



Australian Government



## **SMARTER SCHOOLS NATIONAL PARTNERSHIPS**

### **INTEGRATED REPORTING**

**COVERING**

**IMPROVING TEACHER QUALITY**

**LOW SES SCHOOL COMMUNITIES**

**LITERACY AND NUMERACY**

## **Victoria**

### **Progress Report 2011**

**(1 January – 30 June 2011)**



## **INTRODUCTION**

In April 2011, states and territories provided an Annual Report to the Department of Education, Employment and Workplace Relations (DEEWR) on Smarter School National Partnership (SSNP) activity in the 2010 calendar year.

This Victorian Progress Report covers SSNP funded activity from 1 January to 30 June 2011. The Progress Report also focuses on key highlights and achievements, case studies as well as the milestone activities, as agreed in the Victorian Implementation Plan. The Progress Report also provides important information on SSNP funded activities to support the improvement in educational outcomes for Aboriginal and Torres Strait Islander students.

## **STRUCTURE OF REPORT**

The Progress Report has six sections:

- |           |   |  |
|-----------|---|--|
| Section 1 | - | Overview/Summary of Progress   |
| Section 2 | - | Summary of Improving Teacher Quality NP Progress                         |
| Section 3 | - | Reform Priority 1: Leadership and Teacher Capacity                       |
| Section 4 | - | Reform Priority 2: Recognition and Response to Individual Learning Needs |
| Section 5 | - | Reform Priority 3: School Community Engagement and Extended Schools      |
| Section 6 | - | Milestone Reporting (against all Reform Initiatives)                     |

Sections 1 to 5 provide a narrative description of the progress to date for each Reform Initiative.

The sixth section includes tabulated responses to the relevant milestones indicated in the Victorian Implementation Plan. These milestones were pre-populated by DEEWR.

## **TYPES OF INFORMATION**

Information provided is classified by two broad categories:

- Qualitative (sentence structure, clear and concise descriptions); and
- Quantitative (data either in table presentation or quantum quoted within descriptions).

Each section in the Report is flagged as Quantitative, Qualitative or a combination of both.

## Section 1 – Overview/Summary of Progress

### Overview

This is Victoria's second Progress Report and reports on Victoria's challenging and ambitious reform agenda activity across all three schooling sectors under the Smarter Schools National Partnerships (SSNPs) between 1 January 2011 and 30 June 2011. The Progress Report highlights Victoria's successes in this reporting period, identifies areas of continued focus, and reports against milestones.

### *The Victorian approach to the Smarter Schools National Partnerships*

Victoria has implemented an integrated approach to the SSNPs which covers all three schooling sectors – government, Catholic and independent. *Initiatives* across the three SSNPs have been integrated as far as possible to ensure that school improvement is undertaken in a comprehensive and cohesive way across and within sectors.

Victoria's integrated approach:

- brings together multiple levels of activity, including at state, sector, region/diocesan, network and school levels;
- aims to maximise opportunities for the government, Catholic and independent sectors to work together and collaborate on reforms under the SSNPs, and particularly to share information, best practice and learning;
- provides flexibility for regions/dioceses, networks and schools to tailor their participation based on the local context and their needs;
- seeks to support specific cohorts of students who face additional challenges in improving educational outcomes, including Indigenous students and students from English as a Second Language (ESL)/refugee backgrounds among others;
- seeks to draw on support and resources from outside the school gate including government agencies and non-government organisations, and partnerships with parents, communities and businesses; and
- draws on existing accountability arrangements for planning, monitoring, evaluation and reporting as far as possible in order to minimise any additional burden on schools.

Under this model, Victoria focuses on three key Reform Priorities which 11 initiatives contribute to. Not all sectors participate in all initiatives, but each sector contributes under each Reform Priority. The three Reform Priorities provide a clear conceptual framework for the aims of the SSNPs and target improved outcomes for teachers, students, and the broader community.

The integrated approach taken by Victoria is reflected in the structure of this report, which reports on initiatives under the three Reform Priority areas.

### **Reform Priority 1: Leadership and Teacher Capacity**

The delivery of high leverage, high impact initiatives across the SSNPs requires specialist skills and knowledge, ranging from literacy and numeracy experts, and leadership, mentoring and coaching expertise, to assessment and data managers and community engagement experts. The Victorian Implementation Plan (VIP) therefore includes a significant emphasis on workforce capability strategies at state and sector levels to ensure quality delivery at the network and school level.

Highlight activities for January-June 2011 under this Reform Priority are:

**In the government sector**, following the 2010 *Principal Preparation* program, 16 of 18 Principal

interns have been promoted substantively or to an acting position during January-June 2011.

**In the Catholic sector**, there have been 128 participants engaged in the Aspirant Principal Program across the Catholic sector in Victoria between 2010-2011 with 85 aspirant Principals participating in the program between January-June 2011.

**In the independent sector**, Senior Advisors spent 726 hours face-to-face in-school coaching and mentoring teachers and Principals from the 43 SSNP schools between January-June 2011. As a consequence, teacher capacity has been improved in SSNP schools with teachers collaborating with their colleagues to develop improved curriculum documentation, planning more effectively, and using more discursive pedagogies.

### **Reform Priority 2: Recognition and Response to Individual Learning Needs**

The VIP reflects the importance of all students being engaged in their learning. The delivery of programs that meet the needs and interests of students, enabling students to be active participants in their learning, and learning that is connected to the wider community outside the school, are critical in improving student outcomes across the NPs.

Highlight activities for January-June 2011 under this Reform Priority are:

**In the government sector**, an updated *Literacy and Numeracy 6-18 Month Strategy: P-10 Improvement Schedule for School Leaders* was developed and provided to all government sector schools and is now supporting schools to plan for literacy and numeracy improvement through the provision of a specific, targeted strategy.

**In the Catholic school sector**, all SSNP schools have received the support of a trained external coach for either literacy or numeracy during January-June 2011, and all schools have a school based literacy and numeracy specialist.

**In the independent sector**, commencing in 2011 Advisors have coached teachers to use student data to provide an objective understanding of the different levels of student learning and progress. School NAPLAN data and results from PAT, PROBE, TORCH assessments, *On Demand Testing* and school formative test results have been analysed by teachers, with the assistance of Advisors.

### **Reform Priority 3: School-Community Engagement and Extended Schools**

While many of the factors that impact on student improvement are outside the school gate, there is a growing body of evidence on the positive effects of collaborative approaches between schools and their communities. The SSNPs have a particular focus on engaging parents, communities and businesses in schools and students' learning.

Highlight activities for January-June 2011 under this Reform Priority are:

**In the government sector**, in 2011 Principals involved in the *Extended School Hub Field Trial* have expressed their increased support of the Hubs since they were first established in 2010. This reflects the growing appreciation evident in schools that community partners can play a vital and active role in supporting schools to achieve their goals.

**In the Catholic sector**, 25 Family School Partnership Convenors (FSPCs) are engaged across participating schools in 2011. All FSPCs have been involved in ongoing professional learning opportunities at local, regional and systemic levels during January-June 2011.

**In the independent sector**, coaching and mentoring provided by the Community Engagement Advisors between January-June 2011 has improved school-community engagement in SSNP schools. They have assisted school leaders and teachers to acquire the knowledge and the skills to build stronger community links and extend the school.

### ***Cross-Sectoral Collaboration***

At the commencement of the SSNPs, Victoria established excellent cross-sectoral relationships to provide effective governance over the three Reform Priority areas and the implementation of SSNP activities. The *Smarter Schools* National Partnerships Working Group (SSNPWG) has continued to meet regularly throughout January-June 2011. The SSNPWG considers matters of importance relating to SSNP implementation and assessment, such as the renegotiation of the 2012 Literacy and Numeracy NP rewards targets, and provides advice to the Cross-Sectoral Committee (CSC). The CSC is an executive-level forum, comprising the heads of the schooling sectors, which provides oversight and the authorising environment for all cross-sectoral activities and communications. The SSNPWG and CSC provide the overarching framework and leadership for cross-sectoral collaboration in Victoria.

*Information Type: Qualitative*

## Section 2 – Summary of Improving Teacher Quality NP Progress

Victoria has an integrated Implementation Plan, the Victorian Implementation Plan (VIP), for the three *Smarter Schools* National Partnerships (SSNPs). However, for convenience, a summary of highlight Victorian activities against the twelve Improving Teacher Quality NP (TQNP) facilitation reforms over this period is provided.

### **National Professional Standards for Teachers**

Under the VIP, this facilitation reform is addressed by [Initiative 3: Improve School Access to High Quality Teachers](#) and [Initiative 4: National Standards Sub-Group](#). Now that the National Standards Sub-Group has completed its work program and has been concluded, Victoria has voluntarily undertaken a number of additional activities to support the implementation of the *National Professional Standards for Teachers*.

Victoria has provided leadership to all of the nationally focussed facilitation reforms under the TQNP through its role as Chair of the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) and the Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee (AEEYSOC) between January-June 2011.

#### **Government Sector**

- The Department of Education and Early Childhood Development (DEECD) provides a representative on the National Professional Standards for Teachers Implementation Reference Group (the Implementation Reference Group), which is convened by the Australian Institute of Teaching and Schools Leadership (AITSL). The Implementation Reference Group includes broad stakeholder representation and provides advice regarding the implementation of the *National Professional Standards for Teachers*, including consideration of initial teacher education, teacher registration and the certification of highly accomplished and lead teachers.
- DEECD has also been involved in AITSL's work to refine and finalise the *National Professional Standard for Principals*, with representation on the Expert Panel and at the National Leadership Symposium in June 2011.
- DEECD commenced a mapping exercise in June 2011 to assess the comparability of the *National Professional Standards for Teachers* and the *National Professional Standard for Principals* against DEECD's employer standards and the applicable Victorian Institute of Teaching (VIT) standards.

#### **Catholic sector**

- The Catholic sector in Victoria is currently representing the National Catholic Education Commission (NCEC) on the AITSL Teacher Standards Quality Assurance Committee, which oversees the documentation and writing materials related to the implementation of the *National Professional Standards for Teachers*.
- The Catholic Education Commission of Victoria (CECV) has integrated the *National Professional Standards for Teachers* within a number of initiatives, including the *Bachelor of Education Multi-Modal Project* and the *CECV/VIT Pilot Project Identifying and Acknowledging High Performing Teachers*. In this 2011 pilot project, CECV, in partnership VIT, has agreed to develop an evidence-based model for identifying and acknowledging high performing teachers in the Catholic sector and to trial the model with a small number of teachers in Catholic schools. The design model is strongly aligned with the accomplished teachers level in the *National Professional Standards for Teachers*.

#### **Independent sector**

- Independent Schools Victoria (ISV) has participated in a number of invitational stakeholder groups organised by AITSL:

- National Stakeholder Forum: Excellence in School Leadership, Roles of Institutes in Professional Learning, Collaborative PL Program (20 April 2011);
  - National Stakeholders Forum: Teachers Touch Tomorrow (12 May 2011); and
  - Leadership Symposium: *National Professional Standard for Principals* (8 – 9 June 2011).
- ISV also responded to the AITSL invitation to participate in a pilot run under the *National Professional Standards for Teachers*. The proposed pilot, *Standards Informing Conversations, Conversations Informing Standards*, was aimed at increasing teachers' awareness, engagement and ownership of the National Standards. ISV self-nominated but was not selected at this stage.

### **National Certification of Highly Accomplished and Lead Teachers**

Victoria has provided leadership to all of the nationally focussed facilitation reforms under TQNP through its role as Chair of MCEECDYA and AEEYSOC in January-June 2011.

#### **Government Sector**

- Senior DEECD Officials were involved in AITSL working groups in January-June 2011 to scope the process for developing a national approach to the certification of highly accomplished and lead teachers and providing feedback on jurisdictions' current professional development frameworks.
- DEECD commenced discussions with AITSL on the Draft Proposal for a Nationally Consistent Approach to the Certification of Highly Accomplished and Lead Teachers.

#### **Catholic sector**

- During the early part of 2011, the CECV/VIT Pilot Project *Identifying and Acknowledge High Performing Teachers* was one of the models selected to be presented at the AITSL Workshop on Certification of Highly Accomplished and Lead Teachers in July 2011 in recognition of the significance of this work as a process for recognising and rewarding excellence. Assessment of the outcomes of the pilot project indicate that the framework, procedures and processes for identifying and acknowledging high performing teachers in the Catholic sector is a highly effective construct that is rigorous and challenging; complements the professional culture in Catholic schools; and strengthens understanding of high performance for teachers and school leaders.

### **Nationally Consistent Registration of Teachers (previously Improved Mobility of the Australian Teaching Workforce)**

Under the VIP, this facilitation reform is addressed by [Initiative 4: National Standards Sub-Group](#). Now that the National Standards Sub-Group has completed its work program and has been concluded, Victoria has voluntarily undertaken a number of additional activities to support the Nationally Consistent Registration of Teachers.

Victoria has provided leadership to all of the nationally focussed facilitation reforms under TQNP through its role as Chair of MCEECDYA and AEEYSOC in January-June 2011.

#### **Government Sector**

- DEECD has a representative on the Nationally Consistent Registration of Teachers Policy Framework Group, which has met throughout January-June 2011. This Policy Framework Group is continuing to work through the elements of registration to achieve national consistency. The elements have been divided into stages or groups depending on what can be achieved via policy changes and that which would require legislative changes.

- VIT represents Victoria on the Nationally Consistent Registration of Teachers Working Group which provides advice to the Policy Framework Group, particularly in relation to technical registration matters.

#### Catholic sector

- CECV has consulted with VIT as a key stakeholder regarding the nationally consistent registration of teachers.

#### **National Consistency in Accreditation of Pre-service Teacher Education Course (previously Joint Engagement with Higher Education Providers to Improve Teacher Quality)**

Under the VIP, this facilitation reform is addressed by [Initiative 3: Improve School Access to High Quality Teachers](#) and [Initiative 4: National Standards Sub-Group](#). Now that the National Standards Sub-Group has completed its work program and has been concluded, Victoria has undertaken a number of additional activities to support the National Consistency in Accreditation of Pre-service Teacher Education Courses.

Victoria has provided leadership to all of the nationally focussed facilitation reforms under TQNP through its role as Chair of MCEECDYA and AEEYSOC in January-June 2011.

#### Government sector

- Victoria represents AEEYSOC on the National Initial Teacher Education Advisory Committee (NITEAC) as one of two AEEYSOC representatives. NITEAC was established by AITSL in the first half of 2011 to advise on initial teacher education matters generally and national accreditation in particular.
- NITEAC is overseeing the implementation of the National Standards for accreditation of initial teacher education courses including the development of guidelines, design and delivery of training for assessment panels and monitoring of the impact on teacher supply.

#### **Professional Development and Support for Principals**

Under the VIP, this facilitation reform is addressed by [Initiative 1: Building Leadership Capacity](#).

#### Government sector

- A range of professional learning programs are being delivered through the Bastow Institute of Educational Leadership (Bastow).
- The second Literacy and Numeracy NP (LNNP) School Forum was held on 7 March 2011 and was fully subscribed, with over 500 attendees.
- An updated *Literacy and Numeracy 6–18 Month Strategy: P–10 Improvement Schedule for School Leaders* was developed during January-June 2011 and has been provided to Principals and their leadership teams to support work with teachers to ensure there is a shared focus on, and approach to, literacy and numeracy improvement across the school.

#### Catholic sector

- The implementation of a number of reform initiatives has continued to build the capacity of teachers and leaders to initiate broad strategic school improvement, to drive student performance and to sustain improvement during the first half of 2011.
- The development of the *Catholic Leadership Centre* continued in January-June 2011, including the development of a program of activities to be designed and promoted by October 2012.



- There has been further implementation of the *Leadership Coaching Strategy* in 2011.

### Independent sector

- In-school coaching and mentoring of school leaders and teachers from February to June 2011 has resulted in improved leadership capacity.
- Support for teachers in middle level positions (Subject Coordinators, Year Level Leaders) to develop leadership skills and confidence to present professional learning workshops to their colleagues in 26 of the 43 SSNP schools in 2011.
- 19 new Principals in the sector participating in the residential *Exploring Leadership for New Principals Seminars* held over 4 days during the reporting period.

Please see body of report for further information.

### Improved Performance Management and Continuous Improvement in Schools

Under the VIP, this facilitation reform is addressed by [Initiative 2B: Building Teacher Capacity](#).

### Government sector

- The *Supporting New Teachers' Practice Program* (formerly the *Preliminary Training and Induction for New and Beginning Teachers* program) supports the needs of first year teachers. There are 277 beginning teachers currently participating in the program for 2011.
- DEECD's *Digital Content Strategy* is engaging 43 schools to develop a Victorian Essential Learning Standards (VELS) level 4, 5 or 6 Mathematics *eBookbox* (an online collection of relevant research and quality resources organised around learning goals & focus questions).
- A trial is being undertaken to expand literacy and numeracy professional learning programs by developing materials to be delivered through online learning modules. The content for the first online literacy professional learning release, *Independent Reading, Conferring and Classroom Libraries*, was completed in the first half of 2011.

### Catholic sector

- Provision of sponsored study opportunities for teachers to participate in postgraduate study has increased in the January-June 2011 period.
- There is a strengthened understanding of evidence-based school improvement and the ability to monitor student achievement through the use of multiple data sets including school improvement survey data and NAPLAN in 2011.
- A coordinated approach to school improvement and professional learning within a whole school context has been extended through the *Creating and Supporting a Performance and Development Culture* initiative in 2011.

### Independent sector

- All teachers in the independent sector had continued access to a comprehensive suite of external Professional Learning programs at the ISV Development Centre.
- Specific external Professional Learning Programs for leaders and teachers from SSNP schools, using SSNP Advisors as presenters, have also been funded and occurred in 2011.

Please see body of report for further information.

### New Pathways into Teaching

Under the VIP, this facilitation reform is addressed by [Initiative 3: Improve School Access to High Quality Teachers](#) and [Initiative 6: Pathways into Teaching](#).

### Government sector

- *Teach For Australia* Cohort One Associates have continued teaching in their placement schools in 2011 as part of their two-year contracts with DEECD. Cohort Two Associates began their two-year placements on 1 February 2011.
- The 30 trainees in the *Career Change Program* 2011 intake completed their summer schooling and are now working in schools in hard-to-staff subject areas, predominantly technology studies, mathematics and science. Trainees in the 2010 intake are also continuing to teach in these areas, demonstrating sustained effort in the January-June 2011 period.

### Catholic sector

- The *Bachelor of Education Multi-Modal* project has moved into its second year with 15 pre-service teachers continuing their second year within the pilot and another 25 commencing their first year of the program in 2011. The increased interest in this model of study in 2011 is due to the very positive feedback provided by the 2010 Year 1 cohort of pre-service teachers.
- The *Partnerships in Learning: Enhancing Quality Teaching* project aims to enhance pre-service teacher education by providing a deeper understanding of rich and diverse school communities and the importance of family-school-community partnerships in learning. 13 pre-service teachers will have extended professional practice in one of seven Low SES school communities over a period of two years.

### Independent sector

- The Pre-Service Teacher practicum model developed in the regional centre of Hamilton has continued this year. A coordinator has been funded to mentor the Pre-Service Teachers during their placements in local schools.
- In 2011, ISV continued its participation as a member of the cross sectoral VIT Reference Group, three Higher Education reference groups, and continued its representation on the cross-sectoral tertiary reference group, English as an Additional Language Teacher Education Forum (EALTEF).

Please see body of report for further information.

### **Better Pathways into Teaching**

Under the VIP, this facilitation reform is addressed by [Initiative 3: Improve School Access to High Quality Teachers](#) and [Initiative 6: Pathways into Teaching](#).

### Government sector

- The Graduate Pathways program provides outstanding eligible graduates with scholarships to complete a teaching qualification focussing on a subject area of need and additional benefits to attract recipients to accept employment in a government priority school. Scholarships have been provided to the first intake of 40 recipients, who have commenced study in the 2011 academic year.
- To address the industry shortage of qualified Special Education teachers, Special Education Scholarships will enable current and graduating teachers to complete an approved teaching qualification in special education.

### Catholic Sector

- The *Bachelor of Education Multi-Modal* project has moved into its second year with 15 pre-service teachers continuing their second year within the pilot and another 25 commencing their first year of the program in 2011. The increased interest in this model of study in 2011 is due to the very positive feedback provided by the 2010 Year 1 cohort of pre-service teachers.
- The *Partnerships in Learning: Enhancing Quality Teaching* project aims to enhance pre-service teacher education by providing a deeper understanding of rich and diverse school communities and the importance of family-school-community partnerships in learning. 13 pre-

service teachers will have extended professional practice in one of seven Low SES school communities over a period of two years.

*Please see body of report for further information.*

### **Improved Quality and Availability of Teacher Workforce Data**

- Victoria assumed the Chair of the National Teaching Workforce Dataset Working Group in early 2011 and is leading the work of this Working Group in two major projects: the establishment of an initial dataset; and a national longitudinal workforce study.
- Victoria was closely involved in framing the specifications of a request for tender for the dataset project and formed the panel, with DEEWR representatives, to select the contractor for the dataset project.
- Victoria has worked, and continues to work, closely with the contractor and with DEEWR to plan the implementation of the dataset project and coordinated engagement with a broad range of stakeholders including regulatory authorities, employers and universities at national and jurisdictional levels.
- During the reporting period Victoria worked closely with DEEWR to finalise the request for tender for the longitudinal study (released in August 2011).

### **Indigenous Education Workforce Pathways**

**Under the VIP, this facilitation reform is addressed by [Initiatives 3: Improve School Access to High Quality Teachers](#) and [Initiative 6: Pathways into Teaching](#).**

#### **Government sector**

- The *Indigenous Education Workers Career Enhancement* program targets year 12 graduates and current workers wishing to become teachers. Eight successful applicants were awarded scholarships in 2011. The *Indigenous Scholarships* program targets currently enrolled students who are in their final year of a teacher training course. Six successful applicants were awarded scholarships in 2011.
- A project officer was appointed within DEECD in early 2011 to facilitate the uptake of the *Indigenous Education Workers Career Enhancement* and the *Indigenous Scholarships* projects.

#### **Catholic sector**

- Two strategies have been implemented in January-June 2011 to provide a tailored pathway for Indigenous workers to be supported whilst they are upgrading their qualifications and undertaking teacher education. These are *Career Enhancement Pathways for Indigenous Education Workers* and *Teaching Sponsorships for Indigenous Students*.
- The four Koorie Education Workers have continued successfully with their studies in the second year of the Associate Diploma of Education during 2011. The four students receiving bursaries have continued within their teaching degrees.

*Please see body of report for further information.*

### **Quality Placements**

**Under the VIP, this facilitation reform is addressed by [Initiative 3: Improve School Access to High Quality Teachers](#) and [Initiative 4: National Standards Sub-Group](#).**

#### **Government sector**

- *Teach For Australia* Cohort One Associates have continued teaching in their placement schools in 2011 as part of their two-year contracts with DEECD. Cohort Two Associates began their two-year placements on 1 February 2011.

- Seven School Centres for Teaching Excellence entered the implementation phase during the reporting period, and the Government sector's university partnerships are being delivered within this initiative. The Centres are being established to reconceptualise the manner in which pre-service teacher education is delivered and experienced, and are based on a strong school-university partnership, effective integration of theory and practice and a strong research focus. *See also the School Centres of Excellence initiative facilitation area below.*

### Catholic sector

- The *Bachelor of Education Multi-Modal* project has moved into its second year with 15 pre-service teachers continuing their second year within the pilot and another 25 commencing their first year of the program in 2011. The increased interest in this model of study in 2011 is due to the very positive feedback provided by the 2010 Year 1 cohort of pre-service teachers.

### Independent sector

- The Pre-Service Teacher practicum model developed in the regional centre of Hamilton has continued in 2011. A coordinator has been funded to mentor the Pre-Service Teachers during their placements in local schools.

*Please see body of report for further information.*

### School Centres of Excellence

Under the VIP, this facilitation reform is addressed by [Initiative 3: Improve School Access to High Quality Teachers](#) and [Initiative 4: National Standards Sub-Group](#).

### Government sector

• Seven School Centres for Teaching Excellence entered the implementation phase during the reporting period, and the Government sector's university partnerships are being delivered within this initiative. The Centres are being established to reconceptualise the manner in which pre-service teacher education is delivered and experienced, and are based on a strong school-university partnership, effective integration of theory and practice and a strong research focus. *See also the Quality Placements facilitation initiative above.*

- **Case Study:** In the Western Metropolitan Region (WMR), a partnership was established with Victoria University in 2010 to enable 500 first year Bachelor of Education students to observe the P-2 literacy block in a school and debrief the observation in conjunction with the teachers and university colleagues. This program runs for one day per week for eight weeks and is continuing in 2011 in 25 schools. In 2011 the program has been extended to include 500 second year Bachelor of Education students observing the P-2 Mathematics lesson. The program aims to build a coherent understanding of research based literacy and numeracy pedagogy in P-2 in WMR. This program occurs in a further 25 schools. Additionally, a cluster of schools within one network was funded for the Schools Centre for Teaching Excellence initiative which is a partnership between the four schools, the region and Victoria University to investigate improved models of pre-service teacher training. As WMR is a major employer of Victoria University teacher graduates, the partnership project is providing well-trained teacher graduates to WMR schools who have a coherent and consistent approach to literacy and numeracy instruction.

*Please see body of report for further information.*

## Section 3 – Reform Priority 1: Leadership and Teacher Capacity

### Progress – 1 January 2011 to 30 June 2011

#### *Victorian overview*

Victoria recognises that to achieve improved student outcomes, it is important to strengthen the capacity of the educators who deliver SSNP initiatives. A significant emphasis is placed on workforce capability strategies in the VIP in recognition of Victoria's challenging and ambitious reform agenda.

Victoria's emphasis on leadership and teacher capacity reform is evident across all three sectors. Activities to support and develop Principals and aspiring Principals have been well subscribed, and coaches have been deployed to assist teachers improve their literacy and numeracy skills and to ensure the sustainability of improvements. Victoria's leadership in the government sector's *Teach for Australia* program is complemented by other innovative pilots in the Catholic and independent sectors which promote career change and pathways, supporting new, high-achieving entrants to the workforce.

In Victoria Reform Priority 1 covers the following Initiatives:

- [Initiative 1: Building leadership capacity \(coaching, professional learning\)](#)
- [Initiative 2a: Building teacher capacity \(in-school support/coaches\)](#)
- [Initiative 2b: Building teacher capacity \(professional learning opportunities\)](#)
- [Initiative 3: Improve school access to high quality teachers](#)
- [Initiative 4: National Standards Subgroup](#)
- [Initiative 5: Rewarding excellence – Teacher Performance Pay](#)
- [Initiative 6: Pathways into Teaching](#)
- [Initiative 7: Wider Workforce Trials](#)

*Information Type: Qualitative*

### Significant Achievements/Activities/Highlights – 1 January 2011 to 30 June 2011

#### Government sector

The government sector's significant achievements include:

- 16 of 18 Principal interns were promoted substantively or to an acting position by 30 June 2011 following the 2010 *Principal Preparation Program*;
- schools in the 2010 Teacher Reward trials highlighted that the *Rewarding Teaching Excellence* initiative had noticeable flow on effects in 2011 in reinforcing the performance and development processes already in place within schools. The panel discussions and teacher presentations during 2011 that are part of the process have increased the level of discussion around teaching and learning and have allowed staff to feel a greater sense of recognition;
- a total of 14 successful applicants through the *Indigenous Scholarships* and *Indigenous Career Enhancement* programs in 2011; and
- seven School Centres for Teaching Excellence entered the implementation phase in 2011.

#### Catholic sector

The Catholic sector's significant achievements include:

- all 121 SSNP schools (46 Low SES National Partnership and 75 Literacy and Numeracy

National Partnership) engaged in deliberate professional learning activities both formal and informal, at local, regional and systemic levels in 2011;

- interest in postgraduate study increased significantly with the numbers applying for sponsored study at the end of 2010 for 2011 exceeding expectations and incorporating a broader range of staff (emerging leaders through to Principals). In 2011 148 staff enrolled in a Masters in Educational Leadership at the Australian Catholic University (ACU) or the University of Melbourne, and a further 20 staff from Low SES school communities are now enrolled in a Masters in Wellbeing for Inclusive Schooling at ACU;
- 321 hours of coaching were provided via the Principal Coaching Bank between January and June 2011 to 77 Principals in the Catholic sector; and
- 21 Catholic schools are participating in school-university pre-service partnerships with the Australian Catholic University (ACU) in 2011. Of these, 14 schools are participating in the Bachelor of Education Primary Multi-Modal Pilot and seven Low SES schools are participating in the *Partnerships in Learning: Enhancing Quality Teaching Pilot*.

### Independent sector

The independent sector's significant achievements included:

- leadership capacity improved in SSNP schools as a result of the on-going coaching and mentoring provided by Principal Advisors. The trusting professional relationships developed between the Advisors and the Principals and Teachers has encouraged growing emphases in early 2011 on overall school strategic planning, focussed professional learning for staff, and encouraged the development of strong learning communities;
- Principal Advisors spent 650 hours of face-to-face in-school coaching and mentoring school leaders from January to June 2011. As a consequence, school leaders developed the insights and confidence necessary to plan well-organised, long-term strategies to school improvement;
- Senior Advisors spent 726 hours face-to-face in-school coaching and mentoring teachers from the 43 SSNP schools from January to June 2011. As a consequence, teachers are collaborating with their colleagues to develop improved curriculum documentation, are planning more effectively, and are using more discursive pedagogies. The use of data (eg NAPLAN results, PAT and TORCH tests, *On Demand Testing*) is becoming more commonplace; and
- teachers in SSNP schools are gaining skills and confidence to present new curriculum directions and more effective pedagogical practices to their colleagues as a result of coaching from Advisors in 2011. Examples include e5 training, *Evidence Based Observation and Coaching*, differentiation and questioning techniques.

*Information Type: Qualitative and Quantitative*

### Barriers to Progress – 1 January 2011 to 30 June 2011

#### Government sector

While over 80 vacancies were received from 37 government sector schools across Victoria for *Teach For Australia* Associates, Associates were only placed in 34 of the vacancies in 17 schools in Cohort 2. This was due to difficulties matching Associates' Permission To Teach areas and their location preferences with the curriculum vacancies of the schools. Some Associates were unable, due to personal reasons, to relocate to rural and remote locations where the majority of the vacancies have been located. The need for flexibility locating Associates has been stressed to potential Associates for Cohort 3.

The number of applicants for the Indigenous scholarship and other Indigenous incentive programs was less than anticipated in the January-June 2011 period. Enhanced and targeted communication is planned for the remainder of 2011 to increase participant numbers.

### Catholic sector

As Catholic sector schools have become more knowledgeable about the reform agenda, they have been better able to identify the most appropriate professional learning to support their school's improvement planning. This was evident in professional learning choices in 2011. However competing priorities and demands on school leadership impacted the ability of staff to participate in professional learning opportunities, including sponsored study during the January-June period.

### Independent sector

During the January-June period, progress varied across the 43 independent sector SSNP schools, depending on the particular needs and specific strategic directions of each school. Eight new Principals were appointed to SSNP schools in the January-June 2011 period. Additional briefings were provided to update them on the goals and support provided by SSNP Advisors.

Significant challenges remain under the *Rewarding Excellence – Teacher Performance Pay* initiatives. Principals and teachers were reluctant to participate in the *Rewarding High Performing Teachers (RHPT) Pilot*. While all Principals in the independent sector were invited to attend the briefing on 18 March 2011, only 20 schools attended, and just two schools expressed interest in participating in the Pilot. One school withdrew after further consideration. A review will be conducted at the end of the Pilot to analyse the smaller than anticipated take-up.

*Information Type: Qualitative*

## **Progress against Reform Priority 1: Leadership and Teacher Capacity facilitation reforms – 1 January 2011 to 30 June 2011:**

### Initiative 1: Building Leadership Capacity (Coaching and Professional Learning)

#### Government sector

A range of professional learning programs were delivered through the Bastow Institute of Educational Leadership (Bastow). SSNP school Principals and teachers were given priority during January-June to participate in leadership coaching and professional learning programs offered by Bastow to build their leadership capacity.

The second LNNP School Forum was held on 7 March 2011. The forum was fully subscribed with over 500 attendees. Attendees included school leadership teams, literacy and numeracy leaders, regional staff supporting the implementation of SSNPs, and non-NP schools participating in targeted literacy and numeracy interventions. The Forum focused on strategies to move from theory to practice, stimulated discussion and generated action for literacy and numeracy improvement. Forum resources, including presentations and digital stories, are available at <http://www.education.vic.gov.au/studentlearning/litnum/secretariat/forummarch2011.htm>.

An updated *Literacy and Numeracy 6–18 Month Strategy: P–10 Improvement Schedule for School Leaders* was developed and provided to school leadership teams during this period. The Strategy supports school leaders in their work with teachers to ensure there is a shared whole of school focus on, and approach to, literacy and numeracy improvement.

The *Principal Preparation Program* funds a total of 40 six-month internships for high potential Principal aspirants over three years. Twenty-three internships were offered at the start of 2011 as part of the second cohort. Interns and host school Principals attended a preparation program in June 2011. Participants engage in a professional learning program and a Principal placement in their host

school.

Government sector regions continued to implement a range of targeted programs designed to build leadership capacity in SSNP schools in 2011. Principals and leadership teams were supported by:

- the use of leadership coaches, Executive Principals, consultants and critical friends;
- guidance from Regional Network Leaders and Network Improvement Officers;
- the completion of Instructional Rounds and Learning Walks, focusing on classroom observation and feedback;
- professional reading and network professional learning;
- regional and sub-regional conferences;
- participation in Bastow Programs including *Leaders in the Making*, *Coaching for Experienced Principals* and *Mentoring for First Time Principals*; and
- the appointment of Assistant Principals and Leading Teachers.

### Catholic sector

The Catholic sector continued the implementation of a number of reform initiatives during January-June 2011 to build the capacity of teachers and leaders to initiate broad strategic school improvement, to drive student performance and to sustain improvement. Extensive professional learning opportunities incorporate a mixture of differentiated workshops and consultancy support as well as intensive off-site, in-school and cluster based activities. Significant emphasis has been placed on building each school's internal professional leadership and learning team structures to ensure sustainable improvement. An emphasis has also been placed on multiple strategies around coaching, including a focus on both Leadership Coaching and Literacy/Numeracy/Learning Coaches working with classroom teachers, leadership teams and principals.

During the January-June 2011 significant progress was achieved in the development of the *Catholic Leadership Centre*. A program of activities is to be designed and promoted by October 2012. The Centre will deliver accredited Masters courses in Catholic leadership and professional development for teachers in the Catholic sector, including a Master of Leadership, delivered by the ACU and non-credentialed leadership courses.

Further implementation of the *Leadership Coaching Strategy* occurred in 2011. After the promotion and training of coaches in 2010, there has been a greater appreciation of the advantages of utilising a Principal Coach to support Principals' reflection on their own leadership capability and the necessary actions for sustained school improvement. This is evident in the number of responses to the Term 1 2011 invitation which resulted in 321 hours of coaching provided to Principals across Victoria in 2011. In addition a further nine experienced Principals commenced training as coaches.

One hundred and twenty-eight participants were engaged in the *Aspirant Principal Program* across the Catholic sector in Victoria between 2010 and 2011. Eighty-five aspirant Principals participated in the 2011 program; 43 of these newly enrolled in 2011 and 42 continued into Year 2 of the program.

The *360° Leadership Diagnostic Data*, integral to this program, has supported the implementation of a personalised leadership development plan. As reported in the 2010 Annual Report, significant improvement in cohort leadership capabilities is evident between the data collected in early 2010 and at the end of 2010. A further analysis of shifts in cohort data has been built into the 2011 process.

A number of activities demonstrated the broader application of *360° Leadership Diagnostic Data*, including:

- ten schools including 57 participants participated in 2011 in the *Enhancing Leadership Team Capability* initiative. This provided individuals and leadership teams with *360° Leadership Diagnostic Data* on their leadership capabilities. A coach was provided to the Principals



working within this initiative to assist them in the ongoing dialogue with their leadership team members;

- a further 25 Principals commenced a program which provided them with *360° Leadership Diagnostic Data* on their leadership capability. This initiative was developed in response to Principals' interest in accessing the same set of tools which were provided to the aspirant Principals as they recognised the value of the capability reports for ongoing professional learning to them in their role;
- twelve Principals completed a workshop, online survey and one session of individualised coaching using the *Birkman Inventory*. This program was developed in response to a need expressed by Principals to broaden their opportunities for reflective tools. This activity and the *360° Leadership Diagnostic Data* activity was aligned with a new *Primary Principal Appraisal Process* which was finalised at the end of Term 1 2011 and is to be piloted in the second half of 2011.

Provision of sponsored study opportunities for leaders, aspiring leaders and key staff to participate in postgraduate study in 2011 has increased. Twenty staff from Low SES school communities enrolled in units towards a Masters in Wellbeing for Inclusive Schooling at ACU and 148 staff are commenced units towards a Masters in Educational Leadership at ACU or the University of Melbourne.

The *Social and Emotional Learning (SEL)* strategy continued support to the 10 Low SES schools engaged in this initiative in 2010 and a further nine Low SES schools in 2011 (made up of six primary school, three secondary schools and a total of 4,480 students, 597 staff and 3,648 families). Key staff participated in intensive professional learning and received coaching support from a University Mentor throughout 2011. At the halfway mark of their formal involvement in the initiative, these schools demonstrated a greater understanding and the common language of SEL, and enhanced capacity to embed a whole-school approach to social and emotional learning.

### Independent sector

In the independent sector in-school coaching and mentoring of school leaders and teachers from February to June 2011 resulted in improved leadership capacity, evidenced in the following ways:

- significant improvement in schools' strategic planning and planning of targeted Professional Learning programs for teachers;
- the use of data, such as the LEAD Survey, to determine priorities to improve student learning outcomes;
- re-assessment of priorities for limited funds available for professional learning;
- a growing focus on improving literacy and numeracy outcomes for students;
- the introduction of sound organisational structures and evidence based pedagogies, including *e5*, the *Evidence Based Observation Tool and Coaching*, and *Train-the-Trainer*;
- support for teachers in middle level positions (Subject Coordinators, Year Level Leaders) to develop leadership skills and confidence to present professional learning workshops to their colleagues; and
- 19 new Principals in the sector participating in the residential *Exploring Leadership for New Principals* Seminars held over 4 days between January-June 2011.

### Initiative 2a: Building Teacher Capacity (In-School Support/Coaches)

#### Government sector

The *Primary Mathematics Specialists* initiative continued in 2011 to build teachers' capacity to improve mathematics learning outcomes for primary students. As in 2010, 81 specialists participated

in the program (three specialists per school in three schools from one network in each region). Twenty six of the original 27 schools remained in the program in 2011, with one new school joining. Nineteen new specialists from across the 27 schools undertook a five day professional learning program in March 2011 to build their disciplinary and pedagogical content knowledge in mathematics, leading professional learning and using data to inform planning. Baseline student outcomes data was gathered to measure improvement during 2011.

During 2011 regions implemented a range of targeted in-school support programs designed to further build teacher capacity in SSNP schools. Regions appointed literacy, numeracy and instructional coaches to work with individual teachers or teams to improve pedagogical knowledge and ability to differentiate instruction effectively, and to establish professional learning teams. In many cases coaches were identified from within the school or region, and were provided with professional learning to assist them in performing their role.

Many in-school coaches have accessed professional learning through the Bastow Coach Training programs, which are continuing in 2011. The *Literacy Coach Training* program currently has 31 participants from SSNP schools, and the *Numeracy Coach Training* program has 23. Both training programs consist of: a series of eight full day workshops; an Ultranet design space with online learning communities; pre-reading and in-between session tasks; needs analysis survey; data collection; network group meetings; and individual school visits by the providers.

### Catholic sector

In the Catholic school sector the focus of this initiative has been on strengthening the capacity of teachers to engage with the particular learning and development needs of their school community.

School-based (internal) and external coaches continued to work alongside Principals, leadership teams, school Literacy and Numeracy Leaders, and classroom teachers in the 75 LNNP schools in 2011.

In January-June 2011, schools were challenged to build on improvements gained through their continued involvement in the SSNPs. Maintaining reform momentum and commitment has been critical to continued improvement. A primary source of leadership support in 2011 has been the continuation of expert coaches working alongside the learning leaders within schools. This accelerated improvement and ensured that local level responses are evidenced based. Principals reported that the SSNPs have initiated culture change in schools, taking learnings beyond literacy and into other domains, including supporting the facilitation of good teaching practice, collegial discussion, and discussions around prioritisation of school needs and analysis of which practices are working.

At a LNNP Leaders' Forum held in the first half of 2011, participant teachers and leaders reported significant gains to student learning outcomes and school culture directly attributable to the support provided by the SSNP program. Particular areas of improvement repeatedly identified by teachers and leaders include culture, structure, and pedagogical knowledge.

### Independent sector

Advisors have modelled best classroom teaching practice in schools, and have worked with leaders and teachers to demonstrate how they can put the knowledge gained from external Professional Learning programs into practice in their own school. This in-school coaching and mentoring of teachers from January to June 2011 resulted in improved teacher capacity, evidenced in the following ways:

- the development of effective professional relationships between Literacy and Numeracy Advisors and teachers in schools;
- more collaborative practices and planning among teachers within schools, in primary year levels, secondary subject areas and other groups;

- increased use of research evidence and data to inform best practice and sustainability of processes and programs: analysing NAPLAN data, use of PROBE, TORCH, PAT tests and *On Demand Testing*, analysing schools' formative test result;
- improved knowledge of instructional programs and pedagogies and more effective classroom practice, including *Inquiry Learning, Pause, Prompt, Praise and Recording Running Records, Guided Reading, and Teaching Writing, Comprehension Strategies*; and
- growing use of the *Classroom Observations and Coaching* model. Sixty teachers from 25 SSNP schools have now been trained to use this tool with their colleagues.

Specialist consultants spent 134 hours presenting specialist programs in schools to address particular needs in early 2011. Programs included:

- *Teaching Literacy from P-4, Using Early Years*;
- *Calmer Classrooms*;
- *Teaching and Learning Strategies for ESL Learners*;
- Interactive Whiteboard training;
- *Inter@act Inquiry Learning Unit* training;
- *Differentiation in the Classroom*;
- *Building Professional Learning Teams*; and
- *Lemphonics* training.

### [Initiative 2b: Building Teacher Capacity \(Professional Learning Opportunities\)](#)

#### Government sector

The *Supporting New Teachers' Practice* program (formerly the *Preliminary Training and Induction for New and Beginning Teachers* program) supported the needs of first year teachers. In April/May beginning teachers commenced participation in the program, with an orientation process and a two day workshop held in six locations across the state. Mentors attended the first day of the program and worked with their beginning teachers to critically reflect upon their practice. The Minister responsible for the Teaching Profession, the Hon Peter Hall MP, attended Day 2 of the Ringwood program. The second workshop was conducted online on 8 June 2011 and focused on assessment and reporting; a topic identified as a result of the first workshop.

In 2011, DEECD's *Digital Content Strategy* engaged 43 schools to develop a Victorian Essential Learning Standards (VELS) level 4, 5 or 6 Mathematics *eBookbox* (an online collection of relevant research and quality resources organised around learning goals and focus questions). Each region received additional funding to support the school-based development of learning sequences in other subject areas during 2011. The evidence-based and quality-endorsed resources will be available to all schools via the Ultrahet. Feedback from trial schools has been overwhelmingly positive in terms of the usefulness of the *eBookboxes* as a starting point for planning, and the resource development process itself as a professional learning and sharing exercise.

Similarly, a trial commenced in early 2011 to expand literacy and numeracy professional learning programs by developing materials to be delivered through online learning modules. The content for the first online literacy professional learning release, *Independent Reading, Conferring and Classroom Libraries*, has been completed. It includes ten sections with a total of 26 professional learning units for teachers to work through individually or in professional learning teams. The units give context to the 22 film clips, the 36 newly created resources, and numerous references to external resources. The film clips showcase examples of reading conferences, group discussions and interviews with teachers. The content has been uploaded to the Ultrahet and final formatting is underway prior to the material being launched. Initial feedback from Regional Network Leaders, as

well as coaches and consultants who have previewed the online resource, has been very positive.

Teachers in SSNP schools were engaged in a range of targeted professional learning programs designed to build their capacity between January-June 2011, including:

- Bastow and other DEECD or external professional learning programs targeted to individual school and/or network need;
- school-based and network learning sessions focusing on areas such as planning, literacy and numeracy, and pedagogy;
- action research projects;
- professional learning teams; and
- peer observation programs.

### Catholic sector

Extensive professional learning opportunities during 2011 were designed to incorporate a mixture of differentiated workshops and consultancy support as well as intensive off-site, in-school and cluster based activities. Significant emphasis has been placed on building each school's internal professional leadership and learning team structures to ensure sustainable improvement.

Provision of sponsored study opportunities in 2011 for teachers to participate in postgraduate study has increased. A number of teachers enrolled in a Post Graduate Certificate in Mathematics Leadership at Monash University and 117 teachers are undertaking a Post Graduate Certificate in Literacy Leadership at The University of Melbourne.

Schools built upon foundations laid down in 2010 and have continued to take advantage of the multi-layered professional learning opportunities. As a result, schools reported that they have a strengthened understanding of evidence-based school improvement and have developed their ability to monitor student achievement through the use of multiple data sets including school improvement survey data and NAPLAN. This is coupled with a deeper disciplinary knowledge, pedagogical and content knowledge and assessment expertise especially in formative assessment. Leaders and teachers identified that in 2011 they have adopted a new language of learning that is informed by evidence and research of best practice.

Successes seen to date are based on the differentiation of professional learning opportunities, designed to respond to a variety of school contexts, rather than providing 'a one size fits all' model. Access to in-house consultancy has allowed schools to target professional learning to their specific school context.

A coordinated approach to school improvement and professional learning within a whole school context was extended through the *Creating and Supporting a Performance and Development Culture* initiative. This initiative has gathered momentum with a further 52 schools working towards accreditation in 2011. A group of nine accredited schools continued to receive focused coaching support to further strengthen their professional learning culture and develop resources to assist other schools seeking accreditation.

### Independent sector

Between January-June 2011, all teachers in the independent sector continued to have access to a comprehensive suite of external Professional Learning programs at the ISV Development Centre on topics, including:

- literacy/numeracy;
- English as a Second Language;
- the early years;

- Information and Communications Technology;
- curriculum planning;
- student wellbeing; and
- careers and vocational services.

Specific external Professional Learning programs for leaders and teachers from SSNP schools, using SSNP Advisors as presenters, were funded for 2011. Topics including:

- *Classroom Observation and Coaching*;
- *e5 Instructional Model Framework: Train-the-Trainer Workshop*;
- *Tactical Teaching Reading*; and
- *Western Australian First Steps in Mathematics*.

Specific external Professional Learning Programs presented by specialist consultants were also funded for 2011. Topics including:

- *Pause, Prompt, Praise and Running Record Analysis* (an explicit teaching model that uses data to improve monitoring of student performance);
- *Professional Learning Communities at Work: New Insights for Improving School*;
- *Cognitive Coaching*; and
- the Hawker Brownlow Conference.

A total of 545 Casual Replacement Teacher days were funded to enable SSNP schools to attend Professional Learning activities from January to June 2011.

### **Initiative 3: Improve School Access to High Quality Teachers**

#### **Government sector**

*Teach For Australia* Cohort One Associates continued teaching in their placement schools in 2011 as part of their two-year contracts with DEECD. Cohort Two Associates began their two-year placements on 1 February 2011, placed in 34 vacancies in 17 schools. The support structure for the Associates was redesigned in 2011 to include six Training and Leadership Advisers managed by *Teach For Australia* to focus on developing the leadership aspect of the Associates. The University of Melbourne's Graduate School of Education provided 12 Clinical Specialists whose role is to support the pedagogical development of the Associates along with the in-school mentors. Cohort One and Two in-school mentors completed five days of mentor training program. (*Please also see section on Barriers for further information*).

Seven School Centres for Teaching Excellence entered the implementation phase in early 2011, with the Government sector's university partnerships delivered within this initiative. The Centres reconceptualise the manner in which pre-service teacher education is delivered and experienced, and are based on a strong school-university partnership, effective integration of theory and practice and a strong research focus. Progress in the January-June period included:

- the first state-wide forum was held on 13 May 2011, bringing together representatives of all centres, industry bodies and DEECD staff. The forum focussed on the key issues and objectives of the Centres and was officially opened by the Minister responsible for the Teaching Profession, the Hon Peter Hall MP;
- a state-wide reference group was formed in early 2011, consisting of two representatives from each Centre and DEECD staff; and
- Special Advisors were engaged to oversee and assist in the development of individual Centre

implementation plans and governance arrangements for 2011.

### Catholic sector

In the Catholic sector the two pre-service pilot projects with ACU were further developed during January-June 2011. These projects enable opportunities for schools, the Catholic education system and universities to explore innovative collaborative partnerships to improve both pre-service education and the quality of teaching within schools.

The *Bachelor of Education Multi-Modal* project moved into its second year with 15 pre-service teachers continuing their second year and another 25 commencing their first year of the program in 2011. The increased interest in this model of study is attributed to the positive feedback provided by the 2010 cohort of pre-service teachers. Fourteen schools are now involved in this partnership. The eight schools working within the pilot in 2010 are now engaged with the 25 Year 1 cohort students, and the further six primary schools joining the pilot in 2011 are partnered with the 15 Year 2 cohort students, thus enabling the Year 2 cohort students to experience a different school environment. Research has commenced to examine the impact of this pilot on all key stakeholders.

The *Partnerships in Learning: Enhancing Quality Teaching* project aims to enhance pre-service teacher education by providing a deeper understanding of rich and diverse school communities and the importance of family-school-community partnerships in learning. Thirteen pre-service teachers will have extended professional practice in one of seven Low SES school communities over a period of two years. In 2011, pre-service teachers started working with their allocated school community to negotiate a 70-hour community engagement experience with the aim of creating new, or enhancing existing, school community partnerships for learning and experiencing the school from a different perspective – through a community lens. It is intended that the learnings from this pilot project will enhance the ongoing delivery of pre-service teacher education, by including greater emphasis on family-school-community partnerships as an essential reform element for driving achievement and equity, and attracting high quality teachers to Low SES school communities.

### Independent sector

The Pre-Service Teacher practicum model developed in the regional centre of Hamilton continued in 2011. A coordinator was funded to mentor the Pre-Service Teachers during their placements in local schools.

### Initiative 4: National Standards Subgroup

As outlined in earlier reports, in November 2009 MCEECDYA agreed that the National Standards Subgroup (NSS) would progressively pass over its responsibilities to AITSL.

Victoria is actively engaged in AITSL's work through representation on several AITSL working groups and through chairing MCEECDYA and AEEYSOC in 2011. Additional Victorian activities contributing to nationally focussed facilitation reforms are summarised in section 2 of this report.

### Initiative 5: Rewarding Excellence – Teacher Performance Pay

#### Government sector

Victoria's trial of two models of school-based and teacher-based rewards in government schools through the *Rewarding Teaching Excellence* program continued in January-June 2011. Progress included:

- the 2010 cohort of Teacher Rewards schools completed the assessment panel process and reported the outcomes to the teachers involved. A total of 21 teachers received reward payments in June 2011;

- the 2011 Teacher Rewards schools submitted their balanced scorecards from early 2011. This started the process to inform teachers of the assessment criteria and evidence required for determining which individuals will receive rewards;
- four schools from the 2010 cohort of School Rewards schools received their rewards in June 2011; and
- the 2011 cohort of Teacher Rewards schools participated in a number of workshops including panel training which took place in both Melbourne and Wodonga and an e<sup>5</sup> workshop in Melbourne.

### Independent sector

The previous *Rewarding High Quality Teachers Pilot* (RHQT) was revised and renamed the *Rewarding High Performing Teachers Pilot* (RHPT) in January 2011. The process was amended by adding classroom observations and evidence from students and peers and reporting more structured to lessen the burden on candidates.

Twenty schools across the sector attended a RHPT briefing in March 2011. Two schools with one volunteer candidate each expressed interest in participation. One candidate withdrew following a further meeting that provided further details of the evidence gathering process. One candidate has begun the Pilot, working with a coach who has supported the candidate in the process of reflective writing. There have been two additional meetings with ISV staff, the candidate and the coach. *(Please see section on Barriers for more information).*

### Initiative 6: Pathways Into Teaching

#### Government sector

The 30 trainees in the *Career Change Program* 2011 intake completed their summer schooling and are now working in schools in hard-to-staff subject areas, predominantly technology studies, mathematics and science. Trainees in the 2010 intake continued to teach in these areas during 2011. Victoria University provided the participants' teacher education course, tailored to the needs of the target recruitment group, and including mentoring support at the school level, and face to face and remote delivery.

Two programs targeting graduates commenced to help meet subject and geographical areas of need. The *Graduate Pathways* program provides outstanding eligible graduates with scholarships to complete a teaching qualification focussing on a subject area of need and additional benefits to attract recipients to accept employment in a government priority school. Scholarships have been provided to the first intake of 40 recipients, who commenced study in the 2011 academic year. Incentives for *Extended Service in Priority Schools for Graduates* provides financial rewards, conditional on performance, to graduate teachers appointed to designated positions in priority schools for each year of continuous employment. Program implementation commenced in 2011, with incentive payments made to the 40 participants identified in the first round. Planning for a second round has commenced with a view to participating graduate teachers receiving their first retention payment in 2012.

To address the industry shortage of qualified Special Education teachers, Special Education Scholarships aim to enable current and graduating teachers to complete an approved teaching qualification in special education. Progress includes:

- the first intake of DEECD teacher scholarship recipients confirmed, 80 scholarships awarded, and recipients commenced study in the 2011 academic year; and
- planning and development of a communication strategy commenced for the 2012 scholarship intake during early 2011.

The *Indigenous Education Workers Career Enhancement* program and the *Indigenous Scholarships* program both aim to increase the supply of indigenous teachers. Both programs were advertised in

March 2011. The *Indigenous Education Workers Career Enhancement* program targets year eight successful applicants for these scholarships. *The Indigenous Scholarships* program targets currently enrolled students who are in their final year of a teacher training course. To 30 June 2011, there were six successful applicants for these scholarships.

Other activity in early 2011 to support these programs included the appointment of a project officer within DEECD to facilitate the uptake of the programs; Indigenous centres in all universities with teaching departments were visited and posters and fliers provided; individual follow up of interested candidates occurred and contact made with Koorie Education Workforce members currently completing teaching studies; and schools with Year 11 and 12 students have also been targeted and provided with information on the program.

### Catholic sector

In 2011 the Catholic sector continued to implement two strategies to provide a tailored pathway for Indigenous workers to be supported whilst they are upgrading their qualifications and undertaking teacher education. These are *Career Enhancement Pathways for Indigenous Education Workers* and *Teaching Sponsorships for Indigenous Students*.

During 2011, the four Koorie Education Workers continued successfully with their studies in the second year of the Associate Diploma of Education. The four students who received bursaries have also continued within their teaching degrees in 2011. The Life Academic Coach's role continued to provide valuable ongoing academic and personal support to ensure ongoing success for those involved in the teaching sponsorships.

### Independent sector

ISV is represented on a number of reference groups examining pathways to teaching which continued to meet in the period January-June 2011:

- the cross-sectoral VIT Reference group (focussing on provisionally registered teachers moving towards full VIT registration and Casual Relief Teaching).
- RMIT School of Education Program Advisory Committee (discussing reports from each degree program);
- the University of Melbourne Master of Teaching Steering Committee;
- the ACU's School of Education Advisory Committee;
- the Deakin Advisory Board, providing advice on all aspects of Pre-Service Teachers' degree courses (B Sc B Teach., B Teach B Arts, and B Health and PE); and
- the tertiary reference group 'English as an Additional Language Teacher Education Forum' (EALTEF), which provides advice to universities on the training of ESL teachers.

### Initiative 7: Wider Workforce Trials

#### Government sector

The *Wider Workforce Field Trials* were conducted in 34 government primary, secondary and special schools during 2010. The Trials explored ways of expanding the workforce through the use of paraprofessionals, changing the roles of Education Support staff to complement and/or supplement the work of teachers, and building the workforce capacity of Education Support staff to support teachers and teaching outcomes.

Valuable resources resulting from the Trials, including a series of case studies, were placed on the DEECD public website in March 2011 and are now available to all schools (<http://www.education.vic.gov.au/researchinnovation/widerworkforce/default.htm>). These resources



will support the continued use of data and knowledge from the Trials.

*Information Type: Qualitative and Quantitative*

### **Cross sector collaboration**

Victoria established excellent formal and informal cross-sectoral relationships to maximise learning from SSNP activities. For example, ISV Advisors organised visits for leaders and teachers from SSNP schools to visit high performing schools in the independent, Government and Catholic sectors between January-June 2011. It is anticipated that leaders and teachers will continue to network with practitioners from other sectors after the funding life of SSNP.

The government, Catholic and independent sectors in partnership are developing an *English as a Second Language (ESL) Proficiency Assessment Tool* to enable classroom teachers to better assess student language proficiency and provide feedback for teaching and learning. Phase Two of this cross-sectoral project was completed in the first half of 2011. It involved a small-scale qualitative study which aimed to evaluate how well a range of English language assessment models available nationally and internationally can be used to improve the assessment of ESL learners in an Australian context.

An Australian Research Council Linkages Proposal for the next phases of the project (reported in previous reports) was unfortunately unsuccessful. The project team will engage stakeholders following the completion of the final report for Phase Two.

*Information Type: Qualitative*

### **Support for Aboriginal and Torres Strait Islander Students – 1 January 2011 to 30 June 2011**

#### **Government sector**

In 2011, a number of activities provided support for Aboriginal and Torres Strait Islander students in the government sector, in addition to the Indigenous Education Workers Career Enhancement program and the Indigenous Scholarships program outlined above. In particular:

- secondary schools with high numbers of Indigenous students in the Mildura and Robinvale areas of the Loddon Mallee Region have had Teach For Australia Associates placed in them for the first time in 2011;
- support for Indigenous students included professional learning and the employment of Koorie coaches and Koorie Education Support Officers to support school staff to develop and implement robust Individual Education Plans and provide better teaching and learning outcomes for Koorie students; and
- in regions, Reading Recovery professional learning and cultural awareness training assisted teachers to better support Indigenous students. For example:
  - in the Eastern Metropolitan Region, Reading Recovery professional learning was provided for three teachers within a network to enable them to work one-to-one with Indigenous students at risk in three schools to improve literacy outcomes for those students; and
  - in the Grampians Region, professional learning opportunities were offered through the Grampians Teacher Education Network in the areas of Writing Individual Education Plans for Koorie Students, Exploring Koorie English, and Developing Cultural Awareness and Cultural Competence. Sessions are facilitated by Network Improvement Officers, Coaches and Koorie Education Officers. SSNP Partnerships school participation is encouraged.

### Catholic sector

The sponsored study support provided to Koorie Education Workers in 2011 strengthened the support provided to Indigenous students within schools. Emerging evidence suggests that their continued success in their studies has increased their efficacy and confidence within the schools.

Indigenous Education Advisors and Family School Partnership Convenors (FSPC) continue to work in an integrated way. The Indigenous Education Advisor and FSPC in one Diocese are working together to shape how the role of FSPC can be accessed to further assist families, including a Torres Strait Islander student and the student's family at a regional primary school. The student has intellectual disabilities and meets with a volunteer from the parish on a weekly basis to undertake activities such as reading and playing games to improve learning and engagement. This relationship between the student and the volunteer is a result of the Family School Partnership initiative and has fostered an ongoing partnership with the parish whereby parishioners are invited to morning tea fundraisers, breakfasts, art exhibitions and special events.

### Independent sector

Numbers of Aboriginal and Torres Straits Islander students in SSNP schools in the independent sector are very small, with the exception of Worawa Aboriginal College which has an enrolment of 55 girls from Years 7–10. Additional support for Aboriginal and Torres Strait Islander students at Worawa between January-June 2011 included:

- Advisors presented an in-school workshop at Worawa Aboriginal College on cross-cultural understanding to all teachers;
- specialist consultants were engaged to provide in-school educational and wellbeing support;
- the Principal of Worawa participated in the Exploring Leadership for New Principals Seminars offered by the ISV Development Centre;
- teachers were funded to attend external Professional Learning programs; and
- partnerships were extended between Worawa and a range of independent schools enabling reciprocal student visits involving literacy, creative and performing arts, and sporting programs. For example, students from other independent schools attended an on-site Astronomy camp with Worawa students.

*Information Type: Qualitative and Quantitative*

### Support for other cohorts – 1 January 2011 to 30 June 2011

#### Government sector

During 2011, in addition to the Special Education Scholarships outlined earlier in this report, regions supported educationally disadvantaged cohorts through access to professional learning. This has assisted leaders and teachers to develop inclusive approaches in their schools and to build their capacity for working with students with additional needs. Coaches and transitions officers, cultural awareness training and ESL professional learning have supported teachers to engage these students.

#### Catholic sector

The *Social and Emotional Learning* (SEL) initiative supported school communities to implement a whole school approach, making explicit links between social and emotional learning and student engagement in learning. Through school improvement plans, schools articulated a strong focus on creating welcoming communities for all students in 2011, including those from non-English speaking backgrounds.

### Independent sector

Principal Advisors and Senior Advisors work with specialist and classroom teachers in schools to develop *Individual Learning Plans* to support students with disabilities and language difficulties. Eight seminars were presented on *Students with Individual Needs* at the ISV Development Centre between January-June 2011. Registration and Replacement Teacher costs were provided for 42 teachers from SSNP schools to attend these Seminars.

There are a significant number of students from recent arrival, refugee and non-English speaking backgrounds in SSNP schools in the independent sector, particularly in the Islamic, Coptic Orthodox, Greek Orthodox and Turkish schools.

Senior Advisors continued to work with curriculum coordinators, ESL and classroom teachers to support LBOTE students. The ISV Development Centre offered four ESL Seminars and three seminars for students with Language Difficulties. Registration and Replacement Teacher costs were provided for 48 teachers from SSNP schools to attend seminars held during January-June 2011.

*Information Type: Qualitative and Quantitative*

### Activities you would like to showcase – 1 January 2011 to 30 June 2011

#### Government sector

In early 2011 the Country School Centre for Teaching Excellence brought together three Victorian universities, two country Regions and four clusters of schools in a unique collaboration. The three universities share practices and deliver courses with common elements in teacher education curriculum, pedagogy, assessment and technology use centred on the needs of rural schools. Student teachers benefit by being able to interact and reflect on practice with groups of peers and mentors either in the same school or elsewhere in the cluster, as well as university staff.

While formal evaluation findings are not yet available, schools reported gains in professional learning about contemporary practice as teachers interact more frequently and in a more concentrated way with colleagues, teams of student teachers and university staff.

#### Catholic sector

In preparation for the development of a two year *Aspiring to Principalship Program* in 2008, CEOM contracted Atkinson-Consulting to assist in developing a *360° Leadership Diagnostic Instrument* based upon the *Leadership in Catholic Schools: Development Framework and Standards of Practice (CECV)*. This Instrument was first trialled with the initial cohort of aspiring Principals in 2008.

Mercy College, Coburg, provides an example of how the specific and focused feedback from the *360° Leadership Diagnostic Instrument* has assisted the Principal and Leadership Team in developing a strengthened performance and development culture. The Deputy Principal was a participant in the first cohort and worked closely with her Principal at the time to reflect upon her own Principal aspirations, developing an Action Learning Plan which allowed her to continue building her capacity.

With the implementation of the TQNP, the *Aspiring to Principalship Program* was expanded beyond the initial pilot phase. The Mercy College Leadership Team was involved at the end of 2009 and has continued to participate in action planning.

At the end of 2009 the *Enhancing Leadership Team Capability Program* was developed and school leadership teams were encouraged to participate. Within this program, individuals received comprehensive reports on their Leadership Capability (in a Catholic context) and the strengths of their Dialogue Styles. Each Leadership Team received a composite report which provides a basis for planning to build the whole Leadership Team's capability. An accredited Principal Coach was

assigned to the Principal to support them in leading the ongoing dialogue with both the Leadership Team and individuals.

The Deputy Principal of Mercy College was appointed to the position of Principal of the College and other actions have occurred during 2011 which continue to strengthen the leadership capability of the school, including:

- the Leadership Team was reshaped to provide a better balance to meet the needs of the school's improvement agenda;
- a Principal Coach was employed by the school to provide ongoing coaching to the current Principal; and
- the use of 360° feedback by the Leadership Team provided a model for replicating on a smaller scale a process with Middle Leaders in 2011.

### Independent sector

The *Classroom Observation and Coaching: the Evidence Based Observation Tool (EBO)* is an evidence-based model that enables teachers to improve their classroom practice. Using a technique developed by researchers in New Zealand, volunteer teachers are observed in their classes by a colleague who then provides objective feedback about their practice and the level of student engagement. It is a tool that helps to identify good practice and enable colleagues to engage in professional dialogue about improving student outcomes.

Sixty teachers from 25 SSNP schools volunteered to be trained in the use of the *EBO Tool*. Funding was provided for the teachers to attend the four days of training and for Casual Replacement Teachers.

Evidence of outcomes from schools using the *EBO Tool* in 2011 showed a positive change in teaching practice, with more discursive and less didactic teaching taking place. There was also evidence of improved student engagement. Data collected from one metropolitan school with a significant percentage of recent arrival and LBOTE students during 2011 demonstrated a marked improvement in student engagement. Nineteen lessons were observed by a Principal Advisor over two terms with the following results:

Term I 2011	Term II 2011
16% of target students engaged 100% of the time in class	45% of target students engaged 100% of the time in class
47% of target students engaged 70% of the time	87% of target students engaged 70% of the time in class

Another set of data collected from the *EBO Tool* in this school demonstrated a positive change in the type of teaching, from whole-class, didactic teaching to practices giving more attention to individuals and groups:

Term I 2011 - 550 interactions observed	Term II 2011 – 400 interactions observed
Whole Class instruction 244 - 44%	Whole Class instruction 153 - 38%
Individual instruction 287 - 52%	Individual instruction 174 - 43%
Group instruction 19 - 3%	Group instruction 73 - 18%

The Principal Advisor conducted a briefing for all teachers to outline the evidence from the observations and emphasise the need for change from whole-class instruction, to more individual instruction thus enabling differentiation and teaching according to students' learning needs.

*Information Type: Qualitative and Quantitative*

### Capacity for sustainability

### Government sector

Much of the 2011 activity in this reform area (particularly activity under the building leadership and teacher capacity initiatives) involves localised improvement strategies specifically designed to maximise the potential for sustainable improvement beyond the life of the SSNPs. For example, teacher coaching often involves the training of existing teachers to perform a coaching role within their school. Similarly, structures such as professional learning teams have been established within schools and are designed to be sustained beyond the life of the SSNPs.

An initiative designed to increase the sustainability of high quality graduate teachers in rural and regional locations is the government sector initiative *Incentives for Extended Service in Priority Schools for Graduates*. It is designed to provide incentive payments to enable these graduate teachers to stay in rural and regional locations, and it is anticipated that once established in the community, teachers may prefer to remain. In these years both their professional practice and connection with the local community will be established and enhanced, leading to improved teaching and learning outcomes for students. This will be further explored through the program's evaluation.

### Catholic sector

The Catholic sector put in place a number of strategic actions to ensure the sustainability of initiatives resulting in improved educational outcomes. In particular:

- significant emphasis has been placed on building each school's internal professional leadership and learning team structures to ensure sustainable improvement;
- increasing the numbers of staff in Catholic schools with formal qualifications in leadership, wellbeing for inclusive schooling, and literacy and numeracy leadership, increases the efforts towards sustainability as it contributes to building the capacity of key staff in schools. There is emerging evidence that credentialed learning has enhanced the ability of staff to develop a whole-school strategic approach to enhance learning; and
- sustainability is increased where learnings from evaluations inform the ongoing development of strategies. The Catholic sector began undertaking evaluations during the first half of 2011 in relation to the SSNP reforms to examine the impact of key initiatives and to develop recommendations for future work as follows:
  - the University of Melbourne has been commissioned to conduct a research evaluation of the *Social and Emotional Learning* (SEL) strategy;
  - ACU is undertaking research on the impact of the *Bachelor of Education (Primary) Multi-Modal Pilot* on all key stakeholders;
  - Atkinson Consulting analysed feedback from the 2009 and 2010 participants in the *Aspiring to Principalship* program. The report provided insight into the early impact of the strategy and made recommendations for improvements to the *360° Leadership Diagnostic Data* instrument; and
  - preliminary evaluations of the Leadership Coach Strategy and the *Aspiring to Principalship* program were completed by an external independent consultant. The reports provided early impact data and made clear recommendations for strengthening these strategies.

### Independent sector

Advisors working in schools emphasise that each intervention introduced to support an initiative must be sustainable beyond the life of SSNP funding and must focus on developing sustainable skills and practices to empower school leaders and teachers. Deciding how an intervention is sustainable is a fundamental part of the planning process. A key role for Advisors is to coach

leaders and teachers to take responsibility for the implementation of the interventions in the most appropriate way for their particular school.

## Section 4 – Reform Priority 2: Recognition and Response to Individual Learning Needs

### Progress – 1 January 2011 to 30 June 2011

#### *Victorian overview*

Victoria recognises that early intervention assists the development of students' literacy and numeracy skills, and contributes to student attainment and retention at school. To enhance the effectiveness of intervention activities, Victoria has a strong focus on recognising and responding to individual learning needs. This focus is designed not only to increase student achievement by connecting students and their learning within school, but also to facilitate and leverage connections with the wider community, contributing to better lifetime outcomes.

Utilising a strong evidence base to support initiatives, Victoria's school sectors share support for a number of areas under this Reform Priority:

- improving and using information on students' literacy and numeracy performance to target areas for support;
- effective individual student monitoring to identify key points and methods of intervention;
- recognising the individual circumstances and needs of students and reflecting these in individual pathways and strategies for students; and
- ensuring that schools have the resources to undertake intensive intervention programs for students whose performance is below the minimum level.

Victorian activity during January-June 2011 contributing to this Reform Priority included a focus on using data to both develop longer term pathways for students as well as to identify immediate need for intervention. Educators accessed professional development training to better understand and use data to support their practice, and were further supported through the use of advisors and coaches to assist in literacy and numeracy interventions with students.

Reform Priority 2 covers the following Initiatives:

- [Initiative 8: Improved monitoring of student performance information](#)
- [Initiative 9: Timely student intervention and support](#)

*Information Type: Qualitative*

### Significant Achievements/Activities – 1 January 2011 to 30 June 2011

#### **Government sector**

The government sector's significant achievements include:

- 69% of Victorian government schools had students enrolled in *Mathletics* as of 31 March 2011.
- An updated *Literacy and Numeracy 6-18 Month Strategy: P-10 Improvement Schedule for School Leaders* was developed and provided to all government sector schools and is supporting SSNP schools to plan for literacy and numeracy improvement.
- Schools developed *Individual Learning Plans* for students identified as 'at risk' to support and monitor their progress, and support staff were engaged to provide timely student intervention and support.

#### **Catholic sector**

The Catholic sector's significant achievements include:

- All participating SSNP schools were in receipt of support by a trained external coach for either literacy

or numeracy during January-June 2011, and all schools now have a school based literacy and numeracy specialist.

- All the targeted SSNP schools critically analysed their student learning data to ascertain strengths and weaknesses within the effectiveness of teaching Literacy and Numeracy.

### Independent sector

The independent sector's significant achievements include:

- Advisors coached teachers to use student data to provide an objective understanding of the different levels of student learning and progress. School NAPLAN data and results from PAT, PROBE, TORCH assessments, *On Demand Testing* and school formative test results have been analysed by teachers, with the assistance of Advisors.
- Teachers from an additional seven schools were trained in the use of the *e5 Train-the-Trainer* program from January to June 2011, and an additional 38 teachers from 18 schools have been trained in the *Evidence Based Observation Tool (EBO)* from January to June 2011. These programs provide evidence based methodologies for Advisors and teachers in schools to use in recognising and responding to individual learning needs.

*Information Type: Qualitative and Quantitative*

## Barriers to Progress – 1 January 2011 to 30 June 2011

### Catholic sector

While all schools involved in the SSNPs demonstrated improved outcomes, this occurred to a varying extent within individual schools. The challenge at system level is to ensure continuation of a differentiated support and service model that is responsive to the individual contexts of schools, and maintaining a reform momentum so that teachers and leaders continue their improvement trajectory.

*Information Type: Qualitative*

## Progress against Recognition and Response to Individual Learning Needs Facilitation Reforms – 1 January 2011 to 30 June 2011:

### Initiative 8: Improved Monitoring of Student Performance Information

#### Government sector

All SSNP schools were supported to improve the monitoring of individual student performance using approved diagnostic tools. Data literacy support was provided to Regional Network Leaders, school leaders and teachers to effectively monitor programs at individual and cohort levels. An updated *Literacy and Numeracy 6–18 Month Strategy: P–10 Improvement Schedule for School Leaders* was developed and provided to schools during January-June 2011. The Strategy outlines a literacy and numeracy assessment schedule for all students from Prep to Year 10 and provides advice on data analysis at a school, year, cohort and individual level. Catholic schools can also access the online strategy and the accompanying suite of professional support resources demonstrating the value of cross-sectoral collaboration.

Approximately 500 government sector Principals and literacy and numeracy leaders attended an SSNP schools forum on 7 March 2011, which included a focus on building teachers' and leaders' data literacy and using data to inform teaching.

SSNP funding provided school subsidies for participation in *Mathletics*. *Mathletics* aims to improve student results around the Victorian Mathematics curriculum. Students are engaged in a fun and safe learning environment and immediate feedback is provided to students, teachers and parents. In particular, it provides continual formative assessment, which teachers can use diagnostically to guide instruction. Schools were informed of the *Mathletics* subsidy program through a circular in February 2011. Preliminary 2011 enrolment data indicated that as of 31 March 2011, 1,075 or 69% of Victorian Government schools had students



enrolled in *Mathletics*, a significant increase from 2010 when 612 or 39% of schools had students enrolled.

A range of resources were offered to schools between January-June 2011 to help triangulate student achievement data and improve the monitoring of student performance information in SSNP schools. Resources include:

- professional learning sessions for teachers and team leaders centred around the collection of data and the use of results to inform appropriate strategies to improve student outcomes, often provided by coaches and school leaders;
- data analysis tools to support the monitoring of growth in student achievement and the use of collected data to inform school planning;
- *Individual Learning Plans* for all students; and
- assessment schedules for schools outlining specific requirements around literacy/numeracy.

### Catholic sector

There continues to be a growing capacity to effectively utilise student performance data at the school level to inform planning and instruction. In addition there is a system-level focus on the instruments available to schools to support early literacy instruction.

In early 2011 the CECV engaged the Assessment Research Centre (ARC) at the University of Melbourne to conduct a review of the assessment instruments used in schools to support early literacy instruction. Five recommendations for further development of assessment practice have resulted, including revising the P-2 Assessment Schedule. As a result further investigation and piloting of assessment instruments will be conducted in the second half of 2011.

Catholic schools have a strengthened understanding of evidence-based school improvement and an enhanced ability to monitor student achievement through the use of multiple data sets including school improvement survey data and NAPLAN. During January-June 2011 all the targeted SSNP schools critically analysed their student learning data to ascertain strengths and weaknesses within the effectiveness of teaching literacy and numeracy. Item analysis of NAPLAN data has been used to build teachers' understanding of how to use these data formatively.

### Independent sector

The Independent sector addresses [Initiative 8: Improved monitoring of student performance information](#) and [Initiative 9: Timely student intervention and support](#) together.

The four Principal Advisors and four Literacy and Numeracy Advisors worked closely with leaders and teachers in SSNP schools to assist them to develop the understanding and skills necessary to recognise and respond to individual learning needs. Professional learning programs were offered by Advisors specifically for SSNP schools, and teachers have been funded to attend programs offered at the ISV Development Centre.

During 2011, Advisors supported teachers in all 43 SSNP schools to acquire the skills to monitor their student performance information – NAPLAN data, PAT, TORCH and PROBE test results, *On Demand Testing*, LEAD data and *Reading Running Records*. Teachers are now better able to analyse the data and maintain effective student records and 25 of the 43 SSNP schools are reviewing *EBO* trends and issues reports of teacher practice and student engagement. This coaching of leaders and teachers by Advisors has brought increased awareness of the benefits of using data to inform teachers of student progress and differentiate instruction to cater for individual needs.

Advisors regularly visited the 43 schools during January-June 2011 and coached curriculum leaders, subject departments, year level teachers and whole staff groups and individual teachers to embed appropriate pedagogies and methodologies that will be sustainable after the life of the funding period. Specialist consultants were also engaged to work in schools to further develop teachers' understanding of individual differences and methodologies to cater for different students' learning needs.

Advisors reported that teachers in SSNP schools are increasingly willing and ready to adapt changed practices and cater for students' different learning needs.

As a result of the analysis of the data collected in schools, there were a number of significant responses to promote positive student outcomes in SSNP schools during January-June 2011, including:

- Advisors have supported teachers to plan changed classroom practices to align with student needs;
- teachers in 17 SSNP schools commenced using the e5 program and 65 teachers are using the *EBO Tool* to track trends and issues in classroom practice in their schools;
- teachers from SSNP schools were funded to attend seminars and workshops held in early 2011 aimed at improving classroom practice, presented by specialists John Hattie, Hawker Brownlow and John Munro;
- *Professional Learning Teams* (PLTs) commenced establishment in schools to enable teachers to share information, collaborate closely and plan positive outcomes for student learning; and
- *Individual Learning Programs* (ILPs) were introduced in several schools in 2011 to track individual student progress carefully for those at risk. Worawa Aboriginal College uses the *Brigances Test* for students on arrival and then develops ILPs and differentiated learning groups so that progress can be monitored closely.

### Initiative 9: Timely Student Intervention and Support

#### Government Sector

In January-June 2011 SSNP funding was used to support local responses to individual student learning needs through a range of intervention programs and support. Data was used to identify students in need of intervention and support, with coaching and consultancy in data analysis and management being provided to teachers in regions. Schools began developing *Individual Learning Plans* for students identified as 'at risk' to support and monitor their progress.

Support staff are being engaged to provide timely student intervention and support, including:

- education and ESL support staff;
- literacy and numeracy aide support;
- Language Support Coordinators ;
- Wannik tutors; and
- speech pathologists.

A range of other literacy and numeracy intervention programs were also accessed in 2011, such as the *Quicksmart Numeracy Program* and the *Language Support Program*. In the Eastern Metropolitan Region, *Quicksmart* students reported new confidence about their learning based on feedback and acknowledgement of observable improvements. Interviews and surveys also yielded consistently positive qualitative data in relation to student performance and attitudes to school, attendance rates and levels of academic confidence.

The *Reading Recovery* program was used extensively by regions in January-June 2011. The program identified schools to receive support, based on need. For example, in Gippsland Indigenous students in four schools received individual literacy intervention through a *Reading Recovery* based intervention model. This has involved daily one to one teaching based on rigorous assessment by *Reading Recovery* trained teachers, individualised teaching, and regular monitoring of progress. The intervention model has been highly successful to date.

Further, coaching of teachers in five schools in early 2011 focussed directly on item analysis of data to identify individual learning need and the use of learning tasks to support the needs. Data collected for all five schools during this time has shown a shift in progress for all students involved, including for students

performing at lower and high levels of achievement.

### Catholic sector

A growing capacity to deliver robust individual education and pathway strategies for students at risk was reported in January-June 2011. Progress and impact in this period included:

- continued work on development of a common Literacy and Numeracy Intervention Framework leading to the development of professional learning modules and resources to be published in the second half of 2011. It is expected that these resources will be made available to schools via a web-based portal in late 2011 or early 2012; and
- participating SSNPs schools received either funding or professional learning to implement or extend literacy and numeracy intervention programs such as Extending *Mathematical Understanding (EMU)*, *Numeracy Intervention P-4* and *Reading Recovery*.

### Independent sector

The Independent sector addresses [Initiative 8: Improved monitoring of student performance information](#) and [Initiative 9: Timely student intervention and support](#) together. Please see information above.

*Information Type: Qualitative and Quantitative*

### Cross sector collaboration

The March government school LNNP 2011 forum was a success and was fully subscribed. Cross-sectoral planning commenced in June 2011 for a third forum to be held in Melbourne on 21 February 2012. This forum will have a cross-sectoral focus further strengthening Victoria's integrated approach to the SSNPs as set out in the Victorian Implementation Plan. In the 2011 planning phase for the 2012 forum, 18 government, Catholic and independent NP schools were selected to present practitioner case studies for the 2012 forum, including a digital story. Schools were chosen as they had the practical and evidence-based intervention strategies in place that produce and reinforce the behaviours of high-performing and improving schools.

*Information Type: Qualitative*

### Support for Aboriginal and Torres Strait Islander Students – 1 January 2011 to 30 June 2011

#### Government Sector

During January-June 2011, Regions used a range of strategies to identify and respond to specific Indigenous learning needs, including:

- tools to track the attendance and learning progress of Indigenous students;
- managed Individual Pathways Plans, Individual Learning Plans and Koorie Education Learning Plans;
- Koorie Engagement Support Officers and Koorie Transition Officers;
- Wannik Tutorial participation, which provides schools with funding to contract in-class and out-of-class tutorial support for eligible Indigenous students;
- development of local Koorie Literacy Programs and homework/tutoring programs for Indigenous students;
- provision of oral language support in the early years through the *Language Support Program*;
- literacy and numeracy intervention programs, such as the *Reading Recovery* and *Quicksmart Numeracy Programs*; and
- professional learning opportunities centred around Cultural Awareness and Cultural Competence.

#### Catholic sector

During January-June 2011, the 60 NP schools with Indigenous students continued to participate in initiatives

including the *Number Intervention P-4*, *Extending Mathematical Understandings (EMU)*, and *Reading Recovery*.

### Independent sector

Advisors supported the teachers at Worawa Aboriginal College to develop culturally appropriate curriculum for the 55 girls in Years 7 – 10. The school adopts a holistic, individual approach to student learning because of the marked difference in literacy, oracy and numeracy entry levels along with varied emotional needs. Support from the Advisors and Ambassadors was provided to school leaders and teachers on a regular basis throughout the early part of 2011.

*Information Type: Qualitative and Quantitative*

### Support for other cohorts – 1 January 2011 to 30 June 2011

#### Government Sector

During 2011, students with additional learning needs have been supported in SSNP schools through strategies including:

- strategic use of outside agencies to support at risk refugee students, such as the *Local Learning and Employment Networks* and *Foundation House*;
- provision of ESL teachers;
- use of literacy and numeracy intervention programs, such as the *QuickSmart Numeracy* program;
- tracking of progress through tools such as the *Student Performance analyser (SPA)*;
- establishment of after school homework/tutoring programs; and
- ongoing training for all education support officers to provide appropriate support for students with disabilities.

#### Catholic Sector

In the Catholic sector, *Individual Learning Plans* were utilised to assist in the monitoring of students with additional learning needs. Each school considered and documented an intervention framework which clarified effective school practices in the identification of students with additional learning needs, the targeted assessment of needs, a careful analysis and interpretation of data to inform the development of learning and teaching pathways and an evaluation process across each stage and level. This approach supports the educative process for all students, including:

- a smaller, specifically identified group requiring targeted instruction; and/or
- the broader range of students in the class or cohort; and
- individual, specific support to individual students with a particular aspect/s related to their *Individual Learning Plans*.

#### Independent sector

There are 505 students in SSNP schools in the independent sector in receipt of Australian Government funding for students with disabilities, and 456 students in receipt of State Support Services funding for students with demonstrated needs. Senior Advisors worked with specialist and classroom teachers in schools to support these students.

During January-June 2011 eight seminars were presented on *Students with Individual Needs* at the ISV Development Centre. Registration and Replacement Teacher costs were provided for 42 teachers from SSNP schools to attend these seminars. These programs enhanced the capacity of teachers to identify and address student's individual learning needs.

There are a significant number of students from recent arrival, refugee and non-English speaking backgrounds in SSNP schools in the independent sector, particularly in the Islamic, Coptic Orthodox, Greek Orthodox and Turkish schools. Advisors worked with curriculum coordinators, ESL and classroom teachers to support these students.

*Information Type: Qualitative and Quantitative*

### **Activities you would like to showcase – 1 January 2011 to 30 June 2011**

#### **Government Sector**

In the Western Metropolitan Region, a numeracy intervention program – *Getting Ready in Numeracy* (GRIN) – continued during 2011 in one network at Years 3 and 8 in 13 identified schools under the guidance of Professor Peter Sullivan, Dr Susan Gunningham and a regional numeracy consultant. The program uses tutors to frontload struggling students with the mathematics language and the type of activities which they will encounter in their next maths class, immediately prior to the class. Results based on the first 12 months were promising, with results for one of the participating schools showing the average growth of students in the numeracy program for the first half of 2011 was 3.1, using the 'on demand – adaptive test' scale (student by student on demand testing improvement).

Sixteen digital stories were presented at the LNNPs Schools Forum in March 2011 and are available at <http://www.education.vic.gov.au/studentlearning/litnum/secretariat/forumdigistories.htm>. These case studies were used to illustrate good practice, showcasing practical approaches to improvement, with some specifically focusing on student learning interventions and the use of data to drive improvement. The digital stories highlight where schools' emerging practice is having a positive impact on student literacy and numeracy outcomes.

#### **Catholic sector**

St Mary's College, Seymour, a P-10 school, demonstrated significant improvement in literacy outcomes. An issue faced by the school is the transient nature of the school population due to the relocation of army families located at the nearby military base. The distance from Melbourne, approximately 100km, also impacts on attracting and retaining teachers.

In 2011 St Mary's College developed a Literacy Action Plan for 2010-2011, aligned to their School Improvement Plan. The school leadership established and nurtured an evidence-based approach to improvement and established an effective and sustainable professional learning culture. A Learning and Teaching Coach - Literacy (0.4 FTE 2010 and 0.2 FTE 2011) was allocated to work 'shoulder to shoulder' with the Literacy Leader and classroom teachers to achieve the Key Improvement Strategies outlined in their plan. Formative assessment was used at a classroom level to identify the learning needs of students and at a school level to provide direction for professional learning. Intensive and highly explicit professional learning, both within the school context and off site, built shared understanding of pedagogical content knowledge. This knowledge contributed to professional learning teams becoming agents for change and has resulted in improved student outcomes at St Mary's College in 2011.

#### **Independent sector**

A Low SES P-12 school in Melbourne's northern suburbs with 619 students has significant numbers of recent arrival students and LBOTE families who traditionally do not have close connections to schools. Many students in the school were below benchmarks in literacy and numeracy as identified by their 2010 NAPLAN results.

In late 2010 and early 2011, the Senior Advisor researched the benefits of *Out of Hours Learning Support Programs* through the Centre for Multicultural Youth (CMY), in particular, *Learning Beyond the Bell* (LBB). After discussions with the Curriculum Coordinator, teachers were surveyed about student literacy and general educational outcomes, to determine if there was a need for a Homework Club and if it was an option that they would support. It was seen to be a positive method of addressing a significant need and many agreed to volunteer their services to coach the students, in addition to the volunteer Pre-Service Teachers (PSTs) from the Victoria University of Technology (VUT).

Further planning meetings took place in February and March 2011 involving the Senior Advisor, LBB representatives, the Coordinator of PSTs at VUT, City of Darebin representatives and the school's Curriculum Coordinator. Parents were invited to a morning tea on 9 June 2011 to learn the aims of the Program: to improve literacy skills and general learning outcomes for the students; improve student engagement; and to increase parental involvement in their students' learning and school activities.

Students from all year levels were invited to the first session of the Homework Club in April 2011, but only one student attended. Teachers were then asked to identify those students with significant learning needs who would benefit from attending the sessions each week from 3:45 – 4:45pm, and they were specially invited. The following week, 25 students attended and several parents also came to participate in their children's coaching.

During early 2011, the Homework Club became entrenched as a regular part of the school's educational program, with an average of 40 students attending each week. The local Victoria Police station donated 20 computers and the school now offers soup and light meals for parents and students. A further positive outcome from the implementation of this program was the school's Curriculum Coordinator was invited to present details of the Homework Club to teachers from other local schools at a workshop organised by the Inner Northern LLEN.

*Information Type: Qualitative*

## **Capacity for sustainability**

### **Government Sector**

The data literacy that is being developed within SSNP schools has largely occurred through in-school professional learning, which is increasing schools' internal capacity to monitor and respond to student learning outcomes in a sustainable manner.

### **Catholic sector**

A whole of system effort focussed on supporting schools to sustain improvements to date, while continuing to build upon these so that new ways of working and improved school level practice has been embedded.

Emphasis has been placed on the development of assessment practice within schools. Building the capacity for assessment as, assessment for, and assessment of learning enables teachers and school leaders to more readily identify and respond to individual learning needs. The development and implementation of the *Literacy and Numeracy Intervention Framework* will further enhance the sector's capability to sustain effective practice.

### **Independent sector**

Advisors emphasise that each intervention introduced to support an initiative in a school must be sustainable beyond the life of the SSNP funding. Deciding how an intervention is sustainable is a fundamental part of the planning process. Advisors coach teachers to acquire the knowledge and skills to take responsibility for implementing the interventions in the most appropriate way in their own particular school.



## Section 5 – Reform Priority 3: School-Community Engagement and Extended Schools

**Progress – 1 January 2011 to 30 June 2011**

### **Victorian overview**

Victoria recognises that collegiate approaches to education between schools, parents and communities are demonstrated to improve attitudes to schooling, reduce absenteeism, increase retention, and enhance academic achievement. This Reform Priority recognises that students learn in more than just the school environment. The VIP therefore focuses on improving educational outcomes through the engagement of parents, communities and businesses in schools.

In Victoria there is a shared emphasis across the three school sectors on:

- Getting the best out of families' involvement in their children's learning;
- Helping parents support their children's literacy and numeracy skills through the development of advice to parents;
- Forming partnerships between schools, the community and businesses to address students' barriers to achievement; and
- Addressing disadvantage through community-business partnerships that provide a coordinated and comprehensive approach to school and community disadvantage.

Reform Priority 3 covers the following Initiatives, which are integrated:

- [Initiative 10: Enable and enhance the capacity of families to be engaged in learning](#)
- [Initiative 11: Enable and strengthen school/community/business partnerships to maximise learning opportunities and outcomes and to extend schools.](#)

*Information Type: Qualitative*

**Significant Achievements/Activities – 1 January 2011 to 30 June 2011**

### **Government sector**

The government sector's significant achievements included:

- The Minister for Education, The Hon Martin Dixon MP, launched the *Municipal Literacy Partnership Project* in June 2011 and the project's strategies are being steadily rolled out with all 12 Literacy Villages now operational.
- In early 2011, Principals in school participating in the Extended School Hubs reported that they have a growing appreciation that community partners can play a vital and active role in supporting schools to achieve their goals. Many Principals reported that they now see the Extended Schools Hubs as an exciting opportunity to bring families and the community together.
- Planning for a fifth Hub site at Berendale Specialist School began in March 2011 and a launch of the Hub project *Beyond the School Gate* was held on 15 June 2011.

### **Catholic sector**

The Catholic sector's significant achievements included:

- In early 2011 all schools began working towards a strategic approach to Family School Partnerships, as reflected in their Annual Action Plans, with goals and activities focused on family engagement in learning and school community partnerships for learning.



- 25 Family School Partnership Convenors (FSPCs) were engaged across the 46 participating schools. All FSPCs were involved in ongoing professional learning opportunities at local, regional and systemic levels during January-June 2011.

### Independent sector

The independent sector's significant achievements included:

- Advisors mentored teachers to develop student wellbeing programs in partnership with community organisations such as REACH, Ardoch, the South East Centre Against Sexual Assault (SECASA) on 26 May 2011 and Youth & Family Services on 28 and 29 March 2011.
- Advisors supported schools to align with organisations working with multicultural programs such as the Western Bulldogs Football Club (WBFC) and the Centre for Multicultural Youth (CMY). The school-WBFC partnership was signed on 28 June 2011.
- Advisors supported schools to build links with environmental organisations, such as Landcare and CERES, in February and March 2011.
- Advisors introduced community student wellbeing programs into SSNP schools, such as *MindMatters* (ten schools) and *KidsMatter* (six schools). Planning meetings and training occurred in schools on 28 February, 1 March, 30 March and 8 June 2011.

*Information Type: Qualitative and Quantitative*

### Barriers to Progress – 1 January 2011 to 30 June 2011

#### Government sector

Maintaining and growing support from school Principals and staff is crucial for making the Extended School Hub Pilot Projects a success and if not achieved would be a potential barrier to progress. Consequently, one of the key focuses during January-June 2011 was on developing clear and effective relationships between each Hub and participating schools to ensure that Hub activities align with schools' strategic plans. Evidence suggested that this has been a highly effective risk mitigation strategy.

#### Catholic sector

While an improvement in understanding the essential role of family-school-community partnerships was observed in early 2011 across the majority of Low SES schools, changing policy and practice across all schools takes time. It is anticipated that as schools directly engaged in the Low SES initiative make progress, their learnings will be shared across the system and other schools across Victoria will demonstrate an interest to be involved. The ongoing challenge for CECV is to share learnings and practice from the SSNPs across the system, within the current parameters of using SSNPs funding for nominated schools only.

#### Independent sector

Barriers encountered in January-June 2011 are similar to those already observed. Building school-parent relationships in some schools will take time to address because:

- some non-English speaking and ESL parents find it difficult to participate fully in Parent/Teacher evenings (one school has 43 different family languages);
- there are difficulties in connecting with parents involved in shift work (attending evening meetings);
- some parents have a cultural reluctance to be involved in school activities; and
- there are geographical barriers, including distance from school to parents' homes. One school has addressed this barrier by conducting Parent/Teacher evenings in the families' church which is closer to their homes.

**Progress against Reform Priority 3: School - Community Engagement and Extended Schools facilitation reforms – 1 January 2011 to 30 June 2011:**

**Initiative 10: Enable and Enhance the Capacity of Families to be Engaged in Learning**

**Initiative 11: Enable and Strengthen School/Community/Business Partnerships to Maximise Learning Opportunities and Outcomes and to Extend Schools**

**Government sector**

Extended School Hubs are being piloted in the government sector to reduce barriers through school partnerships with business, local government and community based agencies. Hubs at Sandhurst, Wyndham and Geelong North have comprehensive action plans in place, established local governance structures, and are implementing activities and programs relating to specific, local priority areas. During early 2011 the Frankston North Hub articulated its vision for the next three years in its Action Plan and commenced employing additional support staff to deliver on this vision. Each of the Hubs formed committed teams that provide a complementary mix of capabilities and skills with strengths in both community engagement and education. Achievements to date during 2011 include the strengthening of partnerships and governance arrangements, and enhanced Principal engagement. Extended School Hub coordinators began data monitoring of the Hubs. The data collected will provide information on participant demographics, activity partners, funding source, priority area and delivery location, which will assist in the evaluation of the trial.

The Wyndham Extended School Hub developed a stronger planning strategy that emphasises high yield activities that are tightly aligned to Hub priorities and the ability to articulate their approach to sustainability. The Hub has worked with Victoria University pre-service teachers to provide out of hours learning support at Wyndham Park Secondary College. Additionally, the Hub has developed a partnership with Orygen Youth Mental Health and during this reporting period they successfully implemented formal secondary consultation to the student welfare team and convened a panel of Orygen staff that meet weekly to provide support to relevant students and families.

On 25 February 2011 the Prime Minister, The Hon Julia Gillard MP, visited the Wyndham Hub at Galvin Park Secondary College to celebrate the introduction of Netbooks for all Year 9-12 students through *gconnect 1:1* and the positive impact the pilot hub program on students and community of Wyndham. The Prime Minister was informed of the extensive range of programs and support that have been established within the Hub and concluded her visit with a presentation to the senior students of Galvin Park.

The *Student Mapping Tool* is being used by the Sandhurst Extended School Hub to track attendance and achievement. These measures support the identification of those students who may experience difficulties in transition, especially in Years 6 and 7. To assist in addressing these needs, in early 2011 the Sandhurst Hub engaged the Reach Foundation to deliver programs in Years 5 and 6 to address the transition to secondary school.

Planning for a fifth Hub site at Berendale Specialist School began in March 2011 and a launch of the Hub project *Beyond the School Gate* was held on 15 June 2011.

A trial *Municipal Literacy Partnership Project* involving the Southern Metropolitan Region and the Local Government Areas of Frankston and Mornington Peninsula aims to maximise the unique opportunity to improve the way in which schools, early childhood providers and wider community groups approach and aid literacy development. The Minister for Education, the Hon Martin Dixon MP, officially launched the Project in June 2011 and the Project's strategies are being steadily rolled out with 12 Literacy Villages now operational by the end of July 2011.

Datasets have been drawn together for each Literacy Village to inform and monitor activities, and will be updated in September each year. These include the Australian Early Development Index (AEDI), English Online, NAPLAN, the Maternal and Child Health Service, and kindergarten and library resources. The Villages have participants from a wide range of backgrounds including schools, early childhood services, post-compulsory education services, non-government organisations, residents, community health services,

business, youth and family services, Neighbourhood Renewal sites and councillors.

Regions used support staff such as Engagement and Wellbeing Officers, Family and Community Engagement Officers, Family Liaison Officers and Family Therapists to connect with families, engage them in learning, and assist them in supporting their children at home. Schools encouraged greater parent participation in school activities by running family education programs, particularly around literacy and numeracy, training parents as school volunteers, and communicating with families through newsletters and the Ultranet. Regions reported that these activities have led to increased family involvement and a greater understanding of education in early 2011.

Schools had various levels of involvement with business and community groups on joint provision of services and training. During January-June 2011 many schools used their Local Learning and Employment Networks (LLENs) to maximise learning opportunities and outcomes through local partnerships between business, community groups, schools and training providers.

### Catholic sector

The aim of Initiatives 10 and 11 is for all participating schools to implement a strategic approach to family school partnerships, addressing identified issues that impact on family and community engagement in learning.

Family School Partnership Convenors (FSPCs) continued to work in small clusters across the 46 participating schools in January-June 2011, supporting leadership teams and school communities to broaden their understandings of the 'learning environment' to include formal and informal learning environments (school and home/community), and to plan and implement initiatives that promote family and community engagement in learning.

The Australian Catholic University (ACU) commenced their second year of conducting the three year research and evaluation of the Family School Partnerships initiative. In 2011 the CECV and ACU Research and Evaluation Committee (CAREC) chose nine schools to be case studies for deeper exploration and analysis of the FSP initiative. Researchers continue to gather qualitative and quantitative data from system personnel, including the FSPCs, as well as from school community stakeholders from across the 46 schools, including school leaders, staff, parents and community representatives.

In 2011 there has been ongoing commitment and dedication to professional learning opportunities at the system, region and local levels, with activities including:

- a state-wide Family-School-Community Partnerships forum with school leaders, FSPCs, CECV leaders and system personnel was held in Semester 1, 2011. Two main themes were explored: school community partnerships for learning, and family engagement in learning, with participants reporting an obvious shift in understanding from 'parent involvement in schooling' to 'family engagement in learning'; and
- individual school communities and clusters of schools had the opportunity to work with highly regarded consultants Dr George Otero from the Centre for Relational Learning and Sharon Butler from Silent Partners, as well as with system personnel. Facilitators have used the current and emerging evidence promoting school community partnerships for learning. Ms Butler used the evidence to strengthen understandings and practice among school staff in relation to 'learning at home' and 'the language of schooling', through the development and delivery of professional learning.

Links between the Family School Partnerships initiative and the Literacy and Numeracy component of the SSNPs continue to be made in order to strengthen and broaden understandings of the 'learning environment'. Key system personnel across these two areas have worked collaboratively to provide greater strategic and intensive support to a small number of schools within the low SES cohort.

School communities demonstrated new and changed practices and initiatives that engage families in learning in 2011. For example: 'community classrooms' where teachers from a range of schools meet regularly together to discuss classroom and partnership strategies that engage families in learning; re-thinking traditional homework practices to have a greater focus on families learning together at home; and

the parent-teacher interview process being re-shaped into a two-way partnership approach. Demonstrated commitment and changed practice in many schools is being reflected in Annual Action Plans through the school improvement process.

### Independent sector

SSNP schools have increased awareness of the importance of engaging with their school community and involving parents in student learning, and they are being coached by Advisors to acquire the capacity to develop enhanced ways of doing this. For example, in early 2011 a Literacy and Numeracy school of 435 students in Metropolitan Melbourne was supported by their Community Engagement Advisor to re-energise their lapsed Parents' Network. The Parents' Network was re-launched with a Student Art Competition in March 2011 attended by more than 200 people.

SSNP schools are becoming increasingly aware of the importance of building strong partnerships and engaging the wider community in the life of the school, bringing additional opportunities to extend students' learning and providing additional support for school programs. SSNP schools are also developing skills in making submissions to funding organisations to support their programs.

In January-June 2011, Advisors:

- built on trusting relationships with teachers in SSNP schools giving them confidence to take the initiative in extending school-community links and extended community partnerships;
- coached school leaders and teachers to strengthen school-parent community relationships, reach out to their religious/ethnic community base, improve parent communication, and review parent/teacher interview processes;
- helped with strategies to develop positive communication and confidence to continue to extend the relationship after the life of SSNP funding (examples include regular positive phone calls to parents and contacting parents with specific needs);
- assisted schools to develop programs to foster school-community relationships and assisted teachers to re-establish defunct parent groups (examples include Homework Clubs, NAPLAN Parent Information sessions, VCE parent Information sessions);
- coached school leaders and teachers to develop partnerships with local community organisations and local government officials, and encouraged and mentored teachers to submit funding applications for various corporate and community organisations with considerable success;
- worked alongside teachers as they developed partnerships with not-for-profit organisations and local businesses and implemented student wellbeing and literacy programs; and
- supported schools to develop partnerships with:
  - welfare organisations including REACH, the South East Centre Against Sexual Assault on 26 May 2011, and Youth and Family Services on 28 and 29 March 2011;
  - organisations that offer multicultural programs for students, such as the Western Bulldogs Football Club (partnership signed on 28 June 2011) and the AMAN Project, an Islamic student leadership program; and
  - organisations that extend student opportunities outside the school setting, for example: the Western Bulldogs multicultural program, Ardoch's careers program, and Bunnings DYI workshops.

*Information Type: Qualitative and Quantitative*

### Cross sector collaboration

The Extended School Hubs initiative provided rich opportunities for the involvement and engagement of all sectors in the local area. A range of educational and community partnerships were established and

strengthened over the last twelve months. This has included linking closely with local schools and existing initiatives, providing strong relationships with local universities, and partnering with a range of community agencies and local councils. Through these partnerships the Hubs are helping to build more effective local service networks and encourage new agencies to work in the community to fill service gaps.

DEECD's Education Partnerships Division (EPD), which manages the implementation and development of the Extend School Hubs pilot project, meets colleagues in the Catholic Education Office on a monthly basis to share learnings and the progress of the Hubs. A presentation by senior project EPD staff was delivered at the Catholic Education Office International Conference 'Look Out' in June 2011.

Two independent sector Community Engagement Advisors were involved in Local Advisory Groups (LAGs) in the Greater Dandenong Area and Moreland, working with representatives from each sector, local government officials and business leaders, considering funding submissions and initiating student wellbeing programs. One Independent sector Advisor is a representative on the cross-sectoral State Reference Group for *MindMatters*.

*Information Type: Qualitative*

### **Support for Aboriginal and Torres Strait Islander Students – 1 January 2011 to 30 June 2011**

#### **Government sector**

The SSNPs support family and community engagement initiatives in schools with large numbers of Indigenous students. Koorie Engagement Support Officers are used widely across regions to support schools and families to increase engagement of Indigenous students in education.

In the Western Metropolitan Region, the Koorie Transition Officer supported the establishment of multiple engagement and support programs focussing on the Indigenous community during January-June 2011, including:

- a regional Aboriginal Education Consultative group;
- a program to identify agencies that have an Aboriginal strategic action plan and work with them in developing best practice processes and services; and
- the mapping of Aboriginal specific services. This has resulted in the development of a regional Aboriginal Transitions Toolbox/resource directory.

As part of the *Central Gippsland Koorie Literacy* project, which has continued successfully in 2011, the intervention teacher and Koorie Support Officer worked directly with each family to build an agreement about the literacy learning plan for their child and how they can be involved in support at home. The project also includes working with the wider school community to engage families to participate in school events, and the use of regular reports home to parents and families on student progress.

#### **Catholic sector**

*The example used in Section 1 is also applicable in this Section.* This highlights the integrated work of the Indigenous Education Advisor and Family School Partnership Convenor (FSPC) in the engagement of families, and the use of school/community/business partnerships to maximise learning. The Indigenous Education Advisor and FSPC in one Diocese worked together in the first half of 2011 to shape how the role of FSPC can be accessed to further assist families, including a Torres Strait Islander student and the student's family at a regional Primary School. The student has intellectual disabilities and meets on a weekly basis with a volunteer from the parish to do activities such as reading and playing games to improve learning and engagement. This relationship between the student and the volunteer is a result of the FSP initiative which has fostered an ongoing partnership with the parish whereby parishioners are invited to morning tea fundraisers, breakfasts, art exhibitions and special events.

#### **Independent sector**

During January-June 2011, Community Engagement Advisors coached leaders and teachers at Worawa Aboriginal College to build networks with the local community and potential business and corporate partners. The Principal Advisor and Community Engagement Advisor for Worawa supported the school in planning for stronger school-community partnerships.

*Information Type: Qualitative and Quantitative*

### **Support for other cohorts – 1 January 2011 to 30 June 2011**

#### **Government sector**

Schools support educationally disadvantaged students with customised, local responses, including the utilisation of in-school support staff and the strategic use of outside agencies. In 2011 one network in the Western Metropolitan Region included autism support as part of its SSNPs program. It employed a Leading Teacher - Autism, who works across 20 school sites with Principals, teachers in the classroom and parents. The Leading Teacher also set up an Autism Network of parents and meets with them after school once per term.

The *Network Autism Support Plan* is achieving its goals to:

- overcome isolation for families who have students with autism;
- share strategies and approaches in dealing with Autism Spectrum Disorder and associated behaviours; and
- link families more closely to the school.

#### **Catholic sector**

In order to strengthen learning outcomes in 2011, school communities continued to form and strengthen partnerships with a number of community organisations to better support students and their families from non-English speaking and refugee backgrounds. These include Foundation House, Ardoch, CentaCare and Victoria University.

#### **Independent sector**

With the support of the Student Engagement/Community Engagement Advisor and Principal Advisor in January-June 2011, a regional school of 53 senior secondary students that offers an alternative education for disengaged and at-risk youth developed an off-site partnership program aimed at re-engaging local adolescents. Youth and Family Services (YES) engaged a counsellor to work full-time with the target students, providing teacher training and support in *Restorative Practices and Strength Based* behavioural management models. Their aim is to link other health and welfare professional into the program on an individual needs basis and for the whole group.

The *Gearing Up for Critical Thinking Project* was specifically designed to provide support for girls, many from recent arrival and non-English speaking backgrounds. *Please see section on Showcase Activities below for further information.*

*Information Type: Qualitative and Quantitative*

### **Activities you would like to showcase – 1 January 2011 to 30 June 2011**

#### **Government sector**

One school in the Northern Metropolitan Region, with a high proportion of ESL students and students with additional learning needs, commenced a parental engagement program in mid-2010 which has delivered significant success in 2011. Parental involvement prior to the program was minimal with parent evenings or activities often being cancelled due to lack of response. The school appointed an Education Support Officer

to coordinate the project. The project commenced with a weekly program called *Family Time* which involves parents and their children attending the school library after school for an hour. Students are supervised by a teacher and use the computers, play games, read books, etc. whilst parents interact with the program coordinator and staff members. In 2011 the school now has an average of 25 parents attending each week. The project coordinator has developed strong relationships with the regular attendees and planned parent workshops which have been offered in Semester 1, 2011. Workshops included: Time Management for Parents, Reading With My Child (*Reading Recovery* strategies), Numeracy – At Home Maths Activities, and Nutrition.

The two key benefits apparent by 30 June 2011 were the opportunity for parents to interact with staff and the positive feedback from students who have enjoyed the interaction with their parents outside the home environment. Student Attitudes to School Survey results improved substantially (moving from the first to the fourth quartile) in almost all areas - student connectedness, student motivation, stimulating learning and learning confidence.

### Catholic sector

St Mark's Primary School, Fawkner, a school of 170 students, is a multi-faith, multi-ethnic and multi-cultural school community. The Building the Education Revolution (BER) and SSNPs enabled St Mark's Primary School to have purpose built facilities to support a contemporary school setting and school community hub.

The Principal worked with the school staff, parents and families on the Family School Partnerships (FSP). In 2011 the community developed a strategic and realistic plan to progress the FSP agenda. A key understanding that is now held in the wider school community – that learning outcomes will continue to be improved when parents and teachers, school and community, work in partnership – underpins all the activities and initiatives in place. There has been an emphasis during 2011 on student, staff and community learning through deliberate and strategic actions, including community conversations and ongoing professional learning.

There are new understandings among staff of the need for family engagement in learning, and transparency of the school's processes and activities to allow for increased access and involvement of families and the community.

### Independent sector

From Term I 2011, Advisors supported teachers from a metropolitan Islamic P–8 school of 214 students to establish a bike program for students from Years 5 - 8 entitled *Gearing Up for Critical Thinking*, involving a partnership with a consulting Psychologist, the Centre for Education and Research in Environmental Studies (CERES) and the Islamic Women's Welfare Council. The project was a significant shift from the mainstream academic classes in which the students, particularly the girls, usually participated.

The aims of the Project were to develop improved mental health outcomes, and consequentially academic outcomes, for the teenagers through team building, physical exercise, conflict resolution and problem solving. Students were also expected to write a reflective journal in a media of their choice - newsletters, blogs, web pages, Power Point – as an important literacy component of the Project. They learnt how to build, service and ride bicycles that had been donated. This practical, outdoor activity was a very new experience for most of the girls, many of whom had few opportunities to be involved with basic mechanics. Gaining the support of their parents for the project was another positive outcome.

Parents were invited to attend a Parent Information session in March 2011 to encourage the girls to ride the bikes and participate fully in the program. There was growing enthusiasm shown throughout the project as the students gained in confidence working on the bicycles together.

The positive outcomes are reflected in this summary of the post-Project Survey;

- *I felt confident to suggest ideas, thoughts and opinions in my team: 86%*
- *I was successful in my team: 91%*
- *I gained confidence in my ability to solve problems as I worked on the Project: 93%*

- *Since the Project, I am more likely to engage in more difficult tasks: 65%*
- *Since the Project, I am more likely to think through problems to find solutions: 65%*

*Information Type: Qualitative*

## **Capacity for sustainability**

### **Government sector**

Now that the Extended School Hubs are approaching their final year, sustainability plans are being considered that will ensure the goals of the Hubs are able to continue beyond the three year funding period. The establishment of strategic partnerships is crucial to the sustainability. Over the last twelve months the Hubs have all formed a range of partnerships between schools, non-government organisations, local government, business and the broader local community. The strength of these partnerships provides a strong basis for ensuring that the aims of the Hubs can continue to be achieved.

The Hubs are now examining how community engagement can be further encouraged. The Hubs are involving community stakeholders in the planning and development process, harnessing community resources and skills through volunteer opportunities and delivering programs that build the capacity of community members and their appreciation of the importance of education. These strategies are designed to ensure whole of community commitment to the Hub initiative, which will lead to sustainability beyond the National Partnership funding.

### **Catholic sector**

Sustainability is increased where learnings from evaluations inform the ongoing development of strategies. The Australian Catholic University (ACU) has been commissioned to conduct a three-year research and evaluation of the Family School Partnerships (FSP) initiative. During 2010, the researchers conducted interviews with system personnel, including the FSPCs; as well as school community stakeholders from across the 46 Low SES National Partnerships schools, including school leaders, staff, parents and community representatives. Surveys were also used to gather a small amount of quantitative data. In 2011, the CECV and ACU Research and Evaluation Committee (CAREC) chose nine schools to be case studies for deeper exploration and analysis of the FSP initiative.

### **Independent sector**

Advisors working in schools emphasise that each intervention to build strong school-community partnerships should be sustainable beyond the life of SSNP funding. Deciding how a partnership can be sustainable is a fundamental part of the planning process. Advisors coach leaders and teachers to acquire the skills and develop the networks that will help build sustainable and appropriate community partnerships beyond the life of SSNP funding.



## Section 6 – Milestone Reporting

### Reform Priority 1 – Leadership and Teacher Capacity

#### Part 1 - Milestones not reported/not achieved/partially achieved in Annual Report for 2010

Milestone	Detail of achievement against milestone. <i>Quantitative and Qualitative</i>	If not achieved or partially achieved, reasons why. <i>Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i>
<b>Not applicable.</b> When the Bilateral Agreement and the Victorian Implementation Plan were negotiated between Victoria and the Commonwealth, agreement was reached that Victoria would be required to report on milestones only in the October Progress Report and not in the April Annual Report. Accordingly, Victoria did not report against milestones in the 2010 Annual Report.			

#### Part 2 - Milestones in Progress Report - (Achieved 1 July 2010 to 30 June 2011)

Milestone	Detail of achievement against milestone. <i>Quantitative and Qualitative</i>	If not achieved or partially achieved, reasons why. <i>Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i>
<b>Initiative 1: Building leadership capacity (coaching, professional learning)</b>			<i>This initiative addresses all three SSNPs</i>
250 schools participating in professional learning.	<b>Milestone achieved</b> Over 350 schools across all sectors have participated in a range of professional learning for leadership programs at local, regional and system levels.		
Up to 110 aspiring Principals undertake preparation training.	<b>Milestone achieved</b> There are 150 aspiring Principals engaged in principal preparation programs.		
70 Principals undertake targeted professional development.	<b>Milestone achieved</b> Over 75 principals have undertaken targeted professional development.		
20 Principals, up to 20 leadership teams and 4 clusters using Capability tools.	<b>Milestone achieved</b> Over 25 principals working with the 360° leadership diagnostic tools and survey leadership capabilities.		
<b>Initiative 2a: Building teacher capacity (in-school support/coaches)</b>			<i>This initiative addresses the Low SES NP and the LNNP</i>
80 schools supported by a Literacy and Numeracy specialist.	<b>Milestone achieved</b> Over 200 schools supported by a Literacy and Numeracy specialist.		
<b>Initiative 2b: Building teacher capacity (professional learning opportunities)</b>			<i>This initiative addresses all three SSNPs</i>
150 schools participating in targeted literacy and numeracy professional	<b>Milestone achieved</b> Over 200 schools participating in targeted		

learning.	literacy and numeracy professional learning.		
75 schools participating in professional learning through enhanced P&D processes.	<b>Milestone achieved</b> Over 150 schools participating in professional learning through enhanced P&D processes.		
<b>Initiative 3: Improve school access to high quality teachers</b>		<i>This initiative addresses the Low SES NP and the TQNP</i>	
40 Associates participating in the first cohort of Teach for Australia	<b>Milestone achieved</b> 43 Associates participating in the first cohort of Teach for Australia.		
30 Associates participating in the second cohort of Teach for Australia	<b>Milestone achieved</b> 34 Associates participating in the second cohort of Teach for Australia.		
Up to 18 clusters of schools and up to 500 students participating in school-university partnerships	<b>Milestone achieved</b> 12 clusters established with 47 schools and 450 students participating in school-university partnerships.		
Establish 7 School Centres for Teaching Excellence.	<b>Milestone achieved</b> 7 School Centres for Teaching Excellence established.		
<b>Initiative 5: Rewarding excellence - Teacher Performance Pay</b>		<i>This initiative addresses the TQNP</i>	
70 schools participating.	<b>Milestone partially achieved</b> 49 schools participating in performance pay trials	In the government sector, the magnitude of change required to current performance and development processes in schools presented a more significant challenge than anticipated. This has resulted in fewer schools participating than originally planned.  In the independent sector, 20 schools attended a briefing offered to all independent schools but there was a lower than anticipated take-up in the Rewarding High Performing Teachers model.	In the government sector, in order to address the concerns regarding the efficacy of the trial size of the Teacher Rewards trial, an open invitation to join a new cohort was extended to all government schools in January 2011.  In the independent sector, a review of the model, investigating lower than anticipated take-up, will be undertaken by February 2012.
<b>Initiative 6: Pathways into Teaching</b>		<i>This initiative addresses the TQNP</i>	
30 participants in Career Change Program.	<b>Milestone achieved</b> 30 participants in Career Change Program		
100 Special Education teachers trained through scholarships.	<b>Milestone partially achieved</b> 80 Special Education teachers trained through scholarships.	A range of factors impacted on the delivery of scholarships specifically targeting the Deaf education speciality area. In particular, advertising timelines	A communication strategy was developed and an additional advertising scheduled for October 2011.

		for Deaf education scholarships to commence at the beginning of 2011 could not be met due to the caretaker period in Victoria and a mid-year intake could not proceed due to the lack of Commonwealth Supported places.	Overall scholarship targets will be met in the Program.
40 graduates take up Pathways scholarships.	<b>Milestone achieved</b> 40 graduates commenced study through Pathway scholarships.		
7 Indigenous education workers access pathways into teaching.	<b>Milestone achieved</b> 9 Indigenous education workers accessed pathway into teaching programs.		
8 Indigenous candidates supported in teacher education.	<b>Milestone achieved</b> 10 Indigenous candidates supported by career enhancement program.		
<b>Initiative 7: Wider Workforce Trials</b>		<i>This initiative addresses the TQNP</i>	
Field trials conducted in 35 government primary, secondary and special schools to report and evaluate on how schools and their communities can access, organise and use a wider workforce to improve teacher effectiveness.	<b>Milestone partially achieved</b> Field trials conducted in 34 schools and resources, including case studies available online	As indicated in the last report, a field trial program needs to be flexible and responsive to cater for changing circumstances and leadership movements between schools. There were originally 35 schools involved, however the mix changed over the course of the program for a variety of reasons, i.e. school withdrawing due to change of Principal, competing demands on school resources.	N/A – The field trails are now complete.
<b>Part 3 - Milestones that will progress through the 2011 calendar year (with no set milestone date)</b>			
<b>Milestone</b>	<b>Detail of achievement against milestone. <i>Quantitative and Qualitative</i></b>	<b>If not achieved or partially achieved, reasons why. <i>Qualitative</i></b>	<b>Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i></b>
<b>Not applicable.</b> All relevant milestones have been reported in the section above.			

## Section 6 – Milestone Reporting

### Reform Priority 2 – Recognition and Response to Individual Learning Needs

#### Part 1 - Milestones not reported/not achieved/partially achieved in Annual Report for 2010

Milestone	Detail of achievement against milestone. <i>Quantitative and Qualitative</i>	If not achieved or partially achieved, reasons why. <i>Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i>
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**Not applicable.** When the Bilateral Agreement and the Victorian Implementation Plan were negotiated between Victoria and the Commonwealth, agreement was reached that Victoria would be required to report on milestones only in the October Progress Report and not in the April Annual Report. Accordingly, Victoria did not report against milestones in the 2010 Annual Report.

#### Part 2 - Milestones in Progress Report - (Achieved 1 July 2010 to 30 June 2011)

Milestone	Detail of achievement against milestone. <i>Quantitative and Qualitative</i>	If not achieved or partially achieved, reasons why. <i>Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i>
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##### Initiative 8: Improved monitoring of student performance information

*This initiative addresses the Low SES NP and the LNNP*

230 schools utilising intervention tools to monitor student performance.

**Milestone achieved**  
Over 350 schools across all sectors utilising intervention tools to monitor student performance.

##### Initiative 9: Timely student intervention and support

*This initiative addresses the Low SES NP and the LNNP*

150 schools providing literacy and/or numeracy interventions for identified students.

**Milestone achieved**  
Over 300 schools across all sectors providing literacy and/or numeracy intervention for identified students.

#### Part 3 - Milestones that will progress through the 2011 calendar year (with no set milestone date)

Milestone	Detail of achievement against milestone. <i>Quantitative and Qualitative</i>	If not achieved or partially achieved, reasons why. <i>Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i>
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**Not applicable.** All relevant milestones have been reported in the section above.

## Section 6 – Milestone Reporting

### Reform Priority 3 – School-Community Engagement and Extended Schools

#### Part 1 - Milestones not reported/not achieved/partially achieved in Annual Report for 2010

Milestone	Detail of achievement against milestone. <i>Quantitative and Qualitative</i>	If not achieved or partially achieved, reasons why. <i>Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i>
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**Not applicable.** When the Bilateral Agreement and the Victorian Implementation Plan were negotiated between Victoria and the Commonwealth, agreement was reached that Victoria would be required to report on milestones only in the October Progress Report and not in the April Annual Report. Accordingly, Victoria did not report against milestones in the 2010 Annual Report.

#### Part 2 - Milestones in Progress Report - (Achieved 1 July 2010 to 30 June 2011)

Milestone	Detail of achievement against milestone. <i>Quantitative and Qualitative</i>	If not achieved or partially achieved, reasons why. <i>Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i>
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##### Initiative 10: Enable and enhance capacity of families to be engaged in learning

*This initiative addresses the Low SES NP and the LNNP*

30 new schools participating in extended school and family engagement models.

**Milestone achieved.**  
Over 30 new schools across the three sectors participating in extended school and family engagement models.

#### Part 3 - Milestones that will progress through the 2011 calendar year (with no set milestone date)

Milestone	Detail of achievement against milestone. <i>Quantitative and Qualitative</i>	If not achieved or partially achieved, reasons why. <i>Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i>
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**Not applicable.** All relevant milestones have been reported in the section above.