Australian Government Nation Building ECONOMIC STIMULUS PLAN

BUILDING THE EDUCATION REVOLUTION

PROGRAM IMPLEMENTATION PLAN

FOR

QUEENSLAND STATE SCHOOLS

DOCUMENT INFORMATION

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DOCUMENT APPROVAL

Name	Signature	Date
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BACKGROUND

ABOUT THIS DOCUMENT

This document provides an outline of the program implementation methodology being using by the Department of Education and Training (DET) to implement the Australian Government's Building the Education Revolution program (BER) in Queensland state schools.

INTEGRATION MANAGEMENT

The Program Implementation Plan is an overarching plan for the BER program, and should be read in conjunction with BER specific plans for:

- Procurement
- Communication and
- Risk Management.

This document should also be read in conjunction with the Australian Government's BER guidelines located at:

http://www.deewr.gov.au/Schooling/BuildingTheEducationRevolution/

Readers are advised to refer to the latest information on BER in Queensland state schools on the DET BER's website located at:

http://education.qld.gov.au/infrastructure/strategy/ber/

DET'S APPROACH

DET has a history of delivering on large capital works programs for schools in Queensland state schools. The BER program builds on that history of successful delivery.

This BER Program Implementation Plan's structure has been adapted from knowledge areas of PMBOK – the Project Management Body of Knowledge. PMBOK outlines a number of knowledge areas for both project and program management - Attachment 1.

Program Management is the centralised, coordinated management of a program to achieve the program's strategic objectives and benefits.

It involves aligning multiple projects to achieve the program goals and allows for optimised or integrated cost, schedule and effort - Project Management Institute.

PROGRAM OUTLINE

PROGRAM ELEMENTS

On 3 February 2009, the Australian Government announced an economic stimulus package which included $14.7b to enhance facilities at schools called Building the Education Revolution (BER).

Of this, Queensland State Schools are expected to be allocated a total of $2.1billion.

BER consists of three elements as follows:

1. *Primary Schools for the 21st Century (P21)* - to build or refurbish large scale infrastructure in primary schools, P-12s and special schools, including libraries, halls, indoor sporting centres or other multipurpose facilities.
2. *Science and Language Centres for 21st Century for Secondary Schools* –a bid based process to build science laboratories or language learning centres in secondary schools.
3. *National School Pride* - to refurbish and renew existing infrastructure and build minor infrastructure in all schools.

PROGRAM OBJECTIVES

Through the BER, the Australian Government aims to:

1. Provide economic stimulus through the rapid construction and refurbishment of school infrastructure.

2. Build learning environments to help children, families and communities participate in activities that will support achievement, develop learning potential and bring communities together.

PROGRAM TIMELINES

To ensure that the BER has the greatest impact on job support, it is essential that construction on as many projects as possible commences rapidly. Projects which are unable to demonstrate their ability to be completed within the specified timeframe will not be funded.

Commencement of a project is defined for the purposes of BER as the undertaking of any action, post any design phase, which incurs an expense covered by BER funding for that project.

PROGRAM FUNDING

Funding allocations to each state, territory and BGA are calculated on the basis of enrolment numbers. The data used to calculate enrolment numbers will be the full-time equivalents (FTE) as of February 2009 census data as collected by DEEWR as part of this Program.

The Australian Government outlines certain eligibility criteria that must be met before funding will be considered.

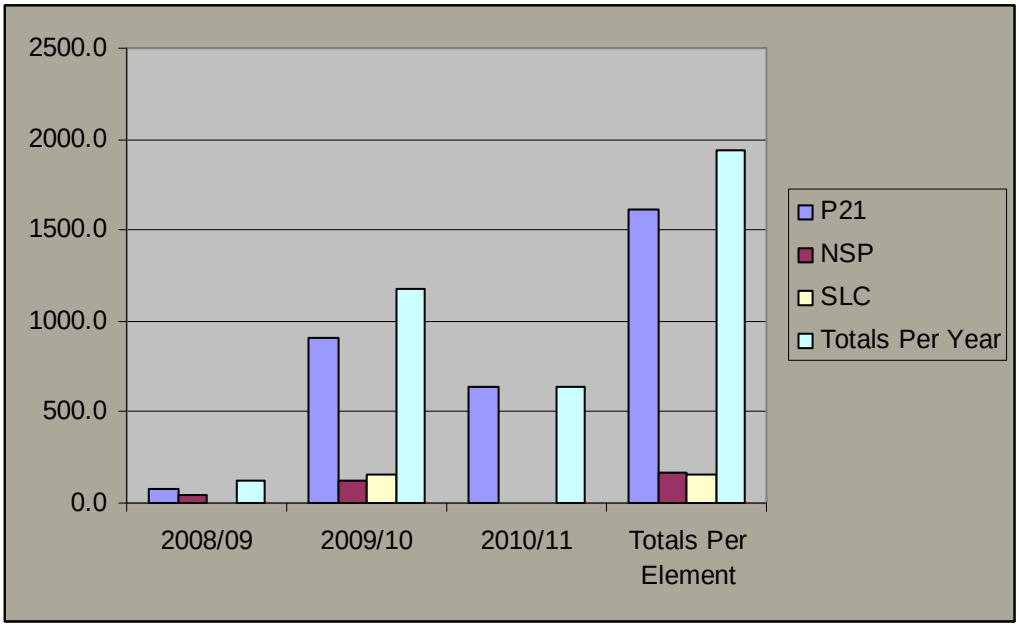
Funding is outlined in formal bilateral agreements between the state and the Australian Government. Funding is still subject to change following finalisation of bilateral agreements with the Australian Government. Table 1 details the BER funding.

Table 1

BER Funding at 17 July 2009 (in millions)

Element	2008/09	2009/10	2010/11	Totals Per Element
P21	78.3	906.8	634.5	1,619.6
NSP	49.8	118.1	0.0	167.9
SLC	0.0	157.6	0.0	157.6
Totals Per Year	**128.1**	**1182.5**	**634.5**	**1,945.1**

Notes
Inclusive of administration
P21 expected to increase by approximately $190million



PROGRAM FORMULATION AND PRIORITIES

INITIAL PROGRAM FORMULATION

A decision was taken to manage the BER program centrally to ensure schools maintained their focus on teaching and learning outcomes. In addition, recent minor works managed by schools under the state's School Community Development Fund, saw a large number of schools not meet deadlines and have difficulty in finding local contractors.

Following the announcement of the BER funding on 3 February 2009, DET immediately formed a response team from its Infrastructure Services Division and Regional Facilities teams to formulate a program.

The major program formulation effort was focussed on the P21 element of BER (83% of funding), given SLC would be bid based and NSP was small scale minor works to all schools.

Following verbal agreement with the Australian Government's Department of Education, Employment and Workplace Relations (DEEWR), DET commenced program formulation. At this time the DEEWR BER Guidelines were in draft format.

To support teaching and learning outcomes through the formulation of the BER program and to achieve an equitable distribution of capital works resources, DET utilised four essential criteria for formulation as it had done in past programs. These four essential citeria were:

1. Allocations made on a needs basis
2. Allocations adjusted to reflect variable building prices across the state (locality allowance)
3. Allocations adjusted to accommodate the value of money over time
4. Allocations adjusted to accommodate areas of economic and social disadvantage

Using these four criteria and applying them to the BER Guidelines and priorities, DET developed a full state-wide program. This program saw schools with facilities such as halls, receiving much less than those without; rural, remote and provincial areas receiving proportionally more than South East Queensland; those in later years of the program receiving the same funding as those at the start and areas of disadvantage receiving more than their more advantaged counterparts. A project and program contingency were incorporated to effectively manage the program.

State-wide initiatives that support teaching, learning and communities were also incorporated into the BER program, including:

- Learning for life centres incorporated into halls as a part of the most disadvantaged Believe Achieve Succeed schools
- Additional funding and more flexible priorities in Indigenous schools to accommodate local school community needs.
- Science and innovation centres in libraries to support STEM - Science Technology Engineering Maths in primary schools
- Upgrades to some halls across high risk areas to provide shelters following natural disasters.

A full state-wide BER program was developed over the weekend of the 7th and 8th of February, with the Minister reviewing and approving the program late on the 8th of February. The Premier was provided the program on the 9th of February.

DET then commenced implementation of the program, including consultation with schools. A number of schools received conflicting advice from Federal MPs that they would get an equal share of funding, regardless of DET's program formulation.

The release of the approved BER Guidelines on 24 February saw DEEWR significantly reduce flexibility in program formulation. The new guidelines offered no support for a needs basis and adjustments for locality, disadvantage and funds over time. DET was placed in a an untenable position, so much so that it revoked the BER program it had commenced implementing and started again. The new program provided equal funding to all schools according to the BER Guidelines.

PROGRAM FORMULTION

The new program formulation followed the BER Guidelines. A key change saw the program level contingency removed and design standards modified to accommodate varying project budgets. The program became budget driven, a guarantee only of the amount of funding provided to each school, but no guarantee of a standard provision of facilities, with each school having to allow for its own scope and contingencies.

For the P21 element, the major funding within the program, the Commonwealth outlined five priorities (in priority order):

1. New libraries
2. New multi-purpose halls
3. New other buildings
4. Refurbishment of buildings
5. Early Childhood Centres

DET provided options for schools to incorporate learning for life centres in halls and science and innovation centres in libraries from its initial program.

DET utilises a minimum standard for libraries which requires schools to demonstrate they have the appropriate floor area and functionality before they address the second priority of multi-purpose halls. The area and functionality of the library can be located in multiple facilities across the school site.

A range of design templates for libraries and multi-purpose halls have been developed based upon new school standards and are used as a starting point for discussion with the school and Parents and Citizens association. Community use of facilities provided under the P21 element is an important feature that school and Parents and Citizens association must agree with to receive the Australian Government funding.

GOVERNANCE MANANGEMENT

STRUCTURES

There are three key governance structures in place to oversee BER.

BER Ministerial Advisory Committee – established to improve communication, clarify responsibilities to ensure successful outcomes and maximise collaboration across educational and building industry stakeholders. The committee is chaired by the Minister and occurs as strategic issues require broad consideration and advice by a wider stakeholder group.

BER Senior Officers Steering Committee – established to provide guidance on the implementation of BER, this committee is chaired by the Director General and is attended by representatives of key state departments, the Parliamentary Secretary and Minister's Office representatives. This committee is currently meeting weekly given the compressed timeframes for action under the Australian Government's BER agenda.

CEO Nation Building Economic Stimulus Plan meeting – a cross agency coordination meeting chaired and managed by the Department of Public Works Director General to oversee the wider stimulus plan implementation.

An internal Program Control Meeting also occurs weekly between the Deputy Director General, Infrastructure Services Division, the BER Project Director and the Assistant Director General, Infrastructure Delivery and Operations to mange the BER program at a detailed level.

Further detail on membership and terms of reference and are outlined in Attachment 2.

A diagrammatic representation of the overall governance structure is contained within Attachment 3.

RESPONSIBILITIES

In a large complex program it is important to clearly define responsibilities. Attachments 4 and 5 outline the major responsibilities of various groups. These are summarised as follows:

Department of Education and Training

Lead Role

- Achievement of the BER Bilateral Agreement for state schools with the Australian Government
- Program formulation and prioritisation
- Application and nomination processes
- Liaison and reporting to the Australian Government
- Execution of the contracts
- Management of delivery and performance under the contracts
- Management of funding and payments to contractors

Accountability

- Implementation of the Australian Government's BER program for state schools

Exclusions

- Implementation of the Australian Government's BER program for non-state schools

Department of Public Works

Lead role

- Procurement framework and strategy
- Liaison and organisation of the overall supply chain and market
- The form of contracts
- Resolution of any barriers with the Australian Government
- Prequalification of contractors
- Coordinate Australian Government on Nation Building Economic Stimulus Plan

Accountability

- Accountable to Director General, DPW
- Accountable as State Coordinator for the Nation Building Economic Stimulus Plan
- Accountable for effective procurement framework and strategies for Building the Education Revolution
- Accountable for advice to DET through Senior Officer's Steering Committee

PROGRAM MANAGEMENT

PROGRAM DELIVERY

The Department of Public Works (DPW) is leads the development of the overall procurement framework and models of delivery for the BER program.

Department of Education and Training (DET) is responsible for implementing the BER program.

The funding for the school projects allocated by the Australian Government is to cover the cost of the construction of the facilities and all other associated project specific development costs such as professional and statutory charges.

The vast majority of all planning and construction works will be undertaken by the private sector, with various sectors of the construction consultant and contracting being engaged.

Q-Build, the construction and maintenance division of DPW, will only be used to deliver small components of the BER program where there may be market failure, for example in remote areas of Queensland where commercial contractors may not be prepared to work with local labour, or it may not be economically beneficial to schools

Coordination is also occurring with the DET base capital and State Schools of Tomorrow programs where possible to minimise disruption to schools and maximise value for money.

The DET BER Project Team (central office and regional offices) is co-ordinating and managing project prioritisation, program formulation, strategic scope development and monitoring overall program progress.

The Infrastructure Delivery and Operations Branch (ID&O) will coordinate and manage the design and construction phases of the program and provide project level reporting.

ID&O will work closely with the Department of Public Works (DPW) to determine appropriate procurement methodologies for each element and to select appropriately qualified consultants and builders.

The *Skilling Queenslanders for Work* initiative, managed by the Department of Employment and Economic Development and Innovation (DEEDI), is being targeted to deliver of some minor works in the NSP element. Officers of ID&O and DEEDI are currently determining which projects are suitable for delivery via this mechanism.

An outline of the process used in delivering the BER projects in schools is detailed in Attachment 7.

PROCUREMENT

All procurement methodologies will support training and up-skilling of construction based apprentices and workers. Construction projects will be required to comply with the State Government's policy that 10% of the total on-site workforce consists of apprentices in training. In designated Indigenous communities, 20% of the total on-site workforce must consist of Indigenous workers.

All projects will also be required to report on the average number of people employed and trained for the duration of each project.

The volume of projects will mean that, for practical reasons, work will need to be packaged up and delivered geographically. In accordance with the Capital Works Management Framework (CWMF) bundling of projects attracts a PQC risk rating for contractors of 3 and 4, which means that the BER program is considered to be a High Risk Significant (HRS) project.

Under the provisions of the CWMF the Department of Public Works has responsibility for developing (in consultation with the client agencies) the procurement strategies for high risk and significant projects. The number of individual projects is likely to run into the thousands and the vast majority will need to run concurrently if all are to finish by the dates set by the Commonwealth. These will need to be managed over vast areas or regions.

When the Commonwealth's timeframes for delivery are overlain, it is clear that an in series or traditional delivery system alone would struggle to cope. Clearly a non-traditional procurement approach in some form will be required, however a variety of delivery methods may need to be considered to maintain a degree of price and supply flexibility as a certain type of delivery system can exclude a significant number of otherwise capable consultants and contractors.

The following is a summary of the procurement strategies being used in the BER program:

P21

Round 1

- PQC 3 & 4 PMs managing PQC 3 design and construct contractors.

Round 2

- PQC 4 (Tier 1) construction managers operating across regions
- PQC 3 & 4 PMs managing PQC 3 design and construct contractors.
- PQC 1 & 2 consultants and contractors.
- Fully document and tender.

Round 3

- PQC 4 (Tier 1) construction managers operating across regions.
- PQC 3 & 4 PMs managing PQC 3 design and construct contractors.

SLC

- PQC 1 & 2 consultants and contractors.
- Fully document and tender.
- PQC 4 (Tier 1) construction managers operating across regions.

NSP

- PQC 1 & 2 consultants and contractors.
- Fully document and tender.

For further details refer to the separate document - Nation Building – Economic Stimulus Plan Queensland Procurement Plan.

SCOPE MANAGEMENT

Compressed timeframes have been set to commence and deliver the BER program to stimulate the economy and create jobs. In accordance with the BER Guidelines, a series of design templates based upon the standards delivered to new schools will form the commencement point for discussions with school communities. Maximising the use of standard designs where possible for P21 and SLC will assist to minimise the time spent in consultation, minimise professional costs and allow for ease in benchmarking.

The only formal scope documents issued by DEEWR have been the BER Guidelines and Questions and Answers on the DEEWR BER website. As the BER program has progressed the scope has been redefined and clarified. This may come from teleconferences, telephone calls and emails between the DET and DEEWR. The DET BER Project Team captures and documents these scope changes.

TIME MANAGEMENT

The BER key time deliverables are set out in Attachment 6. The Senior Officers Steering Committee is provided with weekly reports on the progress of contracts let to achieve the BER timelines.

VALUE FOR MONEY

DPW has provided their assurance that the procurement framework will continue to deliver value for money solutions, with charges and costs market tested and within industry benchmarks.

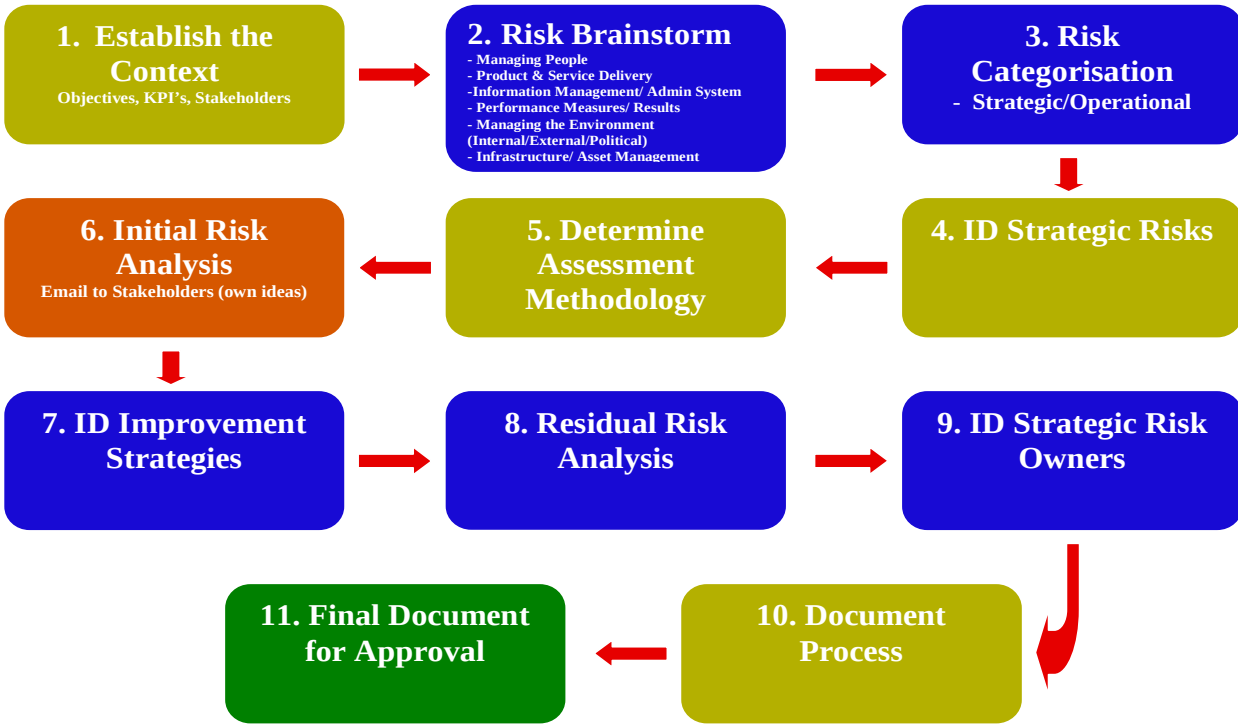
Value for money is assessed on each project by a project manager and quantity surveyor, in accordance with benchmark rates for the BER program determined by DPW. This process is overseen by an ID&O project coordinator. Where value for money is not achieved the project coordinator will reject the cost plan, negotiate with the project manager/principal consultant for a value for money solution.

Further cost reviews occur at a program level to compare project costs and maintain overall value for money. This process is undertaken by a further quantity surveyor.

A further independent review of value for money is being sought from an external consultant.

RISK MANAGEMENT

A working group of stakeholders with representation from the DET and the Senior Officers Steering Committee were consulted during the initial strategic risk assessment process. The process adopted by DET is set out in the Australian and New Zealand Standard on Risk Management AS/NZS 4360:2004. The diagram below shows the process followed in developing the risk management and treatment plans.



The predominant risk exposure for the BER program is contained in the initial stages of the program up to the sign off of the project definition plan. Up to this point the fixed budget may not meet the expectations of the school community. The project definition plan contains a cost plan, and following a value for money review, are presented to the principal and P&C representative for sign off. Following this sign off the BER program will generally follow the same process for capital works which occurs normally in the department.

Some of key risks at current date are:

- Timeliness of approval of elements and variations by Commonwealth
- Perception that professional costs exorbitant
- Perception that Value for money (VFM) is not achieved
- Procurement strategies are delayed impacting on expenditure and expectations
- Reporting, bilateral agreements and statement of income and expenditure may be delayed impacting on funding payments

An outline of risks together with mitigation strategies is contained in Attachment 8. Procurement related risks are identified and addressed in separate procurement plan. See separate risk plan for further details.

PERFORMANCE MANAGEMENT – REPORTING

There are a number of reports that have been established to monitor the program. The BER Project Team maintains a BER Reporting Schedule of key reports and their due dates. The following are some of the key reports for BER:

- Contract Summary Report
- Commencement of works on site report
- Expenditure Report
- DEEWR Monthly Project Report
- Master summary funding and expenditure

Ongoing monitoring is undertaken formally at the Senior Officers Steering Committee and the Program Control meetings.

COMMUNICATION AND STAKEHOLDER MANAGEMENT

STAKEHOLDERS

The following key stakeholders for the BER program have been identified:

- Principals
- DET regions
- School Communities
- School P &Cs
- Principals' Associations
- Queensland Council of Parents and Citizens' Associations
- Queensland Teachers' Union
- Local State Members of Parliament
- Local Federal Members of Parliament
- Queensland Treasury
- Department of Public Works
- Department of Premier and Cabinet
- Minister, Parliamentary Secretary and Policy Advisors
- Building Industry Associations

COMMUNICATION PLAN

A separate communication plan has been developed which provides strategies for engagement with the listed stakeholders. Communication services are provided by Corporate Communication and Marketing Branch of DET.

The objective of the communication strategies are:

1. To inform schools and school communities of the Australian Government's Building the Education Revolution program and the implications for Queensland and Queensland state schools.

2. Inform state schools and school communities of the BER initiative using DETA's key internal communications tools i.e. Message from the Director-General, Schools Update, Education Views, Bulletin Board and OnePortal etc.

3. Provide identified target audiences with consistent information and communications materials at strategic intervals to create awareness and understanding of the three key Building the Education Revolution elements – National School Pride, Primary Schools for the 21st Century and Science and Language Centres for 21st Century Secondary Schools.

There are four key messages for the communication plan

1. As part of the Nation Building – Economic Stimulus Plan, the Australian Government will provide $14.7 billion in funding over the next three years for infrastructure projects for Australian schools under the Government's Building the Education Revolution.

2. The Building the Education Revolution program will help stimulate the national economy by creating jobs through the construction and refurbishment of schools. It represents a significant opportunity for Queensland state schools, providing our students with modern facilities that offer rich learning and teaching experiences.

3. Building the Education Revolution is made up of three key elements - National School Pride, Primary Schools for the 21st Century and Science and Language Centres for 21st Century Secondary Schools.

4. DET will centrally coordinate and manage the delivery of the Australian Government's Building the Education Revolution to Queensland state schools. The program will be rolled out with tight-time frames in order to significantly stimulate economic growth and employment, with first round construction expected to begin in schools no later than June 2009.

SCHOOL CONSULTATION

The Commonwealth will approve the outcomes of each funding round before construction or work can begin. A three stage consultation process with schools is occurring, the aim of which is to ensure buy-in from the principal and school community via each school's Parents and Citizens Association (P&C).

Stage one

As part of the online project nominations process for each program element, the school principal develops their nomination in consultation with their P&C. The principal is encouraged to discuss their proposal and needs with their BER Regional Advisor prior to finalising their submission. Sign-of on their nomination indicates that this process has occurred and that the P&C has endorsed the proposal.

Stage two

Following a school's nomination (in some case before), a site visit is arranged where a BER Regional Advisor, attends the site, discusses and documents a detailed solution based on their nomination. This should occur post the school nominating their projects but prior to submission to the Australian Government. Where this occurs post Australian Government approval and there are changes to the projects scope, variations are made in line with an approved Australian Government process.

Stage three

Finally a ID&O project co-ordinator will arrange to meet with the principal and a P&C representative to investigate the possible location from a build ability perspective. Where possible this visit will be co-ordinated with the project manager (PM). The PM will then arrange consultants to undertake further investigations such as geotechnical assessments.

Ongoing consultation

During delivery, ongoing progress reporting to the school will then occur via the OD&L project co-ordinator.

ATTACHMENTS

ATTACHMENT 1 - PMBOK

The BER program planning methodology generally follows *PMBOK – the Project Management Body of Knowledge*.

1) Project Integration Management

a) Project Plan Development – Integrating and coordinating all project plans to create a consistent, coherent document.
b) Project Plan Execution – Carrying out the project plan by performing the activities included therein.
c) Integrated Change Control – Coordinating changes across the entire project.

2) Project Scope Management

a) Initiation – Authorizing the project or phase.
b) Scope Planning – Developing a written scope statement as the basis for future decisions.
c) Scope Definition – Subdividing the major project deliverables into smaller, more manageable components.
d) Scope Verification – Formalizing acceptance of the project scope
e) Scope Change Control – Controlling changes to project scope.

3) Project Time Management

a) Activity Definition – Identifying the specific activities that must be performed to produce the various project deliverables
b) Activity Sequencing – identifying and documenting interactivity dependencies
c) Activity Duration Estimating – Estimating the number of work periods that will be needed to complete individual activities.
d) Schedule Development – Analyzing activity sequences, activity durations and resource requirements to create the project schedule.
e) Schedule Control – Controlling changes to the project schedule

4) Project Cost Management

a) Resource Planning – Determining what resources (people, equipment, materials) and what quantities of each should be used to perform project activities.
b) Cost Estimating – Developing an approximation (estimate) of the costs of the resources needed to complete project activities.
c) Cost Budgeting – Allocating the overall cost estimates to individual work activities.
d) Cost Control – Controlling changes to the project budget.

5) Project Quality Management

a) Quality Planning – Identifying which quality standards are relevant to the project and determining how to satisfy them.
b) Quality Assurance – Evaluating overall project performance on a regular basis to provide confidence that the project will satisfy the relevant quality standards.
c) Quality Control – Monitoring specific project results to determine if they comply with relevant quality standards and identifying ways to eliminate causes of unsatisfactory performance.

6) Project Human Resource Management

a) Organizational Planning – Identifying, documenting and assigning project roles, responsibilities and reporting relationships.
b) Staff Acquisition – Getting the human resources needed assigned to and working on the project.
c) Team Development – Developing individual and group competencies to enhance project performance.

7) Project Communications Management

a) Communications Planning – Determining the information and communications needs of the stakeholders: who needs what information, when they will need it and how it will be given to them.
b) Information Distribution – Making needed information available to project stakeholders in a timely manner.
c) Performance Reporting – Collecting and disseminating performance information. This includes status reporting, progress measurement and forecasting.
d) Administrative Closure – Generating, gathering and disseminating information to formalize a phase or project completion.

8) Project Risk Management

a) Risk Management Planning – Deciding how to approach and plan the risk management activities for a project.
b) Risk Identification – Determining which risks might affect the project and documenting their characteristics.
c) Qualitative Risk Analysis – Performing a qualitative analysis of risks and conditions to prioritize their effects on project objectives.
d) Quantitative Risk Analysis – Measuring the probability and consequences of risks and estimating their implications for project objectives.
e) Risk Response Planning – Developing procedures and techniques to enhance opportunities and reduce threats to the project's objectives.
f) Risk Monitoring and Control – Monitoring residual risks, identifying new risks, executing risk reduction plans and evaluating their effectiveness throughout the project life cycle.

9) Project Procurement Management

a) Procurement Planning – Determining what to procure and when
b) Solicitation Planning – Documenting product requirement and identifying potential sources.
c) Solicitation – Obtaining quotations, bids offers and proposals, as appropriate.
d) Source Selection – Choosing from among potential sellers
e) Contract Administration – Managing the relationship with the seller.
f) Contract Closeout – Completion and settlement of the contract, including resolution of any open items.

ATTACHMENT 2 - SENIOR OFFICERS' STEERING COMMITTEE

Members:

- DDG, Infrastructure Services, DET and BER State Schools Coordinator (Chair)
- Executive Director, Education Queensland, DET
- Project Director, Building the Education Revolution, DET
- Executive Director, Facilities Services Branch
- Policy Advisor – Education, Office of the Minister for Education and Training
- Parliamentary Secretary for Education, Office of the Minister for Education and Training
- DDG, Department of Public Works
- Director, Social Policy, Department of the Premier and Cabinet
- Senior Program Manager, Department of Employment and Economic Development
- Director, Education ad Justice Branch, Queensland Treasury

Committee meets weekly

Terms of Reference:

1. Provide strategic oversight to all program and operational issues regarding Building the Education Revolution in Queensland state schools

2. Monitor progressive outcomes of the planning and implementation of Building the Education Revolution in Queensland schools.

3. Review program performance

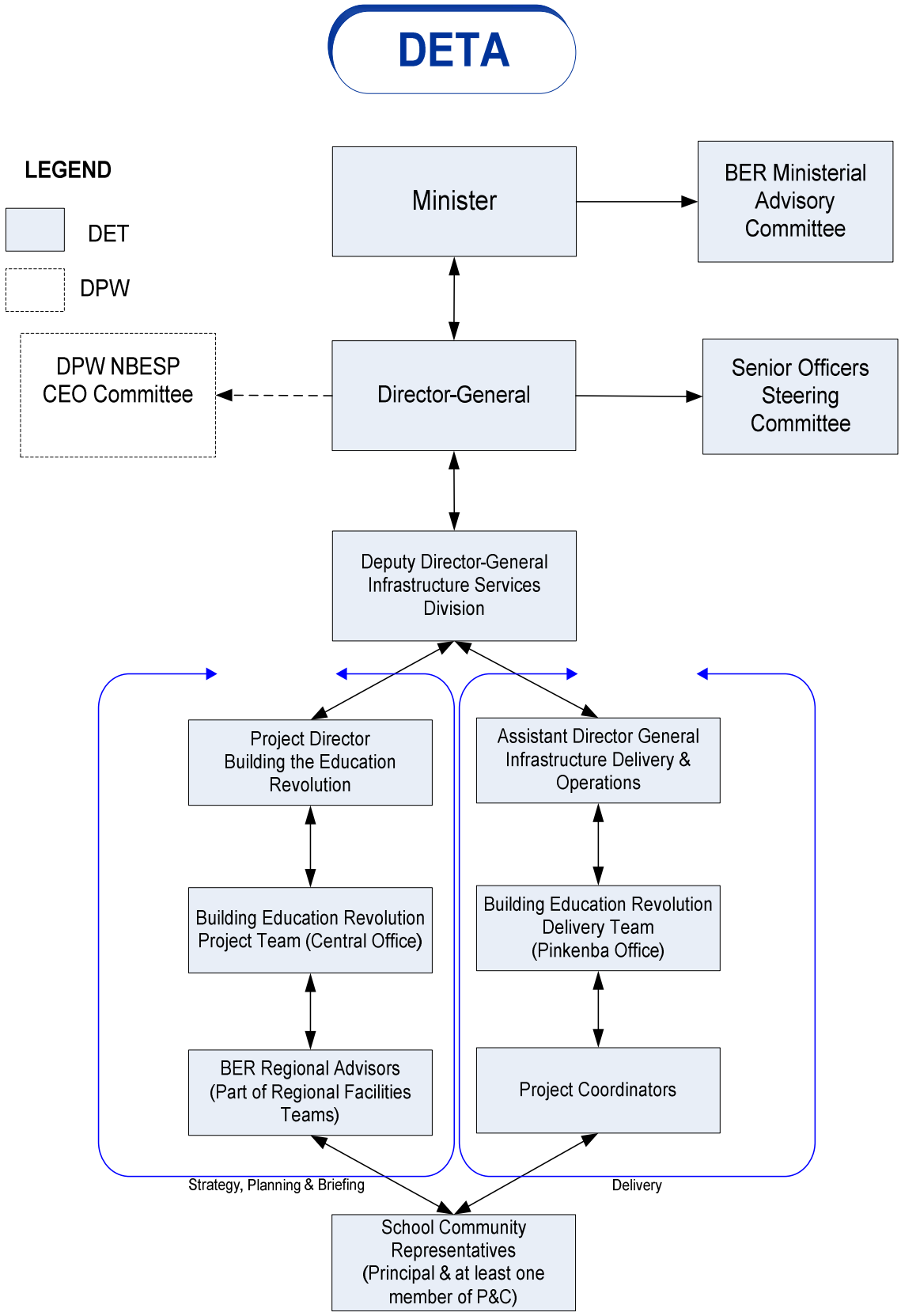
4. Approve planning framework and procurement strategies

5. Monitor program costs and budget

6. Develop a partnership approach between the agencies represented.

ATTACHMENT 3 - GOVERNANCE STRUCTURE

BUILDING THE EDUCATION REVOLUTION
GOVERNANCE
at 17 July 2009



ATTACHMENT 4 – BER MAJOR ROLES AND RESONSIBILITIES

Building the Education Revolution
Major Roles and Responsibilities

PREMIER

MINISTER DET

LEAD ROLE *(BER)*
- Sponsor of the BER program

ACCOUNTABILITY
- Implementation of the Australian Government's BER program for state schools

MINISTER DPW

LEAD ROLE
- Sponsor of the Nation Building Economic Stimulus Plan

ACCOUNTABILITY
- Coordinate Australian Government on Nation Building Economic Stimulus Plan

DEPT OF EDUCATION AND TRAINING
BUILDING THE EDUCATION REVOLUTION
SENIOR OFFICERS STEERING COMMITTEE
(State Schools only)

LEAD ROLE
- Provide oversight, strategy and endorsement to the program
- Provide opportunity for consultation and issue resolution with agencies

ACCOUNTABILITY
- Major consultation and oversight mechanism for the program

COMMUNICATION
- Committee reports to the DET Director General
- Individual agency representatives brief upwards to respective Director Generals on major issues

MEMBERS
Julie Grantham (A/DG DET – CHAIR); Al Wagner (A/DDG, ISD); Neil Miller (A/ADG ISD); Marg Pethiyagoda (Executive Director, EQ); Graham Atkins (Executive Director, FSB); Craig Robinson (Project Director – BER); Carolyn Male (Parliamentary Secretary, Office of the Minister for Education and Training); Keith Eaton (deputation for Max Smith, DPW); Sharon Bailey (Director – Social Policy, DPC); Tina Davey (Director, Education & Justice Branch – QT); David Lucas (Senior Program Manager - DEIR; Anthony Perrau (Director – Nation Building & Jobs Plan, DPW), Max Smith (DDG Public Works); Andrew Jolly (Policy Advisor – Education, Office of the Minister for Education and Training)

DEPARTMENT EDUCATION AND TRAINING

LEAD ROLE *(BER)*
- Achievement of the BER Bilateral Agreement for state schools with the Australian Government
- Program formulation and prioritisation
- Application and nomination processes
- Liaison and reporting to the Australian Government
- Execution of the contracts
- Management of delivery and performance under the contracts
- Management of funding and payments to contractors

ACCOUNTABILITY
- Implementation of the Australian Government's BER program for state schools

EXCLUSIONS
- Implementation of the Australian Government's BER program for non-state schools

LEGEND

Directly reports

No direct reporting – Support and assistance only

DEPARTMENT OF EMPLOYMENT ECONOMIC DEVELOPMENT AND INNOVATION

LEAD ROLE *(BER)*
- Advice on labour markets and training of apprentices policy.
- Manage a portion of works under the National School Pride element using long term unemployed

ACCOUNTABILITY
- Accountable to Director General DEEDI
- Accountable for delivery of a portion of NSP works to DET
- Accountable for advice on abour markets and training of apprentices policy to DET through Senior Officer's Steering Committee

DEPARTMENT OF THE PREMIER AND CABINET AND QUEENSLAND TREASURY

LEAD ROLE *(BER)*
- Advice on government policy, financial and funding matters as they impact Building the Education Revolution.

ACCOUNTABILITY
- Accountable to respective Director General/ Under Treasurer
- Accountable for oversight of financial reports, such as Heads of Treasurys, to the Australian Government to monitor financial progress of BER
- Accountable for advice on government policy, financial and funding matters to DET through Senior Officer's Steering Committee

DEPARTMENT OF PUBLIC WORKS

LEAD ROLE *(BER)*
- Procurement framework and strategy
- Liaison and organisation of the overall supply chain and market
- The form of contracts
- Resolution of any barriers with the Australian Government
- Prequalification of contractors
- Coordinate Australian Government on Nation Building Economic Stimulus Plan

ACCOUNTABILITY
- Accountable to Director General, DPW
- Accountable as State Coordinator for the Nation Building Economic Stimulus Plan
- Accountable for effective procurement framework and strategies for Building the Education Revolution
- Accountable for advice to DET through Senior Officer's Steering Committee

BLOCK GRANT AUTHORITIES

LEAD ROLE *(BER)*
- Achievement of the BER Bilateral Agreement for non- state schools with the Australian Government
- Program formulation and prioritisation
- Application and nomination processes
- Liaison and reporting to the Australian Government
- Execution of the contracts
- Management of delivery and performance under the contracts
- Management of funding and payments to contractors

ACCOUNTABILITY
- Implementation of the Australian Government's BER program for non-state schools

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ATTACHMENT 5 – BER PROGRAM RESPONSIBILITY MATRIX

Legend

Leadership This role provides strategic leadership and direction to the program/element/project/strategy.
Endorse This role considers, advises and endorses the program/element/project/strategy.
Oversee This role is oversees the program/element/project/strategy.
Accountable This role approves the completed work and is held fully accountable for it. There should be one and only one A.
Responsible This role is responsible for the work performed/owns the problem. There should be at least one R, but there can be multiple Rs.
Perform This role performs the work and plays a supportive role in implementation. There can be many Ps.
Consult This role is consulted to gain input or support on work to be performed. There can be many Cs.
If Blank No significant role to play in this function

Function	Minister (DPW)	DPW Program Director	Minister (DET)	Project Sponsor (DET DG)	Senior Officers Steering Committee	DDG CSR	ADG ISB & FSB	Project Director	Manager Programs	Manager Facilities	Manager Partnerships	Strategy Team	Region Advisor	ED Facilities Services	Delivery Directors	Project Coordinators
Overview																
Nation Building and Jobs Plan																
Nation Building and Jobs Plan Initiative Outcomes	A															
Nation Building and Jobs Plan Initiative Outputs		A														
Building the Education Revolution Program																
Building the Education Revolution Program Outcomes			A	A												
BER Program Outputs								A								
BER Stage 1 - Initiation																
Program Plan	C	C	L	L	E	O	O	A	R	C	C	P		C		
Program Responsibilities Matrix	C	C	L	L	E	O	O	A	R	C	C	P		C		
Program Resourcing						O	E	A R P					P	R P		

Escalated Issue Management – via Parliamentary Secretary			A	O	O	O	O	R	R	R	R	P	P	P	P	P
Stakeholder Management			L	L	O	O	E	A			R	P	P			
Communication			O	O	O	O	E	A	P	P	R		P	P	P	P
Media			L	A		E	O	R	P	P	R	P	P	P	P	P
BER Stage 2 – Planning																
Risk Management																
Program Risk Management	C	C	L	O	E	O	O	A	R	C	C	P		C		
Procurement Management																
Procurement Strategy	L	A R P	C	C	E	E	C	C		C				C	C	
Contract Form	L	R P				E	C	C		C				C	C	
PQC/Supply Chain	L	A R P			E	E	C	C						C	C	
Industry Liaison	L	A R P				C		C						C		
Enter into Contracts		C	O	A		E	C	C		C				R	P	
Performance under Contracts		C	O	A		O	O	C		O				R	P	P
Program																
Selection of Projects						E	O	A	R	R				C	C	
Nominations																
Australian Government approvals and liaison							O	A	R			P				
Online Surveys							O	A	R			P				
Data storage, verification, collation and cleansing							O	A	R			P				
Liaison with schools over nominations							O	A	R			P				
School eligibility							O	A	R			P				
Enrolment Data							O	A	R			P				
SLC – Nomination Prioritisation							O	A	R			P				
Program Scope Management																
Design Templates			E	E	E	E	O	A		R		P				
Business Rules							O	A		R		P		C	C	
Area Schedules							O	A		R		P				
Room Data Sheets							O	A		R		P				

Function	Minister (DPW)	DPW Program Director	Minister (DET)	Project Sponsor (DET DG)	SOSC	DDG CSR	ADG ISB & FSB	DET Project Director	Manager Programs	Manger Facilities	Manager Partnerships	DET Strategy Team	DET Region	ED Facilities Services	Delivery Director	Project Coordinator
Program Time Management																
Program Schedule			E	E	E	E	O	A	R	R		P		C		
Program Cost Management																
Program Estimates							O	A	R	R		P		C		
Program Budget Management																
Bilateral Agreement			E	E	E	E	O	A	R	R		P				
Financial Approvals			E	E	E	E	O	A	R	R		P				
Funding Cashflows			E	E	E	E	O	A	R	R		P				
Program and Project Reporting																
(Data) Single point of truth								A	R	R	R	P	P	R	C	P
Baseline Cashflow								A					C	R	C	P
Actual Expenditure								A					C	R	C	P
Committed Expenditure								A					C	R	C	P
Estimated Cashflow								A					C	R	C	P
Adhoc Reporting								A	R	R	R	P	P	R	C	P
DET Program and Project Approvals																
Program Approval			E	E	C	E	E	A	R	R		P	C	C	C	
Project Approval								A	R	R		P	C	R	C	P
BER Stage3 - Implementation																
Briefing and Consultation																
Brief and Scope Projects							O	A		R		P	R P			C
Facilities Solution							O	A		R		P	R P		C	C
Manage school community expectations							O	A		R		P	R P			C

Function	Minister (DPW)	DPW Program Director	Minister (DET)	Project Sponsor (DET DG)	SOSC	DDG CSR	ADG ISB & FSB	DET Project Director	Manager Programs	Manger Facilities	Manager Partnerships	DET Strategy Team	DET Region	ED Facilities Services	Delivery Director	Project Coordinator
Building Delivery																
Changes in scope/solution							O	A		R		P	C		C	C
Cost Plans							O	A		R		P		R	R	P
Schematic Designs							O	A		R		P		R	R	P
Part A sign off							O	A		R		P			P	P
Part B implementation								O		R			C	A	R	P
Project Time Management								O		R			C	A	R	P
Project Quality Management								O		R			C	A	R	P
IPAA Assessment								O		C				A	R	P
BER Stage 4 - Review																
Project Evaluation								A		R		C	C	R	C	P
Program Evaluation			L	E	E	E	O	A		R		P	C	C	C	

ATTACHMENT 6 - BER KEY DELIVERY MILESTONES

PRIMARY SCHOOLS FOR THE 21ST CENTURY

Milestones	Dates
ROUND 1 (20% OF SCHOOLS)	
• DEEWR briefing sessions	**4-6 February 2009**
• Design templates submitted to Commonwealth	**16 February 2009**
• Assess proposals and submit lists to Commonwealth for approval	**10 April 2009**
• Projects must commence	**June 2009**
• Projects must be completed	**December 2010**
ROUND 2 (40% OF SCHOOLS)	
• Assess proposals and submit lists to Commonwealth for approval	**15 May 2009**
• Projects must commence	**June – July 2009**
• Projects must be completed	**31 January 2011**
ROUND 3 (40% OF SCHOOLS)	
• Assess proposals and submit lists to Commonwealth for approval	**10 July 2009**
• Projects must commence	**1 December 2009**
Projects must be completed	**March 2011**

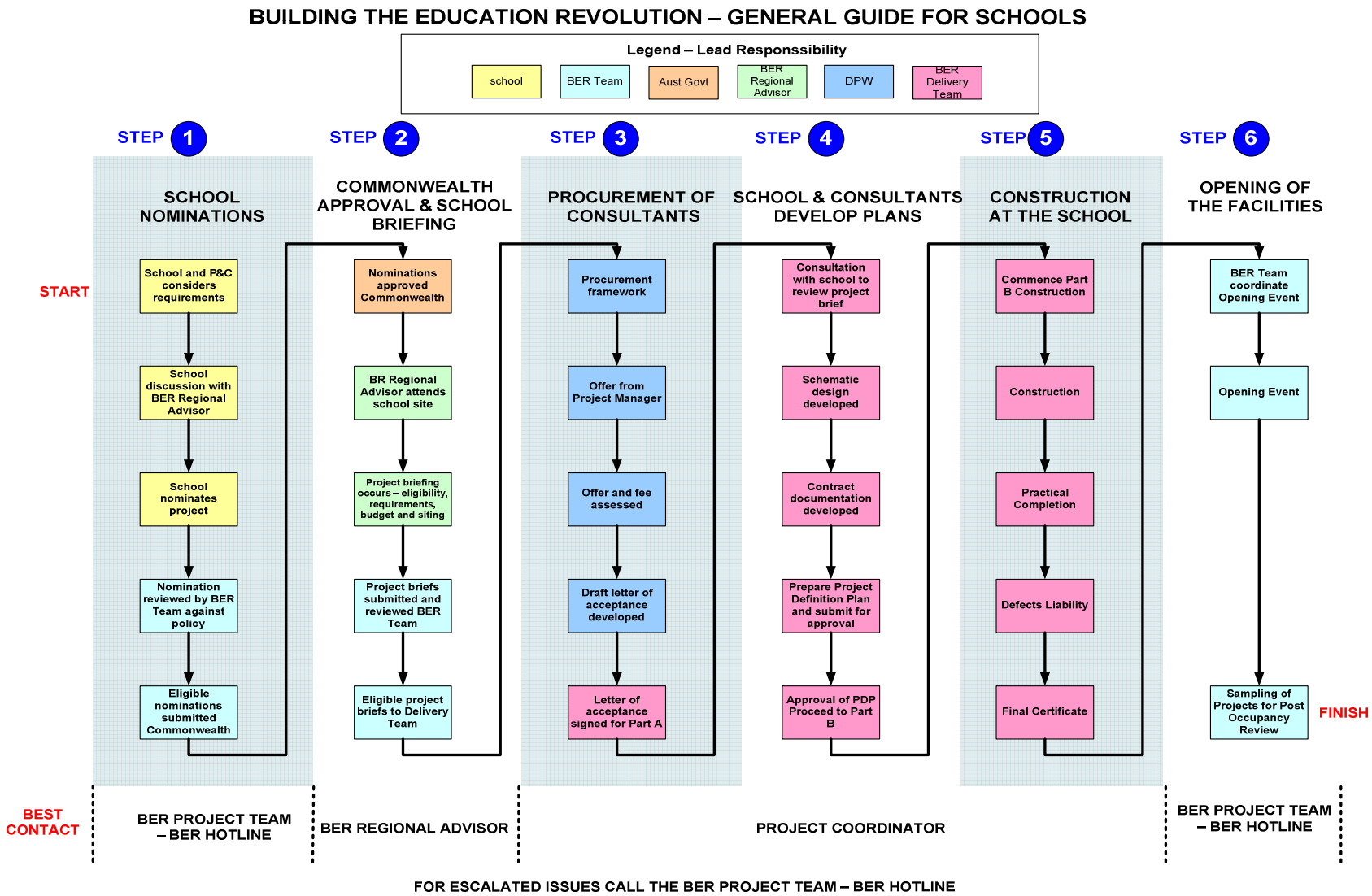
SCIENCE AND LANGUAGE CENTRES FOR 21ST CENTURY SECONDARY SCHOOLS

Milestones	Dates
DEEWR briefing sessions	**4-6 February 2009**
Design templates submitted to Commonwealth	**16 February 2009**
Assess proposals and submit lists to Commonwealth for approval	**31 May 2009**
Projects must commence	**July 2009**
Projects must be completed	**30 June 2010**

NATIONAL SCHOOL PRIDE

Milestones	Dates
ROUND 1 (60% OF SCHOOLS)	
• DEEWR briefing sessions	**4-6 February 2009**
• Assess proposals and submit lists to Commonwealth for approval	**24 March 2009**
• Projects must commence	**April-May 2009**
• Projects must be completed	**20 December 2009**
ROUND 2 (40% OF SCHOOLS)	
• Assess proposals and submit lists to Commonwealth for approval	**8 May 2009**
• Projects must commence	**July 2009**
Projects must be completed	**1 February 2010**

ATTACHMENT 7 - BER GENERAL PROCESS OUTLINE



ATTACHMENT 8 – BER RISK MANAGEMENT

Risk/Issue	Mitigation Strategy
Timeliness of approval of elements and variations by Commonwealth	• DEEWR made aware of risks of delays. Escalated to the Deputy Prime Minister's Office. DET to follow DEEWR variation process.
Likelihood of detailed audit and review of program implementation.	• Pre-audit preparations in DET proceeding. • Processing of variations proceeding with haste.
Delays in DPW procurement plan and strategies	• Increase works programmed to counteract delays in expenditure
Perception that professional costs exorbitant	• Issue fact sheets to all schools • Meet with all primary schools in SEQ to discuss costs • Raise at BER Ministerial Advisory Committee to ensure stakeholders understand • Negotiate on case by case basis fees on NSP procurement only projects
Perception that Value for money (VFM) is not achieved	• Implement standardised cost plans • QS, PM and PC to review VFM at project level • School/P&C to sign off cost plan before proceeding. • Program level QS to review costs and advise • DPW procurement strategies to achieve VFM • Independent review of VFM to occur
Reporting is not accurate, timely and accepted by DEEWR	• Maintain relationship with DEEWR • Process variations urgently • ID&O to implement process to ensure data gathering timely and accurate • QA of report by BER Project Team
Bilateral Agreement/Amendments	• Negotiate with DEEWR and process in timely manner • Escalate to DDG for urgent approval
Statement of Income and Expenditure	• Ensure accurate and timely processing to DEEWR to achieve bilateral requirements.
Timeliness of project approval by Commonwealth	• Commonwealth have agree to indicative turn around protocols with
Management of program	• Centralised management. • Ensure high level of consultation and involvement occurs with regions. • Ensure relevant stakeholders are well informed.

Risk/Issue	Mitigation Strategy
Ensuring integration with other state facility programs	• Detailed internal consultation and assessment
Possible conflict with existing standards of provision (size and functionality standards)	• Align standards as soon as possible
Selection of the appropriate procurement methodology for a range of circumstances and type of work	• Detailed consultation with DPW
Management of the community use requirement	• Agree cost recovery principle with commonwealth and develop standard documents for school use
Treatment of multi-campus schools	• Agree approach with Commonwealth before application process
Communication strategy	• Develop and distribute a communication package to schools, regions and stakeholders referencing scope and Details of program. • Provide information and assistance to regions, schools and answer inquiries from schools regarding submission process.
Formulation of works program	• School submission process developed and forwarded to schools. • Selection principles developed to assist in prioritization process. • Assistance and involvement from regions to assess and prioritise school submissions.
Relevancy and accuracy of regional assessment process for all prioritised schools	• ISB to scrutinize and validate data.
Scope of the program to deliver upgrades to as many schools as possible with the available funding.	• Develop standardised approach to building and renewal projects in attempt to gain monetary savings and value for money outcomes.
Managing disputes/conflict arising from schools that are not prioritised for upgrades due to insufficient funds in the program to address all schools needs.	• School submission process – applications address established selection principles • Regional input into prioritisation process. • Regions to manage dispute resolution processes.
Coordination and scheduling with Capital Works projects, maintenance programs, and school based projects.	• Effective linkages with Infrastructure Strategy Branch, Facilities Services Branch, Regional facilities teams and schools to ensure co-coordinated approach to delivery of programs • Effective internal communication strategies to be developed

Risk/Issue	Mitigation Strategy
Capacity of industry to meet the demands of this initiative and provide cost effective, timely and appropriately skilled resources within current market constraints.	• Facilities Services Branch (FSB) to develop procurement strategy that will best meet the departments need.
Alignment with non-state sector process	• Consultation with Independent and Catholic sectors
Delivery of capital program 2009-2010 and 2010-2011.	• FSB to develop, manage and monitor planned program of works. • FSB to coordinate and monitor performance of contractors to achieve delivery outcomes in accordance with planned program.

ATTACHMENT 8

RESOURCES PLAN

Under development