

State and Territory BER Complaint Information

Education Authority	Description of Complaint Handling Mechanisms	Number of Complaints	Issues raised	Status of Complaints
New South Wales	<p>The Integrated Program Office (IPO) has several measures in place:</p> <ul style="list-style-type: none"> • Complaints can be made via the NSW BER website. • Complaints can be made by telephone or in writing. A written response will be provided via the Implementation Team, where required. • Complaints alleging serious misconduct, mismanagement or serious waste will be referred to the NSW Independent Commission Against Corruption (ICAC). The matter will be investigated and any recommendations actioned. The complainant will be advised of the outcome. • Complaints handling training provided for all staff. • IPO has liaised with ICAC regarding policy development, information sessions for senior executives of the BER program, and information for Managing Contractors about confidentiality, conflict of interest and corruption prevention. 	Four	<ul style="list-style-type: none"> • Alleged probity issue concerning BER IPO member • Alleged misuse of privileged information by a staff member of a managing contractor • Alleged corrupt conduct/ misconduct • Alleged improper reporting by employees of an Asset Management Contractor 	Resolved
Victoria	<p>The Department of Education and Early Childhood Development's (DEECD) BER information line and dedicated BER mailbox are instrumental in addressing any concerns that arise in relation to BER projects.</p> <p>The DEECD BER team has a number of dedicated stakeholder managers who work constructively with schools to resolve any issues on their BER projects.</p> <p>Regional office staff also work very closely with schools in their region if issues arise.</p>	The DEECD does not collect data on the number of issues raised.	No information supplied	Data not provided
Queensland	A group was established within the BER Team to manage inquiries via a dedicated email address, website, telephone line and correspondence.	Less than ten	<ul style="list-style-type: none"> • Scope of the proposed facility • Location of the facility • Impacts on surrounding community • Ensuring value for money 	All resolved

<p>Western Australia</p>	<p>Complaints are received in writing either to the Minister for Education or the Director General of Education.</p> <p>These are responded to in a timely manner following established Department procedure.</p> <p>The Department of Treasury and Finance, Building Management and Works have an established process to manage complaints relating to the procurement process, contracts awarded and fit out specification.</p>	<p>Very few</p>	<ul style="list-style-type: none"> • Removal of trees from school sites to make way for BER buildings. These issues have been resolved at the sites concerned • The proposed removal/demolition of an after school care building to make way for BER building 	<p>Matters related to the removal of trees have been resolved.</p> <p>In relation to the proposed building removal/demolition, an interim solution has been reached with negotiations continuing at the local level.</p>
<p>South Australia</p>	<p>The Department of Education and Children's Services (DECS) has two main processes for receiving complaints regarding any building asset related issue, that is:</p> <ul style="list-style-type: none"> • Via the political process through MPs to the Minister for Education • Contact by schools to the Asset Support Centre where all transactions are tracked and logged. 	<ul style="list-style-type: none"> • The Asset Support Centre recorded over 3,000 transactions related to BER in 2009. No data is collected specifically about complaints in the Asset Support Centre; however feedback indicates few complaints were received. 	<ul style="list-style-type: none"> • BER process/guidelines • Project siting • Project/component costs • Country loading • Funding allocation • Standard designs • Timelines • Combining of projects 	<p>All but two complaints resolved</p>

Tasmania	<p>A two-fold mechanism has been used.</p> <ul style="list-style-type: none"> • Members of the public, schools, contractors or other stakeholders are advised to contact the Department of Education or the Minister's Office. • Representations from the public and local government have been invited via ads in local newspapers as part of the project planning approval process. 	<p>Four official complaints and an additional six representations (not complaints) about the nature of specific projects, particularly site issues.</p>	<ul style="list-style-type: none"> • Site issues, including work practices and contractor selection 	<p>Three complaints resolved and one unresolved.</p>
Australian Capital Territory	<p>The ACT Department of Education and Training (DET) has a complaints resolution policy which is available online and can be used in relation to complaints about P21 projects. In addition, the following arrangements are in place:</p> <ul style="list-style-type: none"> • DET has sought to minimise community concerns by requiring that all P21 projects are approved by the school principal, school Board Chairperson and President of the Parents and Citizens (P & C) Association. • Whenever a concern is expressed, which cannot be resolved by the principal, it is referred to the Department's Schools Capital Works Directorate. • The Directorate provides information to the principal, replies to correspondence or meets directly with the complainant for discussion. • The school principal also has the option to request one of the former principals, engaged by the Schools Capital Works Directorate for the BER program, to meet with the Board Chairperson or the P & C President. • All queries or concerns are addressed as a priority. 	<p>Three (one was referred directly to DEEWR and is included in national complaints data).</p>	<ul style="list-style-type: none"> • School wanted a multi-purpose hall and was granted a library • Inequity of funding allocation between mainstream and special schools with fewer students • Concerns by local residents about the consultation processes for BER projects 	<p>One resolved; two pending resolution</p>

<p>Northern Territory</p>	<p>From the initial inception of BER and the implementation process, NT Department of Education and Training's (DET) complaints mechanism was underpinned by a pro active communication strategy to encourage communication on any issues and disputes which may arise that could also give rise to a complaint. The communication strategy includes a number of initiatives.</p> <ul style="list-style-type: none"> • The DET BER team has a BER email (BERInfrastructure.DET@nt.gov.au) which is highly publicised. • The DET website has contact information, program information and relevant links advising, informing and promoting all BER material. • Regular communication and updates encouraging contact with the BER team are posted via the website, principal weekly updates, and email. • Regular BER meetings with BER delivery team at both strategic and operational levels. • A DVD about the BER program outlining DET's delivery process, was sent to all DET principals. • Any disputes or issues that are not immediately resolved, are escalated and forwarded to the DET BER Program Director. • Any matters that cannot be resolved at agency level are referred to the BER Coordinator for consideration, review of the decision and resolution. • Where a matter remains unresolved, it can be referred to the appropriate Deputy Chief Executive or Executive according to the issue at hand (for example, an education issue, or a resource issue). <p>The pro active communication and ongoing relationship management between the government service providers, project managers and stakeholder groups, including principals, parents and council members, has resulted in few complaints. Rather, in most cases issues are dealt with and resolved as efficiently as possible so that they do not turn into complaints.</p>	<p>Six</p>	<ul style="list-style-type: none"> • Value for money • Employment of local people • Clarification of overall budget and project management and consultancy fees • School was expecting three split air conditioning systems but were delivered a more expensive packaged plant system in accordance with standards for a building of that scale. The Principal was concerned that students will cause damage to the building as result of using the cage to climb onto the roof. • Lack of community consultation re the combining of funds received by two schools to build a new special school on the site of one of the schools • Concerns of local residents about loss of mountain views, potential increases in noise levels and street parking difficulties 	<p>Five complaints resolved; one complaint is still unresolved</p>
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