



Victoria Smarter Schools National Partnerships Fast Facts

Through the three National Partnerships the Australian Government is providing significant additional funding to the states and territories to implement systemic and sustainable education reform that will improve literacy and numeracy outcomes for all Australian students, strengthen the capacity and resilience of disadvantaged school communities and drive quality and continuous improvement in teaching.

The National Partnerships are now achieving significant reform at the national, state and local school community levels. State and territory SSNP Annual Reports and Progress Reports available from this site provide an overview of some innovative strategies being progressed.

The Victorian Government is also contributing through new funding or the redirection of existing resources. The amounts detailed below are the Australian Government’s contribution only.

Indicative National Partnership Funding				
VIC	Literacy and Numeracy (2008-09 to 2011-12)	Low SES (2008-09 to 2014-15)	Improving Teacher Quality (2008-09 to 2012-13)	TOTAL
Facilitation Funding	\$28.6m	\$275.3m	\$23.9m	\$327.8m
Reward Funding*	\$62.6m	\$0	\$89.0m	\$151.6m
Total Funding	\$91.2m	\$275.3m	\$112.9m	\$479.4m

* Figures are subject to the achievement of agreed performance targets as assessed by the COAG Reform Council. The Reward Funding amounts should be considered as an “up to amount” or “maximum” funding.

Totals may not add due to rounding.

Participation					
VIC	Schools in NP	Students* in NP (FTE)	As a % of all students (VIC)	Indigenous students in NP	As a % of Indigenous students (VIC)
Literacy and Numeracy	210	83,973	9.9%	1,717	18.6%
Low SES School Communities	284	89,615	10.6%	2,086	22.6%
Both NPs	0	0	0	0	0
Total	494	173,588	20.6%	3,803	41.1%

* Based on DEEWR data of SSNP participating schools as at 29/07/2011 using 2009 Full Time Equivalent (FTE) student enrolments.

* Totals may not add due to rounding.

Victoria Smarter Schools National Partnerships Highlights

As far as possible, Victoria has sought to integrate the partnership initiatives across the three *Smarter Schools* National Partnerships (Literacy and Numeracy, Low Socio-economic Status (SES) School Communities and Improving Teacher Quality) to create a cohesive and comprehensive approach to school improvement. To achieve this Victoria has focused on three key reform priorities 1. Leadership and Teacher Capacity, 2. Recognition and Response to Individual Learning Needs and 3. School-Community Engagement and Extended Schools.

1. Leadership and Teacher Capacity

Quality teaching is critical to improving student outcomes. The Victorian Implementation Plan (VIP) includes a significant state and sector emphasis on workforce capability strategies to assure quality delivery at the system and school level. Victoria is implementing high leverage, high impact initiatives to provide Victorian teachers and leaders with specialist skills and knowledge. This ranges from literacy and numeracy proficiency, leadership, mentoring and coaching expertise, to assessment and data management and community engagement expertise.

Key Achievements for Victoria from January 2010 – December 2010 include:

- Implementation of two strategies that will provide a tailored pathway for Indigenous workers to be supported whilst they are upgrading their qualifications and undertaking teacher education. Progress and impact includes the successful completion by the seven sponsored students, of their first year of tertiary studies and confirmation of enrolment for 2011. These strategies will enable 15 Indigenous participants to become fully qualified teachers.
- 96 coaches participating in the Bastow Institute of Educational Leadership, Numeracy and Instructional Coach Training programs, 104 participants in the Literacy Coach Training programs and a further 20 system appointed Literacy and Numeracy Coaches participating in intensive training to enable effective school support.
- A Principal Preparation Program was launched in May 2010. The program funds a total of 40 six-month internships for high potential Principal aspirants over three years. The 18 interns from the first cohort have now completed their placements and 12 of the participants have been promoted during the program period. Another 19 Principal aspirants will participate in this program in 2011 as part of the next cohort. The first cohort of 45 Teach for Australia graduates commenced teaching in 13 educationally disadvantaged schools.
- The first intake of 31 trainees in the Career Change Program began employment at their host schools.
- 16 principals have participated in the 'Exploring Leadership for New Principals' program. 20 principals in their second year of principalship have engaged with 360° leadership diagnostic tools.
- 88 aspiring principals have engaged in the Aspiring to Principalship Program, with evidence emerging of the program's positive impact on applications for principal positions.

2. Recognition and Response to Individual Learning Needs

The VIP reflects the importance of all students being engaged in their learning. By supporting schools to more effectively monitor individual student performance, schools are better placed to respond to individual learning needs. Victoria is delivering initiatives which meet the needs and interests of students, enable students to be active participants in their learning, and promote learning that is connected to the wider community outside the school. These initiatives are all critical in improving student outcomes across the NPs.

Key Achievements for Victoria from January 2010 – December 2010 include:

- Schools are being supported through a range of professional learning programs designed to improve the monitoring of student performance information in NP schools. This has included the engagement of classroom teachers in needs based professional learning, delivered in schools via professional learning teams, and supported by a Literacy and/or Numeracy coach.
- Nine Reading Recovery tutors successfully completed the Masters level training, adding to the existing workforce of 16 qualified tutors.

- A Literacy and Numeracy 6 -18 Month Strategy has been developed to provide support for regions, Regional Network Leaders, principals and school leadership teams to develop and maintain a whole of school focus on literacy and numeracy, including:
 - implementation of literacy and numeracy student intervention programs;
 - advice on staff professional learning, and
 - strategies to strengthen key partnerships with families.
- A team of advisors to visit schools in their cluster on a regular basis, making presentations to the teachers, coaching and supporting them as they implement programs to recognise and respond to individual learning needs. Leaders and teachers have also been supported to attend external professional development activities that are relevant to their schools' focus in developing programs to recognise and respond to students individual learning needs.

3. School-Community Engagement and Extended Schools

There is a growing body of Victorian and international evidence which suggests that collaborative approaches between schools and parents and communities can have a positive impact on student improvement. The VIP reflects the importance of school - community partnerships with a focus on engaging parents, communities and business in schools and students' learning. Victoria is implementing innovative models in family school partnerships and extended schools to support better engagement between schools and communities.

Key Achievements for Victoria from January 2010 – December 2010 include:

- Four Extended School Hub field trial sites have been established at Sandhurst, Geelong North, Wyndham and Frankston North. Governance structures have been established and action plans that clearly articulate outcomes, strategies and timelines have been finalised.
- Family School Partnership Convenors have been successfully appointed across 46 NP schools to enable a strategic system level approach to maximise student learning outcomes. Consultation meetings have occurred with all 46 schools, involving collaboration between key system personnel and school leaders to explore progress on Literacy and Numeracy Strategies and Family School Partnerships initiatives.
- The Australian Catholic University has been commissioned to conduct a three-year research and evaluation of the Family School Partnerships initiative.
- A trial Municipal Literacy Partnership Project involving two local government areas is being conducted to improve school, early childhood provider and wider community group approaches and aid to literacy development.
- A cross-sectoral Indigenous Cultural Day for students, teachers and community leaders. The day was facilitated by two Indigenous consultants and enabled Indigenous and non-Indigenous participants to gain a greater awareness of current issues that affect Indigenous students' educational outcomes and wellbeing.