Regional Services Group
New Starter Welcome Kit
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Welcome to the Regional Services Group (RSG). As a member of the RSG workforce, you will play a critical role in supporting our schools and early childhood services to deliver quality education services and improved learning outcomes for children and young people and help make Victoria the Education State.

In RSG we support the vision of the Education State across the Early Childhood and Schools sectors.

Our four central Divisions, four regions and 17 Areas make up a large workforce of over 2,500 staff located in offices right across the state. A new operating model was introduced in March 2016 to define how we work as a Group. The operating model Learning Places: Partnering for Better Outcomes was an intentional title for this new operating model.

Learning – to be an organisation that is focussed not only on delivering quality education but on being a learning organisation.

Places – to take a place-based approach to service delivery, taking into account the circumstances of each community and ensuring equity across the system.

Partnering – to build strong partnerships across and beyond our system to build powerful learning communities.

Better outcomes – to relentlessly focus on lifting outcomes for every child and young person in our system.

The place-based approach puts local Areas at the centre of service delivery through multi-disciplinary teams.

The Area model and multi-disciplinary teams means that we are better positioned to identify and respond to local issues and needs, and engage closely with local governance arrangements. Our Divisions in the central office work collaboratively with regions to develop and deliver the support and resources required for our place based teams, schools and early childhood services.

The State government’s record investment in early childhood with the release of the Education State Early Childhood Reform: Ready for kinder, ready for school, ready for life in 2017, will strengthen this place-based and partnership approach. It outlines the Victorian Government’s vision for the early years. This plan will deliver systemic change, targeted at supporting the children who need it most and RSG will play a critical role in implementation of the plan.

These reforms will see a significantly expanded early childhood role across RSG in regions over time, to work with kindergarten services to identify educational and quality improvements, and to plan the best way to use funded providers as part of the school readiness program.

Our school support workforces across central and regional RSG will continue to work with schools on the delivery and implementation of our key Education State initiatives, supporting our schools to improve outcomes in the classroom.

As a new RSG employee, you join a large Group of passionate people committed to improving outcomes for children and young people – our strength is in our people. In this welcome kit you will find information on our leadership and culture and key parts of RSG. These resources are a great introduction to the work that we do but I would encourage you to engage in regular conversations with colleagues and stakeholders and build and strengthen relationships through your daily interactions. It is through strengthening our relationships that we join up our work to deliver on the Education State vision.

Welcome to RSG and I look forward to meeting you soon.

Bruce Armstrong
ABOUT

The Regional Services Group (RSG) is the corporate face of the Department across Victoria. Successful outcomes for children and young people are at the centre of everything we do.

There are four Regional and 17 Area teams in locations throughout the state. The multi-disciplinary Area teams lead our place-based approach to service delivery and are responsible for managing this delivery through our schools and early childhood providers in local communities right across Victoria.

RSG provides an interface between the Department’s central office and our service providers, ensuring that policy intent and outcomes are delivered on the ground.

RSG promotes and supports partnerships across our system, regional early childhood services, schools and other education providers to deliver high-quality services and outcomes.

RSG has a strong focus on driving operational performance, accountability, workforce leadership and policy implementation.

Regional Services Group responsibilities

- service delivery including performance, contract management, funding delivery and acquittal
- program implementation including detailed implementation planning and delivery
- local Area engagement, advice, support and partnerships
- supporting strong regional partnerships with early childhood services, schools and other education providers to deliver high-quality services and outcomes with a 0-18 focus
- workforce capability development, professional practice leadership and delivery
- emergency management including critical incident response.

The regional model

The regional model supports our regions to:

- connect between central government policy and the delivery of high quality services to Victorians
- drive outcomes across all stages of learning through expert advice and support
- connect with families, service providers, schools and communities
- lead, collaborate and partner at a local level to overcome social and economic challenges facing our communities, towns and cities
- deliver health, wellbeing and support services to children, young people and their families to assist them in their learning and development
- improve connectedness and transitions between important points in a child’s life - such as between early childhood, kindergarten, school and tertiary education
- assist and support children and young people who are vulnerable, disengaged, and those with disabilities or challenging behaviour.
- enable complex issues to be addressed through more targeted, integrated and coordinated responses.

RSG Leadership and Culture

STRATEGIC OVERVIEW

The four regions are each led by a Regional Director, and each multi-disciplinary Area team is led by an Area Regional Director. Two Divisions within each region ensure a focus on school improvement and Early Childhood and school support, and led by an Executive Director.

The four Central Divisions are led by Executive Directors, and report to the Assistant Deputy Secretary and Deputy Secretary.

The Strategic Implementation Office provides governance support for RSG Governance Framework forums, as well as strategic implementation oversight and decision-making.

This Office also leads the implementation and delivery of the newly established School Delivery Unit (SDU), which coordinates and streamlines the Department’s engagement with schools, and prioritises reforms to be implemented in 2018. The SDU reports directly to the Assistant Deputy Secretary, Strategic Implementation.
The diagram below sets out our common purpose and describes the 6 main roles that staff in Area, regional and central teams actively engage in:

- **Strengthen implementation expertise**: champion the *Education State* reform agenda through actively planning implementation and supporting collaborative practice across early childhood services, schools and higher education providers

- **Build workforce capability**: lifting the quality of teaching, learning and leadership via capability building and trialing workforce reform strategies, developing system leadership, engaging in continuous practice improvement, and creating a culture of collaboration and learning together

- **Facilitate and connect**: service delivery - ensuring the Department’s policies, strategies and key directions are delivered as high quality services to all Victorians

- **Improve performance**: across the system, with particular focus on using evidence to assist schools and early childhood services to lift practice, and supporting children and young people who are vulnerable or disengaged

- **Create impactful partnerships**: across Victoria’s education system to ensure high-quality services and improve connectedness and transitions between important points in a child’s life - such as between early childhood, school and higher education

- **Lead excellence in learning**: through sharing teaching and learning expertise, and building system leadership based on international best practice.

*Fig. 2.1 RSG Roles and Working Principles*
DIVISIONS WITHIN RSG

There are four divisions within Central RSG that provide the connection between regions and the rest of the Department. They act as an interface, providing support for regional service delivery and policy implementation. The four central RSG divisions are:

- **Professional Practice and Leadership Division** (Bastow Institute of Educational Leadership; Inclusive Education Professional Practice Branch; Professional Practice and Workforces Reform Branch; Principal in Residence; Family Violence Practice Branch)
- **Security and Emergency Management Division** (Emergency Management and Security Branch; Preparedness Risk and Resilience Unit; Student Incident and Recovery Unit; Security Services Unit; School Security Unit; Capability and Response Unit)
- **Performance Division** (Improvement and Accountability Branch; Accelerated Performance Branch; Early Childhood Implementation Branch)
- **Group Planning, Coordination and Operations** (Planning, Delivery and Engagement Branch; Group Coordination and Operations Branch)

The School Delivery Unit also sits within central RSG with responsibility for ensuring effective and timely school engagement and communications across the Department.
Regions

Regions provide an interface between Government, the Department’s central office and our schools and service providers, ensuring that learners move seamlessly through our education system and that improved outcomes for all Victorians and ambitious Education State targets are realised. Specifically, Regions are responsible for:

- facilitating statewide, consistent implementation of services and support
- developing workforce practices
- performance monitoring and reporting
- contract management, funding delivery and acquittal
- leading professional practice and service coordination across Areas relating to:
  - early childhood and school services and support
  - 0-18 health, wellbeing and engagement support
  - financial management, operations and emergency management
  - school improvement, provision and planning and transitions.

Regions also have a role in ensuring that teams in ‘the centre’ are aware when programs are not working as intended. Each region has a School Improvement Division and an Early Childhood and School Support Division which provide Region-wide expertise in school improvement and early childhood working in matrix relationships with area based teams to support local interventions, practice and implementation.

The 17 Areas provide a deeper understanding of the trends and issues of local communities. Their input into policy and program development is pivotal in ensuring that new initiatives ‘hit the ground running’ and that the time required for implementation of these new initiatives is as short as possible. At a local level, Areas are responsible for driving child and learner outcomes across all services and programs by:

- facilitating a community-wide approach to the integration of the 0-18 education and early childhood system at the Area level
- being the primary point of contact for services and the local community
- building the skills and capability of the professional workforce
- providing system leadership across their domains of responsibility
- working closely with government schools to drive strong school improvement and student outcomes
- leveraging government and community resources to achieve common 0-18 education and early childhood outcomes
- directly providing services to support the health and wellbeing of children and young people, particularly the vulnerable, to enable them to learn and develop to their full potential
- facilitating local networks, relationships and partnerships and encouraging collective responsibility for all learners in the Area
- facilitating multi-disciplinary teams to provide:
  - place-based and joined up approach to child and learner outcomes
  - expert advice and support to schools and services on complex issues.
Fig. 2.3 Map of DET Regions and Areas
REGIONAL ORGANISATIONAL STRUCTURE

The regional model established 17 Areas within four regions. These areas are aligned with the current local government area boundaries and the Department of Health and Human Services (DHHS) regional and area structure.

**North Eastern Victoria Region**

![Photo of Judy Rose]

The North Eastern Victoria Region, under the leadership of Regional Director, Judy Rose, encompasses an Early Childhood and School Support Division, a School Improvement Division and four Area Divisions (Goulburn, Ovens Murray, Inner Eastern Melbourne and Outer Eastern Melbourne) aligned to the current local government areas and Department of Health and Human Services (DHHS) regional and area structure.

To view NEVR’s organisational chart, see: North Eastern Victoria Region

**North Western Victoria Region**

![Photo of Jeanette Nagorcka]

The North Western Victoria Region, under the leadership of Regional Director, Jeanette Nagorcka, encompasses an Early Childhood and School Support Division, a School Improvement Division and four Area Divisions (Mallee, Loddon Campaspe, Hume Moreland and North Eastern Melbourne) aligned to the current local government areas and Department of Health and Human Services (DHHS) regional and area structure.

To view NWVR’s organisational chart, see: North Western Victoria Region

**South Eastern Victoria Region**

![Photo of Stephen Gnieel]

The South Eastern Victoria Region, under the leadership of Regional Director, Stephen Gnieel, encompasses an Early Childhood and School Support Division, a School Improvement Division and four Area Divisions (Southern Melbourne, Bayside Peninsula, Inner Gippsland and Outer Gippsland) aligned to the current local government areas and Department of Health and Human Services (DHHS) regional and area structure.

To view SEVR’s organisational chart, see: South Eastern Victoria Region

**South Western Victoria Region**

![Photo of Stephen Fraser]

The South Western Victoria Region, under the leadership of Acting Regional Director Stephen Fraser, encompasses five Area Divisions (Central Highlands, Barwon, Western Melbourne, Brimbank Melton and Wimmera South West), aligned to the current local government areas and Department of Health and Human Services (DHHS) regional and area structure, and two Divisions: Early Childhood and School Support Division and School Improvement Division.

To view SWVR’s organisational chart, see: South Western Victoria Region
Strategic Implementation

ABOUT

Strategic Implementation was established in May 2017 after a realignment of teams across central RSG to sharpen the Department’s focus on the implementation of the Education State reforms.

Under the leadership of Kim Little, Assistant Deputy Secretary RSG, the Office provides senior leadership, secretariat support and oversight of these RSG Central divisions:

- Group Planning, Coordination and Operations Division
- Performance Division
- School Delivery Unit

The Strategic Implementation office provides governance support for RSG Governance Framework forums, as well as strategic implementation oversight and decision-making.

The Office of the Assistant Deputy Secretary also leads the implementation and delivery of the newly established School Delivery Unit, which coordinates and streamlines the Department’s engagement with schools, and prioritises reforms to be implemented in 2018. This unit reports directly to the Assistant Deputy Secretary and a School Implementation Control Board that represents multiple Groups across the Department, and is informed by an external stakeholder reference group.

The School Delivery Unit operates alongside the Group Coordination, Planning and Operations Division to ensure that all regional delivery and planning is aligned to the prioritisation schedule.

STRUCTURE

![Diagram of organisational structure]

Assistant Deputy Secretary, Strategic Implementation

Group Planning, Coordination and Operations Division

Performance Division

School Delivery Unit
Performance Division

ABOUT
The Performance Division drives performance improvement and accountability through the Regional Performance Framework, priority reviews and interventions, contract management, innovation and engagement to improve performance of the system and drive improved learning and development outcomes for children and young people across all services.

STRUCTURE
Group Planning, Coordination and Operations Division

ABOUT

The Group Planning, Coordination and Operations Division plays a key role as the interface between central policy and program design and operations, feeding back insight and advice.

The Division drives delivery of intended outcomes through implementation planning and project management support to Regions.

STRUCTURE
Professional Practice and Leadership Division

ABOUT

**Professional Practice Leadership Division**: provides policy leadership to the school education sector, supporting the improvement of practice quality for all educators and providers. Its primary roles are to:

- shape the quality of the school workforce through the design of policies and strategies
- design approaches to professional learning and development that ensure schools have highly capable leaders, teachers and support staff members
- commission and monitor the effective and efficient delivery of services for the whole of Victoria.

STRUCTURE
Security and Emergency Management Division

ABOUT

The Security and Emergency Management Division has DET portfolio-wide responsibility for emergency management (early childhood, schools and higher education), including prevention, preparedness, response and recovery as defined under the Department’s Emergency Management Framework.

The Division develops and implements policies and resources to assist regions, schools and early childhood services to prepare for, respond to and recover from emergencies. It provides specialist advice to schools about critical incidents, including incidents of sexual harm. The Division coordinates statewide response and recovery from emergencies and represents the Department on state emergency management governance groups to ensure departmental plans and actions are integrated seamlessly across whole-of-government emergency management.

The Division:

- provides support and advice to regions and schools, including supporting regions through high-level advice around critical incidents that have the capacity to impact on schools or a region
- develops emergency management policy and tools, and develops and delivers emergency management training
- activates an Incident Management Team to coordinate Department response to significant emergencies (e.g. bomb threats)
- represents the Department at the State Crisis and Resilience Council and at the State Emergency Management Team meetings.

The emergency management functions of the Division include:

- operations across all sectors
- Incident Management Team secretariat
- regional support and coordination
- interagency liaison
- training
- communications content
- psychosocial response
- review of incident reporting
- Bushfire at Risk register
- Student Incident and Recovery Unit

SCHOOL SECURITY UNIT (SSU)

Following an emergency, schools should contact the Security Services Unit for support. The unit also offers advice on how to manage security risks.

Its officers are responsible for:

- crime prevention
- closed circuit television (CCTV)
- security management
- security alarm system design, installation and maintenance.

The Unit can assist schools and regional offices by:

- providing a single service where schools can report emergencies and other reportable incidents, including criminal and unwanted activities
- providing and maintaining intruder detection systems and alarm monitoring services
- advising and assisting schools about security-related matters.

The School Security Unit is available by phone 24 hours a day, at: (03) 9603 7999.
SECURITY AND EMERGENCY MANAGEMENT DIVISION STRUCTURE

Security and Emergency Management Division
Executive Director

- Preparedness Risk and Resilience Unit
- Student Incident and Recovery Unit
- Protective Schools Package Project
  - Director
  - Security Services Unit
  - Capability and Response Unit
Further Information

For further information, advice or assistance on any matters related to RSG:

- access the RSG homepage on the Intranet. See: [RSG homepage](#)
- for communication and engagement planning and/or content for RSG News and regional school and corporate newsletters, contact the RSG Group Communications and Engagement Unit (GCEU) via email at: [regional.services@edumail.vic.gov.au](mailto:regional.services@edumail.vic.gov.au)
- access the [RSG Governance Schedule](#), [High-level Schools Planner](#) and [Principal Key Dates](#), or email: [regional.services@edumail.vic.gov.au](mailto:regional.services@edumail.vic.gov.au).

School Delivery Unit (SDU)

All proposed engagements with more than one school must go through the School Delivery Unit. The GCEU can help with communications planning advice.

- Process flow:
  - Submit the self-assessment tool to the School Delivery Unit: see: [School Engagement Self-Assessment Template](#)
  - RSG GCEU and the PESG Communications Division implement communications once the submission has been endorsed.
- For more information about the School Delivery Unit, see: [School Engagement and Communication](#)
- The SDU can be contacted at: [school.delivery@edumail.vic.gov.au](mailto:school.delivery@edumail.vic.gov.au).

SouRCE

SouRCE is a knowledge base available within the Department’s intranet, accessible to all Departmental staff including principals and school staff. It contains overview information, frequently asked questions, key resources and contacts for the services that the Department offers.

Staff are encouraged to update their contact details in SouRCE, which is managed by the Contact Management team.

For more information, see: [Service Referral Catalogue (SouRCE)](#).