



Department of Education & Training

Office of the Secretary

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DET PAEC Questions on notice

Question on notice no:	1
Question:	Please provide on a month-by-month basis the number of operating hours of Parkville College in 2015-16.
PAEC Transcript page reference:	5

RESPONSE

The operating hours of Parkville College are those hours and days in which Parkville College provides timetabled classes to students in detention or on remand.

The education services provided by Parkville College are year round services. Parkville College provided educational services at four campuses and one site in the 2015–2016 financial year: Parkville Campus, Malmsbury Campus, Maribyrnong Secure Welfare, Ascot Vale Secure Welfare, and Disability Forensic Assessment & Treatment Service.

During the 2015–16 year, Parkville Campus:

- provided 37 hours of timetabled classes each week during the school term: six hours a day between 9.30am to 4pm Monday to Saturday, and one hour sessions for each unit in rotation between the times of 9.30-4.00pm on Sundays
- provided timetabled classes up to 6 hours per day on business days during the school holiday period
- provided further timetabled classes in the period between Christmas and New Year of one hour of education services on business days
- did not provide timetabled classes on public holidays.

For the 2015–16 year, Malmsbury Campus:

- provided 30 hours of timetabled classes each week during the school term: six hours a day between 9.30am to 4.00pm Monday to Thursday, four hours between 9.30am and 2.00pm on Fridays and one hour per unit in rotation between 9.30-4.00pm on Saturdays and

Sundays

- provided timetabled classes up to 6 hours per day on business days during the school holiday period
- provided further timetabled classes in the period between Christmas and New Year of one hour of education services on business days
- did not provide timetabled classes on public holidays.

For the 2015–16 year, Maribyrnong Secure Welfare, Ascot Vale Secure Welfare and Disability Forensic Assessment & Treatment Service:

- provided 30 hours of timetabled classes each week during the school term: six hours a day between the hours of 9.30am to 4pm Monday to Friday
- provided timetabled classes up to 6 hours per day on business days during the school holiday period
- provided further timetabled classes in the period between Christmas and New Year of one hour of education services per unit at each site on business days
- did not provide timetabled classes on public holidays.

Question on notice no:	2
Question:	Please indicate the dates where classes at Parkville and Malmsbury Youth Justice Centres were disrupted due to codes called in 2015-16, by campus.
PAEC Transcript page reference:	5

RESPONSE

Codes are called at Parkville and Malmsbury Youth Justice Centres in response to a range of circumstances, from verbal assault to riot and escape.

While these codes may prevent students from accessing the designated learning environments, they do not necessarily affect all students, or otherwise prevent students from accessing outreach teaching and learning provided by Parkville College staff. During disruptions, where possible, staff contact students in the unit or through the door of their cells to provide them with educational services.

The Department does not have the data requested on class disruptions due to codes called during 2015–16 at Parkville and Malmsbury campuses.

Question on notice no:	3
Question:	Does DET have any data on government schools raising an objection in 2015-16 year to the Safe Schools program?
PAEC Transcript page reference:	11

RESPONSE

The Department has no record of government schools raising an objection to the Safe Schools program with the Department during 2015–16.

To date, the Safe Schools program has operated through a membership model under which schools voluntarily 'opt-in' to the program.

Question on notice no:	4
Question:	What has DET's response been to school communities and parents who have expressly stated they do not want their children to participate in the Safe Schools program?
PAEC Transcript page reference:	11

RESPONSE

The Safe Schools program provides evidence-based information, resources and professional learning to schools to foster school environments that are safe, supportive and inclusive of all students, including students who are same sex attracted, intersex and gender diverse. The program supports schools to prevent, and respond to, incidents of homophobia and transphobia.

The Department encourages parental and school community engagement as part of the Safe Schools program. Schools determine how they implement the Safe Schools program at their school, based on their local context and the needs of their school community. This is often done in consultation with students, school council and the broader school community.

The Department encourages parents to discuss any concerns regarding their child's participation in the program directly with the school principal.

Question on notice no:	5
Question:	Would you allow children to withdraw from the Safe Schools program if the parents had a legitimate objection?
PAEC Transcript page reference:	11

RESPONSE

The Safe Schools program provides evidence-based information, resources and professional learning to schools to foster school environments that are safe, supportive and inclusive of all students, including students who are same sex attracted, intersex and gender diverse. The program supports schools to prevent, and respond to, incidents of homophobia and transphobia.

The Department encourages parental and school community engagement as part of the Safe Schools program. Schools determine how to implement the Safe Schools program at their school, based on their local context and the needs of their school community. This is often done in consultation with students, school council and the broader school community.

Schools that are engaged with the program have made a pledge to build 'an environment that is safer and more inclusive for the whole school community'. How this pledge is implemented is at the school's discretion and therefore looks different for each school. It can involve, for example, a review of school policies and practice, professional development for school staff, and/or establishing a student-led group to organise inclusive events.

The program does not impose specific requirements for student participation.

The Department encourages parents to discuss any concerns regarding their child's participation in the program directly with the school principal. Within any school community there is always a diversity of views represented and schools take those views into account when working with children and their families.

Question on notice no:	6
Question:	Please provide the Committee with a breakdown of the figures of 'number of government-subsidised course enrolments' and 'number of students enrolled in government-subsidised courses' in terms of those enrolled in public TAFEs and those enrolled in private training organisations.
PAEC transcript page reference:	13-14

RESPONSE

The *Number of government subsidised course enrolments* refers to the number of course enrolments that attracted government funding.

The *Number of students enrolled in government subsidised courses* refers to the number of students undertaking training (a course) that attracted government funding and who were unique at a training provider. A student may undertake more than one course in a year – therefore the number of course enrolments will be higher than the number of students overall in a year.

The Department's 2015–16 Annual Report (page 30) reported 466,681 actual government-subsidised course enrolments and 377,831 actual students enrolled in government-subsidised courses. The measures relate to the 2015 calendar year. A breakdown of the 2015–16 results by sector is included below.

Table: Government-subsidised course enrolments and students enrolled in government-subsidised courses.

	No. of Course Enrolments (actual)**	No. of Students (actual)**
Learn Local	70,662	48,344
TAFE*	140,872	118,908
Private	255,147	210,579
Grand Total	466,681	377,831

* TAFE includes TAFE and dual sector universities

**Breakdown is only available for actual figures, not for target figures.

Question on notice no:	7
Question:	With regards to the measure of government-subsidised student contact hours of training, 181 million hours was expected but 154 million hours was the outcome. Can you break these figures down between public TAFE and private training organisations?
PAEC transcript page reference:	14

RESPONSE

The Department's 2015–16 Annual Report (page 30) reported 154 million hours of government-subsidised student contact hours of training and further education provided. The measure relates to the 2015 calendar year. A breakdown of the 2015-16 result by sector is included in the table below.

Table: Government-subsidised student contact hours of training and further education provided

	Actual** Contact Hours (millions)
Learn Local	12
TAFE*	54
Private	88
Total	154

* TAFE includes TAFE and dual sector universities

**Breakdown is only available for actual contact hours, not target hours.

Question on notice no:	8
Question:	Please provide a breakdown of complaints of children being bullied in secondary schools by cause. Please provide a breakdown of the different causes of bullying for 2015-16 for reasons relating to sexual preference, race, sex, physical appearance, disability or weight, faith or any other cause of bullying.
PAEC transcript page reference:	17 and 37

RESPONSE

The Department does not tolerate bullying in schools, whether it is physical, verbal or online. All Victorian schools are required to develop and implement a bullying and cyberbullying prevention policy in collaboration with their school communities, to ensure every student is provided with a safe and inclusive learning environment where they feel physically and emotionally secure.

The Department has a range of initiatives to assist Victorian government schools to implement whole-school approaches to building resilience, promoting respectful relationships, and effectively preventing and responding to bullying, cyberbullying, abuse and unacceptable behaviour.

Victoria is leading other states and territories in the resources available to schools to support bullying prevention. Victoria is the only state in Australia to have a dedicated online toolkit on bullying prevention for school communities to access.

The school community is best placed to address local issues and challenges faced in relation to bullying and cyberbullying incidents. Instances of bullying are often recorded by schools. However, the root causes and reasons for bullying behaviour are often complex and may not be easily identifiable. In many instances children and young people involved in bullying are not able to clearly articulate the reason for their behaviour, therefore making reporting on the root causes for bullying behaviour unreliable.

However, to assist schools to determine trends in bullying causes or behaviour in their school community, the Department developed an online data capture tool as part of the Bully Stoppers toolkit. The Department's Bully Stoppers online toolkit is available to all Victorian schools and families and can be accessed at: www.education.vic.gov.au/bullystoppers.

The data capture tool will help school principals, leaders and teachers gain an insight into the experiences and opinions of their school community in regards to safety and wellbeing, including bullying in the school environment. Use of this tool is not mandatory, and schools are not required to submit reports to the Department.

Schools must report to the Department's Security Services Unit (SSU) any incident posing a risk to the safety of a student, parent, visitor or staff member, including serious injury or death; allegations of, or actual, physical or sexual assault; threat to property or the environment; and the use of seclusion or physical restraint of a student in response to an incident.

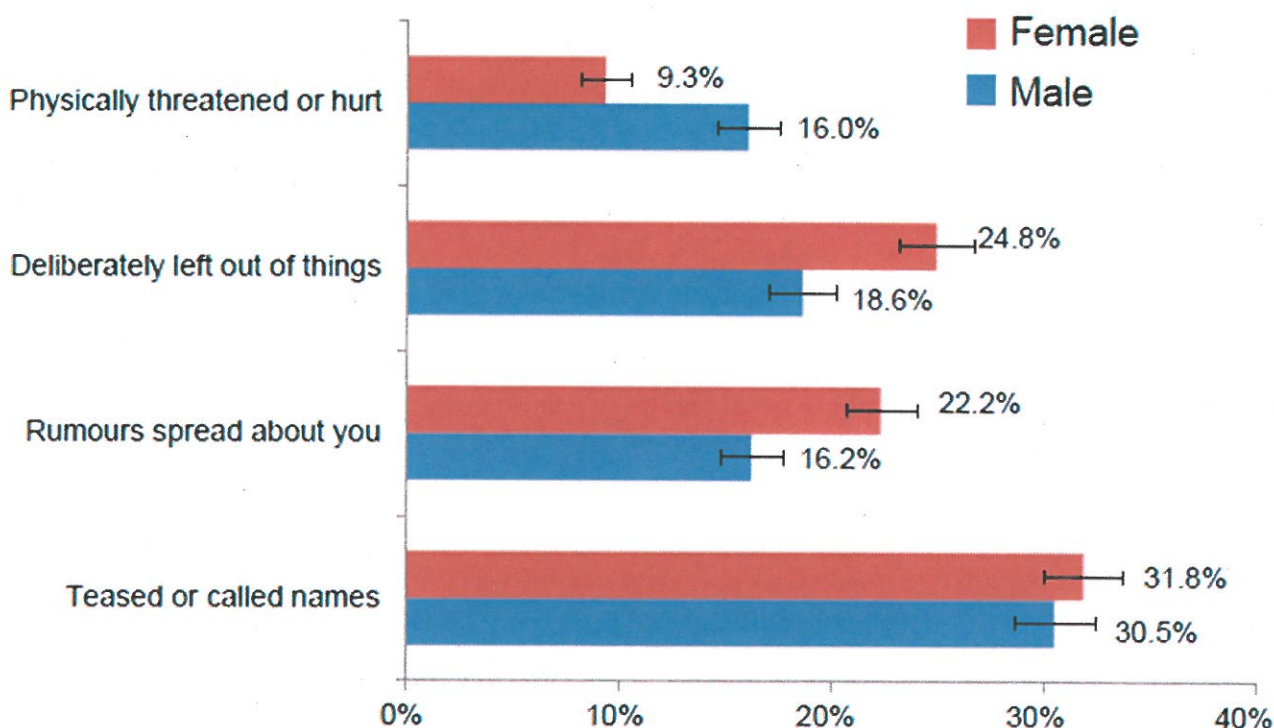
Schools are not required to report to the Department regarding incidents of bullying, unless the bullying constitutes one of the categories listed above (e.g. any incident involving serious injury or death, posing a risk to the safety of a student or physical assault).

The Victorian Student Health and Wellbeing Survey 'About You' (VSHAWS) was administered in 2014 and collected information on four forms of bullying including being physically threatened or hurt; deliberately left out; rumours being spread; and teasing or name calling. The survey was sent to Victorian students and does not cover any specific cohorts.

There have been no further surveys analysing the prevalence of bullying since this time.

Survey findings are summarised in the below graph.

Forms of bullying experienced by students recently, by gender, Victoria 2014



Question on notice no:	9
Question:	Has DET got any further ideas about how to engage most with African-Australia males in the 14 to 18-year-old range?
PAEC Transcript page reference:	21

RESPONSE

The Victorian school system seeks to provide all young people, regardless of ethnicity, with the skills and knowledge they need to participate successfully in society.

The Department is aware of a range of programs that are supporting young refugees in Victoria.

The Centre for Multicultural Youth (CMY) has had a long term partnership with the Department to improve the education outcomes of young people from refugee and migrant backgrounds. Current initiatives in the western and northern regions of Melbourne that specifically target young men from an African background include:

- *MY Education*, which supports more than 125 homework clubs across the western and northern regions of Melbourne
- *Refugee Education Support Program (RESP)*, which has a positive impact on the educational and wellbeing outcomes of young people from refugee backgrounds in Victorian schools. Secondary schools with students from African backgrounds in the local government areas of Maribyrnong, Brimbank, Wyndham, Hume and Whittlesea have participated in RESP in the past 12 months.
- *MY Mentoring pilot*, which seeks to improve educational outcomes for disadvantaged migrant and refugee background young people through culturally targeted mentoring. MY Mentoring is delivering programs targeting African background young people, including young men aged 14-18 years, at Copperfield College, Mount Alexander College and St Albans Secondary College
- *Multicultural Youth Workers* based at Mount Alexander College and Hume Central Secondary College one-day a week to provide early intervention to address risks of homelessness.

The Department also funds other community sector organisations and local councils across Victoria to work with schools to identify and support young people through School Focused Youth Service. MacKillop, one of the service providers in the Melbourne-Maribyrnong and Moonee Valley areas is running two interventions:

- *Brighter Futures Mentoring and Transition pilot*, which commenced in 2016, supports young people who are transitioning from Western English Language School into local government schools and are, therefore, at risk of disengagement and require additional support. The program provides young people with individual mentors who provide 1:1 support over a 12-week period.

- *Victorian Cooperative on Children's Services for Ethnic Groups (VICSEG) Soccer program* targets young people aged 16 to 18 years who have personal and social barriers to education. The program focuses on reducing absences and promoting positive youth development through sports.

Question on notice no:	10
Question:	Please provide the Committee with the participation rates by local government area or type of service across the state. Please identify any areas of concern geographically.
PAEC Transcript page reference:	23-24

RESPONSE

The Department does not calculate kindergarten participation rates by service type, as there is no estimate of the number of four-year-old children by service type that can be used as a denominator for the calculation.

2015 kindergarten participation rates by LGA

We recognize that Australian Bureau of Statistics (ABS) single-year population estimates at LGA level may be subject to error. Participation rates for LGAs with a low population in particular should be treated with caution. This is because of the low population, any error in the population estimate of four-year-olds can disproportionately affect the participation rate.

In some cases, LGAs will have estimated participation rates higher than 100 per cent. There are a number of reasons for a participation rate over 100 per cent. While the denominator used is the estimated resident population (ERP) for four year olds only, the numerator includes children of different ages. This may inflate the participation rate. Also, the ERP is only an estimate and therefore has a margin of error.

For example, Queenscliffe had a participation rate of over 200 per cent in 2015. Due to the small population in the area, we consider it is likely the estimated population is inaccurate. A small change in the estimated population would result in a big change in the participation rate.

The Department uses the LGA participation rates alongside other information to identify areas of concern and works with local council and service providers to support access and participation.

The kindergarten participation rate by LGA is outlined in the table below.

LGA Name	Estimate of four-year-old population	Children enrolled in 1st year of kindergarten who live in the LGA	LGA PARTICIPATION RATE BY CHILDREN'S RESIDENCE (Proportion of estimated population of four year olds enrolled in a 1st year of kindergarten)
Alpine (S)	121	133	109.9%
Ararat (RC)	134	125	93.3%

LGA Name	Estimate of four-year-old population	Children enrolled in 1st year of kindergarten who live in the LGA	LGA PARTICIPATION RATE BY CHILDREN'S RESIDENCE (Proportion of estimated population of four year olds enrolled in a 1st year of kindergarten)
Ballarat (C)	1330	1339	100.7%
Banyule (C)	1586	1500	94.6%
Bass Coast (S)	383	361	94.3%
Baw Baw (S)	627	601	95.9%
Bayside (C)	1175	1181	100.5%
Benalla (RC)	165	143	86.7%
Boroondara (C)	1698	1757	103.5%
Brimbank (C)	2374	2317	97.6%
Buloke (S)	68	66	97.1%
Campaspe (S)	428	438	102.3%
Cardinia (S)	1400	1411	100.8%
Casey (C)	4201	4212	100.3%
Central Goldfields (S)	155	132	85.2%
Colac-Otway (S)	247	266	107.7%
Corangamite (S)	200	214	107.0%
Darebin (C)	1770	1583	89.4%
East Gippsland (S)	489	439	89.8%
Frankston (C)	1748	1625	93.0%
Gannawarra (S)	114	113	99.1%
Glen Eira (C)	1842	1682	91.3%
Glenelg (S)	209	179	85.6%
Golden Plains (S)	297	302	101.7%
Greater Bendigo (C)	1393	1335	95.8%
Greater Dandenong (C)	1858	1775	95.5%
Greater Geelong (C)	2720	2778	102.1%
Greater Shepparton (C)	869	822	94.6%
Hepburn (S)	188	181	96.3%
Hindmarsh (S)	69	58	84.1%
Hobsons Bay (C)	1225	1226	100.1%
Horsham (RC)	256	244	95.3%
Hume (C)	2650	2719	102.6%
Indigo (S)	175	169	96.6%
Kingston (C)	1886	1833	97.2%
Knox (C)	1804	1733	96.1%
Latrobe (C)	968	915	94.5%
Loddon (S)	82	89	108.5%

LGA Name	Estimate of four-year-old population	Children enrolled in 1st year of kindergarten who live in the LGA	LGA PARTICIPATION RATE BY CHILDREN'S RESIDENCE (Proportion of estimated population of four year olds enrolled in a 1st year of kindergarten)
Macedon Ranges (S)	586	529	90.3%
Manningham (C)	1098	1145	104.3%
Mansfield (S)	114	88	77.2%
Maribyrnong (C)	1092	955	87.5%
Maroondah (C)	1428	1363	95.4%
Melbourne (C)	662	527	79.6%
Melton (C)	2177	2230	102.4%
Mildura (RC)	673	666	99.0%
Mitchell (S)	533	523	98.1%
Moira (S)	342	303	88.6%
Monash (C)	1907	1917	100.5%
Moonee Valley (C)	1333	1331	99.8%
Moorabool (S)	445	454	102.0%
Moreland (C)	1979	1827	92.3%
Mornington Peninsula (S)	1703	1853	108.8%
Mount Alexander (S)	172	192	111.6%
Moyne (S)	212	206	97.2%
Murrindindi (S)	141	154	109.2%
Nillumbik (S)	697	755	108.3%
Northern Grampians (S)	103	116	112.6%
Port Phillip (C)	900	791	87.9%
Pyrenees (S)	62	57	91.9%
Queenscliffe (B)	16	34	212.5%
South Gippsland (S)	320	351	109.7%
Southern Grampians (S)	177	186	105.1%
Stonnington (C)	840	847	100.8%
Strathbogie (S)	113	97	85.8%
Surf Coast (S)	437	410	93.8%
Swan Hill (RC)	285	278	97.5%
Towong (S)	47	44	93.6%
Wangaratta (RC)	315	336	106.7%
Warrnambool (C)	413	400	96.9%
Wellington (S)	504	504	100.0%
West Wimmera (S)	44	31	70.5%
Whitehorse (C)	1787	1798	100.6%
Whittlesea (C)	2831	2712	95.8%

LGA Name	Estimate of four-year-old population	Children enrolled in 1st year of kindergarten who live in the LGA	LGA PARTICIPATION RATE BY CHILDREN'S RESIDENCE (Proportion of estimated population of four year olds enrolled in a 1st year of kindergarten)
Wodonga (RC)	607	528	87.0%
Wyndham (C)	3614	3723	103.0%
Yarra (C)	750	682	90.9%
Yarra Ranges (S)	1922	1853	96.4%
Yarriambiack (S)	75	63	84.0%

Question on notice no:	11
Question:	How was the \$9.6 million allocated to child-to-educator ratios in kindergartens allocated? How many kindergartens received funds from the \$9.6 million? Why was the additional funding required on top of the \$83.7 million provided through the budget to assist with the ratio?
PAEC Transcript page reference:	24

RESPONSE

The funding of up to \$83.7 million (refer to 2014–15 DET Annual Report, page 7) provided to assist services to implement the new educator-to-child ratios in kindergartens includes the \$9.6 million, which was the funding amount allocated for the 2015–16 financial year.

The 2015-16 funding contributed to the \$16,240,674 in ratio supplement payments paid to 603 kindergarten services in the 2016 calendar year.

The funding was allocated to eligible services providing sessional kindergarten programs with groups of 23 or more children, as a contribution to the cost of employing an additional educator, via the following payments:

- Supplementary per capita
- Kindergarten Fee Subsidy
- Early Start Kindergarten Subsidy.

Question on notice no:	12
Question:	What was the total cost of implementing the new child-to-educator ratios in kindergartens? How much of that was Commonwealth funding? Was there any further funding allocated on top of the budget allocation and Treasurer's Advance? How much of that was state and how much of that was Commonwealth funding?
PAEC Transcript page reference:	24

RESPONSE

A range of supports is available to assist kindergarten services to implement the new educator-to-child ratio. The total cost of implementation up to the end of the 2016 calendar year (\$18.42m) comprised the following:

Government supports	Cost	Source of Funding
Supplementary ratio-related funding providing additional per capita, kindergarten fee subsidy and early start kindergarten funding to eligible services	\$16,240,674 to 603 services for the 2016 calendar year.	State allocation of up to \$83.7 million over four years to support early childhood services to transition to improved educator-to-child ratios (including the Treasurer's Advance of \$9.6 million)
Children's facilities capital minor infrastructure expansion grants providing contributory funding of up to \$25,000 towards the cost of small refurbishment projects to increase the licensed capacity of education and care services to accommodate the new educator-to-child ratios	\$1.6 million paid to a total of 76 services through the 2015–16 and 2016–17 grants rounds.	2015–16 State Budget allocation of \$50 million over four years for children's facilities capital grants
Tailored business and financial advice to assist services to make sound financial decisions in relation to the new ratio	\$485,000	State – funded through internal reprioritisation
Tailored advice on service modelling and budgeting provided by the Early Learning Association Australia in 2015	\$100,000	State – funded through internal reprioritisation

to assist services to meet the new ratios.		
Tip sheets, digital stories and other online resources developed by the Department, along with direct support from regional departmental staff, as required, to assist services to implement the new ratio.	Not quantified	Departmental resources
Total to date	\$18,425,674	All State funding Nil Commonwealth funding contribution

Questions on notice no:	13
Question:	How many waivers were granted to kindergartens who failed to meet the new child-to-educator ratios in kindergartens? How many services applied for a waiver for more than one year?
PAEC Transcript page reference:	24-25

RESPONSE

On 1 January 2016, a new educator-to-child ratio of one educator to 11 children, for children 36 months to preschool age, came into effect in Victoria. In recognition of the fact that some kindergartens required additional time to meet the new ratios, they could apply for a temporary waiver for a period of up to a year. The ratio waivers also enable kindergartens to enrol an additional child during the year where a child may not otherwise be able to access a kindergarten place.

In 2016 there were 91 kindergartens (7.5% of kindergartens) with a ratio waiver. At 28 February 2017 there are 28 kindergartens (2.3% of kindergartens) with a ratio waiver in place; 21 of these kindergartens had a similar waiver in 2016.

Kindergartens that apply for a waiver usually have a ratio of one educator to 12 children. Kindergartens with a waiver in 2017 are expected to have a transition plan to enable them to fully meet the ratio requirements in 2018.

Question on notice no:	14
Question:	How many fewer students are enrolled in training as a result of the implementation of the review of quality assurance?
PAEC Transcript page reference:	28

RESPONSE

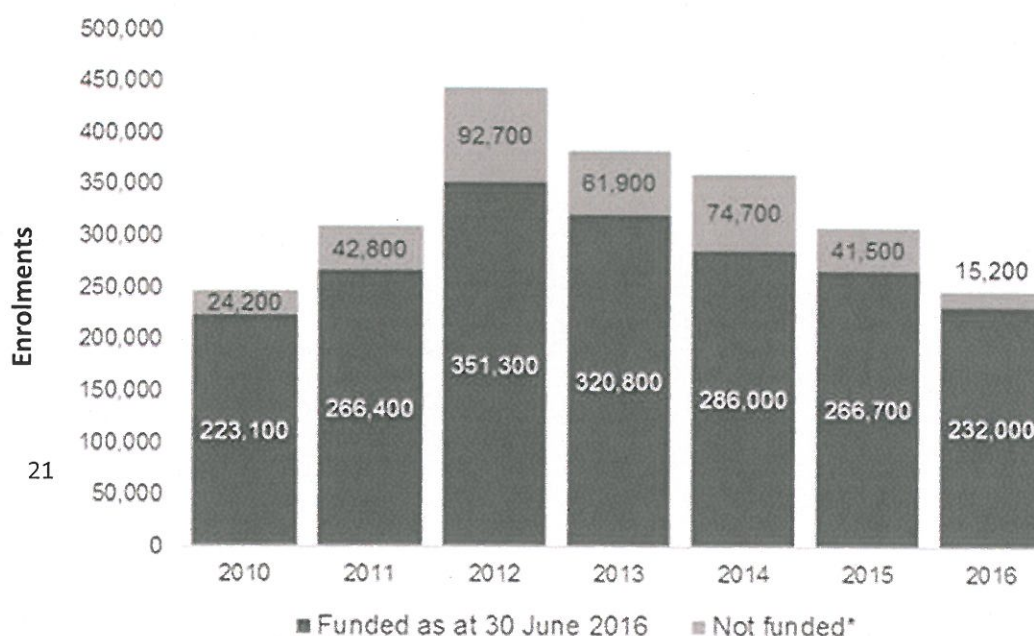
It is very difficult to estimate the reduction in the number of students enrolled in government-subsidised training in Victoria due to the implementation of the review of quality assurance.

The Government's response to the review of quality assurance was multi-faceted including a 'Quality Blitz' on 62 providers, strengthened conditions under the 2016 contract, more rigorous selection of providers in 2016, better student information and widespread auditing of the majority of government-funded providers. These changes will have had both a direct and indirect impact on the behaviour of all training providers, including enrolment of students. Implementation of the Government response occurred simultaneously with other unrelated changes in the VET market, higher education policy and the economy which will have affected the number of enrolments in VET.

The *Victorian Training Market Report Half Year 2016* (page 28) analysed the impact on historical activity from training providers no longer in the government-subsidised system and concluded that 'some of the historical high levels of activity were being delivered by training providers who are no longer in the system'.

For example, in 2015, 41,500 enrolments were with training providers who, by mid-2016, were no longer contracted with the Victorian Government (see figure below). Training providers that did not have a funding contract as at 30 June 2016 may have withdrawn from government-subsidised accredited training, had their contract cancelled or not renewed, or were no longer in operation.

Figure 1: Number of government subsidised accredited enrolments by whether the training provider had a funding contract as at 30 June 2016



Question on notice no:	15
Question:	How much of the \$41.4 million identified for recovery in the higher education and training sector was recovered?
PAEC Transcript page reference:	30

RESPONSE

Of the \$41.4 million identified for recovery, approximately \$25 million has been recovered by the Department.

Question on notice no:	16
Question:	What proportion of needs-based funding was allocated to government and non-government schools?
PAEC Transcript page reference:	31

RESPONSE

The needs-based funding allocation for 2015 from the pre-election budget update was \$34.5 million for government schools and \$8 million for non-government schools.

Question on notice no:	17
Question:	How was the \$450 million returned to consolidated revenue from the refocusing vocational education in Victoria initiative reallocated? Was any of the funding rolled forward into future years?
PAEC Transcript page reference:	33

RESPONSE

\$430 million of the \$450 million was repensed from 2015–16 across the forward estimates (including in the 2015–16 financial year) as part of the 2016–17 Budget. The remaining \$20 million of the 2015–16 variance related to lower than estimated third party revenue collection by TAFEs compared to what was forecast as part of the 2015–16 budget.

Question on notice no:	18
Question:	In response to Operation Dunham and Operation Ord, how many staff 'were asked to move on' and what were the circumstances under which they were asked to 'move on'?
PAEC Transcript page reference:	33

RESPONSE

The employment of twelve individuals who appeared or were mentioned in the public examinations came to an end as a result of action arising out of Operation Ord and Operation Dunham. Specifically, three executive class contracts were terminated, one executive class contract was not renewed, seven employees resigned, and one employee's employment was terminated.

Question on notice no:	19
Question:	Each tech school has identified different areas of industry technology that they are interested in. Please provide the list of tech school and their specific focus.
PAEC Transcript page reference:	36

RESPONSE

The Victorian Government has committed \$128 million to establish ten Tech Schools as a key initiative under the Education State reform agenda. The Tech Schools will deliver innovative learning programs using leading-edge technology, discovery and innovation to strengthen students' science, technology, engineering and mathematics (STEM) and employability skills in new industries.

The Tech Schools complement the Victorian Government's efforts to grow employment and investment in key priority industries. Each Tech School has a focus on one or more of these priority industries. They also have the opportunity to have a focus on additional industries that are of local relevance.

During the project's establishment phase, each Tech School submitted a proposal that determined their industry focus based on local need. The industry focus of each Tech School is summarised below:

Tech School	Host Institution	Industry and skills focus
Ballarat	Federation University Australia	<ul style="list-style-type: none"> • Health/Science • New energy technologies • Food and fibre • Advanced manufacturing • Information Technology
Banyule-Nillumbik	Melbourne Polytechnic	<ul style="list-style-type: none"> • Scientific and technical services • Health care and social assistance • Entrepreneurial skills
Bendigo	Latrobe University	<ul style="list-style-type: none"> • Medical technology and pharmaceuticals • New energy technologies • Food and fibre • Transport, defence and construction technologies
Casey	Chisholm TAFE	<ul style="list-style-type: none"> • Biomedical technology • Health and medical technology • High tech manufacturing production and processing technologies
Geelong	The Gordon	<ul style="list-style-type: none"> • Professional, Scientific and technical Services • Health and social assistance • Transport, defence and construction technologies

Gippsland	Federation Training	<ul style="list-style-type: none"> • Food and fibre • Health • New Energy • Advanced Manufacturing
Monash	Monash University (Facility Host) John Monash Science School (Administrator)	<ul style="list-style-type: none"> • Medical technologies and pharmaceuticals • New energy technologies
Whittlesea	Melbourne Polytechnic	<ul style="list-style-type: none"> • Advanced manufacturing • Scientific and technical services • Health care and social assistance • Entrepreneurial skills • Food and fibre
Wyndham	Victoria University	<ul style="list-style-type: none"> • Health • Transport and logistics • Scientific and technical professional services • Construction
Yarra Ranges	Box Hill Institute	<ul style="list-style-type: none"> • Precision manufacturing • Digital technologies including medical robotics • Sustainability and renewables • Food, fibre and biotechnology