



Australian Government

SMARTER SCHOOLS NATIONAL PARTNERSHIPS



SMARTER SCHOOLS NATIONAL PARTNERSHIPS

IMPROVING TEACHER QUALITY
LOW SES SCHOOL COMMUNITIES
LITERACY AND NUMERACY

Victoria Progress Report 2010 (1 January – 30 June 2010)



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Section 1 – Overview/Summary of Progress

Victoria is progressing well in the implementation of the *Smarter Schools* National Partnerships (NPs), achieving significant progress in the January to June 2010 period.

Although well advanced in many of the NP reform areas, Victoria continues with innovative and ambitious reforms to further improve literacy and numeracy outcomes; to improve the knowledge, skills and practice of Victorian teachers and leaders; and to improve education outcomes for low SES school communities.

Victoria's Approach to *Smarter Schools* National Partnerships

While each Victorian school sector is responsible for implementation of the NPs, Victoria has sought to integrate the partnership initiatives across the NPs 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

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 – June 2010 include:

- 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.
- Over 1300 teachers and school leaders attended literacy and/or numeracy professional learning activities held at the Independent Schools Victoria Development Centre (previously referred to as the Teacher Education and Leadership Centre) over this period.
- The first cohort of 45 Teach for Australia graduates commenced teaching in 13 educationally disadvantaged schools.
- The first intake of 30 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 – June 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.
- Commencement of design and development work on a common literacy and numeracy intervention framework.

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 – June 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.
- 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.

Cross sector collaboration

All three sectors have been active participants in the development of the VIP and the governance arrangements supporting this work, and have committed to working collaboratively on agreed projects throughout the life of the NPs.

The collaborative approach to the NPs, both within and across sectors, has strengthened partnerships across sectors, across dioceses and between schools, and has enhanced opportunities for greater innovation across Victoria.

Victoria has a number of cross-sectoral initiatives including:

- Sectors are sharing information on the planning, development, implementation and outcomes of their initiatives to facilitate best practice across Victoria, and collaborate on implementation where feasible.
- Victoria is developing the English as a Second Language (ESL) Assessment Tool to enable classroom teachers to better assess student language proficiency and provide feedback on teaching and learning. The project is underway with a contractor selected and a reference group established with representation from all sectors.
- Victoria has committed to a cross-sectoral approach to evaluation to ensure best practice is captured and shared across all three school sectors.

Section 2 – Reform Priority 1: Leadership and Teacher Capacity

Victoria recognises that a key factor in improving education is teacher quality, and that high-quality teachers tend to be effective with students at all ability levels. Across all sectors, Victoria continues to implement a challenging leadership and teacher capacity reform agenda.

Victoria has prioritised **leadership and teacher capacity reform** to implement innovative and ambitious reforms to further improve the knowledge, skills and practice of Victorian leaders and teachers, and to reward good teaching.

These reforms include:

- Establishing specialist centres such as the Bastow Institute, the Centre for Leadership and Professional Learning, and the Independent Schools Victoria Development Centre, to provide professional development for aspiring and current school leaders.
- All sectors participating in school-university partnerships to improve pre-service teacher education. These partnerships will provide a strong foundation for all sectors to develop and support selected schools as School Centres for Teaching Excellence to produce a new generation of highly effective teachers, capable of creating contemporary learning environments that engage all students, and using assessment data to plan for individual student learning.
- Trialling three models of school-based and teacher-based rewards over the 2010-2013 school years in government and independent schools.
- A series of targeted programs that establish new pathways into teaching and address teacher shortages in particular subjects and locations.

- Investigating innovative and sustainable models of workforce organisation and improved teacher effectiveness.

Victoria is also well advanced in implementation of the national reform areas of the Teacher Quality NP:

- Victoria is leading the National Standards Sub-group which is providing advice to Ministers and the new Board of the Australian Institute for Teaching and School Leadership (AITSL) on priority areas.
- Victoria and Queensland are co-hosting AITSL, which will have strong links with the leadership institutes of all other jurisdictions and sectors including the Bastow Institute.

Six Month Progress – 1 January 2010 to 30 June 2010

In Victoria, Reform Priority 1 – Leadership and Teacher Capacity, covers the following range of initiatives:

- 1. Building leadership capacity (coaching, professional learning)**
- 2. Building teacher capacity**
 - a. In-school support/coaches**
 - b. Professional learning opportunities**
- 3. Improving school access to high quality teachers**
- 4. National Standards Sub-group**
- 5. Rewarding Excellence – Teacher Performance Pay**
- 6. Pathways into Teaching**
- 7. Wider Workforce Trials**

In the government school sector a wide range of ambitious leadership and teacher capacity reform initiatives are underway including:

- A range of professional learning programs and support for school leaders and teachers are being offered at the school, network, region and system level.
- Additional programs and support including leadership coaching, instructional leadership, support staff for principals, literacy and numeracy coach training, language support coordinators and primary maths specialists.
- Improving school access to high quality teachers through Teach for Australia and School Centres for Teaching Excellence initiatives.
- Addressing the ongoing shortage of teachers in some subject areas and locations through the Career Change Program.
- Exploring different approaches to workforce reform including models for teachers to work with other professionals to deliver a wider range of learning experiences through the Wider Workforce field trials.
- Continuing the focus on building leadership and teacher capacity to align with the growing national interest in

finding more effective ways to reward and motivate high-performing teachers.

- The National Standards Sub-group, chaired by Victoria, has had oversight of the development of National Professional Standards for Teachers to provide a continuum of capabilities and expectations for teachers.

In the Catholic school sector leadership and teacher capacity reform is being delivered through the extension and provision of a range of leadership activities, professional learning opportunities and sponsored study opportunities.

In particular:

- Building and extending school leadership capacity in literacy and numeracy improvement, family-school partnerships, student wellbeing, social emotional learning and the interrelationships across these areas to drive student performance and sustain improvement.
- Support strategies focussed on school-based and external coaches working alongside principals, leadership teams and classroom teachers are serving to strengthen the capacity of teachers to engage with the particular needs of their school community.
- The Bachelor of Education Multi Modal Pilot and Partnerships in Learning: Enhancing Quality Teaching Pilot projects with the Australian Catholic University (ACU) are enabling opportunities for schools, the sector and universities to explore collaborative partnerships to enhance leadership and teacher capacity.
- 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.

NP schools in the independent school sector have been grouped into four clusters to provide a localised, school-based approach to leadership and teacher capacity reform. Each cluster is supported by a Principal Advisor and two Senior Advisors. Independent schools are supported by:

- Advisors working closely with their schools to establish relationships with principals and school leadership teams.
- A variety of professional learning activities through the Independent Schools Victoria Development Centre as well as directly within schools.
- Initial consultations between Independent Schools Victoria and the University of Melbourne Pathways into Teaching: Experienced Professionals Program, and Teach For Australia, to enable independent schools to access these programs.

Cross-Sectoral

- Victoria is developing the English as a Second Language (ESL) Assessment Tool to enable classroom teachers to better assess student language proficiency and provide feedback on teaching and learning. The project is underway, with a contractor selected and a reference group established with representation from all sectors.
- Sectors share information on the planning, development, implementation and outcomes of their initiatives to facilitate best practice across Victoria, and collaborate on implementation where feasible.

Significant Achievements/Activities – 1 January 2010 to 30 June 2010

1. Building leadership capacity (coaching, professional learning)

In the government school sector a range of professional learning programs to build leadership capacity are being delivered through the Bastow Institute and Regions. Significant achievements and activities include:

- The Bastow Institute Principal Preparation Program was launched in May 2010, with a total of 40 six-month internships for high potential principal aspirants funded over three years and 18 interns and host schools identified for the first cohort.
- An NP school principals' forum was held in June 2010 to develop an understanding of literacy and numeracy improvement targets, share best practice and raise awareness of strategies to improve student literacy and numeracy outcomes.
- The Development of a Literacy and Numeracy 6 – 18 Month Strategy to support regions, Regional Network Leaders, principals and school leadership teams to achieve significant improvement in student literacy and numeracy outcomes. The strategy provides a six term schedule with a focus on assessment for learning and whole school planning.

In the Catholic school sector professional learning is focused on extending the range of innovative leadership activities which enhance school leaders' capacity to initiate broad strategic school improvement. Significant achievements and activities include:

- Sponsored study for 14 teachers participating in a Masters in Wellbeing for Inclusive Schooling at ACU, and 89 completing a Masters in Educational Leadership at ACU or the University of Melbourne.
- Inclusion of literacy and numeracy focused leadership networks, professional learning programs and in-school coaching support with 48 principals supported through coaching programs.
- Extension of the Social and Emotional Learning strategy with the engagement of 10 Low SES Communities NP schools (involving 2485 students, 295 staff and 1833 families) which involves intensive professional learning and coaching support from a University Mentor appointed from Edith Cowan University.
- The launch of the first Victorian State-wide Aspirant Principal two day program in April 2010 involving 75 participants, and the finalisation and piloting of an optional follow-up component for 13 graduates of the program entitled The Crucial Quarter.

In the independent school sector, NP schools are provided with opportunities to make use of in-school support and professional learning opportunities through the Independent Schools Victoria Development Centre. Significant achievements and activities include:

- Over 300 school leaders have participated in professional learning activities at the Independent Schools Victoria Development Centre for the period to 30 June 2010.
- Sixteen principals participated in the Exploring Leadership for New Principals program, covering program elements of leading learning, legal issues for principals, industrial relations, performance appraisal, development of staff, making data-informed decisions and managing compliance.
- Each of the four Independent Schools Victoria Principal Advisors has worked directly with the principal and

leadership team of 10 or 11 schools in developing strategies around school improvement that suit the specific needs of each school.

2a. Building teacher capacity (in-school support/coaches)

In the government school sector, the training and deployment of school-based Literacy and Numeracy coaches to work with teachers and leaders has included:

- 96 participants in the Numeracy and Instructional Coach Training programs and 104 participants in the Literacy Coach Training programs.
- Primary Mathematics Specialists appointed and working in 27 NP primary schools to deliver Effective Mathematics Teaching in the Primary Classroom modules.
- Eight Language Support Coordinators recruited and working to improve student speaking and listening skills.
- Appointment of regional literacy, numeracy, ICT and instructional coaches and the establishment of collegiate groups to support the work of the coaches.

In the Catholic school sector, emphasis has been placed on coaches working with principals, leadership teams and classroom teachers. Significant achievements and activities include:

- Appointment and deployment of 20 Literacy and Numeracy coaches to support in-school professional learning in all 75 Literacy and Numeracy NP schools.
- Coach participation in intensive training and development in coaching and mentoring to enable the effective delivery of shoulder-to-shoulder support to teachers.
- Appointment and professional learning support of in-school Literacy and Numeracy leaders across the NP schools.

In the independent school sector, coaching/mentoring support opportunities are being provided directly in schools. Significant achievements and activities include:

- 34 specialist consultants engaged to work on specific literacy and/or numeracy programs/initiatives, such as THRASS – a phonics program for teachers, educational psychologists, speech pathologists and parents – and Elementary Maths Mastery.
- Independent Schools Victoria Advisors have commenced training leaders and teachers in the use of classroom observation tools.

2b. Building teacher capacity (professional learning opportunities)

In the government school sector, significant achievements and activities include:

- A trial to expand literacy and numeracy professional learning programs by developing materials to be delivered through webcasting, online interactive learning and online learning modules.
- As part of the cross-sectoral ESL Proficiency Assessment Tool project, approximately 35 government and Catholic school teachers participated in three focus groups in early May to identify gaps and needs regarding assessment of ESL students.

- Development of the Preliminary Training and Induction for New and Beginning Teachers program to support the needs of first year teachers and facilitate the establishment of collaborative networks of beginning teachers.

In the Catholic school sector professional learning for building teacher capacity incorporates a mixture of differentiated workshops and consultancy support as well as intensive off-site, in-school and cluster based activities.

Significant achievements and activities include:

- Creation of clusters and networks of schools to maximise off-site learning opportunities.
- Engagement of NP school teachers in needs-based professional learning delivered in schools via professional learning teams, and supported by a Literacy and/or Numeracy coach.
- Provision of a range of off-site professional learning programs including Western Australian First Steps - Literacy and Numeracy; Extending Mathematical Understanding; Developing Oral Language skills; and Using Assessment Data to Inform Teaching and Learning.

In the independent school sector, professional learning activities for building teacher capacity are offered off-site, in school and in clusters. Significant achievement and activity includes:

- Over 1300 teachers and school leaders have attended literacy or numeracy professional learning activities held at the Independent Schools Victoria Development Centre.
- Direct support from Principal and Senior Advisors to facilitate in-school professional learning for teachers.

3. Improve school access to high quality teachers

In the government school sector the Teach For Australia (TFA) initiative has commenced to improve school access to high quality teachers by providing new pathways into teaching in disadvantaged schools for high calibre graduates from all disciplines. Achievements and activities to date include:

- The first cohort of 45 TFA graduates (associates) commenced teaching in 13 educationally disadvantaged schools in January 2010, having completed six weeks of the initial intensive training component of the Post-Graduate Diploma in Teaching. The first cohort has also completed mid-year intensive training and in-school mentors have been selected and completed a five-day mentor training program.
- 58 successful applicants have been accepted in the second TFA cohort and eligible disadvantaged schools have been identified.
- The TFA initiative has provided the impetus for schools to consider alternative modes of delivery of the teaching and learning process within their schools. This is exemplified by the team teaching programs being introduced as well as the implementation of coaching programs for teachers concurrently with those being utilised for the associates.
- Schools have utilised the mentor training provided by the University of Melbourne for the associates' mentors to inform the development of their own mentor and induction processes.

In the Catholic school sector two pilot projects to improve school access to high quality teachers in partnership with the ACU are in progress, and include the following significant achievements and activities:

- A Bachelor of Education Multi Modal Pilot:
 - 16 pre-service teachers in their first year of the degree have been placed in seven partner schools for two days a week and school teams of four experienced teachers have been established at each site.
 - The different approach to pre-service education has been positively received by the seven partner schools and principals.
 - Two of the four professional learning seminars for school teams have been implemented and have been instrumental in providing feedback and ideas for refining program development.
- The Partnerships in Learning: Enhancing Quality Teaching Pilot:
 - A project team has been established to oversee approximately 15 pre-service teachers engaging in extended professional practice in low SES school communities over a period of two years, focusing on school community partnerships and enhanced student learning.

Independent Schools Victoria is improving school access to high quality teachers through:

- Providing support for the Building a Quality Teacher Practicum trial program, including two students completing teaching rounds in Hamilton.
- Working with Victoria University on the Researching Innovative Partnerships in Education research project focused on teaching and learning best practice in three independent schools.

4. National Standards Sub-group

Significant achievements and activities in the development of national standards for teachers and school leaders include:

- Responsibility for the National Professional Standards for Teachers has been shared between:
 - The National Standards Sub-group - responsible for redrafting the Standards based upon feedback from the 2010 national consultation.
 - The Australian Institute for Teaching and School Leadership (AITSL) - responsible for validating, finalising, seeking Ministers' endorsement of and promulgating the Standards.
- Consultation on the National Professional Standards for Teachers has been finalised and the draft Standards significantly reworked. A consultation report and Adjunct Paper have been developed to complement the standards with the background and context, development process and related national work of the National Standards.
- As of 30 June 2010, the National Standards Sub-group was on track to hand over this work to AITSL.

Work on the following identified priority areas has been successfully transferred to AITSL:

- *Nationally agreed process for assessing and certifying/accrediting competent, accomplished and leading teachers*
- *Preferred options for a national accreditation system for pre-service teacher education*
- *Development of strategies to facilitate quality professional experience (practicum) placement systems and the establishment of school centres for teacher excellence to support pre-service and entry-level teachers*

- *Nationally consistent registration of teachers*

5. Rewarding Excellence – Teacher Performance Pay

In the government school sector the Rewarding Teaching Excellence initiative is on track, although on a smaller scale than originally planned. Significant achievements and activities include:

- 45 participating government schools in both reward models have been confirmed, have received financial grants to cover costs and have commenced trials.
- Following stakeholder consultations, the Teacher Rewards and School Rewards guidelines were finalised and submitted to all participating schools.
- Draft guidelines have been developed for the panels that will be judging and differentiating teacher quality to assist them in assessing performance and allocating teacher rewards. These guidelines have been distributed to stakeholders for feedback.
- All trial schools have participated in a two-day e⁵ Instructional Model and performance and development professional learning forum with four participants attending from each school. The e⁵ Instructional Model is a reference point for school leaders and teachers to develop a shared understanding of how teachers can improve their practice as well as to provide a focus for their professional learning and growth
- Teacher Rewards schools have developed their balanced scorecards for assessing performance, selected evidence, established assessment panels and participated in a panel training workshop focused on making judgements and giving and receiving feedback.
- School Rewards schools have established customised weightings and reward uses.

In the independent school sector:

- The decision has been made to redevelop the Rewarding High Quality Teaching pilot, in light of an evaluation report.
- Discussions have been held with the University of Melbourne regarding the possibility of the program being included in a Masters course.

6. Pathways into Teaching

In the Victorian government and Catholic school sectors this initiative includes:

- The Career Change Program - to enable suitably qualified professionals and tradespeople to become teacher trainees in priority Victorian schools;
- Graduate pathways – to address the ongoing shortage in the supply of teachers in subject areas of need through scholarship incentives; and
- Indigenous enhancement pathways and scholarships.

In the government school sector Career Change and Graduate Pathway programs have commenced with significant achievements and activities including:

- The first intake of 30 trainees in the Career Change Program commenced employment at their host schools at the beginning of the 2010 school year.
- Funding has been allocated to two further intakes of 30 Career Change participants in each of 2011 and 2012.
- The Graduate Pathways and incentives for extended service in priority schools for graduates programs have commenced development to meet subject and geographical areas of need.

In the Catholic school sector implementation of Career Enhancement Pathways for Indigenous Education Workers and Teaching Sponsorships for Indigenous Students programs has commenced, to provide a tailored pathway for Indigenous workers to be supported while they upgrade qualifications and undertake teacher education. Activities and achievements include:

- Three sponsored participants in the Teaching Sponsorships for Indigenous Students program have successfully completed work requirements for their studies, with final results pending.
- A Life Academic coach (0.6 FTE) has been appointed for the programs to ensure effective, ongoing support to participants.
- Three teaching bursary students have successfully completed work requirements for semester one.

7. *Wider Workforce Trials*

In Victoria, this initiative is being implemented by the **government school sector** only. Activities and achievements include:

- Field trials are being conducted in 34 primary, secondary and special schools.
- Baseline case studies have been completed and are now available for four schools participating in the Field trials. These schools are involved in innovative approaches for the deployment of a wider workforce in schools.

Barriers to Progress – 1 January 2010 to 30 June 2010

In Victoria, barriers to progress experienced by school sectors in leadership and teacher capacity reform include:

- The national landscape has presented some challenges for the National Standards Sub-group to ensure relevant connections with other national work and bodies. This issue continues to be addressed with the handover of work to AITSL.
- High demand for places in some professional learning programs has meant that not all interested teachers can be accommodated in first intakes. Where demand is sufficient, additional programs are planned.
- In regional areas, staff changes, attracting appropriately qualified staff, reduced options and additional costs for on-site coaching and professional development present an ongoing challenge.
- Teachers and leaders of small schools generally have multiple roles, which limits their capacity to respond to professional development opportunities.
- In the independent school sector, as the January to June 2010 period represented the early stages of the NPs, the most significant barrier to progress has been the engagement of schools and their leaders. This

barrier is becoming less of an issue as schools become more familiar with expectations and the teams of Principal and Senior Advisors.

Support for Indigenous Students – 1 January 2010 to 30 June 2010

In the government school sector the following activities are supporting Indigenous students and/or teachers:

- Implementation of targeted plans in schools with high numbers of Koorie students aimed at integrating support for schools through school-based leaders.
- Koorie literacy coaches appointed to support schools with Indigenous students, particularly those schools where this cohort is new to the school.
- Additional resourcing for the 'Dare to Lead' national program to support principals in building inclusive learning environments for Koorie students in schools.
- The inclusion of explicit instructions for teachers of Koorie students in the Language Support Coordinators Initiative resources.
- Cultural awareness training at schools with increasing numbers of Koorie students, forums to share best practice and explore challenges in Indigenous education, and training of Reading Recovery teachers to work with Koorie students in primary and secondary schools.
- Key learnings from the Career Change Program are being used to assist in the development and implementation of the Career Enhancement Pathways for Indigenous Education Workers program and the Teaching Sponsorships for Indigenous Students program.

In the Catholic school sector the following activities are supporting Indigenous students and/or teachers:

- Implementation of Career Enhancement Pathways for Indigenous Education Workers and Teaching Sponsorships for Indigenous Students programs to provide a tailored pathway for Koorie workers to be supported while upgrading qualifications and undertaking teacher education.
- There is a focus on developing strategies to raise awareness of the study opportunities and support available for Koorie Education Workers and students.

In the independent school sector the following activities are supporting Indigenous students and/or teachers:

- Independent Schools Victoria has engaged an Indigenous consultant to:
 - Work specifically with NP schools that have significant numbers of Koorie students.
 - Assist school leaders and teachers to develop individual learning plans for Koorie students.
 - Provide professional learning activities at Independent Schools Victoria's Development Centre aimed at Indigenous cultural awareness and issues faced by Indigenous students at school.

Support for other cohorts of students – 1 January 2010 to 30 June 2010 (Low SES Funded only)

In the government school sector, support for particular cohorts of students has included:

- Professional learning opportunities for teachers of ESL students in mainstream classes.

- A Language Other Than English (LOTE), Multicultural & ESL Conference with networks of teachers formed to support professional learning.
- ESL transition teachers employed in networks to provide curriculum, pedagogical and pathways planning support for teachers and schools with high numbers of refugees with disrupted schooling.
- To address the shortage of qualified Special Education teachers, stakeholder consultation has commenced for Special Education Scholarships to enable current and graduating teachers to complete an approved teaching qualification in special education.

In the Catholic school sector, support for other cohorts has included:

- The Social and Emotional Learning strategy to support school communities to implement a whole school approach to Social and Emotional Learning, with a strong focus on creating welcoming communities for all students, including those from non-English speaking backgrounds.

In the independent school sector support for other cohorts has included:

- The Independent Schools Victoria Development Centre has offered professional learning activities to support school leaders in improving outcomes for students with a disability, from a non-English speaking background and other disadvantaged students.
- A number of schools have conducted similar professional learning activities within their school under the guidance of an Independent Schools Victoria NP Advisor.

Activities you would like to showcase – 1 January 2010 to 30 June 2010

Although implementation is in its very early stages, there are a number of activities that have taken place in Victoria as part of leadership and teacher capacity reform that are examples of best practice:

In the government school sector:

- Teach For Australia provides a new pathway into teaching designed to prepare high calibre graduates from all degree disciplines for teaching in educationally disadvantaged schools. The program has:
 - Produced 45 associates demonstrating significant impact on the learning and culture of their schools. This has occurred through working with experienced teachers within their schools and with the support structures put in place by the University of Melbourne and the Teach For Australia organisation.
 - Provided the stimulus for a number of schools to examine their teaching practices and to engage their colleagues in discussions around effective teaching and learning.
 - Allowed for examination of alternative models of teacher training and support structures for beginning teachers to make a successful transition into the teaching profession.
- The Career Change Program is a nationally and internationally recognised prototype for employment based training pathways into teaching. The program has:
 - Been tailored to meet the needs of the target recruitment group.

- Included mentoring support at the school level, face-to-face and remote delivery.
- Been successful in providing recruitment alternatives for hard to staff (mainly rural) schools and for facilitating the recruitment of high quality, mature-age tradespeople into the classroom.

In the Catholic school sector:

- The extension of the Creating and Supporting a Performance and Development Culture initiative is building the capacity of school leaders to take a strategic approach to professional learning within a whole school context. It has also acted as a catalyst for focusing on individual teaching and learning within each classroom and empowering classroom teachers to take responsibility for their own professional learning needs.
- The Aspiring to Principalship program has started to impact positively on the numbers applying for principalship positions. In Melbourne, this impact has been felt directly, where applications for recent secondary principal positions have increased from approximately 10-12 applicants, to approximately 20-25 applicants over the first six months. One of the key factors reported has been their involvement in the Aspiring to Principalship program.

In the independent school sector:

- Principals in NP schools have embraced the opportunities provided through the Building Leadership Capacity initiative and are on a clear path of school transformation.
- One of the independent schools involved in the NPs allowed a teacher to be filmed during class time. This film has been used by the Independent Schools Victoria NP Advisors to coach teachers and school leaders in how to use an observation tool that focuses on the number and types of interactions a teacher has with students during a lesson.
- NP schools have already seen the positive impact of their leaders and teachers attending high quality and targeted professional learning activities, particularly those held at Independent Schools Victoria's Development Centre. This has been achieved through the guidance provided to schools by Independent Schools Victoria's Principal Advisors.

Section 3 – Reform Priority 2: Recognition and Response to Individual Learning Needs

Victoria recognises that early intervention to support literacy and numeracy skill development is a feature of schools that are successful in raising achievement and reducing the number of early school leavers.

The Victorian Implementation Plan reflects the importance of all students being engaged in their learning. By **recognising and responding to individual learning needs**, student outcomes can be improved across participating NP schools. The delivery of initiatives which identify the needs and interests of students, enable them to be active participants in their learning, and connect them to the wider community outside the school, are critical in improving student outcomes across the NPs.

Recognition and response to individual learning needs reform aims to maximise improvement in students' literacy and numeracy achievement. Victoria has a strong evidence base supporting the specific initiatives selected. Across school sectors there is common emphasis and support for:

- Improving the use of literacy and numeracy performance information to identify where support is needed at all levels: classroom, school, region, sector and state.
- Assisting schools to more effectively monitor individual student performance and to decide when and how best to intervene before a student falls behind expected outcomes, or becomes at risk of early school leaving.
- Assisting schools to develop comprehensive and robust individual education and pathway strategies which are focussed on meeting the individual needs and circumstances of students.
- Providing resourcing to schools to run intensive intervention programs for students performing below the minimum level.

Six Month Progress – 1 January 2010 to 30 June 2010

In Victoria, Reform Priority 2 – Recognition and Response to Individual Learning Needs, covers the following initiatives:

- 8. Improved monitoring of student performance information**
- 9. Timely student intervention and support**

In the government school sector all NP schools are being supported to improve the monitoring of individual student performance using approved diagnostic tools. Data literacy support has been provided to Regional Network Leaders, school leaders and teachers to effectively monitor programs at individual and cohort levels. Timely student intervention and support has been implemented through the Reading Recovery Tutor Training program and the Yachad Accelerated Learning Project (YALP) literacy and numeracy intervention program.

Trained Reading Recovery tutors are involved in training Reading Recovery teachers and delivering professional learning for experienced Reading Recovery teachers. Regional grants have been provided to support the implementation of the Reading Recovery Tutor Training program. The trained tutors have contributed to various

regional literacy initiatives including Reading Recovery and work in schools based on need, as determined by regions.

YALP aims to achieve improved literacy and numeracy outcomes for Indigenous students in regional and rural locations in Victoria and provides innovative and focussed educational approaches to students.

In the Catholic school sector a significant emphasis of recognition and response to individual learning needs has been on the development of leaders' capacities to identify and utilise student performance data. This includes assisting schools to develop comprehensive and robust individual education and pathway strategies focussed on meeting the needs and circumstances of students at risk.

Particular emphasis has been given to effectively using NAPLAN data sets to monitor student performance at individual student, cohort and whole of school level. Design and development work has commenced to improve monitoring of literacy and numeracy performance through a common literacy and numeracy intervention framework. Participating schools have received either funding or professional learning to implement or extend numeracy intervention programs and Reading Recovery.

Independent Schools Victoria has worked closely with its NP schools in the use of diagnostic literacy and numeracy tools. This has been supported by direct coaching of leaders and staff in how to use and interpret the data from such tools. School leaders and staff have also accessed professional development, either in school or at the Independent Schools Victoria Development Centre in the use of other types of data, such as NAPLAN.

Support has also involved working with school communities in identifying which evidence-based interventions are needed, and what support initiatives will be implemented. The Independent Schools Victoria NP Advisors have been consulting closely with individual schools and undertaking detailed analysis of relevant school-level data to determine appropriate initiatives for schools. In many instances, individual learning plans for students have been put in place and specialist consultants have been engaged.

Significant Achievements/Activities – 1 January 2010 to 30 June 2010

8. Improved monitoring of student performance information

In the government school sector NP schools are being supported through a range of programs designed to improve teacher capacity to monitor and analyse student performance information. Significant activities and achievements include:

- Development of a Literacy and Numeracy 6 – 18 Month Strategy to support regions, Regional Network Leaders, principals and school leadership teams to achieve significant improvement in student literacy and numeracy outcomes.
- Provision of and coaching in the use of data analysis software.
- A partnership with the Assessment and Research Centre at the University of Melbourne.
- Coaching and expert advice to support teachers, leadership teams and principals in:
 - the effective use of data collection and analysis;
 - NAPLAN readiness; and

- developing whole school assessment schedules and adaptive testing.

In the Catholic school sector there is growing capacity to effectively utilise student performance data to inform planning and instruction. This data has enabled schools to develop comprehensive and robust individual education and pathway strategies for students at risk. Significant achievements and activities include:

- The development and provision of extensive advice and professional learning for teachers in Years P-4 and Years 3-6 regarding numeracy intervention strategies including Number Intervention P-4 and Extending Mathematical Understanding.
- In the Sandhurst Diocese 50 teachers have been trained to administer the Maths Assessment Interview to identify students at risk in numeracy.

In the independent school sector, all 43 NP schools have commenced working with NP Advisors to develop individual learning plans for students. Each school is at a different point of need, and progressing at different rates.

9. Timely student intervention and support

In the government school sector schools are being supported through a range of programs designed to improve timely student intervention and support. Significant activities and achievements include:

- Eight DEECD Regional Tutors (and one Catholic Education Melbourne Tutor) completed the Masters-level Reading Recovery training, adding to the existing workforce of 16 tutors.
- The Yachad Accelerated Learning Program is running in six targeted schools in the Shepparton network.

In the Catholic school sector there is growing capacity to deliver robust individual education and pathway strategies for students at risk. Significant activities and achievements include:

- Employment of two Numeracy Intervention Tutors.
- Participating schools have received either funding to enable more comprehensive coverage of Reading Recovery and/or access to professional learning to support implementation of Reading Recovery.
- Training of six additional Reading Recovery Teachers to increase Reading Recovery coverage in NP schools.

In the **independent school sector**, all 43 NP schools have been working with their NP Advisors in developing individual learning plans for students.

Barriers to Progress – 1 January 2010 to 30 June 2010

The Catholic and government school sectors have not encountered any barriers that have impacted on the capacity to implement any of their programs under Reform Priority 2 – Recognition and Response to Individual Learning Needs.

The independent schools sector encountered a lack of engagement in schools and school leaders in the early

stages of introducing Student Wellbeing and Community Engagement Senior Advisors. This barrier is becoming less problematic as schools become more familiar with the team of Senior Advisors and the expectations of the program. There have also been some difficulties stemming from apprehension in a small number of NP schools around the use of assessment and perception data. The Principal Advisors are working with NP schools in building a culture of using data to guide strategic planning and improvement.

Support for Indigenous Students – 1 January 2010 to 30 June 2010

In the government school sector:

- Regions are supporting schools in the use of Individual Education Plans to assist in monitoring the progress of Koorie students.
- Managed Individual Pathways Plans have been developed for senior Koorie students to establish pathways to future education, training and employment. This has been expanded to include all Year 8 and 9 Indigenous students
- The Wannik Tutorial Program provides individual support for all Indigenous students who are not at the expected level of performance in English or Mathematics in Years 2-10.
- The expansion of the Reading Recovery workforce continues to strengthen support for Koorie students. Planning for monitoring progress data for students involved has commenced.
- Participating schools in the Yachad Accelerated Learning Program are implementing a 10 minute tutoring program for Koorie students who are below expected levels in literacy and numeracy.

In the Catholic school sector:

- The 60 NP schools with Koorie students are participating in initiatives including the Number Intervention P-4, Extending Mathematical Understanding and Reading Recovery numeracy and literacy intervention initiatives.

In the independent school sector:

- Three NP schools have worked with Koorie student data to plan future strategies for improving the performance of their Indigenous cohort.
- Independent Schools Victoria has engaged a Koorie consultant to work specifically with Koorie students in five NP schools to develop individual learning plans.

Support for other cohorts – 1 January 2010 to 30 June 2010 (Low SES Funded only)

In the government school sector regions are supporting schools in:

- The use of Individual Learning Plans to assist in the monitoring of students with additional learning needs.
- Implementing a range of interventions designed to improve outcomes for other student cohorts. This has included use of literacy and ESL support staff, after-hours tutors, speech therapists and psychologists.

In the Catholic school sector Individual Learning Plans are being utilised to assist in the monitoring of students with additional learning needs.

In the independent school sector:

- The use and analysis of student performance data in five NP schools has included a focus on students with a disability, non-English speaking backgrounds or educational disadvantage. This focus enabled schools to plan and implement appropriate strategies to improve the outcomes for these students.
- NP Advisors have been working with their schools to identify the specific needs of cohorts of students. Individual Learning Plans have been developed for these students.
- NP Advisors have provided information and support for schools in relation to community services that may be available for other cohorts of students.

Activities you would like to showcase – 1 January 2010 to 30 June 2010

Given that implementation of the specific programs and initiatives under Reform Priority 2 – Recognition and Response to Individual Learning Needs is in its very early stages, all school sectors are not yet in a position to provide examples of showcase activities.

Section 4 – Reform Priority 3: School-Community Engagement & Extended Schools

Victoria recognises the growing body of evidence around the positive effects of collaborative approaches between schools, parents and their communities. Research shows that greater parental involvement in education encourages more positive attitudes towards school, improves homework habits, reduces absenteeism and early-school leavers, and enhances academic achievement. The Victorian Implementation Plan reflects this key reform priority of school-community partnerships with a focus on engaging parents, communities and business in schools to improve educational outcomes.

Collaboration across the sectors in this initiative includes the identification of opportunities for the various partnership and engagement officers employed by each of the sectors to share knowledge and experience and to work on common projects across clusters, areas and regions.

School-Community Engagement and Extended Schools aims to enhance opportunities for students to be engaged in learning in both school and home environments. Across school sectors there is a common emphasis on:

- Maximising the involvement of families in their child's learning.
- Supporting the development of advice on how parents can support the literacy and numeracy development of their children.
- Connecting schools to the community and business to form a partnership to address barriers to students achieving their education potential.
- Community-business partnerships to provide coordinated and comprehensive approaches to redressing disadvantage experienced by students both within school and the broader community.

Six month progress – 1 January 2010 to 30 June 2010

In Victoria, Reform Priority 3 – School-Community Engagement and Extended Schools, covers the following linked initiatives:

10. Enable and enhance the capacity of families to be engaged in learning.

11. Enable and strengthen school-community/business partnerships to maximise learning opportunities and outcomes to extend schools.

From 1 January 2010 to 30 June 2010, Reform Priority 3 has included:

In the government school sector Extended School Hub field trials have commenced and planning and consultation with school staff, local government and non government organisations supports the development of a place based model. The pilot is designed to both 1) maximise opportunities and learning outcomes of children's learning through family engagement; and 2) develop and strengthen partnerships with business, local government and community based agencies.

In the Catholic school sector the Family School Partnerships (FSP) initiative has supported participating schools to maximise student learning opportunities by implementing a strategic approach to family school partnerships. It has also created opportunities for the sector to work strategically through sharing resources, networking, planning and implementation, professional learning, research and evaluation, policy development and governance. The FSP initiative has promoted sharing of best practice and evidence in relation to the important factors influencing student learning outcomes.

In the independent school sector Student Wellbeing and Community Engagement Senior Advisors have been recruited and work closely with schools to identify local issues. Plans are being developed to enable schools to better engage with communities through the use of school leadership teams and Senior Advisors. This has created positive relationships with community organisations and local government services.

Significant Achievements/Activities – 1 January 2010 to 30 June 2010

10. Enable and enhance the capacity of families to be engaged in learning.

In the government school sector VIP Initiatives 10 and 11 are linked. Extended School Hub field trials have been established at four sites involving 17 schools, at Sandhurst, Geelong North, Wyndham and Frankston North. Significant activities and achievements include:

- At the Sandhurst, Geelong North and Wyndham sites Partnership Coordinators have been appointed; governance structures have been established; and action plans, that clearly articulate outcomes, strategies and timelines, have been finalised. Funding to support implementation was distributed on receipt of completed action plans.
- The fourth site in Frankston North is in the early stages of development and is undertaking an audit of current activity; and engaging the community to identify barriers to student learning and inform decisions about the focus of hub activities. This process, undertaken in partnership with Monash University, will include an analysis of data from the schools and consultations with families, early childhood services, community agencies, business and local government.

In the Catholic school sector initiatives 10 and 11 are integrated. The aim of these initiatives is for all 46 participating schools to implement a strategic approach to family school partnerships, addressing identified issues that impact on family involvement in learning. Significant activities and achievements include:

- Family School Partnership Convenors (FSPCs) have been appointed across the 46 participating schools. FSPCs come with a wealth of experience from a range of settings including education, health and community development, and are further supported with strategic and structured professional learning opportunities at the local, regional and system level.
- Consultation meetings have occurred with all 46 schools, involving key system personnel and school leaders working collaboratively to explore progress on Literacy and Numeracy strategies and Family School Partnerships initiatives.

- The ACU has been commissioned to conduct a three-year research and evaluation of the Family School Partnerships initiative.
- A professional learning opportunity has been conducted through a state-wide Family-School-Community Partnerships forum with school leaders, FSPCs, Catholic Education Commission Victoria (CECV) leaders and system personnel, international delegates and DEECD personnel.
- A communication strategy has commenced, including an electronic newsletter showcasing school case studies, best practice, websites, resources and research articles.

11. Enable and strengthen school-community/business partnerships to maximise learning opportunities and outcomes to extend schools.

In the government school sector VIP Initiatives 10 and 11 are linked. Significant activities and achievements include:

- The Wyndham Extended School Hub site has worked in partnership with the Smith Family to inform the governance model and identify specific areas that the hub will focus on to address barriers in learning. The Smith Family, in partnership with McKinsey and Company, have produced documents containing relevant local data, proposed models and outcomes of consultation processes with community, business, students, school staff and families.
- The Frankston North site is undertaking an audit of current activity and engaging the community to identify barriers to student learning and inform decisions about the focus of the hub activities.

In the Catholic school sector the aim of this initiative is for all 46 participating schools to implement a strategic approach to family school partnerships to address identified issues that impact on family involvement in learning. Significant achievements include:

- Family School Partnership Convenors (FSPCs) have been appointed across the 46 schools participating. FSPCs come with a wealth of experience from a range of settings including education, health and community development; and are further supported with strategic and structured professional learning opportunities at the local, regional and system level.
- Consultation meetings have occurred with all 46 schools, involving key system personnel and school leaders working collaboratively to explore progress on Literacy and Numeracy strategies and Family School Partnerships initiatives.
- The ACU has been commissioned to conduct a three-year research and evaluation of the Family School Partnerships initiative.
- A professional learning opportunity has been conducted through a state-wide Family-School-Community Partnerships forum with school leaders, FSPCs, CECV leaders and system personnel, international delegates and DEECD personnel.
- A communication strategy has commenced, including an electronic newsletter showcasing school case studies, best practice, websites, resources and research articles.

Barriers to Progress – 1 January 2010 to 30 June 2010

In the government and Catholic school sectors the Family School Partnerships and Extended School Hubs initiatives have not encountered any significant barriers to progress or implementation.

The independent school sector has identified a barrier to progress regarding the engagement of schools and school leaders in the early stages of the introduction of Student Wellbeing and Community Engagement Senior Advisors. This barrier is becoming less problematic as schools become more familiar with the team of Senior Advisors and the expectations of the program.

Support for Indigenous Students – 1 January 2010 to 30 June 2010

In the government sector Koorie students are represented in the enrolment of the schools participating in the Extended School Hub field trials and benefit from the activity within this initiative.

In the Catholic school sector, key partners in the Family School Partnerships initiative include sector and school-based Koorie Education Workers to ensure the needs of Koorie students and their families are supported.

The independent school sector has engaged a Koorie consultant who will work specifically with Koorie students and communities in a five schools with the aim of achieving greater engagement of the Indigenous students and their families in student learning.

Support for other cohorts – 1 January 2010 to 30 June 2010 (Low SES Funded only)

In the Catholic school sector, school communities have commenced forming partnerships with community organisations to better support students and their families from non-English speaking and refugee backgrounds. Emerging partner organisations include Foundation House, Ardoch, CentaCare and Victoria University. Other key partners in the Family School Partnerships initiative include sector and school-based Special Education Coordinators to ensure the needs of students with disabilities are supported.

In the independent school sector the Student Wellbeing and Community Engagement Senior Advisors have been working closely with their schools in establishing local issues, particularly in relation to students with disabilities, from non-English speaking backgrounds and other educationally disadvantaged students. The Senior Advisors have commenced creating links with community organisations and local government services so that improved outcomes can be achieved for these cohorts of students.

Activities you would like to showcase – 1 January 2010 to 30 June 2010

Although implementation is in its very early stages, there have been a number of activities that have taken place as part of reform priority 3 that are examples of best practice. In particular:

- A state-wide Family-School-Community Partnerships Forum with school leaders, Family School Partnership

Convenors, Catholic Education Commission Victoria leaders, system personnel, international delegates and DEECD personnel was held in May 2010. The Forum was a professional learning opportunity which:

- engaged CECV leaders, system personnel, school leaders and Family School Partnership Convenors in discussion and planning;
 - brought together a range of key stakeholders involved in the three-year initiative; and
 - enabled a sharing of best practice and evidence in Family School Community partnerships and the link to student learning outcomes.
- The Extended School Hub field trial is emerging as a showcase activity to address the need for a consolidated and coordinated approach from schools to external organisations. Activities have commenced to coordinate partnerships with business, local government and community based agencies to provide complementary learning programs and services. These programs will build on the capacity of parents to support their child’s learning and will be delivered during, before and after school hours such as learning support, homework clubs, sport, music, other extra-curricular activities and programs.

Section 5 – Milestone Reporting

Reform Priority 1: Leadership and Teacher Capacity (Low SES, Literacy and Numeracy, Teacher Quality)

Part 1 - Milestones not reported/not achieved/partially achieved in Annual Report for 2009

Milestone	Detail of achievement against milestone.	If not achieved or partially achieved, reasons why.	Strategies put in place to achieve milestone
Victoria did not have milestones for 2009	N/A	N/A	N/A

Part 2 - Milestones in Progress Report - (Achieved 1 January 2010 to 30 June 2010)

Milestone	Detail of achievement against milestone.	If not achieved or partially achieved, reasons why.	Strategies put in place to achieve milestone
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Initiative 1: Building leadership capacity (coaching, professional learning)

300 schools participating in professional learning for leadership programs	Milestone achieved Over 300 schools across all sectors have participated in a range of professional learning for leadership programs at local, regional and system levels.		
13 aspiring Principals undertake preparation training in leadership	Milestone achieved There are currently 75 aspiring principals engaged in the <i>Aspiring to Principalship</i> program.		
45 Principals undertake targeted professional development	Milestone achieved Over 45 Principals have undertaken targeted professional development across all sectors.		
Capability tools piloted	Milestone achieved Use of 360° leadership capability surveys with principals and leadership teams.		

Initiative 2a: Building teacher capacity (in school support/coaches)

225 schools supported by a Literacy and Numeracy Specialist	Milestone achieved Over 225 schools across all school sectors have received support from a Literacy and/or Numeracy Specialist.		
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Initiative 2b: Building teacher capacity (professional learning opportunities)

225 schools participating in targeted literacy and numeracy professional learning programs	Milestone achieved Over 225 schools across all school sectors have participated in targeted literacy and numeracy professional learning programs.		
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50 schools participating in professional learning through enhanced professional development processes	Milestone achieved Over 50 schools have participated in professional learning through enhanced professional development processes.		
Initiative 3: Improve school access to high quality teachers			
10 schools with Associates participating in Teach for Australia	Milestone achieved 13 schools have associates participating in Teach for Australia.		
Identify School Centres of Excellence. Develop state-wide guidelines and selection of schools and staff	Milestone partially achieved, timeline revised The development of state-wide guidelines and selection of schools and staff has commenced through preliminary desktop research, literature reviews, the development of a conceptual framework and initial stakeholder consultations. School Centres of Excellence will be identified in the second half of 2010.	There has been a delay in the start of this program due to the need for further consultation.	The guidelines and selection criteria are under development, and School Centres of Excellence will be established in the first half of 2011.
Up to 33 clusters of schools and up to 800 students participating in school-university partnerships	Milestone timeline revised	This initiative forms part of the output from the School Centres of Excellence milestone, currently in development for implementation in 2011.	Clusters of schools and student participation in school-university partnerships will take place once the selection criteria are approved.
Initiative 5: Rewarding Excellence – Teacher Performance Pay			
Trial regions/schools identified for teacher and school rewards and program improvement for teacher performance pay	Milestone achieved Trial regions/schools have been identified for teacher and school rewards and program improvement for teacher performance pay.		
Initiative 6: Pathways into Teaching			
30 participants in Career Change Program	Milestone achieved 30 Career Change trainees have commenced placements in schools.		
50 Special Education teachers trained through scholarships (for pathways into teaching)	Milestone timeline revised Initial consultation has commenced with internal and external stakeholders, and program priorities have been developed.	There has been a 12 month delay in the start of this program due to the need for further consultation.	The program will be further developed and implemented in the second half of 2010. Funds from the 2009/10 FY will be carried forward and the milestone built into 2010/11 and 2011/12.

50 graduates take up Pathways scholarships to take up positions in area of need	Milestone timeline revised Initial consultation has commenced with internal and external stakeholders, and program priorities have been developed.	There has been a 12 month delay in the start of this program due to the need for further consultation.	The program will be further developed and implemented in the second half of 2010. Funds from the 2009/10 FY will be carried forward and the milestone built into 2010/11 and 2011/12.
Five Indigenous education workers access pathways into teaching	Milestone partially achieved, timeline revised Three positions were taken up. An additional Koorie Education Worker has enrolled in study for second semester in the Masters of Teaching.	Take up was lower than anticipated. A contributing factor was the late promotion of this opportunity in 2009. There has also been a 12 month delay in the start of this program in one sector due to the need for further consultation. Initial consultation has commenced with internal and external stakeholders, and program priorities have been developed.	The success of this year's program in the positions taken up should influence decision-making for other potential participants. The first sponsored participants are influential, so it is anticipated that their success will encourage others to apply for 2011. Further promotion of the opportunity provided will start earlier and funds from the 2009/10 FY will be carried forward and the milestone built into 2010/11 and 2011/12.
Five Indigenous candidates supported in teacher education	Milestone partially achieved, timeline revised Three bursaries taken up with all participants successfully completing semester one.	There has been a 12 month delay in the start of this program in one sector due to the need for further consultation. Initial consultation has commenced with internal and external stakeholders, and program priorities have been developed.	An increase in interest is anticipated for 2011 and an appointed Life/Academic coach and Education Officers will be able to assist in seeking out potential candidates for this opportunity. The program will be further developed and implemented in the second half of 2010. Funds from the 2009/10 FY will be carried forward and the milestone built into 2010/11 and 2011/12.

Initiative 7: Wider Workforce Trials

Field trials conducted in 35 government schools to report and evaluate on how schools and their communities can access, organise and use a wider workforce to improve teacher effectiveness	Milestone partially achieved Field trials being conducted in 34 government primary, secondary and special schools.	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 has 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 and capacity.	The school changes will not affect or skew the overall results and findings over the full trial period. Ongoing support is offered to all participating schools in the form of a key central contact for each school, and expert contractors employed to support and guide specific schools as required.
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Part 3 - Milestones that will progress through the 2010 calendar year (with no set milestone date)

Milestone	Detail of achievement against milestone.	If not achieved or partially achieved, reasons why.	Strategies put in place to achieve milestone.
N/A	N/A	N/A	N/A

Section 5 – Milestone Reporting

Reform Priority 2: Recognition & Response to Individual Learning Needs (Low SES, Literacy and Numeracy)

Part 1 - Milestones not reported/not achieved/partially achieved in Annual Report for 2009

Milestone	Detail of achievement against milestone.	If not achieved or partially achieved, reasons why.	Strategies put in place to achieve milestone.
Victoria did not have milestones for 2009	N/A	N/A	N/A

Part 2 - Milestones in Progress Report - (Achieved 1 January 2010 to 30 June 2010)

Milestone	Detail of achievement against milestone.	If not achieved or partially achieved, reasons why.	Strategies put in place to achieve milestone.
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Initiative 8: Improved monitoring of student performance

350 schools utilising intervention tools to monitor student performance	Milestone partially achieved, timeline revised 303 Victorian schools across all sectors are utilising intervention tools to monitor student performance.	In the January 2010 – June 2010 period, schools have focussed on implementing a range of NP initiatives dependent on identified need. This has meant that for some, a focus on improved monitoring of student performance has been deferred until the 2010/11 milestone period.	In 2010/11, NP schools will be supported to ensure that they monitor individual student performance using approved diagnostic tools.
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Initiative 9: Timely student intervention or support

250 schools providing literacy and/or numeracy interventions for identified students	Milestone achieved Over 250 Victorian schools across all sectors have provided literacy and/or numeracy interventions for identified students.		
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Part 3 - Milestones that will progress through the 2010 calendar year (with no set milestone date)

Milestone	Detail of achievement against milestone.	If not achieved or partially achieved, reasons why.	Strategies put in place to achieve milestone.
N/A	N/A	N/A	N/A

Section 5 – Milestone Reporting

Reform Priority 3: School-Community Engagement & Extended Schools (Low SES, Literacy and Numeracy)

Part 1 - Milestones not reported/not achieved/partially achieved in Annual Report for 2009

Milestone	Detail of achievement against milestone.	If not achieved or partially achieved, reasons why.	Strategies put in place to achieve milestone.
Victoria did not have milestones for 2009	N/A	N/A	N/A

Part 2 - Milestones in Progress Report - (Achieved 1 January 2010 to 30 June 2010)

Milestone	Detail of achievement against milestone.	If not achieved or partially achieved, reasons why.	Strategies put in place to achieve milestone.
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Initiatives 10 & 11: Enable and enhance the capacity of families to be engaged in learning, and enable and strengthen school-community/business partnerships to maximise learning opportunities and outcomes to extend schools

70 schools participating in extended school and family engagement models	Milestone achieved Over 70 Victorian schools across all school sectors have participated in extended school and family engagement models.		
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Part 3 - Milestones that will progress through the 2010 calendar year (with no set milestone date)

Milestone	Detail of achievement against milestone.	If not achieved or partially achieved, reasons why.	Strategies put in place to achieve milestone.
N/A	N/A	N/A	N/A