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| Everything you need to Know about a school Building projectA school leaders guide for capital works projects |

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# 1.0 Introduction

Congratulations, if you’re reading this guide you have probably received funding for a building project at your school and have attended the Bricks & Mortar (B&M) Capital Works training.

It can be a little daunting working your way through the policies, namely the [Asset Management Planning Policy](https://www2.education.vic.gov.au/pal/asset-management-planning/policy) and procedures involved in a building project. This guide is designed to give the school an overview of the process; what to expect, the role of the Victorian School Building Authority (VSBA) and the likely stages of the school’s building project. It also includes answers to questions that schools have asked previously.

Of course, not every building project is the same. Maintenance projects will go through slightly different processes to capital projects, and capital projects will go through different processes depending on the type and amount of funding received. This guide does not cover every variation of funding and associated processes but it does flag where processes may differ.

Schools receiving capital works funding for modernisation, upgrade or a specific project will also develop a five-year Asset Management Plan (AMP). The AMP is a five-year plan for the school’s infrastructure and upgrade needs and it ensures that capital works projects align with your school’s vision for the future and the project scope identified in the Minister’s letter. The first stage of the process, AMP Phase 1 focuses on your school’s educational direction and strategic goals, including curriculum, pedagogy and school culture. The second stage, AMP 2 helps schools identify and prioritise required upgrade and modernisation works to achieve the goals and educational directions in accordance with the Minister’s letter.

The AMP involves planning for a particular capital works project, but also seeks to take a longer-term perspective to ensure the benefits of the immediate project are fully achieved over time.

This guide won’t have all the answers you need, but it will point you in the right direction to find more information or someone who can assist. The contacts listed in this document can provide guidance and advice as you navigate each stage of your project.

For information on the asset management plan policy and guidance visit the [AMP Policy](https://www2.education.vic.gov.au/pal/asset-management-planning/policy).

For further resources and information on VSBA and Department policies, please visit the Department’s [Policy and Advice Library](https://www2.education.vic.gov.au/pal/).

You can also find information on managing school building projects and asset management in the [Building Quality Standards Handbook (BQSH)](https://www.education.vic.gov.au/Documents/school/principals/infrastructure/BuildingQualStandHdbk%202018.pdf).

## 1.1 Process Snapshot

The below timeline is an estimate of the duration of a capital works project. A tailored timeline will be provided at the project start up meeting after the project architect is appointed. The length of the construction period is dependent on the project size, scope and contractual agreements. The timeline below is intended to give the school a sense of the process, rather than a detailed outline. All projects above $200,000 will be VSBA-led and projects below $200,000 will be either school-led or VSBA-led.

### Capital works project more than $200 000

Defects Liability Period

### Capital works $200,000 and under

# 2.0 Who does what?

Getting the best results from school building projects is a shared responsibility between the VSBA, Department regional office, and the school. Being clear about who does what is really important.

Schools with projects under $200,000 have the option of being school-led or VSBA-led. The VSBA will contact the school to determine the school’s preferred delivery model. Where a school has been allocated up to $200,000 funding, there is no requirement to complete an AMP2.

School Led

* The school can develop their own scope of works in line with the funding announcement, and obtain quotes from builders or individual tradespeople which must be submitted to VSBA for review and approval prior to commencement of any works.
* Once approved VSBA processes two grant payments to schools – 80% on approval of scope of works and quotes, and 20% at project acquittal.
* The school is responsible for managing works during the construction stage

VSBA Led

* VSBA engages a consultant to liaise with the VSBA and school to prepare the scope of works and tender documentation
* The consultant then calls formal tenders from head builders
* The consultant manages the works during construction stage
* VSBA processes all consultant and contractor payments

## 2.1 School

This is the school’s project and the purpose is to achieve the best educational outcome for the students.

For VSBA-led capital works projects, the school is responsible for:

Working with the Regional Office and Technical Leadership Coaches to articulate the school’s education vision and objectives. This is a vital part of AMP Phase 1 and will be used to inform the design of the project when it progresses to the planning stages in AMP 2.

* Working with the VSBA Project Officer, Region (Project Control Group), and project architect - participating in site tours, architect interviews and providing input to architect selection and feedback. This process is led by the VSBA’s project officer.
* Taking a lead role in communicating about the project to the wider school community and neighbours, ensuring that everybody feels a part of the process, feels proud of the final result and that expectations are managed throughout the process.

## 2.2 Victorian School Building Authority (VSBA)

The VSBA is the government body responsible for the overall management and implementation of the school’s building project i.e. the project owner. The VSBA is part of the Department of Education and Training and looks after school building projects, from the development of policies, to appointing and managing builders, project managers and design consultants. The VSBA also guides and supports schools conducting school-led projects.

For VSBA-led capital works projects, the VSBA is responsible for:

* Guiding the school and managing the design team and specialist consultants through the project from inception to completion.
* Approving design drawings, specifications and reports – both at the AMP stages, and at each design stage – to ensure they align with policy and design intent.
* Managing contracts on the school’s behalf and ensuring they are consistent with government procurement policy.
* Approving the appointment of architects and builders.
* Ensuring projects are designed and delivered within budget and timeframes.

VSBA details:
email: vsba@education.vic.gov.au

Website: <http://www.schoolbuildings.vic.gov.au/pages/home.aspx>

## 2.3 VSBA School Capability Building Unit

The VSBA’s School Capability Building Unit has oversight of the Asset Management Plan (AMP) Phase 1 process. The Technical Leadership Coaches and AMP Co-ordinator are available to assist you if you have any questions during this phase.

Technical Leadership Coaches (TLCs)

TLCs are both AMP experts and ex-principals and Business Managers, they are available to provide school leaders with guidance and hands-on assistance in planning and developing their school’s AMP as well as answer questions about the process.

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| Who’s who? |
| School Capability Building Unit (SCBU) |
| Jake Huigens | AMP Co-ordinator | 03 9059 5311  | AMP.Coordinator@education.vic.gov.au  |
| Brett Bell | Technical Leadership Coach | 03 7022 2411 | Brett.Bell@education.vic.gov.au  |
| Vicki Perry | Technical Leadership Coach | 03 8688 7821 | Vicki.Perry@education.vic.gov.au  |
| Julian Growcott | Technical Leadership Coach | 03 7022 0828 | Julian.Growcott@education.vic.gov.au |
| James Parker | Technical Leadership Coach | 03 7022 1668 | James.Parker@education.vic.gov.au |
| Kerryn Baillie | Technical Leadership Coach | 03 8904 2553 | Kerryn.Baillie@education.vic.gov.au |

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## 2.4 DET Regional Office

You may already know the school’s Regional Planning and Provision Manager (PPM) and Officers. They will partner with schools and the VSBA as you work through the capital works project.

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| Who’s who? |
| Regional Planning and Provision Managers |
| South-Eastern Victoria | Darren Clarke | 03 8904 2559 | Darren.Clarke@education.vic.gov.au |
| South-Western Victoria | Kimberley Bendall | 03 9194 6305 | Kimberley.Bendall@education.vic.gov.au |
| North-Eastern Victoria | Damien Hanwright | 03 7022 1172 | Damien.Hanwright@education.vic.gov.au |
| North-Western Victoria | Jeanette Stubbs | 03 8468 9224 | Jeanette.Stubbs@education.vic.gov.au |

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## 2.5 VSBA Delivery Division

Once the school has finished Phase 1 of the AMP, the main Departmental contact for the project will be the VSBA project officer. Project officers have a professional background in project management, architecture or construction, and a lot of experience with school building projects. The Project Officer will make contact with the Principal after the AMP1 process and start working with the school during the architect appointment.

The project officer is responsible for:

* Leading the process of appointing architects and other industry professionals for the school’s project.
* Managing stakeholders to ensure the time, cost and quality objectives are achieved.
* Providing support, advice and guidance to the school from the beginning of AMP 2 until the conclusion of the defects liability period (approximately a year after the build has finished).
* Ensuring each phase of the project from the start of AMP 2 is managed in accordance with Departmental and the VSBA’s policies and guidelines, and within the allocated budget and timeframe.

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| Who’s who? |
| VSBA Project Delivery Managers |
| North-East Victoria  | Chris Guiney | 7022 0697 | Chris.Guiney@education.vic.gov.au |
| South-East Victoria | Daniel Murambadoro | 7022 2675 | Daniel.Murambadoro@education.vic.gov.au |
| North-West Victoria | Vince Marino | 7022 2678 | Vince.Marino@education.vic.gov.au |
| South-West Victoria | Paul Hilton |  7022 2685 | Paul.Hilton2@education.vic.gov.au |
| North-West / South-West  | Sarah Adams | 7022 2641 | Sarah.Adams2@education.vic.gov.au |
| VSBA Major Projects Managers |
| Major Projects 1 | Anne Vella | 03 7022 1487 | Anne.Vella@education.vic.gov.au  |
| Major Projects 2 | Caitlin Billing | 03 7022 5867 | Caitlin.Billing@education.vic.gov.au |
| Major Projects 3 | Seamus Cale | 03 7022 0554 | Seamus.Cale@education.vic.gov.au |
| Major Projects 4 | Jacob Breitbardt | 03 7022 1484 | Jacob.Breitbardt@education.vic.gov.au |
| Major Projects 5 | Sarah Ambrogio | 03 7022 2635 | Sarah.Ambrogio@education.vic.gov.au  |
| Major Projects 6 | Rosie Spasevska | 03 7022 1281 | Rosie.Spasevska@education.vic.gov.au |

## 2.6 Assurance Provider

The VSBA works with an external consultancy for quality assurance purposes, to ensure that every project is completed to the VSBA’s compliance standards. This is known as the *Capital Program Assurance Services* (CPAS). Each capital works project will have a representative from the CPAS team assigned to it.

To monitor projects, CPAS accesses the VSBA’s project management platform which provides an online document management system for the project. The project management platform also provides the basis for consultants and contractors to be paid. The VSBA pays consultants on completion of milestones, and monthly throughout construction.  The project management platform provides proof that milestones have been reached through images and reporting. Schools also have access to the project management platform and at any stage of the project can log-in to see what’s happening on the project.

CPAS is responsible for:

* Conducting audits of selected projects to assess compliance with VSBA’s standards, policies and procedures;
* Reviewing and advising if projects adhere to the VSBA’s cost and quality objectives;
* Attending key project milestone meetings, known as Project Review and Evaluation Panel (PREP) meetings (held at AMP 2, Schematic Design and Design Development);
* Conducting Post Occupancy Evaluations on selected projects to capture lessons learnt for the VSBA on future school designs
* Provide independent advice and recommendations to the VSBA about the capital programs.

For project management platform assistance see the see Bricks and Mortar participant pack or contact iTWOcx.Support@education.vic.gov.au or IPM.Support@education.vic.gov.au

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## 2.7 Project Manager

In some circumstances, an external project manager may be appointed from private industry to ensure timeframes are met, delays are anticipated, and to provide independent superintendency of the building contract. The appointment of a project manager is at the discretion of the VSBA and will depend on project size, complexity and other considerations. The school will be advised by the VSBA if a project manager is to be appointed to the project.

## 2.8 Architect

Once appointed, the architect, also referred to as the principal design consultant (as they’re responsible for coordinating other designers such as engineers) is responsible for:

* The provision of design and engineering services.
* The preparation of design proposals, documentation, drawings and reports for all planning and documentation phases of the project.
* Ensuring design proposals, documentation, specifications and drawings comply with the applicable acts, regulations and standards including the VSBA’s building standards.
* Providing support to the project officer during the tendering, construction and Defects Liability Period phases of the project.

Where there is no project manager, the architect will perform project management functions to ensure timeframes are met and the project is delivered on budget.

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## 2.9 Project Control Group

The Project Control Group (PCG) is made up of a representative from the school, the VSBA project officer (chair) and a regional representative. The project officer will typically invite the architect to attend PCG meetings, as these meetings often double as planning sessions during the design phases. The architect is required to provide technical advice to the PCG during design and construction. Other attendees will be included on an as needed basis. The role of the PCG is to ensure everybody is on the same page throughout the project. Meetings will be an opportunity to discuss issues. At the beginning of the project the PCG will determine how often meetings should take place (usually monthly) and the method of meeting – some meetings will be in person, some with phone, skype or webex.

# 3.0 Bricks & Mortar Program

*Bricks and Mortar* is a suite of leadership development programs run by the VSBA.

## 3.1 Bricks & Mortar - Capital Works (mandatory for funded schools)

This training module is provided to schools allocated capital or planning funding. Participation is mandatory. Schools are invited to attend the training shortly after the funding announcement.

The training program covers the key elements of Asset Management Planning (phases 1 and 2) to support successful planning for capital works projects i.e. development of AMP Phase 1 planning template, and the role and responsibilities of schools, the region and the VSBA in asset planning and project management.

##  3.2 Bricks & Mortar - Asset Management (open to all school leaders)

This learning and development module is Module 4 of the Victorian Academy of Teaching and Leadership Strategic Management for School Leaders program and is open to all school leaders, but is targeted at principals, business managers, school leadership teams and those aspiring to leadership positions in schools. The training supports principals and leadership teams manage school assets and provides guidance around using school facilities budget effectively.

## 3.3 Bricks & Mortar School Maintenance Program (all schools post RFE)

This training module is for schools that have approved their Condition Assessment Repot (CAR) following a DET managed Rolling Facilities Evaluation (RFE). In this program, schools develop a School Maintenance Plan (SMP) via the DET SMP portal. Schools are required to attend training to build understanding and capability regarding Asset Management and their roles and responsibilities.

The SMP helps schools budget, schedule and manage the maintenance of their buildings and grounds using an online tool. The SMP includes information to support schools to address maintenance issues identified through the RFE. The RFE gives schools comprehensive information about the condition of their assets.

Schools can tailor the plan to their unique school environment. This includes recording and managing maintenance issues outside the scope of the RFE, new maintenance issues that arise during the period of the plan, and updating maintenance schedules and activities as they are completed.

# 4.0 Asset Management Plan

An AMP is a five-year plan for the school’s infrastructure and upgrade needs and it makes sure that capital works projects align with your school’s vision for the future, and the scope defined in the Minister’s letter.

There are two key stages to the AMP, Phase 1 and 2. Phase 1 planning is a school-led process focused on the school’s goals and educational direction and the functional requirements of the school. AMP 2 is a VSBA-led process where an architect is engaged to provide a spatial analysis of the site (master plan) and a schedule of potential future projects that could be delivered over the life of the AMP (subject to future funding).

The AMP involves planning for a particular capital works project, but also seeks to take a longer-term perspective to ensure the benefits of the immediate project are fully achieved over time. It also provides an avenue for the school to best manage its school infrastructure over five years, including:

* Strategic thinking on how to best utilise the school’s infrastructure.
* What can be done to change assets to better support the school’s educational aims
* How can maintenance be better planned to minimise long-term liabilities

We understand that the school may already know what it would like to build using the funding. But, as with all projects, it’s best to take a step back to plan and assess goals, and that’s what the AMP process helps the school do.

The VSBA is also required to ensure capital works funds are used to address buildings in poor condition and those lacking the functionality of a modern classroom and to address any excess space the school may have.

During the first 5 to 10 weeks following the budget announcement, the VSBA and region will guide the school through the first stage of the AMP process. The *Bricks & Mortar* Capital Works program is key to establishing a shared understanding of AMP steps and expectations. The AMP will be developed by school leaders with support from the Region Provision and Planning Manager and Officers, the VSBA Technical Leadership Coaches and in consultation with the school community. If schools have any concerns during AMP 1, they should discuss these with the regional Provision and Planning Manager in the first instance. There is an Issue Resolution process available if difficult issues pertain to project boundaries or information provided to the school (see Section 10).

Schools that receive capital works funding are required to develop a school AMP unless one has been completed recently. Schools who have a recent AMP and Master Plan will be allocated a VSBA Project Officer to work with the school on the next project steps. If the school completed a master plan under Building Futures, this plan can be used to inform the AMP, but the school is required to develop an AMP.

## 4.1 Snapshot of AMP process

There are two phases in the AMP process. Each phase must be approved by the VSBA.

The aim of AMP Phase 1 is for the school community to clarify the educational directions that will contribute to the school’s broader strategic objectives before engaging architects and building contractors.

During or towards the end of AMP 1, an architect will be appointed to develop a master plan, preliminary costings for the funded project and plan future projects. In this phase the school will be able to see what is achievable within its allocated budget.

## 4.2 AMP Phases: identifying what needs to be done

Phase 1 commences when a school attends Bricks and Mortar training for the capital works project. In this phase, the school will work with the school community supported by the Regional Office and a Technical Leadership Coach to:

* Identify Educational Directions and consider how these inform the school Education *Specification*
* Conduct a facilities analysis considering:
	+ Victorian Functionality Matrix (VFM);
	+ Condition (existing condition); and
	+ An excess space strategy (if required) based on the project enrolment number and School Facility Area Schedule (2018)

This Phase will ensure the school’s educational directions will be clearly and concisely stated and consistent with the school’s Strategic Plan.

Phase 1 planning takes a maximum of 10 weeks to complete. This takes into account time required for the school to revise its AMP (if required) based on the VSBA’s feedback. It’s important that the school keeps to the AMP timeline to ensure the project progresses smoothly.

### Approval process for Phase 1

The AMP must first be endorsed by both the school council president and principal. Schools may need to organise a special school council meeting to have the AMP approved in line with the required timelines.

The AMP is then submitted to the Regional Office for endorsement via the online project management system. This confirms that educational directions are consistent with the school’s Strategic Plan, local provision factors and key data inputs like the project enrolment number, facilities area schedules and building condition.

Once the AMP is endorsed by the Regional Office, it is submitted to the VSBA, for final approval.

## 4.3 AMP 2: site master planning

Following approval of AMP Phase 1, site master planning activities can commence as part of AMP 2. The school will do this with the help of an architect. Once the architect has been engaged, the VSBA will convene the PCG who will lead AMP 2, starting with a project kick off meeting. The VSBA, the architect and the school will have a maximum of 11 weeks to complete the AMP 2 process.

AMP 2 helps the school identify and prioritise required building and maintenance works over the following five years, including new and existing spaces to be refurbished, modernised or demolished along with work to maintain, replace or upgrade site infrastructure and critical building elements. This involves detailed site, building and services analysis to assess their condition and adequacy. AMP 2 will result in a clear vision for potential future projects, including the priority project to be delivered within the announced funding allocation.

On completion of AMP 2, it must have the Principal and School Council President’s endorsement. The VSBA then approves the AMP (and leads the process) for implementation through the Project Review Evaluation Panel (PREP). The panel has representation from the school, Region, the architect and the CPAS team.

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| Q&A |
| **How will my school be supported to develop an AMP?***Bricks & Mortar* training sessions provide support for Principals and other school leaders during the AMP and implementation process. This guide should also support schools as they progress through the AMP process.The VSBA’s staff will support schools in the development of their AMP and the ongoing management of school infrastructure, including hands on support from Technical Leadership Coaches and project officers. Regional staff also play a key role in supporting schools through the AMP process. |
| **Will the AMP process be based online?**Yes – the process will be managed through the VSBA’s online project management system. This sytem will be explained in the *Bricks & Mortar* training sessions. |
| **Who can I talk to about this project?** The Regional PPMs and PPOs are the initial point of contact for schools completing an AMP. Technical Leadership Coaches will partner with the PPMs and PPOs. You may also contact the AMP Coordinator on 03 7022 2200 or email amp.coordinator@education.vic.gov.au  |
| **What happens if the Principal is on leave?**If the school Principal is on leave, they should delegate responsibility for the AMP to another individual.  |

# 5.0 Planning

This section provides an overview of the capital works project planning and delivery process. More detail is available in the Project Management Framework, available fonline in the VSBA’s project management system.

## 5.1 Appointing an Architect

The school will be involved in the process to appoint the project architect. The VSBA will prepare a shortlist of architects that are a good fit for the project and the school, which may include architects who have previously worked successfully with the school. School should be aware that given the large number of ongoing capital works projects, project appointments and workload will need to be balanced amongst architects.

During the tender process to appoint the project architect, the VSBA project officer will liaise with the school to organise a school tour. The objective of the tour is to provide architects an opportunity to visualise the school grounds and features.

When it comes to the formal interview, the interview panel will be comprised of the school principal, a regional representative, and the VSBA project officer. The school may decide to invite a representative of the school council or a senior member of staff as an observer to the process.

After all architects have been interviewed the panel will make a recommendation. The VSBA will then appoint the architect, taking into consideration the panel recommendations. The VSBA will provide an update on the appointment to the Minister for Education for her information.

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## 5.2 Start up meeting

Once the architect has been appointed, the school will be invited to a project kick off meeting with the regional office, VSBA project officer, CPAS representative and architect. This meeting is to introduce the team and the project, and inform the school of the next steps.

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## 5.3 Understanding the capital works budget

### Budget breakdown

Capital works funding must cover all costs associated with the building project, including professional fees, all building-related costs, the supply of building/s for decanting requirements, and a project contingency.

A standard budget breakdown looks *approximately* like:

* 65 - 70% - construction, including site specific costs, external services and landscaping
* 18% - architects and specialist consultants
* 5% - VSBA project management and communications (PAMA fees)
* 5 - 10% - project contingencies
* 2% - furniture, equipment and ICT

Asbestos will also be removed as part of the school’s capital works. Asbestos must be removed if it is found within the capital works construction zone, and removal is paid for by the project budget, including by the project contingency.

### Additional funding allocations

As a general rule, the capital funding that has been allocated to the school is the total budget. However, some schools may be completing one stage of a multi-stage master plan.

Schools’ infrastructure needs have been considered through the State Budget process and are used to determine current and future priorities for the capital works program. The ongoing challenge for the Government is to responsibly balance and prioritise the needs of over 1,570 government schools in Victoria, all in varying condition.

### Project funDing and project milestones:

* If a project capital allocation is above $200,000 then the VSBA pays consultants and contractors directly upon completion of project milestones or monthly during the construction phase.
* If a project is $200,000 or less, and the school elects to lead the project, funding is provided to the school based on project milestones, and the school pays the consultants and contractors.

### Project contingencies

The project contingency is typically 5-10% of the total project budget (dependant on site risks). It is used to address factors such as additional asbestos removal, unforeseen site costs such as latent conditions and project overruns.

The VSBA will manage the contingency fund as a part of the school’s capital works project.

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| Q&A |
| **Can we manage the project ourselves? Does the VSBA need to be involved? How involved can we be with this project?**Schools can choose to lead projects with a capital value of less than $200,000. If the capital value exceeds the $200,000 threshold, the project will be managed by the VSBA in consultation with the school.  |
| **Will the project budget be used to cover project management fees?**Yes – all project management fees must be paid within the allocated project budget.  |
| **Do we need a project officer?** Yes – a project officer is required on all projects. Their role is to manage the budget, the project schedule, and the scope of works and any legislative, probity and procurement requirements of the project. |
| **Can we choose our own architect/building contractor? A member of our school council is an architect; can we use them?**No – all architects and building contractors must be sourced in a competitively tendered environment, as per the Government policy. In addition, the architects and building contractors must also be on the Construction Supplier Register administered by the Department of Treasury and Finance (DTF). The VSBA is required to ensure that all consultant and contractor engagements are conducted in accordance with government procurement requirements, including declaring and managing conflicts of interest. Engaging a member of the school council or school community presents a conflict of interest and is not permitted. |
| **What committees do I need to set up?**Schools do not need to set up any committees. The VSBA will manage this on a case-by-case basis. |
| **Can our project’s scope change?** Generally no – the scope of the project cannot change from what was agreed in the AMP process and nominated in the Minister’s letter and Fact Sheet. In instances where the scope needs to change as a result of a change in requirements, the VSBA will consider scope changes on a case-by-case basis. |

# 6.0 Design

Once the architect is on board, they will take the PCG through a number of stages of design. This could be from sketches and floor plans, up to detailed instructions and documentation for the builders.

Architects will take an active role in consulting with the school community. If additional support is required, you may invite the architect to a class, staff workshop, school council, student leadership meeting, an assembly or parents’ event to share their ideas and ask for input/feedback.

Schools must ensure that they consult with the VSBA project officer before showing approved plans to the school community for feedback. Some schools post them on school noticeboards or on social media. These must be approved plans, to ensure that they are feasible. The VSBA may use the plans online via social media and on the VSBA school building projects website, <http://www.schoolbuildings.vic.gov.au/pages/home.aspx>

## 6.1 Design development stages

Following the completion of AMP 2, there are three planning stages involved with a project’s design development. These are:

**Schematic Design -** This stage focuses on the funded project and expands on its initial consideration as part of the Spatial Analysis Plan (Master plan) in the approved AMP 2. This stage will help the school develop space and floor plans, and a Cost Plan B estimate. The PCG works with the architect to develop the design of the buildings and facilities and must reconcile with the budget and scope of works approved in AMP 2.

**Design Development -** This stage relies on the approval of the Schematic Design stage. It focuses on details like materials and finishes, elevations and sections, the landscape plan, engineering, electrical and structural parts of a project. The PCG will work with the architect to refine the Schematic Design proposals and develop detailed designs of the proposed buildings and facilities. The architect will prepare a Design Development Report which needs to be endorsed by the school and approved by the VSBA to progress to tender documentation. Once the Design Development report is approved, it is not subject to any further changes.

**Tender Documentation -** The architect will develop detailed documentation fit for the invititation to tender from building contractors. The tender documentation needs to meet acceptable industry standards and be sufficiently detailed to assure the VSBA that the project can be constructed and commissioned within the approved budget. The architect will then submit a Tender Documentation Report. Unlike Schematic Design, and Design Development, there is no PREP meeting for this Tender Documentation stage.

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| Q&A |
| **Can we replace relocatable classrooms with permanent buildings?** Relocatable buildings can be replaced with permanent buildings to the extent that the school’s area allocation indicates a shortfall of permanent space, and where project parameters allow (e.g. project budget). Refer also to the School Facilities Area Schedule for further information. |

# 7.0 Tendering and construction

## 7.1 Tender process to appoint a builder

There are procedures to help ensure the appointment of the project builder is transparent, fair and auditable. The VSBA will engage with the market to develop a list of builders to be invited to tender for the school’s project. All building contractors invited to tender must be registered as commercial builders with the Construction Supplier Register (CSR) and be pre-qualified to a project value equal to or greater than the anticipated contract value.

The architect (or project manager, if one is appointed) will manage the tender process and will be responsible for issuing tender documentation, responding to queries, issuing clarifications or addenda, and receiving tender submissions. They will then assess the tenders in partnership with the VSBA and submit a Tender Evaluation Report to the CPAS team.

## 7.2 Construction

The project site is handed over to the winning tenderer no later than 14 days after the date shown on the tender Letter of Acceptance or Contract. The building contractor is now responsible for the management of the site, however the architect (or project manager, if appointed) will act as the superintendent – like an independent umpire - of the contract.

During this stage, the project officer will establish protocols and day-to-day communication between the building contractor and the school to ensure the impact on the school’s day to day operations are minimised. The building contractor will spend between one week and one month preparing the site for construction.

Construction will begin when the building contractor has prepared the site and is ready to commence. The duration of construction will depend on the tendered and contractually agreed building program and may change as a result of site conditions, weather, availability of materials, etc.

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| Communication ideasConstruction is a great time to communicate the progress of the project to the school community. Think about using the school website or school social media accounts, e.g. Facebook, to update the school community on how building works are progressing; report on upcoming events and milestones, share design drawings, site photos and videos. The school can also encourage students to maintain a blog of building progress and include pictures and videos. This is a great opportunity to present a cohesive story of the building works and help students practice writing and investigative skills. Students could also create time lapse videos of construction works using easy to download apps. |

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| Q&A |
| **Do I have to go through the VSBA Project Officer or can I go directly to the building contractor if I have concerns?**The VSBA project officer manages all instructions or directions to the design team and building contractor on the school’s behalf so that the cost, time and/or quality of the project isn’t compromised. The project officer is there to support the school, so please make use of them. If there is an immediate health and safety risk e.g. burst water pipe or over-flowing toilets, please contact the building contractor directly, however the school must notify the project officer as soon as possible. If the school has concerns, they should contact the VSBA Project Delivery Manager (Refer Section 2.5 for contact details) |

# 8.0 Practical completion

## 8.1 Certificate of Practical Completion

The architect (or project manager) will issue a Certificate of Practical Completion when construction has finished. At this stage, the school will inspect works with the project officer and the building contractor to make sure the works have been completed in accordance with the drawings and minor defects (if any) that can be addressed during the Defects Liability Period, are noted. Works also need to be inspected by the relevant Building Surveyor and a Certificate of Occupancy or Certificate of Final Inspection will be issued.

## 8.2 Handover

The site will then be handed over to the school so the buildings and facilities can be used by the school community. Principals will receive the operating manuals and service books for all the new equipment in their school buildings.

## 8.3 Defects Liability Period

The date listed on the Certificate of Practical Completion becomes the commencement date for the Defects Liability Period. At this point, the VSBA project officer will work with the architect and building contractor to ensure any defects get fixed. The Defects Liability Period generally lasts for 12 months for new construction and six months for minor refurbishment works. A Final Certificate will be issued when the superintendent is satisfied that the contractor has completed their obligations to fix any defects over the preceeding liability period.

# 9.0 Post project completion

## 9.1 Communicating the completed project to community

Once construction is completed the school can get creative about making the new building or facility its own. The school can use the following activities as an opportunity to make moving in fun:

- A tree planting day

- Community open day to ‘show case’ the new facilities

- Naming competition for the new building/ facility

- Community art project, for example, creating a mural or sculpture

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| **Q&A** |
| **Can we show students and parents the new building or facility when the building contractors have finished works?**Yes of course, as long as the Certificate of Occupancy or Certificate of Final Inspection has been issued and the superintendent has conducted a thorough defects inspection. Please contact the project officer if you have any questions or concerns. |

## 9.2 Ongoing Maintenance

The AMP helps schools to prioritise, plan and schedule potential future building projects, maintenance and other works for the school.

Following the development of the AMP, schools that have been through the RFE should use this information to update their School Maintenance Plan (SMP).

All schools are required to develop a five-year SMP following their RFE. When schools have finalised their plan, it must be submitted to the VSBA for endorsement at the start of the five-year period of the plan. If the school has not yet developed its SMP, it will be supported by the VSBA to develop one following the school’s condition assessment through the RFE.

# 10.0 Issue Resolution

The VSBA provides an Issue Resolution Process to schools where there are discrepancies in information or advice throughout an Asset Management Plan (AMP). It is important that schools have access to a mechanism to raise and resolve key issues that affect a capital works project.

The Issue Resolution Process can be initiated by a school in the following circumstances:

1. There is a discrepancy in data or information supplied to a school in relation to the project boundaries (project budget, project scope, area allocation, project enrolment number, excess space);
2. There is a discrepancy between the process being followed and the process outlined in the VSBA’s communications or documentation;
3. The school or region has received conflicting advice about a discrepancy when requesting clarification.

**The table below outlines the steps for the Issue Resolution Process**

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| **Step** | **Action** |
| 1 | The school contacts the regional PPM for formal advice on whether the dispute is eligible for escalation. The school is required to outline the issue, the desired outcomes and the rationale for the change (evidence).It is up to the PPM in the first instance to determine whether the dispute is eligible.The AMP Coordinator can assist if the matter is a point of clarification. |
| 2 | If the dispute is supported by the Region, a formal submission to the AMP Coordinator in the School Asset Leadership Unit must be made by the PPM on behalf of the school via email amp.coordinator@education.vic.gov.au.The submission must be made using the Issue Resolution submission template form for use by regional offices. |
| 3 | An assessment of the submission will be made by the AMP Coordinator, and Manager School Evaluation and Planning Unit, and  |
| 4 | Following the consideration of the VSBA Director Asset Planning, all affected parties will be advised in writing of the outcome of the dispute.The Director Asset Planning has final decision making powers in the Issue Resolution Process. Once the Director Asset Planning makes a decision, it is final and with no possibility of further escalation. |