

**SMARTER SCHOOLS - IMPROVING TEACHER QUALITY NATIONAL PARTNERSHIP 2011-12 REWARD MILESTONES  
VICTORIA**

<b>Reward Reform 1: Improved Pay Dispersion to Reward Quality Teaching</b>
<p><b>Government Sector</b> Endorsement of the two reward model trials through the relevant decision-making and consultation processes in 2010.</p>
<p><b>Government Sector</b> By October 2011, testing the two models in up to 45 schools over the 2010-2013 calendar years, with one group of schools commencing in 2010 and the other in 2011.</p>
<p><b>Government Sector</b> By October 2011, tools to support performance and development processes developed and provided to schools participating in the trials.</p>
<p><b>Independent Sector</b> By February 2011, complete a review of the 2009 Rewarding High Quality Teaching (RHQT) model and develop a revised Rewarding High Performing Teachers (RHPT) model.</p>
<p><b>Independent Sector</b> By October 2011, provide financial support for participating teachers to undertake the RHPT model.</p>
<p><b>Independent Sector</b> By October 2011, assessment of the practical components of the RHPT model completed, including classroom observations and written evidence from participating candidates.</p>
<b>Reward Reform 2: Improved Reward Structures for Teachers and Leaders who Work in Disadvantaged Indigenous, Rural/Remote and Hard-to-Staff Schools</b>
<p><b>Government Sector</b> Development work and endorsement through the relevant decision-making and consultation processes in 2010 to enable commencement in the 2011 calendar year.</p>
<p><b>Government Sector</b> By October 2011, graduate retention payment initiative evaluated and refined.</p>
<p><b>Government Sector</b> Development work and endorsement through the relevant decision-making and consultation processes in 2010 to enable commencement in the 2011 calendar year.</p>

<p><b>Government Sector</b> By October 2011, uptake of teacher incentive special payment investigated and initiative promoted in regions and priority schools.</p>
<p><b>Government Sector</b> By October 2011, uptake of teacher incentive special payments evaluated and refined.</p>
<p><b>Government Sector</b> By October 2011, appointment of nine Executive Principals to priority schools either as the Principal in the school or as a system leader working with a number of disadvantaged schools.</p>
<p><b>Reward Reform 3: Improved In-school Support for Teachers and Leaders, particularly in Disadvantaged Indigenous, Rural/Remote and Hard-to-Staff Schools</b></p>
<p><b>Government Sector</b> Multidisciplinary work team field trials conducted in 34 primary, secondary and special schools in 2010.</p>
<p><b>Government Sector</b> By October 2011, the first cohort of 18 high potential principal aspirants complete a six-month internship. Interns and host schools identified and participating in the supporting Bastow Institute for Educational Leadership modules.</p>
<p><b>Government Sector</b> By October 2011, participants selected and providers identified to deliver one on one coaching services through the Bastow Institute of Educational Leadership Provider Panel.</p>
<p><b>Catholic Sector</b> By October 2011, development of an Effective Practices Framework (formerly the Effective Practices Strategies Framework) with an accompanying professional learning strategy for LSOs, leaders and teachers.</p>
<p><b>Reward Reform 4: Increased School-based Decision Making about Recruitment, Staffing Mix and Budget</b></p>
<p><b>Catholic Sector</b> By October 2011, provision of additional coaches providing targeted financial training and support.</p>
<p><b>Catholic Sector</b> By October 2011, improved staffing mix in Catholic schools addressing local need by giving schools more flexibility to manage the teacher/teacher assistant staffing allocations.</p>
<p><b>Independent Sector</b> By October 2011, professional learning programs in school based decision making available to principals, other school leaders and members of school councils or boards.</p>

**Independent Sector**

By October 2011, provision of Ambassadors (former Principals), Principal Advisors and Senior Advisors to build capacity in schools over the course of the Low-SES and Literacy and Numeracy National Partnerships.

**Reward Reform 5: Continual Improvement Program for All Teachers****Government Sector**

50 technology coaches supporting schools to prepare for Ultranet and build teachers' ICT capacity in the classroom over 2010 and 2011.

**Government Sector**

By October 2011, funding provided for a cohort of teachers to take between four and 10 weeks professional leave.

**Government Sector**

By October 2011, 40 participants trained as Bastow online coaches.

**Government Sector**

By October 2011, Kaldor project visual arts resource provided to every Victorian government school.

**Government Sector**

By October 2011, funding provided to employ 300 teacher assistants in the government school sector.

**Government Sector**

By October 2011, Ultranet built, constructed and deployed to all Victorian government schools.

**Catholic Sector**

By October 2011, design and initial development of key elements required within the ICON system.

**Catholic Sector**

By October 2011, expanded use of 360° leadership diagnostic tools with 50 leaders in Catholic schools, aligned with the piloting of a principal coach.

**Catholic Sector**

By October 2011, 12 teachers from six Catholic schools participating in a pilot project investigating the identification and acknowledgement of high performing teachers.

**Independent Sector**

Deploy ISNet (formerly the VICTOR network) across 90 schools in 2011.

**Independent Sector**

The ISV Development Centre (previously the TEAL Centre) offering a full suite of programs by October 2011.

**Independent Sector**

Provide performance management and teaching and learning development culture initiatives in 2010.

**Independent Sector**

By October 2011, Principal Advisors and Senior Advisors will assist National Partnership school leaders to analyse and use data from the LEAD Report for school improvement.

**Reward Reform 6: Indigenous Teachers and School Leaders' Engagement with Community Members****Government Sector**

By October 2009, preparation and distribution of Implementation Packs to Principals, regional offices and members of the Koorie workforce.

**Government Sector**

Tender process completed for development and delivery of individualised professional learning packages to existing workers in January 2011.

**Government Sector**

By June 2011, two panel reviews completed for each member of the Koorie workforce to review their progress and identify next steps in professional development.

**Catholic Sector**

By October 2011, appointment of two Life/Academic coaches to support all Indigenous participants in sponsored training.

**Catholic Sector**

By October 2011, evaluation of the role of the Life/Academic Coach with recommendations for future directions completed.

**Catholic Sector**

By October 2011, establishment of a pathway to assist Koorie Education Workers and Indigenous students to participate in and complete teaching qualifications.

**Independent Sector**

By October 2011, establishment of a network of schools committed to adding value to the educational experience of Indigenous individuals and communities.

**Independent Sector**

Engagement of an Indigenous Education Advisor to support Indigenous students and their teachers in independent schools in 2010.

**Independent Sector**

Preparation and publication within the sector of a document outlining independent schools' approaches to Indigenous education by October 2011.