

DEECD 2013–17 Strategic Plan



Published by the
Communications Division for the Strategy
and Review Group
Department of Education and Early Childhood
Development
Melbourne, August 2013

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Childhood Development
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This document is also available on the internet at
www.education.vic.gov.au

ISBN 978-0-7594-0702-2

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1. Secretary's message

It is with pleasure that I present the 2013-17 Strategic Plan. This four-year plan outlines the Department's refreshed directions and is an update on our 2012-16 Strategic Plan.

Much has been achieved over the past 12 months. We have undertaken a major organisational renewal program that will position us to better focus our efforts on those things that matter most – world leading learning and development services that contribute to a vibrant economy and society.

During 2012-13 we have implemented significant reforms in the vocational education and training (VET) and early childhood development sectors, and set bold new reform directions for our government school sector.

In the VET sector, the *Refocusing Vocational Training in Victoria* reforms have delivered a sustainable demand-driven training system that continues to provide opportunities to Victorians through their entitlement to Victorian Training Guarantee subsidised training. Recent reforms have focused on a stronger and sustainable TAFE sector in our open competitive training market. Looking forward, our focus will now turn to increasing the quality of our training through improvements in curriculum, teaching and transparency.

In our early childhood development sector the focus has been on the implementation of universal access to 15 hours of four-year-old kindergarten a week, and the progressive rollout of reforms under the National Quality Framework for Early Childhood Education. Looking forward, our focus will now turn to the development and implementation of an *Early Childhood Development Strategy*.

In our government schools, an ambitious set of reforms has been set out in *Towards Victoria as a Learning Community*, the forthcoming response to *New Directions for Teaching and School Leadership*, and the *Vision for Languages Education / Languages – Expanding your world*. Additionally, cross-portfolio strategies on vulnerable children, students with a disability, Koorie education, and gifted and talented students, will come into effect. The management of

school facilities is being reworked. This will all occur in the context of the new and historic Commonwealth-State funding agreement to provide an additional \$12.2 billion dollars to Victorian schools during 2014-19 – an unprecedented level of funding certainty. This agreement is an essential platform to resource our school reform agenda and set higher expectations for every child’s learning and development.

For the coming eighteen months, our focus will turn to implementation of this complex set of reforms in an integrated, sequenced and manageable way to take Victoria to the global top tier of educational achievement. In parallel, new policy and program development will occur in areas of high priority.

This 2013-17 Strategic Plan sets out the overarching directions for our Department. It outlines the priorities and strategies we will pursue to contribute to our 10-year goal of making Victoria a world leader in learning and development. These four-year priorities and strategies do not reflect the entirety of efforts. Rather, they represent the key areas where improvement will drive significant change, all of which will be underpinned by continuous improvement in the delivery of our core services.

I look forward to working with staff, stakeholders and service providers across our portfolios in achieving the directions set out in this Strategic Plan.



A handwritten signature in black ink that reads "Richard Bolt". The signature is written in a cursive, flowing style.

Richard Bolt
Secretary

2. Our mission and context

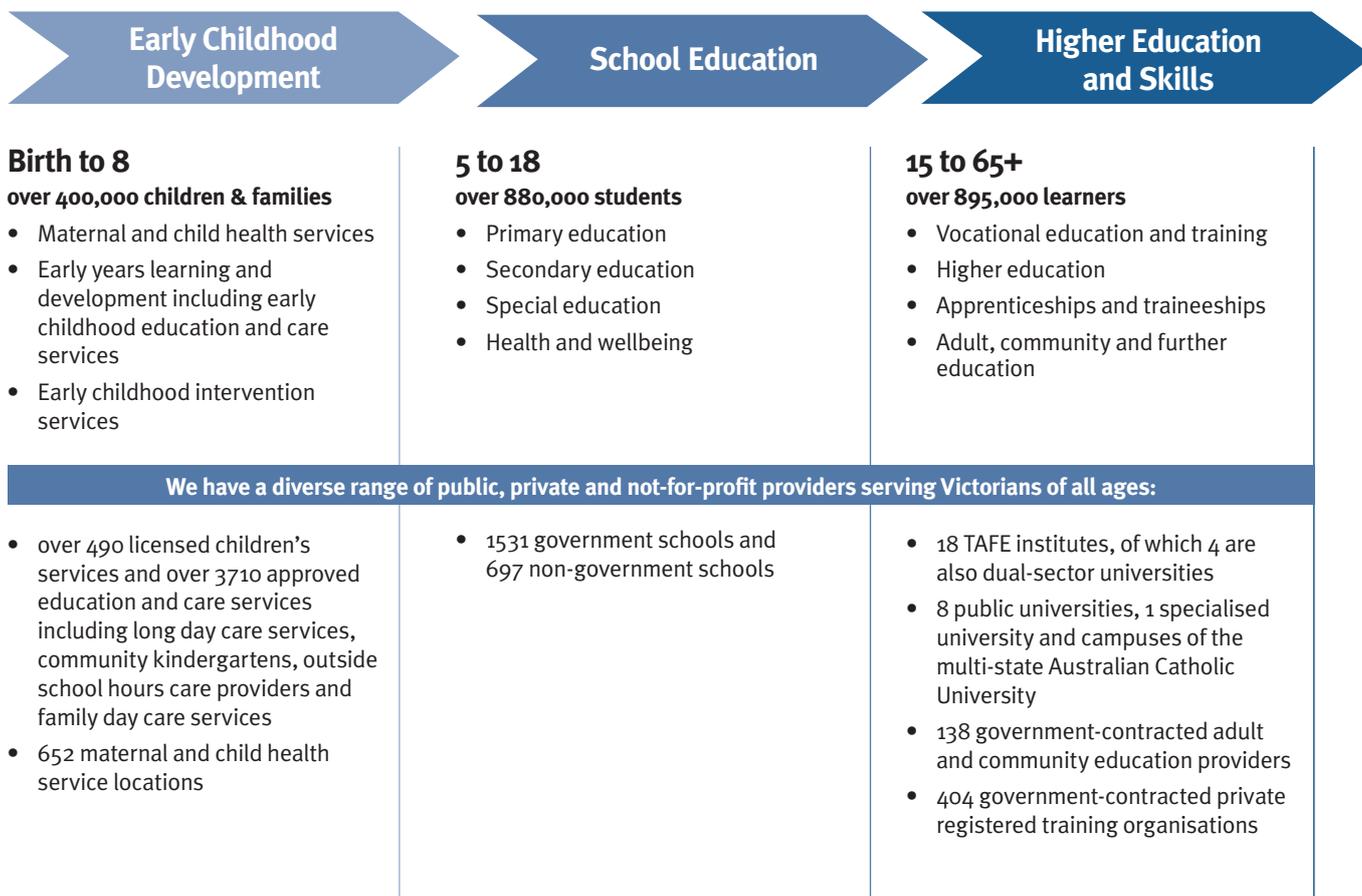
Our mission

The Department of Education and Early Childhood Development exists to support Victorians to build prosperous, socially engaged, happy and healthy lives. We do this by supporting lifelong learning, through strengthening families and helping people to gain the skills and knowledge they need to thrive and participate in a complex and challenging economy and society.

The provision of education, training, development, wellbeing and child health services (i.e. our learning and development services) are central to rewarding lives for individuals and families, and for a strong society that has lower crime rates, better health outcomes, greater social mobility, and strong economic growth, productivity and employment. The goals we set, the changes we implement, the systems we support, and the services we offer – all must lead to improved learning and development outcomes.

Our services

The Department is responsible for delivering state-wide learning and development services to at least a third of all Victorians every year.



Our roles

Whatever our particular job – from working in corporate services, supporting early childhood, school or vocational education providers, delivering education and development services, providing support and advice to our portfolio Ministers, designing curriculum, working with local employers, to developing policy – we are all in the business of improving education and development outcomes for Victorians.

DEECD central and regional offices and authorities play a number of key roles. These are:

- **System architect** – The Government can improve the outcomes of the education system by improving its design. DEECD's role is to advise the Government on design improvements, especially in relation to funding incentives and regulation
- **Owner** – The Government remains the largest owner of educational providers in the state. Ownership and scale are a great strength. As owners we are giving our educational providers real autonomy because we believe that will lead to the best outcomes for our clients
- **Manager of system performance** – As owners we have given our providers the responsibility and respect to run their institutions themselves. They do great work and we will make sure that their best practices are shared across the system. However, commensurate with the autonomy given will be the accountability required
- **Talent developer** – Our role is to make education and development careers of choice for the best and brightest, to make sure our institutions are distinguished by their cultures of professional learning and to identify and develop great leaders
- **Centre of excellence** – Areas that improve performance like great curriculum design require levels of investment and expertise not easily found in single institutions. The Department has a role to make these investments and share this expertise across the system
- **Shared service centre** – For the parts of the system we own and operate, we will provide economies of scale (e.g. allowing government schools to opt in to large IT purchases) and other consolidated services (e.g. payroll services for DEECD and government school staff).

Our approach

Successfully performing these roles will require us to shift the balance of our efforts:

- from **vision** to **strategy**: moving from a broad, abstract vision to specific strategies that the evidence tells us will deliver strong outcomes relative to investment
- from a strong focus on **qualitative** to **more quantitative analysis**: better harnessing our data to undertake sophisticated performance monitoring and identify what works best
- from **care** to **development**: building on our pastoral care role, with high-quality instructional and developmental practices to support strong outcomes for children
- from **focus on inputs** to **accountability for outcomes**: moving from a focus on how providers structure their operations to autonomy combined with strengthened accountability for outcomes, including the right to intervene where education and development services are poor

- from **central direction** to **use of markets and guidelines**: moving away from top down approaches to service delivery – to using Government’s levers to design markets that provide more autonomy and incentives to innovate, customise and deliver high-quality services
- from **initiatives and pilots** to **system reforms at scale**: focusing on systemic improvements that have the potential to lift performance across the board or for whole cohorts
- from **public–private divide** to **a more ownership neutral approach**: supporting better outcomes for families, children, learners, and employers, regardless of whether they are using public, private or community services.

Our values

The Department is a learning organisation. In our relationships with our colleagues, partners and stakeholders and with all those who use our services we are committed to the following values:

- Collaboration and Knowledge Sharing – we proactively share our expertise and information and willingly work with others
- Outcomes – we always strive to do things better and deliver quality outcomes
- Respect and Diversity – we respect others and value diversity
- Empowerment – we enable individuals to reach their potential and maximise their contribution.

These values, adopted by the Department in 2009 following extensive consultation with staff, remain as important now as they were when first developed. As we strive to become a world leading learning and development system our ongoing challenge is to model these values in our day-to-day work.

This challenge applies equally across our organisation. The values will guide the deliberations of the Department’s Executive Board, and Groups, Regions and Divisions will highlight local application of the values within their annual plans.

Our context

Victoria's learning and development services deliver good outcomes.

Engagement in our services is strong, with almost all newborns attending the first maternal and child health consultation, and a kindergarten participation rate of 97.9 per cent. In addition, 86.1 per cent of students finish Year 12 or its equivalent¹ by age 24² with 76.5 per cent of Victorians undertaking a post-secondary qualification³. Nationally, Victoria has among the highest proportion of children who are not developmentally at risk or developmentally vulnerable. Victorian students at all year levels consistently perform above the Australian average across the majority of NAPLAN test areas. In the Programme for International Student Assessment (PISA), Victoria consistently achieves above the OECD average.

Given Victoria's history and circumstances, we can and should improve this performance.

In a number of areas our outcomes fall short of the world-leading systems against which we compare ourselves. There are gaps in our performance and we are not getting the best possible returns on public investment. For example:

- Australia comes 28th in *The Economist's* 'Starting Well' 2012 index for early childhood education and development services (for children 3–6 years old). Australia also sits in the second tier in global wellbeing rankings
- our average student achievement levels are generally behind those of world-leading systems like Finland, Canada, Hong Kong and South Korea in reading, mathematics and science. Our adult literacy and life skills are below the Australian average, which in turn are below Canada and Norway
- there is an unacceptable degree of variation in outcomes between different parts of Victoria (rural, regional and within metropolitan areas), and in access to services from early childhood through to higher education
- despite Victoria's low rates of vulnerability, there are still too many young children who are developmentally vulnerable and do not have the basic skills needed to make a successful transition to school
- there are some groups in the community – for example, Victorians with lower levels of income and Aboriginal families – where there is a higher likelihood that children will have poor education, development and health outcomes.

More than ever before, if Victorians are to thrive and our society is to prosper, superior skills and knowledge will be required. In a world of intensifying global competition and public policy challenges the main source of our competitive advantage will be an educated and skilled workforce.

¹ In the future, the term 'or equivalent' will be replaced with 'or equivalent vocational qualification completion rates of young people'

² ABS – 2012 Education and Work, Australia, May 2012, ABS Cat. No. 6227.0

³ *Report on Government Services* (ROGS) 2012

3. Our 10-year vision

Our goal

Our 10-year goal is to make Victoria a world leader in learning and development, to contribute to a vibrant economy and society and to deliver on our outcomes. To achieve this goal we need to support the development of the whole person, focusing on literacy, maths and science, work and life skills, and health and wellbeing.

Realising world-leader status is an ambitious but realistic goal. Top performing jurisdictions like Finland, Hong Kong and Canada have systems and cultures that are as different from each other as ours are from theirs. Our challenge is to learn from the experience of other high-performing jurisdictions, select the most effective strategies for our context, and implement them well.

Our outcomes⁴

To become a world leader in learning and development we need to make clear choices about what we really want to shift. We have identified four outcome areas in which we want to improve and that we will measure to track our progress:

Achievement Raise standards of learning and development achieved by Victorians using education, training, development and child health services	Engagement Increase the number of Victorians actively participating in education, training, development and child health services	Wellbeing Increase the contribution education, training, development and child health services make to good health and quality of life for all Victorians, particularly children and young people
Productivity Increase the productivity of our services		



⁴ DEECD uses the term ‘outcomes’, which are akin to ‘objectives’.

The Department is relentlessly focused on evidence, analysis and intelligence as a basis for selecting strategies to improve our performance and for monitoring progress in delivering on our outcomes.

The Department has identified an initial set of indicators for monitoring and assessing progress in achieving each of our four outcome areas as outlined below. Aspects of disadvantage, vulnerability and location will be examined by monitoring of performance across cohorts.

These outcome indicators will be reviewed and updated annually. Over time our focus will turn to developing lead or interim outcome indicators for overall system performance and population sub-groups.

In addition, we will be assessing whether our services deliver value for money, by considering rates of increase in achievement, engagement and wellbeing against the unit cost of service provision.

Outcome	2013-14 Outcome Indicators
Achievement	<ul style="list-style-type: none"> • Children developmentally 'on track' on the Australian Early Development Index (AEDI) language and cognitive skills domains • Students meeting the expected standard in national and international literacy and numeracy assessment • Students meeting the expected standards in other key learning areas, such as Science, Arts, History and ICT* • Year 12 or equivalent** completion rates of young people • VET course completions • Certificate III or above course completions*
Engagement	<ul style="list-style-type: none"> • Participation in a kindergarten service in the year before school • Participation in Maternal and Child Health Services • Students with acceptable levels of school attendance • Students with a positive opinion of their school teachers providing a stimulating learning environment • VET enrolments by age and gender • VET enrolments by administrative regions • VET enrolments by skills shortage category courses • VET enrolments by specialised category courses • VET participation by learners facing barriers* • VET participation by unemployed learners*
Wellbeing	<ul style="list-style-type: none"> • Proportion of infants fully or partially breastfed at 3 and 6 months* • Children who have no development or behavioural issues on entry into Prep* • Children developmentally 'on track' on the AEDI social competence and emotional maturity domains • Students feeling connected to their school • Students with a positive opinion about their school providing a safe and orderly environment for learning • Level of student satisfaction with VET
Productivity	<ul style="list-style-type: none"> • \$ per kindergarten student per year (or ECIS or MCH) * • \$ per primary school student per year * • \$ per secondary school student per year * • \$ per VET student contact hour *

* New indicators that were not published in the 2013-14 State Budget papers

** In the future, the term 'or equivalent' will be removed from this indicator and replaced with Year 12 or equivalent vocational qualification completion rates of young people

4. Our four-year focus

The Department's goal of becoming a world leader in learning and development is clear. To achieve it, we will build on our system's strengths and capitalise on opportunities for improvement. We will exercise sound resource management, ensuring that there is effective prioritisation and allocation of resources to the strategies and actions that will have the most impact on the outcomes we are seeking.

Most importantly we will focus on implementation of key reforms across each of our portfolio areas, as outlined in the major Government policy statements: *New Directions for School Leadership and the Teaching Profession* discussion paper, *Towards Victoria as a Learning Community*, and *Refocusing Vocational Training in Victoria*. Work is currently underway on a Government statement for the early childhood development sector.

Our priorities for 2013-17

To deliver on our goal and outcomes, the Department's focus for 2013-17 will be to:

1. Improve the opportunities for all learners without exception

Our learning and development system is large and diverse. Victorians can reasonably expect that our system should meet the needs, interests and choices of those who engage with it. We need to improve the opportunities afforded to all learners – children, young people and adults – to achieve their potential, irrespective of background or circumstance. This means our programs will address the individual needs of each learner, and in particular the needs and challenges facing those affected by disadvantage, vulnerability or location. It also means we need to better develop our gifted and talented students. We will provide greater choice, improved teacher practices and more specialised pathways to cater for individual needs.

2. Boost children's learning and wellbeing in their early years

The importance of a child's early experiences and opportunities are critical. A high-quality early childhood experience provides the building blocks that support better health, learning and development throughout a child's entire life⁵. While engagement with our early childhood services is strong, we need to prioritise the quality of service provision to create a thriving, strong universal early childhood system. We will build on existing programs, with a focus on early identification and prevention, through maternal and child health services and parenting programs. We will also continue to reform targeted services to ensure that supports for families are delivered at the right time, intensity and duration to improve learning and wellbeing outcomes.

⁵ Carneiro, Pedro, Heckman, James Joseph, *Human Capital Policy*, NBER working paper series, pgs. 6-7 <http://www.nber.org/papers/w9495.pdf> (accessed July 2013)

3. Achieve large gains in literacy, maths and science

We all benefit when young people and adults who use our education and training systems develop core skills in literacy, numeracy and science. Improving these skills will enhance the economic and civic participation of individuals and will better position Victoria to compete in the global economy, especially in an era of major scientific and technological advancement. While Victoria's performance on national and international achievement tests such as the Program for International Student Assessment (PISA) and Australian NAPLAN assessments is above average, it has not improved over time⁶. There is significant scope in Victoria to raise levels of achievement in literacy, maths and science. To improve our performance, the Department will develop a portfolio-wide literacy strategy and a science, technology, engineering and maths (STEM) plan.

4. Ensure secondary schooling is more inclusive, flexible and engaging and equips young people for further study and work

Adolescents are at a vulnerable stage of their lives when they make the transition from the one-to-one relationship with a classroom teacher in primary school to the more complex environment at secondary school. Indicators suggest that too many of our young people are becoming disengaged during their early and middle years of secondary school, leading to growing rates of disengagement and health-risk behaviours. Our challenge is to keep students engaged throughout secondary school as the completion of Year 12 or equivalent is an important predictor of an individual's future health and wellbeing and their ability to participate economically in their community⁷. *Towards Victoria as a Learning Community* flags the need for new approaches at the secondary level, with a focus on providing pastoral supports and inclusive, flexible learning environments that keep students engaged and prepare them for further study, training and work.

5. Give Victorians relevant skills by raising the quality and economic value of vocational and higher education

In 2012 the Victorian Government refocused the settings for the vocational training market to raise quality and promote the uptake of courses that lead to real jobs while ensuring financial sustainability. We did this by strengthening industry engagement, better targeting subsidies and making better information available to help students, institutions and employers make good choices. We will continue to monitor the operation of training markets to ensure we can respond quickly to enrolment and quality trends that compromise the relevance, value and choice of training courses. Better performance measures and tighter regulatory standards, currently under development nationally, will enable both regulators and funders to track the quality of training and manage risks effectively. We are continuing to support TAFE institutes and Learn Local providers so that they are equipped to adapt to changes in the system. And we are working nationally through ministerial councils to improve the coherence of adult, vocational and higher education, to improve pathways for students, enhance teaching and learning, and enhance educational offerings and student choices.

⁶ *Challenges for Australian education: Results From PISA 2009* (A.C.E.R. analysis of Australian OECD PISA results) <http://research.acer.edu.au/cgi/viewcontent.cgi?article=1008&context=ozpisa> and NAPLAN: Literacy and Numeracy - Summary Report (ACARA, 2102) [http://www.nap.edu.au/verve/_resources/2012_NAPLAN_Summary_\(Preliminary\)_Report.PDF](http://www.nap.edu.au/verve/_resources/2012_NAPLAN_Summary_(Preliminary)_Report.PDF)

⁷ Victorian Auditor General's Office, *Student Completion Rates*, November 2012

In summary: Our 2013-17 priorities and strategies to achieve our 10-year outcomes



The Department has identified seven strategies that are essential in reaching Victoria’s goal and delivering on our outcomes. These strategies are described below, together with some of the headline actions that will be implemented for each strategy over the next 12 months. Simplifying and joining up our efforts across sectors, providers and levels of government will guide our approach to all of these strategies.

While this Strategic Plan provides DEECD’s high-level, medium-to-long term strategic directions, the seven strategies below, and the actions that underpin them, in no way represent the entirety of the Department’s work. There are a wide range of core activities that the Department must perform and continue to improve to ensure delivery of education and development services across the state.

The detail about this activity is reflected in the Department’s Workplan (available on the DEECD intranet site) and in Group, Region and Division planning documents. In turn, staff performance and development plans provide a clear line of sight between each individual’s role, their Division or Region Plan, their Group Plan and the strategic priorities of the Department. This cascading suite of plans is captured in the schema below:



Our strategies for 2013-17

1. Supporting parents and carers to be actively involved in their child’s learning

The benefits of strong education outcomes are clear and compelling, having a direct impact on individuals’ success in life, which is why it is so important we work to improve opportunities for all learners. The Department cannot do this on its own – parents and carers have an invaluable role in boosting a child’s learning and wellbeing through being actively informed and involved from the early years through adolescence. Meaningful and active engagement within and between families, all our services, and the wider learning community is essential if we are to fully meet the needs of every student and to drive system-wide gains in Victoria. This is particularly true in addressing the complex needs of students who are disadvantaged or vulnerable.

To better support parents and carers to be actively involved in their child’s learning, a key action in the next 12 months is implementation of an early childhood parenting strategic framework that empowers all parents, and increases in intensity in response to levels of need.

2. Strengthening leadership and professional practice across all services

High-quality leadership and professional practice across all our services, from early childhood, through schooling and vocational education are key drivers of the learning and development outcomes of all Victorians who engage with our services. The national quality reforms in the early childhood sector are improving the quality of professional practice within the sector. But there is more work to do. School workforce reforms have achieved some important gains in student learning and today Victoria is home to some of the world's best school leaders and teachers. However, this is not consistent across the system and the Department will work alongside schools to enable them to drive the changes at a local level, especially in supporting school leaders to raise the quality of teachers' instructional practice. An evolving priority is improving the quality of professional practice in the vocational education and training sector.

To support this strategy, a number of reforms as set out in *New Directions for school leadership and the teaching profession: Discussion paper* and *Towards Victoria as a Learning Community* will be implemented over the next 12 months. The focus is on improved initial teacher preparation, expanded professional development opportunities with a focus on applied learning, better preparation and support for principals to lead professional practice in their schools, shared expectations of professional practice and greater curriculum options and specialisation.

Future policy development work includes a whole-of-portfolio Literacy strategy, a Science, Technology, Engineering and Mathematics (STEM) plan, and online assessment.

3. Giving more power to service providers and cutting red tape – while holding them more accountable for results

The Department is committed to supporting improved performance outcomes through the provision of increased provider autonomy and stronger governance and accountability arrangements.

The best school systems complement high levels of autonomy with effective accountability and support mechanisms. Government schools will be provided with greater flexibility to develop the means to achieve improved learning, supported by access to excellent data and information about good practice. The Department will intervene in cases of local failure to deliver acceptable results. To effectively manage and support enhanced autonomy of the government school system, the Department is conducting a review of school governance, implementing a new accountability framework, providing benchmark data to support decision-making at a school level and implementing an enhanced annual report to the school community process.

In the vocational education sector the Department will develop an outcomes-based performance framework for Registered Training Organisations that is focused on the outcome of training for students and the Victorian economy.

4. Relentlessly focusing our services on the needs of learners, communities and businesses

Placing the users of services at the centre of our thinking will guide the Department's approach. We will be responsive to the feedback and desires of our users. Individuals should be confident that our learning and development system equips them with the skills to participate effectively for the benefit of the Victorian economy and the broader community. This requires our services to offer learning and development programs that are relevant to emerging demands from learners, families and the broader community. Our services should meet the needs of all learners and be integrated in a way that facilitates smooth pathways and transitions.

A key action in this area during the next year is development of a strategy for provision and support for children and young people with developmental delays and disabilities across early years, schooling and post-school settings.

5. Increasing and informing the educational choices of learners, parents and employers

The Department is committed to empowering learners, parents and employers through providing better information to increase their understanding of educational options. We will improve the collection, management, analysis and interpretation of information in order to provide an evidence base for improved service delivery. We want to provide better information to support individuals and families, providers, community and business to make better choices and be an active voice in shaping services.

The Department's key actions in this area during the next year include the release of Service Charters that set and monitor the standards of service that key client groups can expect from early childhood, school and VET providers. To support increased educational choices, the Department is developing stronger outcome measures and improving the dissemination of information on system and provider performance.

6. Working closely and openly with our communities, service providers and staff

The Department wants to build on the distinctive contributions made by all those with a stake in our learning and development system. We recognise that change happens when frontline professionals are encouraged and empowered to get better at what they do – we will work collaboratively with service providers to enable that to occur. The Department is also committed to establishing productive relationships with the diverse range of stakeholders within our system, including with families, employers and the broader community, valuing their contribution and enabling their meaningful engagement.

Our key actions in this area during the next year include rolling out reforms to provide better quality and responsiveness in vocational education, and delivery of area-based governance approaches to better coordinate education, training and social services.

7. Simplifying and joining up our work, managing change well and using resources wisely

The global, national and state financial environment heightens the need for sound financial and resource management by all governments. This means that how we use our resources and how we manage change will be crucial if we are to continue to achieve our goal of making Victoria a world leader in learning and development. We will continue to join up our efforts across the system, to ensure that change meets the needs of local communities and service providers, to avoid duplication of effort and imposing unnecessary bureaucratic burdens on our service providers.

The Department will remain disciplined in key activities under its Integrated Strategic Management Calendar, including planning, asset management and the effective prioritisation of resources. Key actions in the next year include the development of a longer-term asset plan and management system, and implementation of communications strategies to better coordinate the interactions between staff, stakeholders and the Department. We will seek greater devolution of programs and funding lines relevant to service delivery and ensure coherence between Commonwealth and State programs, regulation and funding settings.

5. Our people

To deliver on our vision, we need great people, with the right capabilities and behaviours. The Department's People Strategy contains five priority actions that will be undertaken to develop our workforce over the next four years.

Initially the strategy will focus on actions to support our people managers and leaders, including government school principals, to manage and lead our diverse workforces made up of Victorian Public Service employees, government school teachers and support staff, school nurses, maternal and child health advisers and allied health professionals.

1. Build great leaders and managers at every level across the organisation

The Department's leaders and managers need to lead by example and create a positive and productive work environment. They need to lead for the good of the whole organisation and support staff to develop and create a workplace environment that supports innovation and collaboration. In particular, they need to be able to create a line of sight between the Department's strategy and the contributions of teams and individuals.

2. Provide our people with integrated and innovative talent management services

To achieve our goal of making Victoria a world leader in education, we need to attract talented people and grow and retain our existing staff. To do this we will need to clarify our proposition as an employer of choice and provide clearer opportunities for talented staff to be promoted and move around the organisation to help them to further develop their skills and experience.

3. Empower our people to be the best

Our employees need to know what to do to learn and develop effectively and progress their careers and to see that feedback, learning and high performance are encouraged across the organisation. Staff also need to feel safe and valued at work and empowered to take risks in pursuit of higher performance. They need to learn from and be confident in their colleagues, managers and leaders.

4. Create a safe work environment with a focus on employee wellbeing

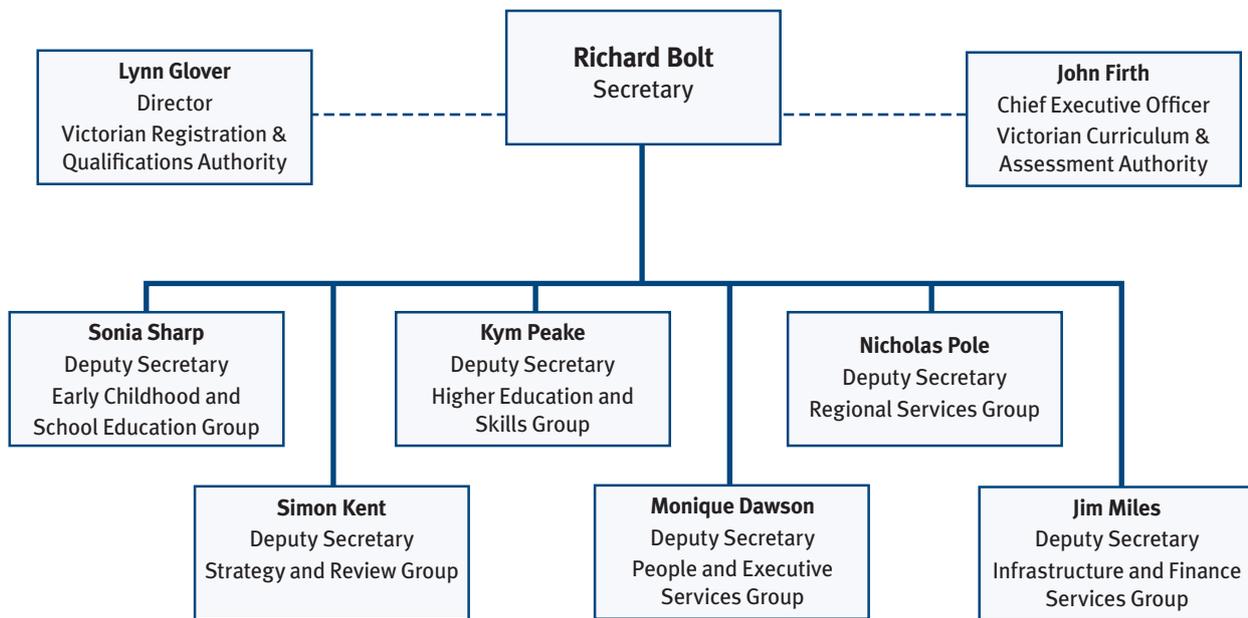
All employees have a right to feel safe and secure whether in corporate locations or schools. Safety is not only physical safety but safety from poor behavioural practices. The Department has an ongoing obligation to promote safe working environments, and an opportunity also exists to extend this to wellbeing practices. The future of safety requires thoughtful, proactive practices to guard the safety of our people and to offer strategies to increase productivity through a healthy workforce.

5. Measure and lift performance

We will only be able to assess the success of the Department's strategy if we invest in information systems that enable us to measure how well we are performing. This includes metrics about our performance as an employer and information about improvements in the skills and alignment of our staff to the Department's objectives.

The Department's People Strategy, to be released later in 2013, will include detailed actions and measures for each of the five priority areas.

6. Our organisation



Group and Authority Roles:

Strategy and Review Group

- align and strengthen the capability of DEECD to support a lifelong learning agenda
- develop and provide advice on cross-portfolio strategy and strategy on emerging issues and government priorities
- develop the Department's long term plan, including scenario analysis, and the rolling four-year Strategic Plan
- manage the Department's Strategy Management Framework, including annual planning, reporting, evaluation and system performance
- manage intergovernmental and external relations
- capture data and analytics to monitor the Department's performance to inform decision making to support better learning and development for all Victorians

Early Childhood and School Education Group

- fund and monitor a universal maternal and child health and kindergarten service to support all children's learning and development
- fund and deliver targeted services to intervene early and prevent escalation of risk factors for children and families
- continuously improve the quality of early childhood services, including the professional knowledge and practice of the early childhood workforce
- implement the National Quality Framework in Victoria to ensure high-quality early learning and development services
- design and deliver a seamless and streamlined service system that is accountable, coherent and responsive to the needs of all children and families
- hold schools to account for performance outcomes
- foster capable and confident leadership that supports and enables schools to connect with and be responsive to their communities
- ensure high standards for excellence in curriculum, pedagogy and assessment
- promote the learning, well-being and engagement of all students through the highest quality teaching
- further the internationalisation of school education
- focus the Department's resources to enable capacity building across schools

Higher Education and Skills Group

- advise on the market design of Victoria's vocational training system
- establish and manage contracts for access to public funding for pre-accredited and vocational training
- oversee the performance of TAFEs and facilitate TAFE and Learn Local sector development
- contribute to national policy debate and oversee governance of higher education
- undertake research and disseminate knowledge on the skill requirements of Victorian industries and regions
- provide clear and accessible consumer information
- facilitate smooth pathways and transitions for learners

Regional Services Group

- design, develop and plan for integrated local learning and development services
- deliver and purchase learning and development services that meet the needs of local communities
- monitor, support and manage the performance of local early childhood services, schools, registered training organisations and other providers
- strengthen models of professional practice and support high-quality service delivery
- foster local partnerships and pathways and support and facilitate stakeholder engagement
- monitor market trends, including the efficiency, price and quality of the VET market
- provide portfolio-wide emergency management, including prevention, preparedness, response and recovery
- capture data and analytics to monitor the Department's performance to inform decision making to support better learning and development for all Victorians

People and Executive Services Group

- focus on people services, stakeholder engagement, legal and ministerial support, probity, audit and risk
- provide direct services to the Department's central office, regional offices and to government schools
- provide executive and ministerial support services across the Department; strengthening the Department's communication with stakeholders and the community; providing internal audit and risk management planning; developing, implementing and managing human resources (HR) policy and practice, and providing HR services; managing procurement policy and shared services arrangements

Infrastructure and Finance Services Group

- manage the Department's budget and finances, including ongoing review and assessment of the student resource package to provide schools with greater autonomy
- manage Victoria's government school asset base, including asset provision planning, property management, construction, maintenance and building compliance
- provide innovative and integrated ICT systems, services and support for the Department, including government schools
- strategic resource planning and analysis to maximise the effectiveness and efficiency of investment across early childhood, school education, and higher education and skills
- manage procurement policy and key procurement categories for the Department, manage the Shared Services arrangement with the Department of Treasury and Finance, and manage service agreement policy and coordination

The Victorian Curriculum and Assessment Authority

- an independent statutory body primarily responsible to the Victorian Minister for Education, serving both government and non-government schools.
- develop, deliver and evaluate high-quality curriculum, including Victorian Early Years Learning and Development Framework, AusVELS and Senior Secondary curriculum programs
- shape and influence development and implementation of the Australian Curriculum
- deliver quality assured NAPLAN, VCE, VCAL and VET assessment programs
- develop, publish and support delivery of high-quality assessment tools for providers
- provide accurate results to individual students
- analyse and report child and student achievement data for key stakeholders

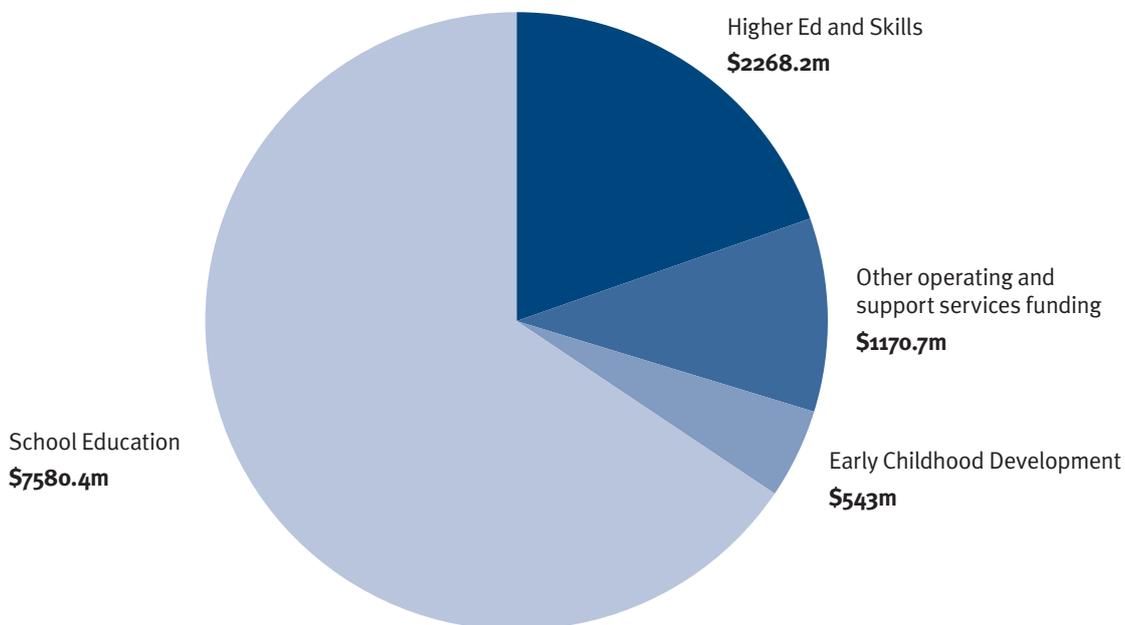
The Victorian Registration and Qualifications Authority

- a statutory authority responsible for the registration of education and training providers in:
 - vocational education and training (VET) who deliver accredited training to domestic students in Victoria only or Victoria and Western Australia only
 - school education; including approval for registration on the Commonwealth Register of Institutes and Courses for Overseas Students (CRICOS) for course delivery by schools
 - senior secondary education, both school and non-school providers, including approval for registration on CRICOS for course delivery by schools
 - overseas student exchange organisations
 - residual higher education activity
- registers children for home schooling in Victoria
- accredits courses and qualifications for providers in the school and VET sectors

7. Our resources

The Department's total output cost for 2013-14 is \$11.562 billion. A breakdown across the output categories is shown in the following chart.

DEECD output summary 2013-14
Total Output Cost – \$11,562m



Notes:

1. Corporate costs of approximately \$250-\$260m (estimate only) are spread across each of the outputs above
2. "Other operating and support services funding" includes: (1) Strategy, review & regulation, (2) Support for students with disabilities and (3) Support services delivery.

