



**An alliance of Victorian
Public Education community campaigns**

'Every child in Victoria should have access to high quality
state primary and secondary education in their local community'

Infrastructure Victoria Draft Strategy
Submission by Our Children, Our Schools (OCOS), Victoria
25 October 2016
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Executive summary

Our Children, Our Schools (OCOS) formed to advocate for proper, non-partisan long-term provision of government schools, viewing these schools as essential infrastructure, in particular reference to the right to attend a local school. First, the establishment of the independent Infrastructure Victoria (IV) and secondly the Victorian School Building Authority (VSBA) within the Department of Education and Training (DET) are regarded as very positive developments affecting the planning and timely delivery of government school infrastructure. OCOS is very pleased that education is included in IV's strategy and considers this a big step forward given infrastructure did not include education historically. Victoria started government school provision in 1872 but it was not until 2013 when OCOS, a parent alliance, called for its planned provision for the long term. The fact that education is finally described as infrastructure also reflects the citizen's jury which had school provision in their top 10 and reflects OCOS' previous submission. OCOS believes that IV and VSBA can play a role in removing school provision from the influence of election cycles and other political factors on provision decisions.

OCOS identifies five main areas for review of the draft:

- Cementing the view that education is essential infrastructure;
- School demand and school enrolment dynamics are not described well;
- School funding is not seen cumulatively as a major project;
- Schools are economic centres;
- School investment and local access have many benefits for communities beyond education.

When education facilities are imbedded in the broader community as recommended by IV and when they are also provided locally, access to education meets no less than 8 of the IV objectives. With rapid growth in student numbers well into the future, school provision needs must be met. OCOS is of the view that, regarded in its totality, the school building and upgrading programs should be seen as a major infrastructure project with broad and far-reaching positive effects including community cohesion, long term job creation, improved health outcomes (including via enabling active transport and reducing congestion) and improved education access and outcomes.

OCOS urges the IV Strategy to ensure the right of access to a local neighbourhood school and to prioritise public schools as the essential infrastructure. In this submission OCOS is commenting in detail on all sections it considers relevant to government school provision. It encourages a realistic view of school zoning and school choices made by parents. The fact that demand for public schools outstrips supply is a worrying dynamic. IV should therefore reflect on its rationale of not seeing education as a major and high priority project. The need to include school provision as part of major projects is especially true for this budget cycle which has a historic investment in public school infrastructure. Overall, existing public school stock ought to be put under heritage protection. A 30 year strategy ought to stress the non-partisan nature of public school provision.

Abbreviations

IV	Infrastructure Victoria
OCOS	Our Children, Our Schools
DET	Department of Education & Training
DELWP	Department of Environment, Land, Water and Planning
VSBA	Victorian School Building Authority
SOO	School demand management
SIF	School infrastructure funding certainty
SLR	Schools with low enrolments in rural areas
SLP	Schools with low performance
PPN	Principal Pedestrian Networks
NAPLAN	The National Assessment Program – Literacy and Numeracy

OCOS Submission

Thank you for the opportunity to comment on the 30-year draft strategy of Infrastructure Victoria (IV). OCOS is encouraged by the establishment of Infrastructure Victoria and the Victorian School Building Authority (VSBA) within the Department of Education and Training (DET). These two new bodies represent a shift to attending to education infrastructure as an important input. They can build the evidence of physical infrastructure provision, maintenance and improvement and may eventually aid the depoliticisation and lessen the influence of electoral cycles on provision decisions. The very fact that it is a thirty-year strategy is welcomed as OCOS believes in long-term planning. OCOS is pleased to see Infrastructure Victoria (IV) ranking access to education infrastructure in the top 10 identified needs. We are particularly glad to see that our previous submission has assisted in forming sections of the Draft Strategy, Draft Options Book Version Two and Value Capture – Options, Challenges and Opportunities for Victoria Policy Paper.

Please note that our submission refers to a variety of IV consultation documents:

1. Infrastructure Victoria Draft Strategy;
2. Value Capture – Options, Challenges and Opportunities for Victoria Policy Paper;
3. DRAFT OPTIONS BOOK Version two October 2016.

Our Children, Our Schools: introduction and aims

Our Children, Our Schools (OCOS) is an alliance of 28 Victorian Public Education community campaign groups which advocates the establishment of a properly government funded essential infrastructure for government school provision. Such funding must ensure social cohesion, provide well regarded facilities for learning and be accessible and affordable to all. In summary we believe that every child in Victoria should have access to high quality state primary and secondary education in their local community.

OCOS formed in 2013 because we want to see a transparent equitable process for school provision free of political and other agenda considerations.

Since our earlier submission the alliance has grown further and now includes:

- Beaumaris School Community Group (BSCG);
- A new school for Bannockburn District;
- High School for Coburg (HSC);
- Doreen and Mernda Secondary School Alliance;
- Friends of Elwood College;
- Friends of Kyneton Education (FoKE);
- Nunawading Primary School Site Preservation Group Inc;
- Oakleigh Ward Local Secondary School (OWLSS);
- High School for Preston;
- Point Cook Action Group;
- Public Education Group (PGR);
- Reopen Our Schools (Banyule City);
- Richmond High School Choices (RHSC);

- Secondary Education for Seddon, Kingsville and Yarraville (SKY High);
- Restore Strathmore Heights' School Zones;
- TwoSchoolsNow (Port Phillip and Southbank);
- Docklands Community Forum;
- Fishermans Bend Network;
- Northern Mallee School Council Presidents Group (currently inactive);
- Keysborough South Action Group;
- Save Former Calder Rise Primary School;
- Ballert Mooroop Working Group (Glenroy);
- Williams Landing Community & Residents;
- North Melbourne Primary School Parents and Carers;
- Your Cheltenham School;
- City Schools 4 City Kids – Melbourne;
- School for Prahran;
- Spectrum School.

OCOS highlights five issues for review

From OCOS' point of view there are many positives in the draft strategy, including:

- Inclusion of access to education in top 10;
- Need for better planning;
- Transparent pipeline (Need 9.3.1) – even though framed as being good for the non-government sector planning when the information clearly does not transparently flow between government and non-government pipelines;
- Schools as community hubs;
- Schools as municipal libraries.

However, OCOS believes that the strategy could be more detailed in its recommendations. In this submission we have focused on five core areas we would like to see addressed to ensure that LOCAL government schools are accessible to all students. Core areas for review:

1. Cementing the view that education is essential infrastructure. With the strategy, there is scope to lead the nation in data linking and coherent planning of provision. Whilst OCOS is not a research organisation, we continue to witness discrepancy in growth prediction which are not due to time lag. IV should be clear how it calculates all factors of school provision and advocate for coherent methods of predictions within government. Unless the data sets used, the presumptions on school/ class sizes, student teacher ratios, teacher workforce planning and other factors are known, it will be difficult to plan well. Good planning is only possible when it is transparent in sources and methods. Much education evidence excludes data on the physical infrastructure necessary for delivery¹.
2. School demand and school enrolment dynamics are not described well. This means there is no provision planning and there is a risk of making overly optimistic assumptions that education provision can continue on the current path. Yet, there are already predictions that

¹ <http://www.pc.gov.au/inquiries/current/education-evidence/draft/education-evidence-draft.pdf>

220 new schools are required² and, the 2016 numbers³ for planning from DELWP indicate an increase as well:

Age distribution	2011	2051
5-19 year olds	1,017400 mill	1,692600 mill

There is an assumption in the draft that schools are being built near under enrolled schools and this needs to be fundamentally challenged. There is much that can be done, for example through school boundary management and school improvement to change under-enrolment. However, new schools are not built near under-enrolled schools.

3. School funding is not seen cumulatively as a major project. It is a concern that funding seems to be either not considered or dismissed as IV states this need does not constitute a 'major project'. OCOS takes the position that building 220 schools and supporting over one million students⁴ is indeed a major infrastructure project.
4. Schools are economic centres. Schools are significant sites of local employment, generating significant jobs opportunities, including ongoing positions, and stimulate the economy.
5. School investment and local access have many benefits for communities beyond education. Local access to education has positive flow on impacts on health, community connectivity and avoids congestion. Therefore investment in schools has many benefits which need to be considered as part of a holistic strategy.

OCOS IV draft strategy comments in detail

OCOS would like IV to consider the draft elements below further. The draft strategy components relating to Education do not seem to clearly tie in the following facts highlighted in the Infrastructure Capability Assessment:

"Unprecedented population growth and sustained overcrowding in Government schools has been met by under-investment in school infrastructure."⁵

"While the 2014-15 and the 2015-16 budgets have seen a significant increase in new school funding this investment will only partially alleviate urgent demand"⁶

Our population is increasing, this draft strategy seems to overlook that this growing population needs to be educated.

Population growth to 9.6 million by 2046, of which approximately 2.2 million will be under 19 years old, will place the sector under significant future stress⁷

² <http://grattan.edu.au/news/schools-crisis-comes-with-massive-waste-of-tax-dollars/>

³ http://www.delwp.vic.gov.au/__data/assets/pdf_file/0011/340886/Victoria-in-Future-2016-FINAL-web.pdf

⁴ <http://www.theage.com.au/victoria/record-one-million-students-to-squeeze-into-victorian-schools-20161010-gryxtx.html>

⁵ Pg. 38 <http://www.infrastructurevictoria.com.au/sites/default/files/files/160229%20-%20Education%20-%20Final.pdf>

⁶ Pg. 38 <http://www.infrastructurevictoria.com.au/sites/default/files/files/160229%20-%20Education%20-%20Final.pdf>

⁷ Pg 4 <http://www.infrastructurevictoria.com.au/sites/default/files/files/160229%20-%20Education%20-%20Final.pdf>

OCOS recommendations for amendment

NEED 1. ADDRESS INFRASTRUCTURE DEMANDS IN AREAS WITH HIGH POPULATION

The recommendation section highlighted below does not cover the need for education infrastructure instead focusing only transportation requirements. However, we can see from the Education section in IV Value 'Capture – Options, Challenged and Opportunities for Victoria Policy document that education in a High Growth area was a case study presented. OCOS has suggested the word Education is inserted into this below paragraph:

Providing more infrastructure in areas where it is needed is clearly a big part of this story. This is particularly relevant in Melbourne's outer suburbs and peri-urban areas to improve access to jobs, **education (inserted)**, and services for the people who live there now, and in the future, and to ensure Melbourne's famed 'liveability' is shared by all. Many of the recommendations to improve access to middle and outer employment centres under Need 11 would also help support these communities.⁸

In reference to Need 1.4.3 Relocatable community infrastructure, OCOS questions the need for relocatable community infrastructure in high population growth areas:

1.4.3 Relocatable community infrastructure. Increase the provision of temporary or 'pop up' community infrastructure, such as relocatable buildings, over 0-10 years to respond to rapidly changing community needs. Temporary infrastructure is of particular use in areas of high population growth where permanent infrastructure cannot be provided in a timely way and after emergencies, such as bushfires, where existing infrastructure is destroyed (ref. RCI).⁹

OCOS believes relocatable community infrastructure is not the solution where there is projected long term growth and it has the potential to leave a problematic gap for the next generation of students. We believe using relocatable classrooms should only be a short term measure to deal with a spike in demand. Unfortunately, relocatable classrooms are being used as long term solutions where there is demonstrable projected demand in the long term. This approach, in and of itself, acts as a block to more holistic long term planning around public school provision.

⁸ Pg 49 http://yoursay.infrastructurevictoria.com.au/30-year-strategy/application/files/5814/7563/8639/IV_30_Year_Draft_Infrastructure_Strategy_Final_Web_5.pdf

⁹ Pg 51 http://yoursay.infrastructurevictoria.com.au/30-year-strategy/application/files/5814/7563/8639/IV_30_Year_Draft_Infrastructure_Strategy_Final_Web_5.pdf

NEED 4 ENABLE PHYSICAL ACTIVITY AND PARTICIPATION

OCOS recommends that education should be weaved into the opening paragraphs of Need 4. This need starts with specific mention of the problem of high numbers of children being driven to school but does not address the issue. In spite of the 20-minute city idea outlined in Plan Melbourne, there is nothing about LOCAL anything enabling activity. There is no detail in this need about how to enable active transport by providing communities with a local walkable school.

A particular challenge is the health and wellbeing of Victorian children. Some key Victorian Government indicators show that children are walking to school less and being driven more. In 2013, approximately half of all Victorian children aged 5 to 12 were always driven to school, and in 2014 only one in four children in school years 5, 8 and 11 met the recommended amount of physical activity on all days of the week, with children in rural areas more likely to meet guidelines than children in metropolitan areas.

Infrastructure can enable both incidental and planned physical activity through the provision of walking and cycling networks and community sporting and recreational facilities. The built environment and community design can also play an important role, in part through proximity of housing to jobs, **education (OCOS suggestion)** and services and walking to public transport hubs.¹⁰

Local Government school provision enables active transport which:

- reduces road congestion (headline IV issue);
- enhances health;
- enhances learning via benefits to concentration;
- enhances connectivity and sense of belonging in the community.

The following passages highlight the major benefits to local education provisioning in close proximity to communities.

The Department of Economic Development, Jobs, Transport and Resources recommends:

“Getting even more people walking, particularly around local activity centres, schools and connecting with other forms of transport, will help meet our transport needs as Melbourne grows.”¹¹

The Department has developed the Principal Pedestrian Networks (PPNs). It involves mapping out and planning for a higher quality walking environment on key routes to local activity centres such as

¹⁰ Pg 72 http://yoursay.infrastructurevictoria.com.au/30-year-strategy/application/files/5814/7563/8639/IV_30_Year_Draft_Infrastructure_Strategy_Final_Web_5.pdf

¹¹ <http://economicdevelopment.vic.gov.au/transport/cycling-and-walking/walking>

shops, schools and transport hubs.¹² The effectiveness of the Principal Pedestrian Network Demonstration Project was recognised in 2014 when it won the VicHealth award for encouraging physical activity.

The likelihood of walking or biking to school was positively associated with shorter trips, male gender, higher land use mix, and the presence of street trees (Larsen et al, 2009).¹³

Vic Health Active for Life reports states:

“Increasing access to and use of local parks and recreation spaces, as well as getting more people ‘out and about’, can support a better connected community. This may also contribute to a greater sense of safety for community members.”¹⁴

“Limiting outside play and independent travel denies children a range of important development opportunities, including exploring, taking risks and making choices, learning through play, problem solving, interacting with peers, building confidence and self-esteem and developing spatial skills.”¹⁵

Niels Egelund of Aarhus University in Denmark conducted a survey looking at nearly 20,000 Danish kids between the ages of 5 and 19.

It found that kids who cycled or walked to school, rather than traveling by car or public transportation, performed measurably better on tasks demanding concentration, such as solving puzzles, and that the effects lasted for up to four hours after they got to school.

“As a third-grade pupil, if you exercise and bike to school, your ability to concentrate increases to the equivalent of someone half a year further in their studies,”¹⁶

¹² <http://economicdevelopment.vic.gov.au/transport/cycling-and-walking/walking/principal-pedestrian-networks>

¹³ Larsen, Gilliland, Hess, Tucker, Irwin and He (2009). The influence of the physical environment and sociodemographic characteristics on children's mode of travel to and from school. American Journal of Public Health 99 (3), 520

¹⁴ ActiveForLifeCommunity <https://www.vichealth.vic.gov.au/media-and-resources/publications/active-for-life-resource>

¹⁵ ActiveForLifeCommunity <https://www.vichealth.vic.gov.au/media-and-resources/publications/active-for-life-resource>

¹⁶ <http://www.citylab.com/commute/2013/02/kids-who-walk-or-bike-school-concentrate-better-study-shows/4585/>

Victoria Walks webpage has an entire section of its webpage focusing on making more school students active. From the Walk to School program through to lesson plans.

Ben Rossiter, Executive Officer, Victoria Walks:

*'Walking and playing independently helps children learn how to deal with situations, make decisions, explore and have fun. The physical, social and developmental benefits are enormous.'*¹⁷

An American study identified:

*...When school sites are remote, and children do not walk or ride bikes to school, they are deprived of the opportunity to exercise.*¹⁸

Women's Place: Urban Planning review identified:

*....Those sprawled suburbs are designed to depend on private transportation for children; they are not designed with the expectation that almost all of the work-aged adults in the community will be unavailable during the day.*¹⁹

The Andrew's Government has already set a target for increasing physical activity, walking to a local school will assist meeting this objective. The target is taken from a Media Release 18th October 2016.

*We've set ambitious Education State targets to give every child every chance in school, work and life. By 2025, we want to achieve a 20 per cent increase in the proportion of kids doing an hour's physical activity, five times a week.*²⁰

An American report, At the Intersection of Active Transport and Equity (2015) found:

School siting is another area where equity and active transportation intersect in complex ways. The location of schools is integral to the success of Safe Routes to School initiatives. In addition, school siting has enormous impacts on neighborhood vitality – the proximity of a school affects housing prices,

¹⁷ ActiveForLifeCommunity<https://www.vichealth.vic.gov.au/media-and-resources/publications/active-for-life-resource>

¹⁸ http://pages.uoregon.edu/schlossb/articles/schlossberg_sprawl_school_ppr.pdf

¹⁹ Pg 1828 Fordham Law Review Volume 76 | Issue 3 Article 18, 2007 Women 's Place: Urban Planning, Housing Design, and Work-Family Balance Katharine B. Silbaugh

²⁰<http://www.premier.vic.gov.au/school-pool-named-in-honour-of-golden-paralympian/>

*desirability, and community cohesion.*²¹

*Schools sited near where children live not only helps kids walk and bicycle to school, but can also support children's physical activity and community wellbeing after school hours by providing a convenient location for play, athletic activities, community meetings, and emergency centers, with shared use agreements promoting good uses of nearby amenities.*²²

This same report found:

At the same time, high levels of neighborhood segregation and uneven investments in local schools mean that without a more nuanced approach ensuring equity in school siting, walkable neighborhood schools have the potential to increase school segregation and exacerbate educational inequity. Digging into this challenge, advocates have concluded that walkability and diversity in schools are compatible outcomes, with advocacy for the following three joint demands:

Investing in quality public education for all children in all communities;

- *Engaging in community and school planning to prioritize health and walkability;*
- *Integrating neighborhoods economically by diversifying housing options while protecting existing residents.*²

*Once again, one of the key lessons is that in order to promote active transportation while supporting equitable outcomes, advocates must embrace the larger goals of potential partners, supporting strategies and advocacy around quality education as well as residential diversity.*²³

OCOS believes Need 4 addresses the following options, but is not limited to these options:

- Active established areas AEA
- Active lifestyle infrastructure provision ALP
- Active lifestyle infrastructure regulation ALR
- Bicycle and walking path expansion and improvement BWP2

²¹ Pg 40

https://www.apha.org/~media/files/pdf/topics/environment/srts_activetranspequity_report_2015.ashx

²² Pg 41

https://www.apha.org/~media/files/pdf/topics/environment/srts_activetranspequity_report_2015.ashx

²³ Pg 41

https://www.apha.org/~media/files/pdf/topics/environment/srts_activetranspequity_report_2015.ashx

- Bicycle and walking path separation BWP3
- Health education programs HEP
- Health infrastructure coordinated planning HIC
- Metropolitan bus network reform MBN
- Preventative health care awareness PHC
- Public transport accessibility PTV
- Integrated shared use community and recreation facilities RFC
- Community health facility access SCC
- Schools as community facilities SCF
- Schools with low performance SLP
- SmartBus network extensions and service increases SNE
- School demand management SOO
- Smartbus service provision increase SSP
- Tram network extensions TNE
- Tram network link extensions TNL

NEED 5. PROVIDE SPACES WHERE COMMUNITIES CAN COME TOGETHER

OCOS recommends that schools should be weaved into the opening paragraphs of Need 5, not just in section 5.3. Schools are the most overlooked and forgotten central infrastructure to social cohesion. The local public school is the place we generally vote. Schools are supported by families, local community groups and local businesses.

Public spaces, and the community connections they enable, have been recognised as central to social cohesion. These spaces can include libraries, community centres, education facilities (OCOS suggestion) arts and culture venues, sport and recreation facilities, and parks. As Victoria's population grows and densification increases, access to public spaces is likely to come under pressure.²⁴

OCOS believes Need 5 addresses the following options, but is not limited to these options:

- Active established areas AEA
- Active lifestyle infrastructure provision ALP
- Active lifestyle infrastructure regulation ALR
- Bicycle and walking path expansion and improvement BWP2
- Bicycle and walking path separation BWP3
- Community infrastructure accessibility CIM
- Community space refurbishment or rationalisation CSR
- Community space shared use agreements CSS1
- Community and public space utilisation deregulation CSU
- Early childhood education availability ECE1
- Health and aged care repurposing of facilities HAC
- Health education programs HEP
- Health infrastructure coordinated planning HIC
- Preventative health care awareness PHC
- Relocatable community infrastructure RCI
- Integrated shared use community and recreation facilities RFC

²⁴ Pg78 http://yoursay.infrastructurevictoria.com.au/30-year-strategy/application/files/5814/7563/8639/IV_30_Year_Draft_Infrastructure_Strategy_Final_Web_5.pdf

- Community health facility access SCC
- Schools as community facilities SCF
- School campus utilisation SCU1
- School facility use for out of school hours care SFU
- School infrastructure funding certainty SIF
- Schools with low performance SLP
- Schools with low enrolments in rural areas SLR
- School demand management SOO
- Sport and recreational facility strategic investment SRF

NEED 9. PROVIDE ACCESS TO HIGH-QUALITY EDUCATION INFRASTRUCTURE TO SUPPORT LIFELONG LEARNING

OCOS suggests the deletion of part of the opening section:

One of the biggest challenges in providing education infrastructure is balancing strong and growing demand in some areas and oversupply in others, particularly in the context of a complex provider landscape crossing the public, private and non-profit sectors. Maintenance of the large stock of public education assets presents another ongoing challenge.²⁵

The underline section of this paragraph should be irrelevant to considerations of the delivery of public schools. Non-Government schools should be a secondary consideration in the planning of public schools as all students in Victoria are first entitled to access to a local government school.

The objectives section about access to local education in the strategy document could include two further objectives:

Meeting this need will help achieve objectives:

1. Prepare for population change
2.
3. Reduce disadvantage
4. Enable workforce participation
5. Lift productivity
6. Drive Victoria's changing, globally integrated economy
7.
8.
9.
10. Build resilience to shocks

2. Foster healthy, safe and inclusive communities

A local education is one of the basic building blocks in creating a healthy and inclusive community. Belonging to a community begins the day a child is born. If this individual child does not have access within walking distance to a maternal health nurse, parents support group, kindergarten or local school the Community will not fully bloom.

9. Advance climate change mitigation and adaptation

Local school and kindergarten access within walking or active travel distance is a climate change mitigation piece of infrastructure as cars are not the primary dependent form of access.

²⁵ Pg.106 <http://www.infrastructurevictoria.com.au/sites/default/files/files/160229%20-%20Education%20-%20Final.pdf>

This sentence underlined below is too broad in particular the word ‘assumed’:

*We have assumed there will be an ongoing increase in the supply of schools to meet demand over the next 30 years. Rather than focus on the increasing business-as-usual activities, the recommendations below cover a range of initiatives to plan and use schools differently.*²⁶

The following facts and reports highlight the word ‘assumed’ is overly optimistic and we feel it starts this section of the strategy with a false assumption that demand will be met. We believe this is particularly salient due to the fact that public school planning and provision is subject to the politics associated with election cycles, and for this reason, proper planning that takes pork barrelling out of the equation is essential.

- 1) This draft strategy reports
 - a) *“Population growth to 9.6 million by 2046, of which approximately 2.2 million will be under 19 years old, will place the sector under significant future stress”*²⁷. In some areas across the state demand already outstrips supply, there will be ongoing growth for the foreseeable future so timing of provision is critical. This population quoted above of 2.2 million school-aged children is over double the number of today’s enrolments;
 - b) *At a state-level, it is estimated that within 5 years the demand for schools will exceed the permanent building supply*²⁸;
 - c) The citizens jury resulted in *need* for schools being in the top ten;
 - d) The infrastructure assessment document underpinning the report repeatedly talks about the crisis in being able to meet demand.
- 2) According to a Grattan Institute report published in January 2016²⁹ demand predications indicated, 220 new schools are required in the next ten years or 7200 new classrooms.
- 3) No new schools opened this year. Quote from Education Minister MP James Merlino:

*“It is a travesty that with the growth of our student numbers, there is not one new school due to be opened in 2016,” he said.*³⁰

- 4) After the release of this IV Draft Strategy report and supporting documentation. The Age published Victoria in Future 2016 data *“Record one million students to squeeze into Victorian schools”*³¹. This data from Victoria in Future 2016 (table below) reports that in 2021 there will be a total school-aged population of 1,022,936. This number is not an assumption these children

²⁶ Pg107 <http://www.infrastructurevictoria.com.au/sites/default/files/files/160229%20-%20Education%20-%20Final.pdf>

²⁷ Pg4 <http://www.infrastructurevictoria.com.au/sites/default/files/files/160229%20-%20Education%20-%20Final.pdf>

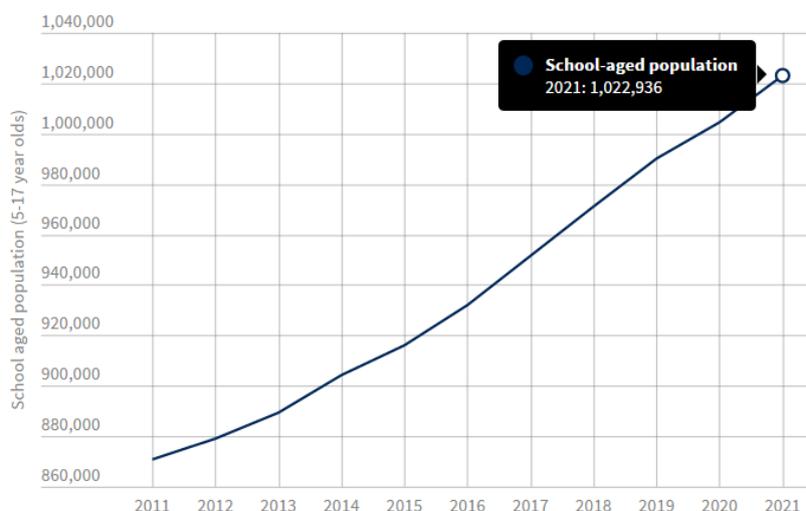
²⁸ Pg.34 <http://www.infrastructurevictoria.com.au/sites/default/files/files/160229%20-%20Education%20-%20Final.pdf>

²⁹ <http://grattan.edu.au/news/schools-crisis-comes-with-massive-waste-of-tax-dollars/>

³⁰ <http://www.heraldsun.com.au/news/victoria/more-schools-planned-for-major-victorian-growth-areas/news-story/73a0e274b1c5da388120660a05ff8e50>

³¹ <http://www.theage.com.au/victoria/record-one-million-students-to-squeeze-into-victorian-schools-20161010-gryxtx.html>

are already born. The youngest child in this number represents today's 18-month old starting Prep.



Source: Victoria in Future 2016 data

Continuing on pg 107³² IV Recommendations section:

The first step is ensuring that the capacity of existing schools is being fully utilised. This involves planning for schools at a network level to avoid new schools being built when there is excess capacity nearby, while maintaining parent/ student choice and leveraging technology to enable more sharing of teachers and resources across school sites. The second step involves improving investment decisions in school infrastructure, drawing on the strong evidence base that already exists. This relies on greater transparency around priorities and longer lead times for new and upgraded schools. The third and most transformative step requires the reconceptualisation of schools as places that are shared by the community and as sites for lifelong learning.

Planning for schools at a network level to avoid new schools being build when there is excess capacity nearby, is another very broad statement. This wording focuses too much on avoiding problem of schools being built near existing schools that are under-enrolled and undesirable. This problem does not exist. OCOS is unaware of this ever happening. We do agree there are situations where an under enrolled school is near over enrolled schools but *not* new schools being built in to that scenario.

If this claim of new schools being built when there is excess capacity nearby is in fact true, the following should have been published within the supporting documentation of this strategy and should be public:

1. Are the schools involved in this assumption all Government schools? Or a mix of Government and Non-Government schools in close proximity;
2. Dating back ten years a list of these new schools and their locations;
3. DET Regional location. Was the construction of these new schools tied up in the banker school corruption IBAC inquiry?

³² http://yoursay.infrastructurevictoria.com.au/30-year-strategy/application/files/5814/7563/8639/IV_30_Year_Draft_Infrastructure_Strategy_Final_Web_5.pdf

Additionally, this suggestion does not identify whether physical barriers may hinder student access for example a freeway, heavily congested multiple lane main road, industrial area or train line etc.

Need 9.1 Improve network planning and demand management for schools

OCOS questions the wording used in this need:

*9.1.1 School network planning. Improve demand management for schools and better use existing schools before new adjacent schools are approved for funding within 0-5 years. This would require a review of existing network planning mechanisms with a view to improving perceptions and/or addressing the causal factors of why some schools are considered less desirable. This would also consider mechanisms for a network of schools to work together to lift the performance of the entire network, such as a hub and spoke approach, with a high-performing lead school assisting other schools, as well as sharing of school facilities, resources and teachers (ref. SOO).*³³

- before new adjacent schools are approved

The important benefits of LOCAL school provision are not addressed even though:

- the benefit of local services is mentioned elsewhere;
- Local schools enhance the family-school-community partnership;
- Local provision helps address IV headline issue of road congestion by reducing car trips;
- Local provision directly ties into reducing obesity highlighted in Need 4.

A review in Women's Place in Urban Planning³⁴ raises the following benefits when local education is provided in close proximity to a neighbourhood.

*..... Middle school aged children in compact mixed-use environments are able to go on foot from school to the orthodontist, to the library, to pick up a sibling, or to an enrichment activity. Younger children can be more easily escorted from school to these activities by high school aged children. Achieving that measure of independence earlier in a child's life relieves a working parent of a highly inefficient use of time in sprawled suburbs, where many mothers stay available all day to make a ten-minute drive transporting dependents from one place to the next. In a compact community close to work, a working parent can leave work to walk a child from school to his next location without a significant interruption to her day.*³⁵

³³ Pg107 http://yoursay.infrastructurevictoria.com.au/30-year-strategy/application/files/5814/7563/8639/IV_30_Year_Draft_Infrastructure_Strategy_Final_Web_5.pdf

³⁴ Fordham Law Review Volume 76 | Issue 3 Article 18, 2007 Women 's Place: Urban Planning, Housing Design, and Work-Family Balance Katharine B. Silbaugh,

³⁵ Pg1828 Fordham Law Review Volume 76 | Issue 3 Article 18, 2007 Women 's Place: Urban Planning, Housing Design, and Work-Family Balance Katharine B. Silbaugh,

The following gap was identified in the same study when local education provisioning is not provided in close proximity within a neighbourhood.

.....When combined with sprawl, the distance between those daily stops has increased, raising time, flexibility, and financial burdens.³⁶

Walkability is such an important factor in school provision and is highlighted in the 2016 DET School provision reviews for both Banyule & Preston

The engagement findings identified walkability as a key factor for primary school provision³⁷

There is a strong community preference for walking and cycling to school and a reduced dependence on car travel.³⁸

- [network planning mechanisms](#)

Network planning implies that the definition of a 'network' is uncontested or a given. OCOS would like to know what the 'network' is. OCOS member groups report that Provision Reviews utilise geographical 'networks' which are unrealistically large. In addition, this need seems to blame parent perceptions and choice for problems in demand management. True school demand management SOO or network planning mechanisms should encapsulate facts first before perception. Some factors could include but are not limited to:

1. What is the population surrounding the school?
2. What is the population growth?
3. What population data has been obtained from Local Council such as kindergarten enrolments and Maternal Health birth information?
4. What is the age of the population?
5. Is the population aging? Will new families move into the area?
6. Is the area under re-gentrification/ what is the suburb life cycle?
7. What percentage of students actually attended their zoned school (DRU)?
8. Is public transport available to the school site? Does the public transport available service the population or do residents need to walk further than 900metres near their homes?
9. What physical barriers restrict access to the school:
 - a. Is there a major freeway/ road, train line or heavier peak hour traffic?
 - b. Is there an industrial zone blocking area?
 - c. Does a waterway restrict access?
 - d. Is there access via sealed footpaths?
 - e. Is there a school crossing supervisor?

³⁶ Pg1821 Fordham Law Review Volume 76 | Issue 3 Article 18, 2007 Women 's Place: Urban Planning, Housing Design, and Work-Family Balance Katharine B. Silbaugh

³⁷ School provision review for Banyule 2016, Stage one: needs analysis *Department of Education and Training Final report*

³⁸ *School provision review for Preston 2016, Stage one: needs analysis* Department of Education and Training

- [Perceptions & less desirable](#)

Moving on to perception and residualisation which can be real issues and consequences but parental choice is a very complex phenomenon and there should be no temptation to dismiss many legitimate concerns, some of which come down to policy choices rather than parent choices.

Why do parents perceive a school to be a school of choice?

1. What is the permanent capacity of other nearby schools? Are these schools using portables? If so why?
2. Do the parents have a perception that one school has better facilities than another? If so why? What is it missing: art, science, sport or music facilities, additional needs support etc?
3. Real estate value? If houses are a higher value next to one school compared to another. There is sometimes the perception that the child will be attending school with people in a higher income group.
4. MySchool webpage data creating the incorrect impression.
5. Is there a perception that physical barriers hinder walkability? Limited lighting, no footpath, no school crossing supervisor?

- [high-performing lead school assisting other schools](#)

All schools should be high performing. Parents really just want School infrastructure funding certainty (SIF). This funding certainty will also address Schools with low performance SLP and schools with low enrolments (SLR) which IV has already addressed with the suggestion of the five-year pipeline. The effects of lack of school funding cannot be overstated; parents knowingly choose geographic inconvenience or a non-government school to obtain perceived 'better' school quality. Presently for some parents this trade-off is so accepted by particular suburban areas that residents barely think to criticise the reason there is limited funding, overcrowding or no local school in their immediate area and it then controls and shapes education.

OCOS strongly believes sharing within the network will not happen until schools do not have to compete, with each other in the public system or with nearby non-government schools for the choosing market in order to obtain adequate funding.

For example, one of our internal DET sources has reported that at a recent Regional Leadership network meeting in the Southern Region, multiple Principals who are perceived as leading high performing schools (based on NAPLAN results) did not attend this collaboration session. An entire cultural shift will need to occur within the Education Department for schools to be a network, not individual businesses. We are encouraged, that there are early signs of this cultural shift from a system of individual government schools to system leverage of the whole government school sector.

Simple implementation of compulsory school zones as we previously submitted will alleviate this demand issue. If zoning is good enough for the perceived higher performing McKinnon Secondary College, Box Hill High School, Mount Waverley Secondary College, Strathmore Secondary, Albert Park and Balwyn High School why not State wide zoning for all students? Then we will have a true 'equal playing field' with a much simpler demand planning model for the DET and indeed for parents.

Access criteria to local schools should be seen as a lived experience of family and caring composition, not in terms of blood relationships. This would reflect the experiences of nuclear rainbow and other blended familiar arrangements and bring access policy in line with the realities of modern Victorian families.

Throughout this submission OCOS placed an emphasis on walkable local school provisioning. With a growing population of up to 9 million in the coming years many of the existing schools cannot cope today. Across the State, densification in living is being encouraged but infrastructure needs to keep up. For example, how can existing school infrastructure cope if three existing residential housing blocks are demolished on each street in a suburb and turned into 18 new residential dwellings? The school population has the potential to go from maximum 6-9 children residing in these three dwellings to approximately 30-36 school children residing in these 18 new dwellings. This represents close to two new classrooms created overnight.

The solution to accommodate this massive growth in students is not two or three storey portables nor is it forcing out of zone parents across a gauntlet of physical barriers to attend an underutilised school. In suburbs of overcrowding we need zoning to be enforced and new school sites not extra portables.

9.3 Improve delivery of new and upgraded kindergarten and school infrastructure

The underlined section of need 9.3.1 comes across as patronising “assist communities to understand” OCOS suggests simply “communicate to communities”

9.3.1 School investment pipeline. Publish, on an annual basis, 5-year investment priorities for new and upgraded government schools, alongside the planning data that shows demonstrated need, within 0-5 years. This transparency will assist communities to understand how priorities are made, provide greater certainty and lead times to enable co-investment to occur and reduce the need for community advocacy (ref. SIF).

OCOS would hope that this annual 5-year investment priorities strategy suggested by IV would remain bipartisan rather than differ in the instance of a change of State Government.

Need 9 IV Funding recommendations section

*Funding advice is not provided for this need because our funding recommendations focus on major projects, policies or reforms with a significant cost to government.*³⁹

Why is education not a MAJOR project?

OCOS strongly believes that building the required schools is a major and high priority infrastructure project for the Victorian Government, no matter which political party is in power – and it will disperse the jobs generated over geography and time!

We note that one of the Case Studies in the Value Capture – Options, Challenged and Opportunities for Victoria document, has provided an example of a funding recommendation via developer contribution.

Furthermore, our research has found that two reports have varying demand prediction numbers ACER⁴⁰ at 107,520 and Grattan⁴¹ at 180,000 student growth in the next ten years. While we are not

³⁹ Pg109 <http://www.infrastructurevictoria.com.au/sites/default/files/files/160229%20-%20Education%20-%20Final.pdf>

⁴⁰ <http://research.acer.edu.au/cgi/viewcontent.cgi?article=1001&context=policyinsights>

⁴¹ <http://grattan.edu.au/news/schools-crisis-comes-with-massive-waste-of-tax-dollars/>

sure which number is correct or whether the really picture of demand is somewhere in the middle it does highlight the need for a coherent method.

Peter Goss from the Grattan Institute

“... estimate that Victoria will need between 140 and 220 new schools to accommodate 180,000 additional students over the next decade. Fewer new schools would be needed if existing schools expanded, but 7200 new classrooms will be needed either way.”⁴²

ACER The teacher workforce in Australia: supply, demand and data issues reports

In the same ten years, Victoria is likely to see growth of over 100 000 primary students, or over 448 additional primary classes each year.⁴³

A recent October 2016, The Age editorial on IV report stated borrowing to build is the way to go!
From Editorial:

Perhaps the most crucial debate flowing from the report, though, will be about financing projects. There has never been a better time to do so through borrowing; interest rates are at historical lows, so governments can lock in low debt costs. Given the intergenerational benefits of infrastructure – benefits quantified by Infrastructure Victoria – it is only fair that generations of taxpayers share the costs.⁴⁴

⁴² <http://grattan.edu.au/news/schools-crisis-comes-with-massive-waste-of-tax-dollars/>

⁴³ Pg5 <http://research.acer.edu.au/cgi/viewcontent.cgi?article=1001&context=policyinsights>

⁴⁴ <http://www.theage.com.au/comment/the-age-editorial/infrastructure-victoria-showing-its-worth-20161004-grut5w.html>

Using the All Schools, Student-to-staff ratio data table from The Australian Government Productivity Commission Report on Government Services and the Grattan Institute & ACER student population growth reports reference above. By our very rough estimations a population of between 107,520 to 180,000 student growth in Victoria will boost long term employment opportunities by over 22,130 to 37,048 positions. This long term employment number excludes cleaners and emergency and casual relief staff

It also does not take into account the 1000s of construction workers required to build these new schools nor update those existing schools with facilities not at the 'even playing field' level.

Investing in schools delivers economic benefits in the long-term.

Teaching staff (b) between 7964 to 13,333 positions

Non-Teaching school staff (c), (d) between 3081 to 5157 positions

All School staff (e) between 11,085 to 18,556 positions

Refer Appendix 1 for further detail.

TABLE 4A.22

Table 4A.22 Students-to-staff ratios, 2014 (a)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Government schools									
Teaching staff (b)									
Primary schools	15.6	15.3	15.3	16.2	14.9	14.8	13.3	12.2	15.4
Secondary schools	12.4	12.5	12.5	12.6	13.1	13.1	12.1	11.5	12.5
All schools	14.2	14.0	14.2	14.9	14.2	14.0	12.7	11.9	14.2
Non-teaching school staff (c), (d)									
Primary schools	48.2	41.1	32.5	26.0	32.1	31.9	42.7	24.2	36.8
Secondary schools	44.6	33.5	33.0	23.2	31.1	29.3	32.9	25.4	34.5
All schools	46.7	37.7	32.7	25.1	31.7	30.8	37.9	24.6	35.9
All school staff (e)									
Primary schools	11.8	11.1	10.4	10.0	10.2	10.2	10.2	8.2	10.8
Secondary schools	9.7	9.1	9.1	8.2	9.2	9.1	8.8	7.9	9.2
All schools	10.9	10.2	9.9	9.4	9.8	9.6	9.5	8.0	10.2
Non-government schools									
Teaching staff (b)									
Primary schools	16.6	14.6	17.4	16.8	16.1	16.0	16.5	15.3	16.2
Secondary schools	11.8	11.1	12.2	10.7	11.7	11.5	12.2	10.5	11.5
All schools	13.8	12.6	14.6	13.5	13.9	13.3	14.1	12.4	13.6
Non-teaching school staff (c), (d)									
Primary schools	45.2	41.4	30.8	27.1	37.8	28.5	53.8	18.1	36.6
Secondary schools	31.0	24.9	21.7	21.9	25.9	23.5	28.8	17.5	25.5
All schools	36.7	30.9	26.0	24.6	31.6	25.7	37.5	17.8	30.3
All school staff (e)									
Primary schools	12.1	10.8	11.1	10.4	11.3	10.2	12.6	8.3	11.2
Secondary schools	8.6	7.7	7.8	7.2	8.1	7.7	8.6	6.6	7.9
All schools	10.0	8.9	9.4	8.7	9.6	8.8	10.2	7.3	9.4
All schools									
Teaching staff (b)									
Primary schools	15.9	15.1	15.9	16.4	15.3	15.1	14.4	12.8	15.6
Secondary schools	12.2	11.9	12.4	11.7	12.5	12.5	12.1	11.1	12.1
All schools	14.0	13.5	14.3	14.4	14.1	13.8	13.3	12.1	13.9
Non-teaching school staff (c), (d)									
Primary schools	47.2	41.2	32.0	26.3	33.8	31.0	46.4	22.5	36.7
Secondary schools	37.9	29.1	27.4	22.6	28.8	27.1	30.9	21.9	30.2
All schools	42.7	34.9	30.1	24.9	31.7	29.1	37.7	22.3	33.7
All school staff (e)									
Primary schools	11.9	11.0	10.6	10.1	10.5	10.2	11.0	8.2	11.0
Secondary schools	9.2	8.4	8.5	7.7	8.7	8.6	8.7	7.4	8.6
All schools	10.6	9.7	9.7	9.1	9.7	9.4	9.8	7.8	9.9

FTE= Full time equivalent.
(a) FTE students and FTE staff.

Need 9: OCOS further considerations about the significance of public schools

OCOS strongly disagrees with facilitating better planning for the non-Government sector underlined below.

For simplicity, we focused our recommendations on things state government can control or influence, but many of the initiatives could see flow-on benefits for other providers. Longer term, more transparent planning of government schools could, for example, facilitate better planning by independent and Catholic schools⁴⁵

This should not be a consideration. Private schooling is a choice. Public education is a right:

“Every student of compulsory school age has the right to attend a designated neighbourhood Victorian government school”⁴⁶

Arguably, the non-government school sector already has a better ability to plan schools and acquire land. Just compare the speed with which non-government schools move into new sites compared to their government counterparts. This IV consideration seems to increase the non-government sector’s ease to set up schools first where demand for public education exists and this for the next 30 years. OCOS notes the IV Infrastructure Assessment mentioned the lack of information flow from the non-government sector. We do not think a one-way flow of information is an ideal scenario. Better the Government focuses on how to ensure that every Victorian child has access to a local quality public school.

Victoria needs to return to being a leader in free and secular education. The Education Act of 1872 made Victoria the first of the Australian colonies (and one of the first jurisdictions in the world) to set up a central public school system based on the principles of free, secular and compulsory education.

Overall, OCOS recommends that public schools are

- (1) seen as a major project due to the size of the combined school buildings and maintenance budgets;
- (2) protected in their existing stock as heritage listed in its entirety because of its historic and future significance;
- (3) encouraged by joint or dual use agreements between DET and councils to use adjacent or proximal land well;
- (4) not inundated by infrastructure management and in fact are supported to manage these assets through Master plans and other support (e.g. via VSBA) so they can concentrate on teaching and learning and community partnerships.

⁴⁵ Pg 109 <http://www.infrastructurevictoria.com.au/sites/default/files/files/160229%20-%20Education%20-%20Final.pdf>

⁴⁶ <http://www.education.vic.gov.au/school/principals/participation/Pages/legalobligations.aspx>

NEED 18. TRANSITION TO LOWER CARBON ENERGY SUPPLY AND USE

OCOS strongly believes that congestion in the local community will be eased if there are local walkable schools as less driving would be required to access these Education facilities. This benefit has not been highlighted in Need 18. It will also address IV headline issue of congestion.

VicHealth Active for Life reports:

“Creating more opportunities for children and their families to engage in active travel can reduce vehicle traffic in local streets and neighbourhoods, as well as easing traffic congestion around local destinations such as schools and shops.”⁴⁷

Additional Vic Health emphasis:

Working with key local partners, such as council, schools, businesses, to design and deliver solutions to reduce car use⁴⁸.

National progress report card

About one quarter of students walk or ride a bike as their main way to and from school, a 2015 national progress report card on active transport for children found. About 60 per cent of primary school children are driven. The report scored Australia a C on children's active transport habits.

It noted that rates of walking and riding to school declined 42 per cent between 1971 and 2013.⁴⁹

The 2013 Victorian Auditor-General’s Report on Managing Traffic Congestion identified the following:

Encouraging a switch away from cars for school trips—the paper notes that the use of cars to drive children to school has risen steeply over the past three decades, contributing to widely dispersed areas of localised congestion. It further notes there is the opportunity for travel demand management measures to

⁴⁷ ActiveForLifeCommunity<https://www.vichealth.vic.gov.au/media-and-resources/publications/active-for-life-resource>

⁴⁸ ActiveForLifeCommunity<https://www.vichealth.vic.gov.au/media-and-resources/publications/active-for-life-resource>

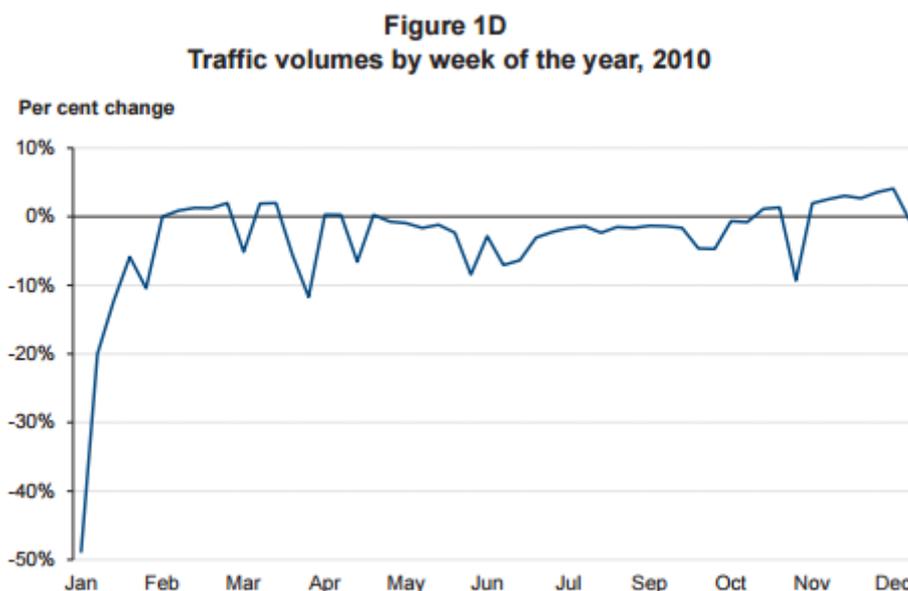
⁴⁹ <http://www.theage.com.au/victoria/many-peaks-to-climb-for-melbourne-motorists-as-school-pickup-saturday-outings-boost-traffic-woes-20160219-gmyndz.html>

encourage mode shift for school journeys.⁵⁰

1.2.2 Commuting to and from work and school Travel to and from work and school, particularly in the mornings, is a significant contributor to road congestion. Approximately one-fifth of Melbournians are travelling at 8.30am on weekday mornings and this places significant pressure on the road system.⁵¹

Figure 1D highlights the changes in traffic volumes across the 12 months of 2010, and shows the significant decline in volumes during school holiday periods. This suggests that changes in road use behaviour for school commuting have the potential to reduce current traffic volumes by around 5 to 10 per cent. This could lead to substantial improvements in road network performance and accessibility.

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Source: Victorian Auditor-General's Office from VISTA 2009.

Vic Roads already has Education toolkits⁵³ in place to assist with the transition to encourage students to walk to school and to increase safety around the school.

⁵⁰ Pg57 http://www.audit.vic.gov.au/publications/2012-13/20130417-Managing-Traffic-Congestion/20130417_Managing_Traffic_Congestion.pdf

⁵¹ Pg 23 http://www.audit.vic.gov.au/publications/2012-13/20130417-Managing-Traffic-Congestion/20130417_Managing_Traffic_Congestion.pdf

⁵² Pg24 http://www.audit.vic.gov.au/publications/2012-13/20130417-Managing-Traffic-Congestion/20130417_Managing_Traffic_Congestion.pdf

⁵³ <https://www.vicroads.vic.gov.au/safety-and-road-rules/road-safety-education/improving-safety-around-our-schools>

OCOS believes Need 18 addresses the following options, but is not limited to these options

- Active established areas AEA
- Active lifestyle infrastructure provision ALP
- Active lifestyle infrastructure regulation ALR
- Bicycle and walking path expansion and improvement BWP2
- Bicycle and walking path separation BWP3
- Health education programs HEP
- Metropolitan bus network reform MBN
- Preventative health care awareness PHC
- Public transport accessibility PTV
- Regional bus upgrades RBU
- SmartBus network extensions and service increases SNE
- School demand management SOO
- Smartbus service provision increase SSP
- Tram network extensions TNE
- Tram network link extensions TNL

Schools as community facilities SCF⁵⁴

OCOS embraces the suggestion of schools as community facilities as it will extend the existing National Community Hubs Program⁵⁵ and the Scanlon Foundation Program⁵⁶. However, these community facilities school should not be limited to school aged children. If we are to share the facilities with the wider community, the description of their purposed usage should be broadened to ensure they become integrated and intergenerational '*lifelong*' education facilities. A true piece of cradle to grave education infrastructure.

By embracing the intergenerational aspect and encouraging this infrastructure to become a third space⁵⁷ it will future proof closures of school (SOO) in times of lower birth rates. As a suburb moves through a population lifecycle, an area may have more elderly or young families. This supporting infrastructure will support periods of schools with low enrolments (SLR) as the elderly are involved in other lifelong education such as University of the 3rd Age, Men's Sheds, Community gardens, art classes, sports and library etc. The intergenerational component will also support options:

- Aged care facility expansion ACF;
- Active established areas AEA;
- Active lifestyle infrastructure provision ALP;
- Community cultural facility investment framework CCF;
- Community infrastructure accessibility CIMC;
- Community space refurbishment or rationalisation CSR;
- Health education programs HEP.

Naming a dollar amount of \$1million to support this option seems to limit the possibilities of additional building material cost within the next 30 years. Greater Dandenong Council has been in

⁵⁴ Pg 665-667

<http://www.infrastructurevictoria.com.au/sites/default/files/files/Draft%20Options%20Book%20Version%20wo%20-%20FINAL.PDF>

⁵⁵ <http://www.communityhubs.org.au/>

⁵⁶ <http://scanlonfoundation.org.au/project/project-6/>

⁵⁷ https://en.wikipedia.org/wiki/Third_Space_Theory

consultation with the local community to create a Community Hub to be co-location with a local school. In today's dollars \$1million will only cover a third of the cost of this infrastructure.

We disagree that the Principal should manage these facilities; instead a Community Manager should manage the facilities. The Principal's focus would remain on the school and the Community Manager's responsibility would be to ensure that the community section of the site is usable, safe and at times profitable. Plus, embrace the entire intergenerational community not just the school aged section of the community. Otherwise there is a major risk that the school monopolises the facilities.

Conclusions

OCOS believes the Draft strategy has embraced many of our earlier submission suggestions. However, we would still encourage IV to take the Strategy and supporting documents a step further and be more inclusive of Education throughout the entire strategy, ensure there is an emphasis on local access, social cohesion, opportunities to improve health and reduction in congestion.

We cannot assume that the Government of the time will continue to build schools over the next thirty years; this strategy will guide and encourage them to ensure that education remains within the Top 10 rankings. Finally, education – namely local schools provision – *is* indeed a MAJOR infrastructure project with the potential to stimulate the economy creating over 37,048 long term employment positions in the next decade.

Appendix 1

OCOS employment creation calculates based on Table 4A.22 The Australian Government Productivity Commission Report on Government Services 2016 CHAPTER 4, VOLUME B School education pg166 <http://www.pc.gov.au/research/ongoing/report-on-government-services/2016/childcare-education-and-training/school-education/rogs-2016-volumeb-chapter4.pdf>

Using the All Schools, Student-to-staff ratio data table from The Australian Government Productivity Commission Report on Government Services and the Grattan Institute report. By our very rough estimations a population of 180,000 student growth in Victoria will boost long term employment opportunities by over 37,048 positions. This long term employment number excludes cleaners and emergency and casual relief staff.

It also does not take into account the 1000s of construction workers to build these new schools nor update those existing schools with facilities not at the 'even playing field' level.

Breakdown

Teaching staff (b) by 7964 to 13,333 positions

Non-Teaching school staff (c), (d) by 3081 to 5157 positions

All School staff (e) by 11,085 to 18,556 positions

Refer Appendix 1 for further detail.

TABLE 4A.22

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Secondary schools	12.4	12.5	12.5	12.6	13.1	13.1	12.1	11.5	12.5
All schools	14.2	14.0	14.2	14.9	14.2	14.0	12.7	11.9	14.2
Non-teaching school staff (c), (d)									
Primary schools	48.2	41.1	32.5	26.0	32.1	31.9	42.7	24.2	36.8
Secondary schools	44.6	33.5	33.0	23.2	31.1	29.3	32.9	25.4	34.5
All schools	46.7	37.7	32.7	25.1	31.7	30.8	37.9	24.6	35.9
All school staff (e)									
Primary schools	11.8	11.1	10.4	10.0	10.2	10.2	10.2	8.2	10.8
Secondary schools	9.7	9.1	9.1	8.2	9.2	9.1	8.8	7.9	9.2
All schools	10.9	10.2	9.9	9.4	9.8	9.6	9.5	8.0	10.2
Non-government schools									
Teaching staff (b)									
Primary schools	16.6	14.6	17.4	16.8	16.1	16.0	16.5	15.3	16.2
Secondary schools	11.8	11.1	12.2	10.7	11.7	11.5	12.2	10.5	11.5
All schools	13.8	12.6	14.6	13.5	13.9	13.3	14.1	12.4	13.6
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Primary schools	45.2	41.4	30.8	27.1	37.8	28.5	53.8	18.1	36.6
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All schools	36.7	30.9	26.0	24.6	31.6	25.7	37.5	17.8	30.3
All school staff (e)									
Primary schools	12.1	10.8	11.1	10.4	11.3	10.2	12.6	8.3	11.2
Secondary schools	8.6	7.7	8.5	7.2	8.1	7.7	8.6	6.8	7.9
All schools	10.0	8.9	9.4	8.7	9.6	8.8	10.2	7.3	9.4
All schools									
Teaching staff (b)									
Primary schools	15.9	15.1	15.9	16.4	15.3	15.1	14.4	12.8	15.6
Secondary schools	12.2	11.9	12.4	11.7	12.5	12.5	12.1	11.1	12.1
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All school staff (e)									
Primary schools	11.9	11.0	10.6	10.1	10.5	10.2	11.0	8.2	11.0
Secondary schools	9.2	8.4	8.5	7.7	8.7	8.6	8.7	7.4	8.6
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FTE= Full time equivalent.
(a) FTE students and FTE staff.

REPORT ON GOVERNMENT SERVICES 2016

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	Vic Student-to-staff ratio All School (All Schools)	Approx. No. Of Positions Created	
		Based on Grattan (180,000 student growth)	Based on Acer report (107,520 student growth)
Teaching staff (b)	13.5	13333	7964
Non-Teaching school staff (c), (d)	34.9	5158	3081
All School staff (e)	9.7	18557	11085
Total Employment Growth		37,048	22,130