

The Asset Management Plan (AMP) outlines the school's maintenance and upgrade needs, and ensures capital works projects align with the school's vision for the future.

The purpose of AMP Phase 1 planning is to outline the Educational Direction for your school and at a high level assess the functionality and condition of the school. The audience is the school community, the project architect and the VSBA.

The Asset Management Plan has three sections:

1. Educational Directions: Identifies and confirms the schools educational direction.
2. Facility Analysis:  
**Step 1.** Considers and assesses the functionality of the schools learning spaces i.e. contemporary learning environment.  
**Step 2.** Assesses the current facilities against the School Area Facilities Schedule i.e. informed by the schools planning figure (Project Enrolment Number).
3. Education Specification: Development of the Education Specification which underpins the master planning process and is the basis of discussions with the \*Project Control Group (PCG).

\*The PCG is chaired by the VSBA and has school and region representation, the project architect is advisory to the PCG.

In AMP Phase 2 schools work with the VSBA (Delivery Officer) and project architect to develop a master plan (spatial analysis) informed by the school's AMP 1 plus broader site and project requirements. The AMP identifies and prioritises building and maintenance works within the available budget.

## School Details

**Name of school:**

School number:

School type:

Region:

Confirmed February Enrolment:

Student Family Occupation Education (SFOE)

**Principal:**

Work number:

Edumail address:

Mobile:

**School Council President:**

Work number:

Edumail address:

Mobile:

# Section A: Educational Directions

A key element of the AMP is to ensure the school community - teachers, students, school council have a clear, shared understanding of the school's education direction. This is to ensure that any capital works project and longer-term asset management strategy achieves an infrastructure outcome that contributes to the educational vision of the school. The AMP seeks to take a medium to long-term perspective to ensure the benefits of the immediate project are fully achieved over time and educational outcomes of the schools are enhanced.

For consistency and coherence, the educational directions should be drawn from the School Strategic Plan (SSP) and

provide a clear and concise overview of what the school sees as its purpose, and how teachers and students work together to optimise learning.

*Note: Amendments to School context challenges and School vision statements may be required if your school has refined its direction since the SSP was approved and can be made with the endorsement of the SEIL and School Council (Delegate of the Secretary).*

## A1: School context challenges (see SSP)

Strategic planning recognises that each school operates within a unique context, shaped by its history, community and desired future.

School Context challenges statements (see SSP) describe your schools current context and key challenges.

*Suggested word count:  
300 words*

## A2: School vision (see SSP)

A school's Vision statement (see SSP) answers the question – Why are we here? The school vision is an aspirational statement to the school community that provides a clear guide about the expectation for all students at the school.

Such a statement provides a foundation for setting the direction of the school and the key improvement strategies required to achieve the school purpose.

*Suggested word count: 100 words*

## A3: Key improvement strategies (see SSP/AIP)

Key improvement strategies (KIS – see SSP) are the high-level actions the school will undertake to achieve its four year goals.

*They represent the school's 'theory of action' their understanding of the logically connected steps of*

*high-level actions that need to be put into place to achieve improvement (Elmore 2004).*

*Suggested word count: 400 words*

## A4: 'Our school'

What differentiates 'your' school from other schools? What are the curriculum / pedagogy / community foci that form and define the school's culture?

*Suggested word count: 300 words*

# Section B: Facility Analysis

This section assesses the current state of the school's buildings and infrastructure i.e. physical condition and also consideration of 'fit for purpose' to support the school's educational direction. In AMP Phase 1 three metrics are used to assess asset health.

**B.1 Functionality:** The extent to which the school's current facilities support contemporary teaching and learning in the context of the school's educational direction.

**B.2 Condition:** A high level assessment of the physical condition of buildings and infrastructure by the school.

**B.3 Space Analysis:** Comparative analysis of the current footprint of the school buildings with the published School Facility Area Schedules (2018), informed by the planning figure (Project Enrolment Number).

## B1: Functionality

### Complete the functionality assessment.

Schools use the Victorian Functionality Matrix (VFM) to rank each component of the four education principles on a scale of 1 to 5 (strongly disagree to agree). The score for each component is rolled up to provide a school /campus rating for each education principle.

The VFM is designed to assist schools in developing a shared understanding of the schools education directions, pedagogical objectives and consider implications for contemporary learning, teaching and school design. The VFM embeds the four DET Education Facilities Design Principles.

Each component features a series of statements that test thinking and prompt discussion in relation to the education design principle that should be reflected in the schools Education Specification.

Victorian Functionality Template (VFM) is available in the AMP Toolbox and iTWOcx.

School Facilities Area Schedules are available [here](#).

### Action:

Please tick the box once complete.

School community members (staff, students and school council/community) assess the functionality of the school / campus, utilising the Victorian Functionality Matrix (VFM) - download from iTWOcx.

Collate the data to develop a school perspective. Use the VFM data to inform the Education Specification.

Upload the school's aggregated VFM (agreed school's perspective) to iTWOcx.

## B2: Condition Assessment

Schools consider available condition information and provide a short statement noting known condition issues at their school including buildings, infrastructure and site e.g. soil, planning overlays

Plus reference to relevant school or VSBA reports i.e. latest Condition Assessment Report (CAR), School Maintenance Plan (SMP), Make Safe Reports, Emergency Maintenance Program applications etc.

The schools information (local knowledge) will support the VSBA and architects/consultants with analysis and master planning.

This should be at a high level. Schools should refer to the maintenance priority pyramid see AMP Phase 1 Toolbox.

*Suggested word count: 200 words*

## B3.1: Space analysis - Facilities schedule and planning figure

The scope of building projects must align with the VSBA's School Facility Area Schedules. School's area allocation is calculated using the school's agreed planning figure (Project Enrolment number). The school's planning figure\* established by Region and Provision and Planning (VSBA) takes into account a number of factors, including the school's current enrolment, the forecast student growth in the local area and the capacity of the school to meet demand in the future. This section outlines, at a high level, the amount of space allocated (m2) for the school /campus data based on the school's planning figure for the capital works project.

Any departures from this approach will be resolved via the VSBA's established Issues Resolution process and must be approved by the Director, Strategy Branch.

Enrollment Planning Figure (see fact sheet)

School confirmation of the enrolment planning figure:

The schools planning figure and space data (m2) see Fact Sheet, together with the Form 15 when available, compares the actual space at your school (current), with the amount of space your school is allocated. The AMP 2 process will use this agreed planning figure as the basis for master planning.

*\*The school Fact Sheet contains the Project Enrolment Number and area allocation for your school and information regarding the Issue Resolution process and timeline.*

During AMP Phase 1 planning the Region and the VSBA will work with schools to consider the planning figure comparative with the School Facilities Areas Schedule and if required document strategies to address and reduce excess space (see B3.2).

## B3.2: Space analysis - Excess space strategy (if required)

If schools have excess space identified on the Fact Sheet - the Region and VSBA will work with them to consider options to address and reduce excess space. The school is required to document their excess space strategy, specifically identifying spaces, buildings in the text box below.

Considerations include: demolition and/or truncation of buildings, relocatable decommissioning/removal i.e. relocatable donor program.

**Excess space?**

# Section C: Education Specification

The purpose of this Section is to:

- support the school in exploring and developing its ideas for improved facilities that will support its pedagogy, curriculum and culture
- provide the project consultant (architect) and the VSBA Delivery Officer, and the school community with a contextualised description of the school's educational goals and aspirations to support the development of a master plan and the design brief

The Education Specification builds on **Section A: Educational Directions** and **Section B1: Functionality**. Like the Functionality Matrix, it is based on the four Design Principles of the School Facility Area Schedule:

1. Learners and learning at the centre
2. Schools are community hubs
3. Diversity is celebrated
4. A welcoming environment

*Note: \*based on the Education Principles [School Facility Area Schedules and Design – Explanatory Brief and Design Guidelines](#)*

## Values and Principles

1. Learners and learning at the centre
2. Schools are community hubs
3. Diversity is celebrated
4. A welcoming environment

## Facilities Design Principles

**Reference: School Facility Area Schedules and Design Explanatory brief and Design Guidelines**

The statements are provided to stimulate discussion and the development of ideas.

*Note: Schools are not required to respond to each statement or repeat statements that overlap design principles.*

## School Aspirations

The task here is to outline the spaces and features the school sees as important to supporting its pedagogy, curriculum and organisation into the future, based on the school's responses to **Section A: Educational Direction - School context and challenges, School vision, Key improvement strategies, Our school;** and **Section B1: Functionality.**



### Learners and learning at the centre

#### Learning spaces that promote and support:

- a full range of learning and teaching activities and groupings
- individual learning needs
- enhanced learner choice, agency and sense of identity
- the development of the whole student-intellectually, emotionally, socially, physically and culturally
- active investigation, inquiry, social interaction and collaboration
- disciplinary and interdisciplinary learning within and between knowledge domains
- easy access to learning and teaching resources at point of use
- virtual connectivity locally, nationally and globally
- ensure ease of access to learning and teaching resources at the point of use
- ease of flow and movement between spaces
- maximise the use of the outdoor environment
- professional collaboration and planning

### Schools are community hubs

#### Facilities that promote and support:

- a sense of community, belonging and personal connection for individuals and families
- participation and engagement in and by the community
- the creation and development of a local community identity
- sharing by the community
- positive social interaction
- Learning Neighbourhoods and Learning Communities as the basic organisational structure
- the sharing of resources and learning spaces
- participation in, and responsibility for the learner's community and respect for others and property
- promote integration over segregation

### Diversity is celebrated

#### Facilities that promote and support:

- the honouring and celebration of learner, social and cultural diversity in the school and in the community
- the inclusion of all learners
- genuine choice about learning by learners
- inclusion of learners with special learning needs
- equitable access
- flexibility in use
- simple and intuitive use,
- efficient and comfortable use for all
- safety and the minimisation of hazards for all

### A welcoming environment

#### Facilities that promote and support:

- physical, emotional and social wellbeing of students and staff
- a sense of welcome and inclusion
- engagement with learning
- student and broader school community delight and inspiration
- the development of aesthetic imagination
- opportunities for students to further develop personal and social capability
- a continuum of learning and recreation
- the safety and security of all students, staff and visitors
- the school's integration with the natural and community environment
- safe and easy access by all modes of transport and encourage students and staff to travel by sustainable modes of transport wherever possible

Describe at a high level how development of the school's physical environment will support improvements in teaching practice and student learning, collaboration and curriculum design.

*Suggested word count: 300 words*

Outline how ownership and engagement of the teaching and learning improvements will be developed. For example:

- Whole staff professional learning program to explore 21st century learning challenges
- Action research by professional learning teams (PLCs)
- Student forums to seek student views of preferred learning

- School council and/or community workshops - internal / external facilitators
- School visitation program and activation of Communities of Practice (CoPs)
- Other

*Suggested word count: 300 words*

# Section D: AMP Checklist

Schools are required to complete the checklist prior to submitting their AMP for Regional endorsement and VSBA approval.

Please mark the check box when the process/step has been completed.

## 1. Educational Direction

Is the Educational Direction statement consistent with achievement of improved student outcomes i.e. the Schools Strategic Plan and a preferred future?

## 2. Victorian Functionality Matrix and Education Specification

The Victorian Functionality Matrix, as uploaded to iTWOcx, represents the agreed school perspective and has informed the development of the Education Specification?

## 3. Community Engagement

Who participated in the AMP Phase 1 engagement activities?

Leadership team

Whole staff

Student leaders

School council

Parent group

## 4. Excess Space

If required an excess space strategy has been identified and documented.

## 5. School Council and Principal Sign Off

The AMP Phase 1 has been signed off by Principal and School Council President

## 6. iTWOcx Upload

The VFM and AMP Phase 1 have been uploaded to iTWOcx

Principal name:

Signature:

Date:

# Section E: Next Steps

## Review - AMP Phase 1

Your school will work with the Region and a Technical Leadership Coach (VSBA) to support the development of planning Phase 1.

Planning Phase 1 documents will be reviewed by the region and the VSBA and if required, feedback will be provided i.e. the region and TLCs will work with the principal to ensure the schools aspirations and DET directions are clearly articulated and re-submit via iTwoCX.

Region forward the Schools approved AMP Phase 1 via iTWOcx to the VSBA for endorsing.

## Architect Appointment/Tender:

An Architect will be appointed to support the school in the preparation and submission of AMP 2 including site analysis, master planning and if required identification of a project. The architect appointment process is led by the VSBA Project Office concurrent with schools developing their AMP Phase 1 plan. The selection of an architect will be managed by the VSBA based on a competitive tendering process in accordance with the Authority's and Government Policy. The school's Delivery Project Officer will lead the architect selection process.

## Final Approval:

The Victorian School Building Authority approves AMPs and completes planning Phase 1.

## Queries:

If you have any queries relating to the AMP Planning Phase 1: please email the AMP Co-ordinator on



[AMP.Coordinator@edumail.vic.gov.au](mailto:AMP.Coordinator@edumail.vic.gov.au)



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