a Secretary's nominee and a minister's nominee.

The DAB had no appeals pending as of 1 July 2024 and received a further 6 appeals by 30 June 2025.

The Senior Chairperson of the MPB administers the DAB and selects members to the boards as required. Chairpersons nominated by the Secretary were appointed under sections 2.4.73(2)(a) and 2.4.74 of the ETRA. Chairpersons must have been admitted to legal practice in Victoria for a minimum of 5 years.

Table 46. Chairpersons of the DAB from 2020 to 2025

Chairpersons of the DAB from 2020 to 2025		
Richard Besley	Peter Harris	William O'Shea
Dr Peter Condliffe	Catherine Healy	Paula Robinson

Secretary's nominees, who have knowledge and experience in education, education administration and public sector administration, were appointed under sections 2.4.73(2)(c) and 2.4.74 of the ETRA.

Minister's nominees, who are officers in the teaching service, were appointed under sections 2.4.73(2)(b) and 2.4.74 of the ETRA.

Table 47. Board members of the DAB from 2020 to 2025

Board members from 2020 to 2025			
Robyn Anderson	Moira Findlay	Paul Newson	Susan Seneviratne
Daryl Bennett	Leonie Fitzgerald	Peter Norden	Rhonda Warburton
Claire Bolster	Samantha Fleming	Brian O'Dea	Brendan White
Rachel Carlyon	Dr Richard Gould	George Porter	Darren Youngs
Larissa Field	Marilyn McMahon	Nicolas Ryan	

Appointments are for 5 years. The next appointments are scheduled for August 2025.

Independent Office for School Dispute Resolution

The Independent Office for School Dispute Resolution (the Office) has 2 primary responsibilities.

- Resolving continuing, complex and intractable disputes arising from complaints by parents or students about government schools by:
 - offering an alternative and independent third tier of escalation
 - helping affected parties with unresolved complaints at the school or regional level to generate a mutually acceptable resolution for a student to re-engage with the education system and to rebuild effective working relationships between parents or carers and schools
 - making recommendations to the department about a specific complaint or making general recommendations about managing similar complaints more effectively
- Building the complaint management and resolution capability of the Victorian education system by:
 - delivering a variety of programs to develop communication, relationship-management and conflict resolution skills
 - recommending systemic changes
 - commenting on policy initiatives
 - maintaining stakeholder engagement.

Key achievements

In 2024–25, the Office:

- refined the conflict coaching initiative with regional staff to ensure the Office's independence and neutrality is maintained, while still supporting principals and other leadership staff to seek advice and coaching for the most effective ways to manage ongoing challenging situations in a way that will engage families and carers effectively
- expanded resilience and capability building support to school leadership groups and staff – 85 requests for capability building were received

- continued to refine material and more effectively target participants for workshops that focused on improving and supporting resilience and mental and emotional balance when dealing with conflict and complaints. This material was available for teachers, support staff and regional staff in addition to school leaders
- renewed the memorandum of understanding with the Academy for the Office to deliver an annual program of up to 20 full-day sessions for principals on conflict resolution and management
- established a new advanced program with the Academy for executive and experienced principals
- continued development of resources for the revised website
- continued in an independent advisory role on school community safety orders and the finalisation of the department's revised complaint management policy and maintained outreach to, and visibility with, stakeholders across the education community
- received and responded appropriately to a total of 239 matters raised by advocates, the department, regions, schools, parents and third parties, comprising the following:
 - enquiry (81)
 - refer and monitor (15)
 - complaint (14)
 - capability building (85)
 - conflict coaching (38)
 - Independent Office Special Request (1)
 - community awareness (3)
 - school community safety orders (2).

Table 48. Chair and deputy chairs of the Independent Office for School Dispute Resolution

Name	Position
Francis Handy	Chair
Jo-Anne Mazzeo	Deputy Chair
Anthony Fell	Deputy Chair

Table 49. Outcome of matters received

Case type	Resolved	Partially resolved	Unresolved	In progress	Escalated to a complaint	Referred on	Total
Enquiry	79	–	–	–	2	–	81
Refer and monitor	15	–	–	–	–	–	15
Complaint	3	–	2	8	–	1	14
Total	97	–	2	8	2	1	110

Table 50. Enquiry, refer and monitor: topics

Topic	Total enquiry	Total refer and monitor
Bullying	3	2
Complaint management	35	9
Curriculum provision/content	–	–
Disability	6	–
Discrimination against parent/carers	1	–
Discrimination against student	1	–
Enrolment/transition	5	3

Topic	Total enquiry	Total refer and monitor
Family law/parenting matters	2	–
Grading and assessment	1	–
In progress ¹²⁷	–	–
No jurisdiction ¹²⁸	10	–
Not specified	–	–
Parent payments	1	–
School disciplinary penalty	3	–
School procedure errors	1	–
Staff conduct	8	1
Student attendance/engagement	–	–
Student discipline	–	–
Student health and wellbeing	2	–
Student welfare	–	–
Student support/reasonable adjustment	2	–
Transport	–	–
Total	81	15

Table 51. Complaints: primary issues¹²⁹

	Primary issue	Total
Office analysis of complaints (Level 1)	Complaint management process or policy gap in school or region	2
	Complaint management skill or capacity gap in region	–
	Complaint management skill or capacity gap in school	1
	Other (matters in progress, issues have not been added)	–
	Parent presentation raises potential mental health concerns	–
	Procedural weakness or failure in handling complaint at regional level	–
	Procedural weakness or failure in handling complaint at school level	2
	Relationship and communication breakdown at regional level	–
	Relationship and communication breakdown at school level	4
	Separated or divorced parent relationship impacts on complaint	1
	Unreasonable parent expectations or behaviour	1
	Office analysis of complaints total	11
Regional level (Level 2)	Delay in handling complaint	–
	Failure to follow regional policy or procedure (other than disability)	1
	Failure to require or support proper accommodation of disability	1

¹²⁷ 'In progress' refers to current cases the Office has not finalised.

¹²⁸ 'No jurisdiction' refers to enquiries that relate to independent schools, Catholic schools and matters out of the Office's scope. They may include cases that have not been through previous tiers of the department's complaints process.

¹²⁹ The Office categorises issues into 3 levels. Levels 1 and 2 reflect the complainant's definition of the complaint at the school and regional levels respectively, while Level 3 reflects the assessment of the cause of the complaint when it is resolved. As individual matters may have multiple issues at each level of presentation or analysis, issue totals significantly exceed complaint totals.

	Primary issue	Total
	Failure to require school to change/respond to complaint issues	2
	Failure to respond to issues raised	–
	Other (matters in progress, issues have not been added)	–
	Regional level total	4
School level (Level 3)	Failure to address antisocial behaviour of other students	1
	Failure to educate to standard	–
	Failure to ensure safety or wellbeing of student	1
	Failure to follow policy or procedure (other than disability)	1
	Failure to properly accommodate disability	–
	Inappropriate teacher or staff behaviour	–
	Loss of confidence in school leadership	2
	Other (matters in progress, issues have not been added)	–
	School level total	5

Merit Protection Boards

The MPB and Review of Action Boards provide an independent mechanism to hear appeals and grievances of employees of the department and associated education and training statutory authorities.

The MPB were established in 1993 under the *Teaching Service Act 1981*. They are currently empowered by the ETRA to:

- advise the Minister for Education about principles of merit and equity to be applied in the teaching service
- hear reviews and appeals in relation to decisions made under the ETRA (except proceedings under Part 2.4 divisions 9A or 10) or other Acts
- advise the Minister for Education or the Secretary of the department about referred matters relating to merit and equity in the teaching service
- hear reviews and appeals relating to decisions prescribed by the regulations or ministerial order
- hear reviews and appeals on behalf of the Secretary if the Secretary has delegated their function or power to an MPB.

The Senior Chairperson, Steve Metcalfe, is a full-time member of the MPB. Greg Donaghue is the Manager and Registrar for the Boards.

Access to the MPB is available to members of the teaching service, including principals, teachers and school-based non-teaching staff. VPS employees may apply to the Senior Chairperson for an initial review of action.

Appeals and grievances may relate to transfer and promotion, leave, change of time fraction of working hours, outcomes of performance reviews, outcomes of local complaints, translation from fixed-term to ongoing employment, and other personnel management decisions. During 2024–25, appeals and grievances were almost exclusively online.

Grievances of the department lodged by VPS staff are heard by a Review of Action Board. These boards are established by the Senior Chairperson and make recommendations to the Secretary, either directly or through the Senior Chairperson.

Members of MPB and Review of Action Boards have a duty to act as individuals in an independent and objective manner in hearing and determining appeals and grievances using principles of procedural fairness. Members are appointed for 3 years, and the next appointments are scheduled for September 2025.

Table 52. Chairpersons and Board members of MPB

Chairperson of the MPB from 4 October 2021			
Steve Metcalfe – Senior Chairperson, full time			
Chairpersons of the MPB from 22 September 2022			
Meagan Cook	Sandra Greenhill	Vernon Hilditch	Rick Gervasoni
Peter Greenwell			
Board members of the MPB from 22 September 2022			
Robyn Anderson	Jason Coningsby	Andrew Harnett	Natalie Nelson
Kris Arcaro	Meagan Cook	Karen Harris	Paul Newson
Joanne Barber	Carly Corr	Jodie Hill	Susan Ogden
Jarrold Bateup	Michelle Costa	Vernon Hilditch	George Porter
Clare Berger	Penelope Ellis	Ellen Hooper	Deborah Richardson
Robert Bertagnolio	Janet Evison	Tony Jacobs	Paula Robinson
Sue Buckley	Moirra Findlay	Sally Lasslett	Susan Seneviratne
Tanya Burton	Rosina Fotia	Douglas Lunt	Wayne Smith
Dr Mary Cannon	Rick Gervasoni	Susan Mattingley	Edward Strain
Christopher Chant	Sandra Greenhill	Matt McKittrick	Rhonda Warburton
Nathan Chisholm	Peter Greenwell	Josephine Millard	Aaron Wolaniuk
Simon Coles	Simon Haber	Charles Moffatt	

Appeals and grievances

Table 53. Teaching service appeals and grievances 2024–25

Category	Received				Upheld			Conciliated			Disallowed			Withdrawn			Lapsed, no grounds or no jurisdiction			Pending		
	F	M	SD ¹³⁰	Total	F	M	SD	F	M	SD	F	M	SD	F	M	SD	F	M	SD	F	M	SD
Personal ¹³¹	109	48	0	157	19	5	0	21	2	0	13	5	0	16	7	0	18	16	0	22	13	0
Selection	7	8	0	15	0	0	0	0	0	0	2	0	0	1	2	0	2	6	0	2	0	0
Total	116	56	0	175	19	5	0	21	2	0	15	5	0	17	9	0	20	22	0	24	13	0

Table 54. Public service appeals and grievances 2024–25

Category	Received				Upheld			Conciliated			Disallowed			Withdrawn			Lapsed, no grounds or no jurisdiction			Pending		
	F	M	SD	Total	F	M	SD	F	M	SD	F	M	SD	F	M	SD	F	M	SD	F	M	SD
Personal ¹³²	4	2	0	6	0	0	0	1	0	0	2	0	0	0	0	0	1	2	0	0	0	0
Selection	19	13	1	33	2	2	0	0	0	0	6	2	0	2	1	0	7	8	1	2	0	0
Total	23	15	1	39	2	2	0	1	0	0	8	2	0	2	1	0	8	10	1	2	0	0

¹³⁰ F = female; M = male; SD = self-determined.

¹³¹ Most personal grievances were about complaints not being managed in accordance with departmental policy and range reviews being refused.

¹³² Most personal grievances were about the department's 2023 reorganisation process not being managed in accordance with departmental policy and unsuccessful performance outcomes.

Merit protection training

It is a requirement that all departmental recruitment and promotion selection panels include at least one merit-trained employee as a member. To facilitate this, the MPB provide training in the principles of merit and equity for teaching service and public service staff.

In 2024–25, the MPB continued its streamlined approach to training in the principles of merit and equity. The training emphasises the important role to be performed by merit and equity-trained employees on selection panels and focussed on key practical issues relevant to selection panels.

Nineteen training seminars were conducted online. Training was provided for 1,290 teaching service and VPS staff. Data shows that 90% of those trained were highly confident about applying their acquired knowledge.

In the second half of 2024–25, training for VPS staff was delivered by the MPB in partnership with the department, with the MPB delivering training in the principles of merit and equity and the department detailing effective selection practice.

Table 55. Number of employees trained by region¹³³ (includes reaccreditation)

Region	Principals	Teachers	Education support class	VPS	Total
North Eastern Victoria	30	46	23	23	122
North Western Victoria	53	97	26	10	186
South Eastern Victoria	81	105	50	28	264
South Western Victoria	121	109	67	35	332
Central	3	4	7	372	386
Total	288	361	173	468	1290

Other activities

The MPB provided advice to the department on merit and equity issues relating to major policy initiatives in response to requests, including a Review of Action for the ELV workforce. It also provided advice on request by the department of its recruitment policy and practise, including the *Review of Action Guide*.

The Senior Chairperson and the Manager or Registrar accepted invitations to address groups of principals about emerging trends and issues in grievances lodged with the MPB.

In 2024–25, the MPB further consolidated its proactive approach to engagement with key stakeholders in presenting on emerging trends and issues, which it anticipates has contributed to an increase in grievances being conciliated at the local level.

Information about appeal and grievance processes and merit protection training programs is available on the MPB website.

Table 56. Percentage change: teaching service grievances, and teaching service workforce

	2024–25	2023–24	Change (%)
Teaching service grievances	172	151	14
Teaching service workforce	94,784	90,091	5

¹³³ Region is where the participant was located.

Victorian Children's Council

The VCC was established under the Child Wellbeing and Safety Act.

In accordance with its statutory function, the VCC provides Victoria's Premier, Minister for Children, Minister for Education and Minister for Health with independent and expert advice relating to policies and services that enhance the health, wellbeing, development and safety of children.

VCC members are recognised experts in children's policies and services and are selected for their individual expertise. VCC's mandate is to be a forward-looking adviser to the Victorian Government on how to meet key challenges facing Victorian families and improve outcomes for children. The VCC is particularly concerned with the problems faced by children who are vulnerable and at risk of poor developmental, learning or longer-term life outcomes.

The VCC promotes opportunities for an integrated and coordinated whole-of-Victorian-Government approach to strengthen system supports for children and young people to be healthy and safe and thrive in life.

It works closely with relevant departments to build a stronger evidence base for improving child outcomes and opportunities.

The VCC considers the diversity and intersectionality of the Victorian community to identify tailored and innovative approaches for addressing disadvantage and inequalities.

The VCC meets approximately every 6 weeks or as required, with additional working group meetings held as needed. The department provides secretariat support.

Professor Jim Watterston retired as Council Chair in January 2025, and Dr Annie Moulden served as interim Chair for the remainder of the reporting year.

Table 57. VCC members as at 30 June 2025

Member	Primary area of expertise
Dr Annie Moulden	Paediatrics, health, wellbeing, developmental and safety needs of children Director, Victorian Children's Clinic; Lead, Paediatric Clinical Network
Professor Vicki Anderson	Maternal and child health, children and family services, health and wellbeing Director, Clinical Sciences Research, Murdoch Children's Research Institute
Robert Boucher	School education, supports for young people in rural and remote communities Principal, Swifts Creek School
Jennifer Bowles	Maternal and child health, children and family services, health and wellbeing Reserve Magistrate, Children's Court of Victoria
Dr Chris Cooper	Maternal and child health, children and family services, health and wellbeing Community Paediatrician, Barwon Health
Professor Patricia Eadie	Maternal and child health, early childhood education and care, health and wellbeing Professor, the University of Melbourne
Professor Kate Fitz-Gibbon	Children and family services, inclusive services Professor, Department of Business and Economics, Monash University
Dr Susana Gavidia Payne	Child development and early intervention Adjunct Professor, RMIT University; former President, Victorian chapter of Early Childhood Intervention Australia
Hazel Hudson	Children and family services, inclusive education, health and wellbeing Proud Kamilaroi woman; Director, Family Services at Njernda Aboriginal Corporation
Professor Rosemary Sheehan	Youth justice, child welfare and protection, family violence, mental health Emeritus Professor, Department of Social Work, Monash University

Member	Primary area of expertise
Professor John Tobin	Children's rights and the right to health Francine V. McNiff Chair in International Human Rights Law, Melbourne Law School; Co-Director, Studies for the Human Rights Program in the Master of Laws, and Director, Research in Human Rights, Institute for International Law and the Humanities at the University of Melbourne
Deb Tsorbaris	Health and Community Services Chief Executive Officer of the Centre for Excellence in Child and Family Welfare

Appendix 3 Budget portfolio outcomes

The budget portfolio outcomes provide a comparison between the actual financial statements of all general government sector entities within the portfolio and the forecast financial information published in the 2024–25 Victorian Budget Statement of Finances: Budget Paper No. 5 (BP5). The budget portfolio outcomes comprise the operating statements, balance sheets, cash flow statements, statements of equity and administered item statements.

The budget portfolio outcomes have been prepared on a consolidated basis and include all general government sector entities within the portfolio. Financial transactions and balances are classified into either controlled or administered categories as agreed with the Treasurer in the context of the published statements in BP5.

The following budget portfolio outcomes statements are not subject to audit by the Victorian Auditor-General's Office and are not prepared on the same basis as the department's financial statements, as they include the consolidated financial information of the following entities:

- Department of Education (including government schools)
- VCAA
- VRQA
- the Academy.

Comprehensive operating statement for the year ended 30 June 2025

Table 58. Comprehensive operating statement for the year ended 30 June 2025

	Notes	2025 actual (\$m)	Published budget (\$m)	Variation (%)	Variation (\$m)
Net result from continuing operations					
Income from transactions					
Output appropriations	a	16,671	16,511	1	160
Special appropriations		0	0	(35)	(0)
Interest		86	82	5	4
Sales of goods and services	b	402	342	17	60
Grants	c	33	77	(57)	(44)
Other income	d	220	347	(37)	(127)
Total income from transactions		17,411	17,359	0	53
Expenses from transactions					
Employee benefits	e	(10,702)	(10,079)	6	(623)
Depreciation and amortisation	f	(764)	(705)	8	(60)
Interest expense		(25)	(26)	(3)	1
Grants and other transfers	g	(1,687)	(1,824)	(7)	137
Other operating expenses		(4,210)	(4,174)	1	(36)
Total expenses from transactions		(17,389)	(16,807)	3	(582)
Net result from transactions (net operating balance)		23	551	(96)	(529)
Other economic flows included in net result					
Net gain/(loss) on non-financial assets	h	3	(1)	(312)	4
Net gain/(loss) on financial instruments and statutory receivables/payables	i	(4)	(0)	183,057	(4)
Other gains/(losses) from other economic flows	j	(11)	–	n/a	(11)
Total other economic flows included in net result		(12)	(1)	768	(10)
Net result		11	550	(98)	(539)

	Notes	2025 actual (\$m)	Published budget (\$m)	Variation (%)	Variation (\$m)
Other economic flows – other comprehensive income					
Change in non-financial assets revaluation surplus		–	–	n/a	–
Total other economic flows – other comprehensive income		–	–	(100)	–
Comprehensive result		11	550	(98)	(539)

Notes: Figures in the table may not add up to the total, due to rounding.

- The variance above the published budget is mainly driven by additional funding released after the published budget for initiatives such as Lifting Student Outcomes – Tutor Learning Initiative, SSB, additional enrolment-based funding for schools and funding for the new Victorian Public Service Enterprise Agreement. This is partially offset by carryover of funding requested from 2024–25 to 2025–26.
- The variance above the published budget mainly relates to fees for services in schools. Revenue was higher than the published budget for camp, excursions and activities, before and after school care, hire of school facilities/equipment, trading operations and extracurricular activities.
- The variance under the published budget is due to deferred capital grants revenue relating to the Growth Areas Infrastructure Contributions received from the Department of Transport and Planning.
- The variance below the published budget is due mainly to fees for services in schools, which is primarily driven by lower-than-expected revenue for essential education items, fundraising activities, donations and other voluntary contributions from parents.
- The variance above the published budget is driven by new funding released after the published budget such as release from contingency for initiatives such as Lifting Student Outcomes – Tutor Learning Initiative, allocation of funding for the new Victorian Public Service Enterprise Agreement, additional enrolment-based funding and also reflects an increase in teaching and education support staff employed to meet demand in schools to deliver a wide range of school initiatives.
- The variance above the published budget is primarily driven by increases to the asset base as a result of building asset revaluations and capitalisations over the past 2 years.
- The variance below the published budget primarily relates to the reallocation of expenditure related to the SSB from grants and other transfers to other operating expenses account categories to better reflect the nature of the expenditure. It also reflects rephases approved by the Treasurer into the forward years for initiatives such as Non-Government Schools Capital Fund and Best Start, Best Life Infrastructure.
- The variance above the published budget is due mainly to motor vehicle disposals that were not budgeted for.
- The variance below the published budget is due mainly to the review and write-off of bad and doubtful debts.
- The variance below the published budget is primarily due to revaluation of the long service leave provision.

Balance sheet as at 30 June 2025

Table 59. Balance sheet as at 30 June 2025

	Notes	2025 actual (\$m)	Published budget (\$m)	Variation (%)	Variation (\$m)
Assets					
Financial assets					
Cash and deposits	a	1,778	1,834	(3)	(56)
Receivables from government	b	3,293	4,138	(20)	(844)
Other receivables	c	140	166	(16)	(26)

	Notes	2025 actual (\$m)	Published budget (\$m)	Variation (%)	Variation (\$m)
Other financial assets	d	0	2	(80)	(1)
Total financial assets		5,211	6,139	(15)	(928)
Non-financial assets					
Non-financial assets classified as held for sale, including disposal group assets	e	32	3	903	29
Property, plant and equipment	f	43,085	43,856	(2)	(771)
Intangible assets	g	31	10	211	21
Other	h	32	25	27	7
Total non-financial assets		43,180	43,894	(2)	(714)
Total assets		48,392	50,033	(3)	(1,642)
Liabilities					
Payables	i	779	670	16	110
Borrowings	j	536	472	14	64
Provisions		2,178	2,153	1	26
Total liabilities		3,494	3,295	6	199
Net assets		44,898	46,738	(4)	(1,841)
Equity					
Accumulated surplus/(deficit)	k	5,670	6,495	(13)	(825)
Reserves	l	23,183	23,065	1	119
Contributed capital	m	16,044	17,179	(7)	(1,135)
Total equity		44,898	46,738	(4)	(1,841)

Notes: Figures in the table may not add up to the total, due to rounding.

- The variance below the published budget mainly reflects lower-than-anticipated school bank balances.
- The variance below the published budget is due mainly to the timing of the drawdown in the State Administrative Unit (SAU). The SAU balance is affected by movement in the output appropriation surplus, other financial assets, payables and provisions, and inter-departmental receivables related to payments.
- The variance below the published budget is due mainly to the timing of receipts from corporate receivables, including international education student fees invoices which were planned to be pushed back due to the transition to Oracle Cloud, net of published budget balances not reflecting the net decrease in 2023–24 and 2024–25.
- The variance below the published budget is due to the overstated budget. Schools term deposits have remained close to zero since 2023–24.
- The variance above the published budget is due to timing, with land held for sale being higher than anticipated.
- The variance below the published budget is mainly due to rephases into the forward years approved by the Treasurer and carryover requested from 2024–25 into 2025–26. The rephases and carryover request include initiatives such as Land Acquisition, Modernisation and Schools Upgrades, New Schools Construction and Early Learning Centres. This is offset by carryover approved from 2023–24 into 2024–25 and initiatives approved after the published budget, such as additional investment in new schools and upgrades.
- The variance above the published budget mainly reflects the completion of software transferred from work-in-process and additional software purchases by the department.
- The variance above the published budget reflects an increase in prepayments, particularly for software licences.
- The variance above published budget due increases in deferred capital revenue for Growth Areas Infrastructure (GAIC) funding received in 2024–25 for new schools in growth areas, plus higher-than-anticipated operating expenditure accruals.

- j. The variance above the published budget is due to the budget anticipating large decreases, particularly for public private partnership leases. The 2023–24 and 2023–24 actuals balances were similar in value.
- k. The variance below the published budget is due to the accumulated net results of operating balances and other economic flows being lower than anticipated.
- l. The variance above the published budget is mainly due to the physical asset revaluation surplus driven by revaluations from 2022–23 that were processed in 2023–24. No revaluation activity occurred in 2024–25.
- m. The variance below the published budget mainly reflects lower-than-budgeted capital appropriation claimed due primarily to revised implementation of the capital program into future years.

Statement of cash flows for the year ended 30 June 2025

Table 60. Statement of cash flows for the year ended 30 June 2025

	Notes	2025 actual (\$m)	Published budget (\$m)	Variation (%)	Variation (\$m)
Cash flows from operating activities					
Receipts					
Receipts from government	a	16,853	16,086	5	766
Receipts from other entities		440	449	(2)	(9)
Interest received		86	82	5	4
Other receipts	b	213	316	(33)	(103)
Total receipts		17,591	16,933	4	658
Payments					
Payments of grants and other transfers	c	(1,764)	(1,822)	(3)	57
Payments to suppliers and employees	d	(14,659)	(14,106)	4	(553)
Interest and other costs of finance paid		(25)	(26)	(2)	0
Total payments		(16,449)	(15,954)	3	(495)
Net cash flows from/ (used in) operating activities		1,142	979	17	163
Cash flows from investing activities					
Payments for non-financial assets	e	(2,315)	(2,729)	(15)	413
Proceeds from sale of non-financial assets	f	8	–	n/a	8
Net loans to other parties	g	(1)	2	(134)	(3)
Net cash flow from/ (used in) investing activities		(2,308)	(2,727)	(15)	419
Cash flows from financing activities					
Owner contributions by the state government	h	1,330	1,900	(30)	(570)
Repayment of right-of-use leases	i	(17)	(39)	(57)	23
Net borrowings	j	(6)	(4)	76	(3)
Net cash flows from/ (used in) financing activities		1,307	1,857	(30)	(550)
Net increase/(decrease) in cash and cash equivalents		141	110	29	32
Cash and cash equivalents at the beginning of the financial year	k	1,636	1,724	(5)	(87)
Cash and cash equivalents at the end of the financial year		1,778	1,834	(3)	(56)

Notes: Figures in the table may not add up to the total, due to rounding.

- a. The variance above the published budget is due mainly to movements relating to increased receipts from government that were higher than estimated in the published budget, such as release from contingency for Lifting Student Outcomes – Tutor Learning Initiative, additional funding for SSB and additional enrolment-based funding for schools.
- b. The variance below the published budget is due mainly to lower-than-budgeted other revenue collected in schools. This is primarily driven by a reduction in expected revenue for essential education items, fundraising activities, donations and voluntary contributions from parents.
- c. The variance below the published budget primarily relates to the reallocation of expenditure related to the SSB from grants and other transfers to other operating expenses account categories to better reflect the nature of the expenditure. It also reflects rephases approved by the Treasurer into the forward years for initiatives such as Non-Government Schools Capital Fund and Best Start, Best Life Infrastructure.
- d. The variance above the published budget primarily reflects an increase in salary expenditure and includes new funding decisions after the published budget, such as release from contingency for Lifting Student Outcomes – Tutor Learning Initiative, allocation of funding for the new Victorian Public Service Enterprise Agreement and also reflects an increase in teaching and education support staff employed to meet demand in schools to deliver a wide range of school initiatives.
- e. The variance below the published budget is due mainly to rephases into the forward years approved by the Treasurer and carryover requested from 2024–25 into 2025–26. The rephases and carryover request include initiatives such as Land Acquisition, Modernisation and Schools Upgrades, New Schools Construction and Best Start, Best Life. This is offset by carryover approved from 2023–24 into 2024–25 and initiatives approved after the published budget.
- f. The variance above the published budget is due mainly to motor vehicle disposals that were not budgeted for.
- g. The variance compared to the published budget mainly reflects the net movement in loans provided to other parties.
- h. The variance below the published budget mainly reflects lower-than-budgeted capital appropriation claimed due to revised implementation of the capital program into future years.
- i. The variance below the published budget is caused primarily by lower-than-anticipated right-of-use lease payments.
- j. The variance above the published budget primarily relates to the net movement in public account advances with the Department of Treasury and Finance.
- k. The decrease below published budget primarily reflects lower-than-anticipated school bank balances.

Statement of changes in equity for the year ended 30 June 2025

Table 61. Statement of cash flows for the year ended 30 June 2025

	Notes	Accumulated surplus/ (deficit) (\$m)	Contributions by owner (\$m)	Revaluation surplus (\$m)	Other reserves (\$m)
Actual					
Opening balance at 30 June 2024		5,659	14,733	23,183	–
Comprehensive result		11	–	–	–
Transactions with owners in their capacity as owners		–	1,311	–	–
Closing balance 30 June 2025		5,670	16,044	23,183	–
Budget					
Opening balance at 30 June 2024		5,945	15,273	23,065	–

	Notes	Accumulated surplus/ (deficit) (\$m)	Contributions by owner (\$m)	Revaluation surplus (\$m)	Other reserves (\$m)
Comprehensive result		550	–	(0)	–
Transactions with owners in their capacity as owners		–	1,906	–	–
Closing balance 30 June 2025 (published budget)		6,495	17,179	23,065	–
Variance to budget					
Opening balance at 30 June 2024	a, b	(286)	(540)	119	–
Comprehensive result	a	(539)	–	(0)	–
Transactions with owners in their capacity as owners	c	–	(595)	–	–
Closing balance 30 June 2025		(825)	(1,135)	119	–
Variance (%)		(13)	(7)	1	n/a

Notes: Figures in the table may not add up to the total, due to rounding.

- The variance in the accumulated surplus below the published budget reflects the accumulated net result of operating balances and other economic flows.
- The variance in the revaluation surplus above the published budget reflects the adjustments for the physical asset revaluation from 2022–23, subsequently processed in 2023–24.
- The variance below the published budget mainly reflects lower-than-budgeted capital appropriation claimed due to revised implementation of the capital program into future years.

Administered items statement for the year ended 30 June 2025

Table 62. Administered items statement for the year ended 30 Jun 2025

	Notes	2025 actual (\$m)	Published budget (\$m)	Variation (%)	Variation (\$m)
Administered income					
Sale of goods and services	a	127	87	46	40
Grants	b	5,438	5,214	4	224
Other income	c	6	1	860	6
Total administered income		5,572	5,302	5	269
Administered expenses					
Grants and other transfers	d	(5,450)	(5,208)	5	(242)
Payments into the consolidated fund	e	(71)	(94)	(24)	23
Total administered expenses		(5,521)	(5,302)	4	(219)
Income less expenses		50	0	100,511	50
Other economic flows included in net result					
Net gain/(loss) on non-financial assets	f	6	–	n/a	6
Total other economic flows included in net result		6	–	n/a	6
Net result		56	0	112,772	56
Comprehensive result		56	0	112,772	56
Administered assets					
Receivables	g	116	50	130	66
Total administered assets		116	50	130	66
Administered liabilities					
Payables		(0)	–	n/a	(0)

	Notes	2025 actual (\$m)	Published budget (\$m)	Variation (%)	Variation (\$m)
Total administered liabilities		(0)	–	n/a	(0)
Net assets		116	50	130	66

Notes: Figures in the table may not add up to the total, due to rounding.

- a. The variance above the published budget relates primarily to fees for services that are accessed as section 29 appropriation, in particular International Student Program fees.
- b. The variance above the published budget relates to higher-than-budgeted funding to be on-passed to non-government schools from the Commonwealth's Quality Schools package.
- c. The variance above the published budget mainly reflects miscellaneous revenue received and the timing of the allocation of unidentified receipts.
- d. The variance above the published budget relates to the on-passing of Commonwealth funding explained in Note b.
- e. The variance compared to the published budget is driven by the timing of returns to the SAU. The variance reflects the required accounting treatment to recognise asset disposals.
- f. The variance compared to the published budget relates primarily to the net impact of land and building disposals.
- g. The variance above the published budget is mainly due to higher-than-anticipated receivables for legal workplace, discrimination and disputes from the DJCS for settlement payments or court-ordered payments pursuant to section 26 of the *Crown Proceedings Act*. In addition, the increase is also due to the timing of collection for debtors, for land sales invoices raised in June 2025 and indexation of the Commonwealth grant for non-government schools.

Appendix 4 Grants and transfer payments

The department provides financial assistance to external organisations, companies and entities for specific initiatives and purposes via funding agreements.

The following definition of 'grant' has been taken from the Victorian Auditor-General's Office report *Grants to Non-government Organisations: Improving Accountability*. This definition is consistent with DTF's Model Report.

A grant pertains to any monies included as a controlled expense within a department's output schedule that is allocated to any government entity (including general government entities and public non-financial corporations), third party or parties outside the public sector and at the discretion of a department, with recipients required to use the monies for the specific purposes outlined in the particular funding agreement.

Financial assistance provided is grouped by BP3 output.

During the 2024–25 financial year, the department did not provide any commercial-in-confidence grants.

Table 63. Output: Additional Supports for Students with Disabilities

Grant title	Purpose and nature of grant	Payment (\$ excl. GST)
Abilities Awareness in Schools	To fund Get Skilled Access to design and deliver abilities awareness resources, to promote and build disability awareness among school students and staff to help create inclusive schools and an inclusive Victorian community.	37,150
AllPlay Learn: Strengthening Inclusive School Communities	To support the inclusion of children with disability in the classroom through evidence-based online resources for early childhood educators, primary and secondary school teachers, parents, families and the wider community.	100,000
Amaze – Building acceptance and understanding of autism and inclusion in schools	To develop resources and support to autistic students and their families to support their educational priorities.	225,000
Animal-assisted Wellbeing and Engagement Programs in Victorian Schools	To develop guidelines and online training for schools and regional workforces on the effective use and implementation of animal-assisted wellbeing and engagement programs in schools.	90,909
Association for Children with Disability – Supporting families to advocate for students with disability	To undertake a number of initiatives that aim to improve parent–school engagement for parents or carers of students with disability and additional needs.	200,000

Grant title	Purpose and nature of grant	Payment (\$ excl. GST)
Cerebral Palsy Education Centre – Supporting educational outcomes for children with physical disabilities and complex communication needs	To develop and deliver professional learning and resources for teachers and allied health staff supporting students with physical disabilities and/or complex communication needs. Consultation to education staff on request to support the inclusion of students with complex communication needs.	131,368
Different Journeys	To improve outcomes for autistic students by strengthening connections between schools and families.	49, 825
Down Syndrome Victoria – educational support for students with Down syndrome	To provide schools with consultancy, information and support to ensure best outcomes for students with Down syndrome.	169,130
High Intensity Outside School Hours Care Initiative	To provide high intensity OSHC to students at 24 schools from July 2024 to June 2025.	22,359,040
Principals' Association of Specialist Schools	To provide resources for principal-centred professional learning and advice to support young people with disability in Victorian government schools.	245,034
Strengthening Student Voice for Students with Disability	To deliver a range of resources to support students and young people with disability to thrive at school and in life.	25,000
Yellow Ladybugs: Supporting autistic girls and gender diverse autistic students at school	To develop resources and support for autistic girls, gender diverse students and their parents to support their educational priorities.	150,000

Table 64. Output: Early Childhood Sector Supports and Regulation

Grant title	Purpose and nature of grant	Payment (\$ excl. GST)
Best Start Program Support – Murdoch Children's Research Institute	To support Best Start sites across Victoria, including coaching and facilitation of learning circles and network meetings.	304,531
Best Start, Best Life Longitudinal Study	To fund the University of Melbourne to assess the impact of the Free Kinder and Pre-Prep elements of the Best Start, Best Life reform on participating children's outcomes and parents' workforce participation.	491,358

Grant title	Purpose and nature of grant	Payment (\$ excl. GST)
Brotherhood of St. Laurence – Family Learning Support Program	To provide bilingual outreach support to children and families from vulnerable CALD backgrounds living in public housing, to connect them with early childhood services and support the transition to school.	300,000
Building Block Grants	To support the planning and delivery of new, expanded, and improved kindergartens making them safer and more accessible.	138,806,692
Bush Kinder Grants Program	To provide \$6,000 grants to 150 Victorian kindergartens to set up nature programs that provide children an opportunity and freedom to learn through play with natural materials in outdoor environments.	900,000
CALD Outreach Initiative	To fund 25 CALD outreach workers in local government for children and families from CALD backgrounds, to address barriers to kindergarten access and participation, and support transition to school.	2,645,570
CRES – Administrative Support Grants	To support councils in the work carried out to support families, carers and support agencies to register and enrol children in kindergarten services. Grants are calculated based on the confirmed number of children enrolled in participating kindergarten services.	5,213,781
CRES – Enhancement Grants	To support councils to undertake activities to enhance or expand their CRES.	1,530,000
Certificate III Upskill Support Program	To provide financial support to eligible educators who hold a Certificate III in Early Childhood Education and Care to upskill to a Diploma of Early Childhood Education and Care.	2,955,400
Child Information Sharing Capacity Building Grants	To build and strengthen workforce capability to effectively use child information sharing to support and promote child safety and wellbeing in prescribed sectors (including education, child and family, health, mental health, family violence, ACCOs and Victoria Police).	1,963,743
Children's Week	To contribute to the costs of not-for-profit organisations hosting Children's Week events and activities.	179,245
Cultural Inclusion Support	To fund fka Children's Services to provide cultural inclusion support to Victorian kindergarten services, including advice, referral and support to identify and address barriers to the inclusion of multilingual children.	319,931
Disability Inclusion Research in Kindergartens	To support 62 services to participate in the testing of a new tool to identify additional needs in Three- and Four-Year-Old Kindergarten settings.	338,182

Grant title	Purpose and nature of grant	Payment (\$ excl. GST)
Early Childhood Language Program	To employ a language teacher within an approved provider's setting who delivers a Four-Year-Old Kindergarten Program in a language other than English.	6,452,811
Early Childhood Scholarships and Incentives Program	To provide financial support to eligible people to undertake specified early childhood qualifications, and incentives to attract qualified early childhood teachers and educators to fill vacancies in services delivering Three-Year-Old Kindergarten and Pre-Prep.	26,948,933
Early Childhood Tertiary Partnerships Program	To deliver tailored early childhood teaching and vocational programs in partnership with Victorian tertiary providers for eligible student cohorts.	4,189,021
Early Start, Bright Future Project	To improve participation in universal early years services and optimise the longer-term learning outcomes for all children in Victoria experiencing vulnerability.	147,830
Early Years Assessment and Learning Tool Change Management Grants	To support services as they learn how to use the learning tool to support activities required to implement and imbed the tool in the early years planning cycle.	307,125
EYM Leadership and Growth Planning Grants	To support EYM providers to undertake strategic growth planning in response to the Best Start, Best Life reforms, including consideration of enablers and the organisation's capacity for planned growth.	2,040,000
Foundation House Early Years Program	To build the capacity and skills of early years educators and professionals in understanding the impact of trauma and refugee experiences.	1,066,796
Future Innovators – Museums Victoria	To build capacity, confidence and skills within early childhood education professionals to support STEM learning outcomes, and the development of numeracy skills within Victorian funded kindergarten services.	188,096
Innovative Initial Teacher Education Program	To deliver accelerated early childhood teaching courses and early childhood professional practice partnerships.	503,420
Pre-Prep and Change Management Activities	To support the implementation of Three-Year-Old Kindergarten and Pre-Prep within the sector.	1,929,994
Provisionally Registered Teacher Mentor Program	To provide mentoring to early childhood provisionally registered teachers to reach full teaching registration with the VIT.	2,144,701

Grant title	Purpose and nature of grant	Payment (\$ excl. GST)
Supporting Reform in Place Project	To strengthen the capability of cross-sector networks of Information Sharing Entities using a place-based approach.	170,000
Toy Library Grants Program	To support not-for-profit toy libraries operating in Victoria with grants of up to \$10,000 and grant funding to Toy Libraries Australia to build sector capacity.	404,000
Victorian Early Years Awards	To enable award winners to either engage in professional learning or further develop their winning initiative or program.	150,000
Wimmera Development Association	To support the transition of the Wimmera Southern Mallee By Five Early Years Initiative to an Early Years Innovation Hub and deliver local outcomes and learning that can be applied more broadly.	700,000

Table 65. Output: Kindergarten Delivery

Grant title	Purpose and nature of grant	Payment (\$ excl. GST)
Australian Childcare Alliance Victoria – Kinder in Long Day Care	To support long day care centres to understand and offer quality funded kindergarten programs, and support children's access to kindergarten, in particular children experiencing or at risk of experiencing vulnerability.	166,666

Table 66. Combined outputs: School Education – Primary and School Education – Secondary

Grant title	Purpose and nature of grant	Payment (\$ excl. GST)
Academy Movement Program	To expand Academy Movement's programs to an additional 10 schools in Victoria to support students, in particular those from CALD backgrounds, in their education outcomes and school engagement through sport.	270,000
Arts Education Victoria	To develop lesson plans and deliver professional learning on visual arts as well as host a student arts exhibition in 2026.	42,000
Bendigo Discovery Science and Technology Discovery Centre Blended Science Program	To provide blended outreach and virtual science programs providing rural and regional primary school students from small rural schools access to high quality science programs.	89,500

Grant title	Purpose and nature of grant	Payment (\$ excl. GST)
Bendigo Discovery Science and Technology Discovery Centre Virtual Science Program	To provide virtual science programs for rural and regional primary school students and support access to high quality science programs.	87,500
Blended Arts Dance Program	To deliver face-to-face incursions and online livestreamed dance education sessions for rural and regional students.	241,000
Capacity and Network Building	To build the capacity of TAFE non-school providers to deliver high-quality, safe and supported foundation and senior secondary programs to their school-aged students.	591,347
Capital Funding for Non-Government Schools	To build and upgrade Catholic and independent schools across Victoria. This includes grant funding paid as project milestones are achieved and an administration allowance to non-government school sector bodies to deliver funded projects.	48,337,067
Clean Energy Equipment Fund	To fund Tech Schools to purchase high-tech clean energy equipment to support the delivery of clean energy programs to students within their catchment area.	2,041,317
Community Language Schools Funding	To support community language schools to deliver out-of-school-hours languages tuition to school-aged children with a particular focus on enabling students to maintain their mother tongue or heritage language.	10,241,579
Community Languages Victoria	Funding provided to the peak body for community language schools (CLS).	215,000
Gippsland Mobile Tech School	To enable the Gippsland Mobile Tech School to employ facilitators and purchase consumables to deliver mobile tech school programs to secondary students in East Gippsland and Wellington Shire local government areas.	228,417
Global Design Challenge	To fund a series of design challenges in Victoria's STEM centres connecting students with offshore peers and industry experts in the areas of clean energy, health, digital gaming, and waste and resource recovery, all supported by international industry partners.	234,647
Goethe-Institut Melbourne	To provide language education support for German language students in Victoria.	75,000
In2science e-mentoring	To provide peer e-mentoring across all STEM disciplines. University students hold weekly sessions with groups of one to 3 secondary students, over 10 weeks, for 30 students per semester.	90,000

Grant title	Purpose and nature of grant	Payment (\$ excl. GST)
Innovation Grants	To fund Tech Schools to conduct innovative projects or STEM initiatives delivering benefit to the STEM network.	36,466
Inspiring Victoria Program	To engage young people in science through initiatives such as National Science Week, children's science clubs, climate adaptation forums and citizen science.	200,000
Knox Innovation, Opportunity and Sustainability Centre	To fund the Knox Innovation, Opportunity and Sustainability Centre to continue to offer high-tech and immersive STEM learning programs to students from partner schools.	1,516,526
Languages Partnership Program	To fund language teacher associations and cultural organisations to support language-specific professional learning programs for teachers, and activities for students, in government and non-government schools.	665,000
Melbourne Holocaust Museum	To deliver the Hidden Exhibition Program to 1,500 Victorian government school students annually.	40,000
New Tech Schools Capital Grants Funding	To fund tertiary partners to deliver new Tech School capital infrastructure.	34,535,939
New Tech Schools Start-up Equipment Funding	To fund new Tech Schools to purchase high-tech equipment to deliver programs to students from partner schools.	799,178
New Tech Schools Start-up Funding	To fund Tech Schools to prepare to open and operate high-tech and immersive STEM learning programs to students from partner schools.	2,335,973
Safer Faith-Based Schools Program	To support Victorian Jewish and Islamic faith-based schools to meet the costs of additional security requirements.	2,780,901
School to Work Program	To source, advertise and facilitate access to appropriate school-employer engagement activities that are tailored to local priorities and support students to expand their knowledge and skills, and promote effective course and career decisions through work experience and structured work-based learning.	15,593,163
STEM Centre of Excellence	To fund the STEM Centre of Excellence to continue to offer high-tech and immersive STEM learning programs to students from partner schools.	1,758,188

Grant title	Purpose and nature of grant	Payment (\$ excl. GST)
Strengthening School Engagement Grant	To fund 4 non-government schools to deliver interventions or employ school community liaison officers to support school engagement and completion of African heritage and Pasifika heritage students under the broader Strengthening School Engagement Grants Initiative.	440,000
Supporting Senior Secondary Completion in TAFE Non-School Providers Initiative	To support young people who leave school early to have access to high-quality, safe and supported Year 12 completion pathways at TAFE non-school providers.	2,884,556
Tech School Remote and Virtual Delivery	To enable Tech Schools to employ a facilitator to deliver remote and virtual programs to secondary students outside the Tech School's local government boundary, with a focus on rural and regional students.	952,000
Tech Schools Operating Funding	To fund Tech Schools to continue to offer high-tech and immersive STEM learning programs to students from partner schools.	13,156,028
VET Cluster Transition Funding	To provide funding to individual Local Learning and Employment Network to establish or expand VET partnerships and clusters.	747,417
Victoria's Tutor Learning Initiative – Case Study Research	To undertake a case study research approach with the Australian Education Research Organisation to determine the conditions under which small-group tutoring can effectively support students in Victoria.	278,000
Victorian Early Leaver Connection Initiative Career Advice Service	To pilot youth-focused outreach and career advice support in Skills and Jobs Centres to school-aged young people who leave school early.	2,800,000
Victorian Early Leaver Connection Initiative Targeted Grants	To pilot specified individualised support to school-aged young people who leave school early who are First Nations and/or have a disability in 9 departmental areas.	1,484,350
Victorian Schools Garden Program	To fund Nursery and Garden Industry Victoria to deliver the annual Victorian Schools Garden Program.	145,000
Vocational Tasters Experiences Pilot	To fund 4 TAFE or dual sector providers to deliver the Vocational Taster Experiences pilot to government secondary school students.	924,000
Young Australians Best Book Awards – Virtual Author Program	To fund the Young Australians Best Book Awards to deliver 10 virtual author/illustrator sessions to schools across all sectors in Victoria	55,000

Table 67. Output: Supports for Schools and Staff

Grant title	Purpose and nature of grant	Payment (\$ excl. GST)
Administrative functions to support implementation of key school workforce initiatives	To fund the VIT to provide administrative functions to support the implementation of key school workforce initiatives.	65,871
Administrative requirements for delivery of undergraduate employment-based teaching degree programs and the International Teacher Recruitment Initiative	To fund the VIT to provide administrative requirements associated with the delivery of undergraduate employment-based teaching degree programs and the International Teacher Recruitment Initiative.	334,000
Casual Relief Teacher Professional Learning	To fund professional learning program for casual relief teachers across the Victorian primary and secondary school education sectors including enabling engagement in professional learning to maintain their teaching registrations.	1,000,000
Equipment Renewal Fund	To fund Tech Schools to replace and renew high-tech and innovative equipment.	1,916,463
Leadership, Management and Global Education Programs	To support professional learning programs and global learning and engagement by professional organisations.	483,180
Mathematical Association of Victoria – Mathematics Teaching Promotion and Support	To supply the department with a bespoke suite of promotion and engagement activities and opportunities regarding the teaching of mathematics.	20,000
Placements Plus Programs	To partner initial teacher education providers with host schools to co-design and deliver pre-service teacher placement experiences and supports specifically tailored to the contexts of the target host schools.	764,427
Review of the Victorian Institute of Teaching's Permission to Teach Policy and approach to assessing applications for teacher registration from overseas teachers	To support the VIT to complete a review of the VIT's Permission to Teach Policy and its approach to assessing applications for teacher registration from overseas teachers.	70,000

Grant title	Purpose and nature of grant	Payment (\$ excl. GST)
Strategic Partnerships Program	To support curriculum enrichment and enhancement programs that improve student achievement by providing opportunities that are not usually available in mainstream classrooms or professional development settings.	6,419,847
VET Employment-Based Pathways	To provide up to 50 places in the Graduate Certificate of Adult VET and 50 places in the Master of Applied Learning and Teaching at Deakin University.	3,225,131
VicTESOL Funding Agreement	To organise an agreed annual program of professional learning activities for primary and secondary teachers of EAL students across Victoria.	30,000

Table 68. Output: Promoting Equal Access to Education

Grant title	Purpose and nature of grant	Payment (\$ excl. GST)
AKT Now VET Stream – training, work-based placement and wrap-around support	To fund an identified ACCO to develop and deliver a culturally responsive model for Certificate IV in School Based Education Support to at least 100 First Nations students over the academic years 2024 to 2027.	1,529,973
Clontarf Foundation	To operate football academies at 7 Victorian government secondary schools, to engage First Nations male students in schooling.	822,500
Community Campfire Conversations	To support ACCOs in facilitating additional community conversations regarding cultural safety.	90,000
Country Education Partnership	To deliver the Rural Youth Ambassadors Program, support schools participating in the Energy Breakthrough Program, and advocacy and support for rural schools.	659,095
Courage to Care – Upstander Program	To fund the delivery of the Upstander Program to Victorian school students (Years 5 to 11).	465,000
Education Liaison Officer Initiative	To support ACCOs and Registered Aboriginal Parties to employ an education liaison officer	2,457,725
Enrolment and Attendance Grant	To fund TAFE non-school providers for specified activities that address enrolment and attendance of school-aged students in senior secondary and foundation secondary courses.	1,710,329

Grant title	Purpose and nature of grant	Payment (\$ excl. GST)
eSmart Schools	To fund the Alannah and Madeline Foundation to provide all Victorian schools access to eSmart Schools. eSmart Schools provides curriculum-aligned digital and media literacy and online safety activities, supporting students to identify and understand the benefits and risks of digital participation.	724,232
Geelong Chances Pilot Program	Scholarship program to ease the burden for disadvantaged young people and families in Geelong experiencing financial hardship and increase equitable access and participation in education.	75,000
Koorie STEM Camps	To fund tech schools to deliver cultural STEM camps to First Nations students in partnership with Koorie Academies of Excellence and ACCOs across Victoria.	7,661
LOOKOUT – Partner Agency Positions Grant	To support the continuation of the LOOKOUT Partner Positions to support the educational achievements of every child and young person in statutory out of home care.	413,855
MacKillop Family Services	To fund MacKillop Family Services to provide flexible re-engagement education programs to students disengaging from their mainstream school.	528,000
Place Based Partnerships Initiative School Holiday Programs	To fund school holiday programs to support school engagement and completion in communities with significant numbers of African heritage and Pasifika heritage young people.	915,840
Raising Rural and Regional Student Aspirations	To fund partner organisations to deliver programs that raise aspirations of rural and regional students through increased access to learning opportunities, improved knowledge of future pathways and careers, and enhanced engagement with industry.	548,623
Refugee Education Support Initiatives	To build the capacity of schools and homework clubs to support the needs of students from refugee backgrounds and improve their educational outcomes.	4,322,750
Rural and Regional STEM Camps	To fund tech schools to deliver immersive STEM camps to students from across rural and regional Victoria.	122,817
School Visits to Cultural Museums Project Pilot	To fund the Immigration Museum to deliver free excursions to partner museums for eligible Victorian schools, to enhance the intercultural capabilities and racial and religious tolerance of participating primary and secondary government school students.	84,006
SPELD Victoria	To support parents and families of students with specific learning difficulties in Victorian schools, and to facilitate the department's access to experts in specific learning difficulties.	136,060

Grant title	Purpose and nature of grant	Payment (\$ excl. GST)
Stars Program	To fund Stars Foundation to provide the Stars Program to First Nations young women in Mildura secondary schools, focusing on engagement and reengagement of students.	160,000
State Schools' Relief – Affordable School Uniforms Program	To fund State Schools' Relief to deliver the Affordable School Uniforms program for students in Victorian government schools experiencing financial hardship.	8,629,000
State Schools' Relief – Glasses for Kids Program	To provide students from Victorian government primary schools in disadvantaged areas access to free eye care, including vision screenings and, where required, free glasses.	2,017,857
State Schools' Relief – Ongoing Operational Support	To ensure State Schools' Relief can continue to provide support to families with children who experience crisis situations including, for example, family violence, house fires, natural disasters and homelessness.	651,557
Victorian Aboriginal Education Association Incorporated	To improve school and early childhood outcomes for First Nations people in Victoria through partnership in implementing the Marrung: Aboriginal Education Plan 2016–2026 and associated initiatives.	6,680,478
Victorian African Communities Action Plan – Homework Club Grants	To provide extra academic support for young people of African heritage, particularly those who need additional help to succeed in their studies.	1,400,000
Victorian Association for Gifted and Talented Children	To fund operational activities that support parents of high-ability students.	22,100
Victorian Challenge and Enrichment Series	To partner with expert not-for-profit organisations to deliver extension and enrichment activities for high-ability students in Prep to Year 12 in Victorian government schools.	1,510,000
Victorian Parents Council	To support delivery of parent information resources and engagement events.	36,831
Victorian Student Representative Council Common Funding Agreement	To facilitate statewide student voice, agency and leadership initiatives.	569,796
Victorian Students Parliamentary Program	To provide students with an opportunity to engage with parliamentary-style conventions hosted in selected Victorian schools and at the Parliament of Victoria. The grant also supports selected Victorian students to attend the Australian Government's National Schools' Constitutional Convention in Canberra.	126,798

Grant title	Purpose and nature of grant	Payment (\$ excl. GST)
Western Chances Links Program	To fund the Links Program to provide Western Chances Secondary School Scholarship Program recipients with high-value academic, personal and professional opportunities delivered outside the school environment.	50,563

Table 69. Output: Wellbeing Supports for Students

Grant title	Purpose and nature of grant	Payment (\$ excl. GST)
Be Fit Be Well Program	To promote the importance of an active and healthy lifestyle to students by using high profile athletes as role models in government schools across Victoria.	78,000
Beyond the Bell Initiative	To support student participation and engagement at schools in the Great South Coast through student engagement activities, student advocacy, connections with local sectors and agencies and local, place-based supports for young people.	382,326
Doctors in Secondary Schools	To provide direct support to schools and the department for the delivery of the program in 100 secondary schools across Victoria.	6,185,177
Enhancing Mental Health Support in Schools	To provide Victorian government secondary school students experiencing mild-to-moderate mental health challenges with counselling delivered by Headspace. Professional learning is also provided to allied health and school staff to build their capacity to support students.	3,348,600
Mental Health in Primary Schools	To fund eligible and participating independent and Catholic schools to employ a mental health and wellbeing leader under the Mental Health in Primary Schools Initiative.	13,249,795
Mental Health Practitioner Group Supervision	To provide tailored group supervision services for mental health practitioners in Victorian government secondary and specialist schools.	151,833
Modelling Respect and Equality Program	To support the delivery of the Modelling Respect and Equality Program, which promotes healthy masculinities in boys and young men.	2,416,814
Murdoch Children's Research Institute – Mental Health in Primary Schools: Statewide Expansion	To develop and facilitate evidence-based training and resources for Mental Health and Wellbeing Leaders employed under the Mental Health in Primary Schools Initiative, and to undertake the research and evaluation of the statewide expansion.	7,610,000

Grant title	Purpose and nature of grant	Payment (\$ excl. GST)
Navigator Program	To support disengaged young people by working with the young person, their family and support network to address issues underlying disengagement and help them re-engage with education or positive pathways.	23,365
One Red Tree	To provide mental health support to at least 20 Victorian government schools in the Central Highlands and Wimmera South West regional area with recognised mental health support and staffing shortages.	360,000
Orygen Practice Advice Line	To continue provision of a dedicated clinical practice advice line and other clinical support offerings for mental health practitioners in government secondary and specialist schools.	233,270
Our Place – Mooroopna	To continue implementation of the Our Place approach, which facilitates allied health service delivery and community engagement activities, at Mooroopna Primary School in partnership with the Colman Education Foundation.	296,250
Pat Cronin Foundation – Be Wise	To fund the Pat Cronin Foundation to deliver its Be Wise Education Program in secondary schools to prevent social violence.	324,750
Project REAL and the Northern Centre for Excellence in School Engagement	To deliver Project REAL, a flexible education program for students in years 4 to 6 with challenging behaviours and complex needs, who are at significant risk of disengaging from school. To also deliver the Northern Centre for Excellence in School Engagement network to support professional learning in 17 partner schools.	369,000
Public Water Safety Initiative	To support schools, teachers and the aquatic industry to develop resources and deliver professional development, accreditation and direct support for schools to deliver best-practice swimming and water safety programs.	1,786,322
Respectful Relationships – Partners in Prevention	To continue and strengthen Safe and Equal's Partners in Prevention Network, which supports prevention activity in schools and early childhood settings and the broader community – supporting the department's next phase of Respectful Relationships implementation.	1,200,000
School Breakfast Clubs Program	To provide healthy and nutritious breakfasts, lunches, snacks, holiday food supplies and cooking classes to students in participating Victorian government schools.	20,088,000
School Entrant Health Questionnaire Scanning	To provide design, data capture and scanning services for the School Entrant Health Questionnaire as part of the Primary School Nursing Program.	266,614

Grant title	Purpose and nature of grant	Payment (\$ excl. GST)
School Focused Youth Service	To fund select local service providers and local councils to support young people from years 5 to 12 who are showing early signs of disengagement in school, through early intervention supports.	9,722,864
Schoolcare Program	To fund the Royal Children's Hospital to deliver specialist training to nominated school staff across Victoria and administer the Schoolcare Program.	486,619
Side by Side Partnership Addressing Disadvantage	An outcomes-based funding arrangement and partnership between Berry Street Victoria, the Victorian Aboriginal Child Care Agency, Social Ventures Australia, the department and DTF which aims to improve school attendance, engagement and learning outcomes for disadvantaged children in select primary schools in Victoria.	1,480,000
Social Cohesion through Education Program	To deliver place-based initiatives to enhance social cohesion through delivery of tailored activities that promote participation, belonging, equity, trust and resilience in participating school communities.	633,828
Student Mentoring – I CAN	To support the continued operation and expansion of the I CAN Network mentoring and support for autistic students in government schools.	920,000
The Geelong Project	To support young people in the Geelong/Barwon Area experiencing vulnerability and disadvantage to improve their social and educational outcomes; this includes addressing risk factors such as homelessness and mental health.	1,075,000
Water Safety in Schools Initiative	To boost the capacity of schools and the aquatic sector to support all children to develop core water safety competencies through developing student programs, resources, teacher professional development, accreditation and direct support.	2,663,305

Appendix 5 Environmental reporting

The department is committed to ensuring resilience, mitigation and adaptation to climate change.

Our vision is to make a significant and lasting impact as a force for positive change by being an environmental and climate-conscious organisation.

The department's environmental management system

The department maintains an environmental management system (EMS) as a structured approach to managing environmental impacts and improving the environmental performance of our corporate activities. It is based on the national standard AS/NZS ISO 14001:2016: Environmental Management Systems and provides a framework to improve environmental sustainability.

The EMS was last audited in 2023, which resulted in 33 recommendations. A key finding was that the department's EMS only applies to corporate offices and is focused primarily on the department's mandatory environmental reporting requirements.

The department is establishing a new EMS that incorporates all environmental aspects of its activities and operations, and documents roles and responsibilities to facilitate effective environmental management.

Reporting boundary for environmental data

Organisational boundary

All the operations and activities of the department are included within the organisational boundary for this reporting period. The entities included in the reporting are:

- Merit Protection Boards
- Victorian Registration and Qualifications Authority
- Victorian Curriculum and Assessment Authority
- the Academy – the data is related to transportation only, as systems and processes to collect this entity's transport data are managed through the department.

VIT is not included within the department's organisational boundary for the purposes of this annual report.

The department is committed to continuous improvement of our data collection, analysis and reporting and will continue to improve transparency and accuracy of reporting.

Environmental reporting follows the calendar year (1 January to 31 December 2024), except for the data related to corporate fleet vehicles, which uses data from the period from April 2024 to March 2025. This is to ensure that data is available for a full 12-month period and there is sufficient time to collate and review data from third parties, including utility providers.

Climate-related risk disclosure statement

Victoria's changing climate is impacting the people, infrastructure and services in Victoria's education system. Ongoing effort is required to understand and respond to risks, develop opportunities and build resilience to climate impacts.

The department seeks to ensure the best educational outcomes for Victorians through:

- continuity of learning during climate-related emergencies and disasters
- adoption of new measures to build the education system's climate resilience
- support for Victoria's transition to net zero emissions.

Through this statement, the department aims to:

- communicate our actions to understand and reduce the impact of climate change on our people, assets, operations and services
- demonstrate that our environmental impacts are responsibly managed and mitigated

- support the efficient allocation of resources to transition operations to net zero emissions and improve environmental performance over time.

Climate-related risk governance

EB is responsible for:

- endorsing the department's Risk Management Framework and risk appetite
- monitoring departmental strategic risks and oversight of key operational risks
- approval of actions required to mitigate significant organisational risks
- guiding the setting of departmental performance targets and monitoring the achievement of performance indicators and key strategic risks
- reviewing the department's long-term (5-plus years) strategic context and strategic risks and assessing the implications for the department's long-term strategies and plans every 2 years and whenever a significant event occurs.

The ARC provides the Secretary with advice on the department's Risk Management Framework and tools, including reviewing the adequacy of strategic and operational risk management, and the effectiveness of the internal control framework.

The Climate Change Committee provides assurance to EB that the department is meeting our environmental obligations. This committee is also responsible for setting the department's environmental sustainability vision, identifying pathways for achievement and working to embed environmental sustainability into systems and processes.

The Infrastructure Planning and Delivery Committee provides assurance to EB that the department has a robust framework for infrastructure delivery and managing delivery of departmental physical (non-financial) assets. This includes managing and monitoring risks to infrastructure.

Climate-related risk strategy

The department monitors and manages a strategic risk that the 'scale and severity of climate change affects the delivery of education services and continuity of learning and wellbeing'.

The 2024 Risk Management Strategy identified actions to continue improving risk management practices, including actions to support improvements to identification and management of climate-related risks.

The department leads delivery of the Victorian Government's *Education and Training Climate Change Adaptation Action Plan (AAP)* one of 7 system-based AAPs required under Victoria's *Climate Action Act 2017*. Delivery of the first 5-year plan is underway. The AAP summarises climate-related risks in the following domains:

- health, wellbeing and emergency management
- knowledge, capability and adaptive capacity
- teaching and learning, curriculum
- assets and infrastructure.

The department is implementing the AAP to make significant and lasting impact and be a force for positive change as an environmental and climate conscious organisation. A Sustainability Leadership Network, an e-learning module and sustainability guide are in place to support corporate staff to understand the department's environmental obligations and deliver outcomes.

Climate-related risk management

Aligned with the *Victorian Government Risk Management Framework* and ISO 31000:2018 principles, the department's Risk Management Framework highlights the requirement of section 20 of the Climate Action Act – that government decisions need to appropriately take account of climate change where relevant.

The Risk Management Framework also requires the department to consider:

- opportunities to reduce the environmental and greenhouse gas emissions impact of a project or activity, ensuring they are aligned with the whole-of-Victorian-Government's emissions reduction pledge

- actions set out in the AAP that may relate to an activity or project, ensuring they support delivery of the AAP actions
- reducing consumption of single-use materials
- exploring the option of carbon neutral accreditation for planned products or services.

Climate-related risks are assessed and managed at the strategic, operational and program or project levels, including through operational risk management activities and the delivery of climate-related programs.

Climate-related metrics and targets

The department reports on environmental data from our corporate activities and government-owned schools as set out in Table 70.

Table 70. Environmental reporting in departmental offices and school buildings

Environmental reporting	Department offices	School buildings
Electricity production and consumption	Yes	Yes
Greenhouse gas emissions	Yes	Yes
Stationary fuel use	Yes	Yes
Sustainable buildings and infrastructure	Yes	Yes
Total energy use	Yes	Yes
Transportation	Yes	Yes
Waste and recycling	Yes	No
Water consumption	Yes	No

A Monitoring, Evaluation, Reporting and Improvement Framework for the AAP was developed in 2025, and an interim review of the AAP will be undertaken prior to completion in line with requirements of the Climate Action Act.

The department continues to develop environmental objectives as part of an update to the EMS.

Greenhouse gas emissions

The department reports on greenhouse gas emissions consistent with national and international reporting standards:

Scope 1 emissions are from sources that the department owns or controls, for example, burning fossil fuels in our buildings, vehicles or machinery. Reported scope 1 emissions decreased by 8.6% compared to the previous year. This is mainly due to changes in how emissions from school bus programs were calculated and more accurate data on gas consumption in schools.

Scope 2 emissions are indirect emissions from the department's use of electricity from the grid, which uses coal and gas-fired power generation. Reported scope 2 emissions increased by 6.5% from the previous year, driven by an overall increase in consumption of non-renewable electricity across the entire portfolio.¹³⁴

Scope 3 emissions are indirect emissions from sources the department does not control but does influence. The department reports on scope 3 emissions from corporate air travel and waste disposal from corporate operations in line with FRD 24 requirements. It also reports on emissions from car rentals and accommodation services. Reported gross scope 3 emissions increased by 38% as air travel activities continued to increase after extended periods of reduced interstate and overseas travel between 2020 and 2022.

¹³⁴ Emissions from electricity are calculated using the market-base methodology using Department of Energy, Environment and Climate Action's (DEECA) Environmental Data Reporting tool 2024)

Table 71. Greenhouse gas emissions indicators

Indicator	2024–25	2023–24	2022–23
G1. Total scope 1 greenhouse gas emissions (tonnes CO ₂ -e)	55,819 ¹³⁵	61,066	30,822
G2. Total scope 2 greenhouse gas emissions (tonnes CO ₂ -e)	154,895 ¹³⁶	145,507	195,329
G3. Total scope 3 greenhouse gas emissions from commercial air travel, accommodation, car rental and waste disposal (tonnes CO ₂ -e)	890	647	560

The department is committed to reducing emissions sources and supporting delivery of the whole-of-Victorian-Government emissions reduction pledge 2021-25 and future emissions reduction pledges.

Electricity production and consumption

Reported electricity consumption across the entire portfolio increased by 11% compared to the previous reporting period. This is partially due to improved monitoring of solar photovoltaic (solar PV) systems on school buildings leading to a 67% increase in known reported onsite electricity generated that was not previously reported.

The amount of electricity purchased by schools also increased by 5.7%.

Table 72. Energy production and consumption in government school buildings and department offices across Victoria

Indicator	2024–25	2023–24	2022–23
EL1: Total electricity consumption segmented by source (MWh)	254,107	228,738	235,156
Departmental offices – purchased electricity ¹³⁷	6,956	6,364	6,510
School buildings – purchased electricity ¹³⁸	228,353	216,015	223,289
School buildings – solar PV	18,797	6,359	5,357
EL2: Onsite electricity generated segmented by usage and source (MWh)	19,900	11,895	5,357
Departmental offices	0	0	–
School buildings – solar PV total generation ¹³⁹	19,900	11,895	5,357
School buildings – solar PV total export ¹⁴⁰	10,928	9,073	–

¹³⁵ Calculated using DEECA's Environmental Data Reporting Tool.

¹³⁶ Calculated based on the market-base methodology using DEECA's Environmental Data Reporting Tool 2024

¹³⁷ Data sourced from Jones Lang LaSalle. Out of the 35 corporate offices occupied in the 2024-25 reporting period, complete data was available for 29 offices. For the 6 offices where data was missing, electricity consumption is estimated based on floor area and consumption figures for the previous year.

¹³⁸ Data sourced from electricity retailers: 99% of meters have complete data for the reporting period. Extrapolation was done for the missing periods based on the consumption data of the closest billed date to the missing period.

¹³⁹ Data for solar PV generation is sourced through the department's asset management processes and was available for 474 school campuses in the 2023-24 reporting period and 626 school campuses in the 2024-25 reporting period. For this reason, this figure does not include export and generation data from solar systems on school sites. The increase in solar generation compared to the previous reporting period is due to an increase in the number of operating systems and improved monitoring.

¹⁴⁰ Data for solar PV export is sourced from electricity retailers and was available for 865 meters in the 2023-24 reporting period and 929 meters in the 2024-25 reporting period.

Indicator	2024–25	2023–24	2022–23
School buildings – solar PV consumption behind-the-meter ¹⁴¹	18,797	6,359	–
EL3: Onsite installed generation capacity segmented by source (MW)	16.8	15	9
Departmental offices	0	0	–
School buildings – solar PV	16.8	15	9
EL4: Total electricity offsets segmented by offset type (MWh)	595	578	649
Departmental offices	0	0	–
School buildings – GreenPower	595	578	649

The department is aiming to reduce emissions from electricity and improve energy efficiency by:

- continuing to deliver the Greener Government School Buildings Program
- purchasing 100% renewable electricity for all large sites¹⁴² commencing on 1 July 2025
- investing in energy efficiency upgrades in corporate offices.

Stationary fuel use

Sources of emissions from stationary fuel include:¹⁴³

- natural gas used in departmental offices and schools for heating and hot water
- liquefied petroleum gas (LPG), which is used in some schools for heating, cooking and for teaching purposes (for example, in school laboratories and workshops).

Reported stationary fuel use decreased by 14% from the previous reporting period. This is likely due to more accurate estimations of gas data when this is not available from utility providers.

Reported natural gas use in corporate offices has increased by 144%. This is due to increased access to information on gas supplies to offices. In the previous reporting period, it was unknown whether 8 offices occupied by the department had gas connections; this information was confirmed in 2024.

¹⁴¹ Data for consumption behind-the-meter is calculated only for the sites where both generation and export data are available.

¹⁴² Large sites' are defined as those that consume more than 40 MWh per year and fall under the state purchase contract '[Electricity contract: Large sites](#)'.

¹⁴³ The department does not currently have access to information on stationary fuel use from diesel generators used temporarily in some schools, so this fuel use is not reported.

Table 73. Stationary fuel use indicators

Indicator	2024–25	2023–24	2022–23
F1: Total fuels used in buildings and machinery, segmented by asset type and fuel type (MJ)	398,045,155	460,542,602	571,068,372
Natural gas			
Departmental offices ^{144 145}	7,180,626	2,947,368	4,615,941
School buildings ^{146 147 148}	366,777,352	426,857,261	566,452,431
LPG			
School buildings	24,087,177	30,737,973	No data available
F2: Greenhouse gas emissions from stationary fuel consumption, segmented by fuel type (tonnes CO₂-e)	20,730	24,011	30,277
Departmental offices	370	152	237
School buildings	20,360	23,859	30,040

The department constructs all new government-owned schools and early childhood education facilities without gas connections and is actively seeking opportunities to reduce gas consumption and transition from fossil fuel gas use in line with the Victorian Government's Gas Substitution Roadmap.

Transportation

The department's transportation emissions are generated by:

- fuel use from corporate fleet vehicles
- air travel by corporate staff
- fuel use in vehicles associated with delivery of the Students with Disabilities Transport Program
- fuel use in vehicles associated with the delivery of the School Bus Program for rural and regional Victoria.

Schools do not have the capacity to collate or report data on the use of vehicles they own or lease. The department is investigating the best approach to data collection and reporting in future years.

The data related to corporate fleet vehicles spans the period from April 2024 to March 2025.

¹⁴⁴ Data sourced from Jones Lang LaSalle. In the 2024-25 reporting period, 13 corporate offices have known gas supplies to the tenancy or base building, with data available for 12 offices. For the remaining 1 office, gas consumption was estimated based on the floor area of the area occupied by the department.

¹⁴⁵ Data sourced from Jones Lang LaSalle. Out of the 37 corporate offices in the 2023-24 reporting period, 7 have known gas supplies, with data available for 5 offices. For the remaining 2 offices, gas consumption was estimated based on the floor area. Additionally, for 4 offices with only base building gas consumption, usage was apportioned according to the floor area leased to the department. There were 8 other corporate offices for which the presence of a gas supply was unknown.

¹⁴⁶ From the 2023–24 reporting period onwards, LPG consumption data is sourced from major LPG suppliers and compared to the department's financial transaction records.

¹⁴⁷ Data sourced from retailers for natural gas consumption: 93% of schools have complete data for the 2024-25 reporting period. Consumption for the remaining schools was estimated based on the consumption data of the closest billed date to the missing period.

¹⁴⁸ The figure reported for natural gas use in schools in 2023–24 included estimations for LPG. These figures are reported separately in this report. Data sourced from retailers for natural gas consumption. 93% of schools have complete data for the 2023–24 period. The remaining gas use was estimated based on extrapolating missing data across the year.

Reported emissions from transportation have decreased by 5% compared to the previous reporting period, mainly due to revised assumptions regarding the number of school days school buses operated throughout the year.

Gross emissions from air travel increased by 11% from the previous reporting period due to the increase in kilometres travelled.

The department purchases carbon offsets for all emissions relating to corporate air travel, car hire and accommodation.

Table 74. Mandatory transportation indicators

Indicator	2024–25	2023–24	2022–23 ¹⁴⁹
T1: Total energy usage consumption by fleet vehicles (MJ)	498,740,548	526,473,295	6,420,392
Diesel	490,703,678	521,739,821	216,801
Large sport utility vehicles (SUVs), all-wheel drive (AWD) vehicles	155,170	16,669	82,930
People movers	39,895	17,192	40,244
School buses ¹⁵⁰	383,937,847	408,751,414	–
Students with Disabilities Transport Program ¹⁵¹	106,558,396	112,911,710	–
Other	12,369	42,836	93,628
Unleaded	1,353,275	1,654,065	1,463,923
Small passenger vehicles	154,466	348,458	206,392
Medium passenger vehicles	664,595	1,181,934	594,766
Large passenger vehicles	223,688	8,159	115,925
School buses	61,846	–	–
Other	248,681	115,514	546,840
Hybrid	6,609,042	3,079,409	4,739,667
Small passenger vehicles	971,596	607,472	839,947
Medium passenger vehicles	5,597,509	2,440,916	2,490,694
Other	39,937	31,020	271,337
Electric ¹⁵²	74,553	–	–

¹⁴⁹ Prior to 2023–24, the department was not able to report on transportation emissions for schools. The addition of school data in 2023–24 and beyond renders this data not comparable with previous years.

¹⁵⁰ Energy usage resulting from the school transport program is estimated based on contracted kilometres provided by the Department of Transport and Planning, the fuel economy of vehicles and assumptions regarding the number of school days. In 2024, assumptions were based on buses operating for 189 school days, whereas calculations were based on 200 school days in 2023.

¹⁵¹ Energy usage resulting from the Students with Disabilities Transport Program was estimated based on contracted kilometres and fuel economy of vehicles.

¹⁵² Energy usage for electric vehicles is based on fleet vehicles charged at public charging stations. Vehicles charged in department-occupied buildings is included in general electricity use. Information on electricity used to charge the 3 buses under the Students with Disabilities Transport Program is not known for 2024.

Indicator	2024–25	2023–24	2022–23 ¹⁴⁹
Corporate fleet	74,553	–	–
T2: Fleet profile¹⁵³	2,262	2,265	372
Diesel	1,894	1,902	3
Large SUV AWD	2	2	2
People movers	–	1	1
Medium van	1	–	–
Buses	1,431	1,439	–
Students with Disabilities Transport Program	460	460	–
Unleaded	11	10	41
Small passenger vehicles	2	2	12
Medium passenger vehicles	4	8	26
Large passenger vehicles	4	0	3
Buses	1	–	–
Hybrid	333	332	328
Small passenger vehicles	59	71	70
Medium passenger vehicles	274	261	258
Electric	24	21	–
Small passenger vehicles	21	1	–
Medium passenger vehicles	–	20	–
Students with Disabilities Transport Program	3	–	–
T3: Total greenhouse gas emissions from vehicle fleet (tonnes CO₂-e)	35,105	37,056	545
Diesel ¹⁵⁴	34,550	36,735	19
Large SUV AWD	11	1	7
People movers	3	1	4
Buses	27,033	28,780	–
Students with Disabilities Transport Program	7,503	7,950	–
Other	1	3	8

¹⁵³ Data previously supplied in the 2023-24 Annual Report was incorrect for the total number of diesel fleet vehicles in 2023–24 and has been amended in this report.

¹⁵⁴ Data previously supplied in the 2023-24 Annual Report was incorrect for the energy usage from diesel fleet vehicles in 2023–24 and has been amended in this report.

Indicator	2024–25	2023–24	2022–23 ¹⁴⁹
Unleaded	92	112	124
Small passenger vehicles	10	24	18
Medium passenger vehicles	45	80	50
Large passenger vehicles	15	1	10
Bus	4	–	–
Other	17	8	46
Hybrid	447	209	402
Small passenger vehicles	66	41	71
Medium passenger vehicles	379	165	308
Other	3	2	23
Electric	16	–	0.0016
T4: Total distance travelled by commercial air travel (km)	1,727,299	1,558,501	1,107,860
Air travel (corporate only)	1,727,299	1,558,501	1,107,860

Table 75: Voluntary transportation indicators

Indicator	2024–25	2023–24	2022–23
Total distance travelled by fleet vehicles (km)	43,089,622	45,157,639	3,376,557
Diesel	38,912,613	41,465,177	61,186
Large SUV AWD	62,598	22,597	19,734
People movers	11,797	10,556	11,279
Buses	27,858,264	29,720,732	–
Students with Disabilities Transport Program	10,975,585	11,692,025	–
Other	4,369	19,267	30,173
Electric	189,249	62,069	10,554
Corporate fleet	119,886		
Students with Disability Transport	69,363		
Unleaded	485,323	455,842	607,681
Small passenger vehicles	63,919	149,292	94,249
Medium passenger vehicles	267,315	252,518	245,277
Large passenger vehicles	83,736	3,162	42,305

Indicator	2024–25	2023–24	2022–23
Other	60,525	50,870	225,850
Buses	9,828	–	–
Hybrid	3,502,437	3,236,620	2,697,136
Small passenger vehicles	610,182	648,685	533,975
Medium passenger vehicles	2,866,168	2,565,547	1,977,721
Other	26,087	22,388	185,440
Greenhouse gas emissions from fleet vehicles per 1,000 km (tonnes CO₂-e)			
Diesel	0.89	0.88	0.31
Large SUV AWD	0.17	0.05	0.37
People movers	0.24	0.11	0.31
Buses	0.97	0.97	–
Students with Disabilities Transport Program	0.68	0.68	–
Other	0.20	0.16	0.27
Unleaded	0.19	0.25	0.20
Small passenger vehicles	0.16	0.16	0.19
Medium passenger vehicles	0.17	0.32	0.20
Large passenger vehicles	0.18	0.17	0.23
Other	0.28	0.15	0.21
Hybrid	0.13	0.06	0.15
Small passenger vehicles	0.11	0.06	0.13
Medium passenger vehicles	0.13	0.06	0.16
Other	0.10	0.09	0.12

The department will continue to transition the fleet to zero emissions vehicles in line with the Victorian Government's Standard Motor Vehicle Policy and will increase opportunities for staff to charge electric fleet vehicles. The department will continue to liaise with the Department of Transport and Planning to plan for the transition of school bus contracts to zero emissions buses in line with the Victorian Government's *Zero Emissions Bus Transition Plan 2024*.

Total energy use

'Total energy use' combines the data from the previous sections on electricity production and consumption and stationary fuel use.

The department's combined energy usage from fuels and electricity has increased by 12% due to reasons outlined in previous sections.

Table 76. Total energy use indicators

Indicator	2024–25	2023–24	2022–23
E1: Total energy usage from fuels (MJ)	896,785,703	987,015,897	577,488,764
Departmental offices	7,180,626	2,947,368	4,615,941
Transportation – offices	8,182,459	4,810,172	6,420,392
School buildings	390,864,529	457,595,234	566,452,431
Transportation – schools	490,558,089	521,663,124	–
E2: Total energy usage from electricity (MJ)¹⁵⁵	914,783,402	823,456,647	846,561,600
Departmental offices	25,042,432	22,909,341	23,436,000
School buildings ¹⁵⁶	889,740,970	800,547,307	823,125,600
E3: Total energy usage segmented into renewable and non-renewable sources (MJ)	1,811,569,106	1,810,472,544	1,424,050,364
Renewable ^{157 158}	226,359,265	176,760,706	19,285,200
Non-renewable ¹⁵⁹	1,585,209,840	1,633,711,838	1,404,765,164
E4: Units of energy used normalised by FTE (MJ/FTE)			
Departmental offices transportation ¹⁶⁰	8,744	7,010	6,817
School buildings ¹⁶¹	2,638	2,450	4,035

Sustainable buildings and infrastructure

The department recognises the importance of designing, constructing and managing our buildings and infrastructure so that they minimise emissions, are resilient to climate risks, and support the department and school communities to minimise environmental impacts and adapt to Victoria's changing climate.

Environmentally sustainable design in new buildings and infrastructure – corporate offices

The Department of Government Services is responsible for managing and maintaining the department's owned and leased corporate office buildings. This includes managing leasing, capital upgrades and facilities management.

¹⁵⁵ Electricity for transport is accounted for under Indicator T1 and not under Indicator E2 to avoid double counting of electricity used by electric vehicles.

¹⁵⁶ This is the sum of energy consumed by schools from purchased electricity and solar PV.

¹⁵⁷ The 2024-25 reporting period was calculated using DEECA's Environmental Data Reporting Tool 2024.

¹⁵⁸ The 2023-24 reporting period's energy usage from renewable sources is significantly higher due to increased availability of generation data and the installation of additional solar PV systems.

¹⁵⁹ The 2024-25 reporting period was calculated using DEECA's Environmental Data Reporting Tool 2024.

¹⁶⁰ FTE figures for corporate staff used in this report relate to the total number of FTE on staff on 30 June during the reporting year.

¹⁶¹ FTE figures for school buildings used in this report include both staff and students. The total number of FTE staff on 30 June of the reporting year includes employees of the Academy and VCAA. The FTE figures for students, recorded in August of the reporting year, are sourced from ABS Schools Australia <https://www.abs.gov.au/statistics/people/education/schools/latest-release>.

Any new leases negotiated on behalf of the department are undertaken with a green lease schedule incorporated into the standard government lease. The green lease schedule outlines obligations for both landlord and tenant to maintain the property or premises to a minimum required under the National Australian Built Environment Rating System (NABERS) for energy, water, waste and indoor environment. The most recent NABERS energy ratings of tenancies and base buildings are shown below.

Table 77. Environmentally sustainable design ratings – corporate

Suburb/City	Site	Rating type	NABERS energy rating
Footscray	1 McNab Avenue	Base building	5.5
Footscray	1 McNab Avenue	Tenancy	6
Dandenong	165–169 Thomas Street	Tenancy	6
Dandenong	165–169 Thomas Street	Base building	5.5
Melbourne	2 Lonsdale Street	Base building	5.5
Melbourne	2 Lonsdale Street	Tenancy	6
Bendigo	7–15 McLaren Street	Whole building	6
Glen Waverley	295 Springvale Road	Tenancy	4.5
Belmont	75 High Street	Whole building	4
Moe	Corner of Kirk and Haigh Street	Whole building	5

Environmentally sustainable design in new buildings and infrastructure – schools

The department's *Building Quality Standards Handbook* (BQSH) sets the minimum quality criteria for all of the department's capital projects, including new construction, refurbishment and maintenance works. The BQSH embeds environmental sustainability into the design of all new school and early childhood facilities.

The BQSH is reviewed and updated annually. The review incorporates lessons from formal post-occupancy evaluations and consultation with project managers, project consultants and market participants, including about environmentally sustainable design and changes to market approaches to implement it.

No newly completed school or early childhood projects received an environmental performance rating during the reporting period. Table 78 provides details of school buildings that received environmental performance ratings.

Table 78. Environmentally sustainable design ratings – schools

Name of building	Building type	Rating scheme	Rating	Year certified
Wangaratta High School	School	Green Star – Education	4	2009
Williamstown High School, Bayview Campus	School	Green Star – Education	5	2011
Springvale Junior Learning Neighbourhood Regeneration Project Stage 1	School	Green Star – Education Design	4	2012
Suzanne Cory High School	School	Green Star – Education Design	5	2012

Sustainable procurement

The department considers sustainable procurement objectives through our implementation of Victoria's Social Procurement Framework which establishes requirements for Victorian Government departments and agencies when they procure goods, services and construction.

Water consumption

The department reports on water use in corporate office facilities only and is not required to report on water use in schools or early childhood facilities.

The department's total reported water consumption decreased for the reporting period. This may be due to the consolidation of office buildings.

Table 79. Water consumption indicators

Indicator	2024–25	2023–24	2022–23
W1: Total units of metered water consumed (kilolitres)	11,437	16,156	11,096
W2: Units of metered water consumed normalised by FTE (kilolitres/FTE)	2.5	3.7	2.3

Waste and recycling

The department reports on waste generated in corporate office facilities only and is not required to report on waste generated from schools.

Data for overall disposed waste increased by 4% compared to the previous reporting period. This is likely due to increasing office attendance.

The amount of recycled organic waste increased by 189%, which is likely to be due to an increase in the percentage of staff working in offices where organics recycling is available, and a change to organics processing technology at one building.

Waste data is obtained by completing audits up to 2 days at each office and extrapolating data across the year.

Table 80. Waste and recycling indicators

Indicator	2024–25	%	2023–24	%	2022–23	%
WR1: Total units of waste disposed (kg and %)	91,927	100	88,637	100	88,301	100
General waste landfill	47,950	52	45,983	52	46,034	52
Co-mingled recycling	8,662	9	9,008	10	8,909	10
Organic recycling	7,837	9	2,707	3	2,678	3
Food organic discharge to sewer	0	0	689	1	683	1
Paper and cardboard recycling	13,076	14	13,128	15	13,061	15
Printer and toner cartridge recycling	568	1	742	1	739	1
Secure documents recycling	13,834	15	16,379	18	16,199	18

Indicator	2024–25	%	2023–24	%	2022–23	%
WR2: Percentage of office sites which are covered by dedicated collection services for:						
printer cartridges	–	100	–	100	–	100
batteries	–	30	–	18	–	18
e-waste	–	100	–	100	–	100
soft plastics	–	0	–	0	–	0
WR3: Total units of waste disposed of normalised by FTE (kg/FTE)	23	–	20	–	17	–
WR4: Recycling rate (percentage)	–	48	–	47	–	47
WR5: Greenhouse gas emissions associated with waste disposal (tonnes CO₂-e)	87	–	74	–	80	–

Appendix 6 Acronyms and abbreviations

Table 81. Abbreviations

Abbreviation	Full title
AAP	Education and Training Climate Change Adaptation Action Plan
Academy	Victorian Academy of Teaching and Leadership
ACCO	Aboriginal Community Controlled Organisation
AEDC	Australian Early Development Census
AKT Now	Aspiring Koorie Teachers Now
ANZSOG	Australia and New Zealand School of Government
ARC	Audit and Risk Committee
BAU	business as usual
BQSH	<i>Building Quality Standards Handbook</i>
CALD	culturally and linguistically diverse
CCYP	Commission for Children and Young People
CRC	current replacement cost
CRES	Central Registration and Enrolment Scheme
CSCB	Children's Services Coordination Board
CSO	community service obligation
DAB	Disciplinary Appeals Boards
DEECA	Department of Energy, Environment and Climate Action
DJCS	Department of Justice and Community Safety
DPC	Department of Premier and Cabinet
DTF	Department of Treasury and Finance
EAL	English as an additional language
EB	Executive Board
ELV	Early Learning Victoria
EPR	employer performance rating
ETRA	<i>Education and Training Reform Act 2006</i>
EYM	Early Years Management
FMA	<i>Financial Management Act 1994</i>

Abbreviation	Full title
FNSPP	First Nations Strategy, Policy and Programs
FOI	Freedom of Information
FRD	Financial Reporting Direction
FTE	full-time equivalent
HSR	health and safety representative
ICT	information and communication technology
IOSDR	Independent Office for School Dispute Resolution
IPAA	Institute of Public Administration Australia
MARAM	Multi-Agency Risk Assessment and Management Framework
MPB	Merit Protection Boards
MPSG	Major Projects Skills Guarantee
MYLNS	Middle Years Literacy and Numeracy Support
NABERS	National Australian Built Environment Rating System
NAPLAN	National Assessment Program – Literacy and Numeracy
NDIS	National Disability Insurance Scheme
NQS	National Quality Standard
OHS	occupational health and safety
OHSMS	OHS management system
OSHC	out-of-school-hours-care
PIRLS	Progress in International Reading Literacy Study
PISA	Programme for International Student Assessment
PMS	People Matter Survey
PSM	Public Service Medal
PV	photovoltaic
SAMP	Strategic Asset Management Plan
SBAT	School-based apprenticeships and traineeships
SES	Senior Executive Service
SRS	Schools and Regional Services
SSB	School Savings Bonus

Abbreviation	Full title
STEM	science, technology, engineering and mathematics
STS	Senior Technical Specialist
TAC	Transport Accident Commission
TEI	total estimated investment
TIMSS	Trends in International Mathematics and Science Study
VAEI	Victorian Aboriginal Education Association Incorporated
VCAA	Victorian Curriculum and Assessment Authority
VCAL	Victorian Certificate of Applied Learning
VCC	Victorian Children's Council
VCE	Victorian Certificate of Education
VCE VM	VCE Vocational Major
VDSS	VET delivered to school students
VET	Vocational education and training
VGv	Valuer-General Victoria
VIPP	Victorian Industry Participation Policy
VIT	Victorian Institute of Teaching
VPS	Victorian public service
VRQA	Victorian Registration and Qualifications Authority
VSb	Victorian Secretaries Board
VSBA	Victorian School Building Authority
VTLM	Victorian Teaching and Learning Model