



Australian Government



SMARTER SCHOOLS NATIONAL PARTNERSHIPS

**INTEGRATED REPORTING
COVERING
IMPROVING TEACHER QUALITY
LOW SOCIO-ECONOMIC STATUS SCHOOL COMMUNITIES
LITERACY AND NUMERACY**

**Victoria
Annual Report for 2012**

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Section 2	<i>Summary of Improving Teacher Quality NP Progress</i>
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Section 9	<i>State Performance Measures</i>

INTRODUCTION

The 2012 Annual Report covers Smarter Schools National Partnership (SSNP) funded activity from 1 January 2012 to 31 December 2012.

The Annual Report focuses on key highlights and achievements, case studies and achievement against performance measures. The report also provides important information on SSNP funded activities to support the improvement in educational outcomes for Aboriginal and Torres Strait Islander students.

The Report provides an opportunity for states and territories to highlight effective reforms supported by data and evidence, as well as to showcase successful strategies that are having an impact on improving educational outcomes for participating schools and students in a range of environments and contexts.

The 2012 Report includes a Co-investment Report in Section 7.

STRUCTURE OF THE REPORT

The Annual Report has 10 sections, with detailed instructions provided in each section.

- Section 1 - Smarter Schools National Partnerships – Impact
- Section 2 - Summary of Improving Teacher Quality NP Progress
- Section 3 - Leadership and Teacher Capacity
- Section 4 - Recognition and Response to Individual Learning Needs
- Section 5 - School-Community Engagement and Extended Schools
- Section 6 - Research and Evaluation
- Section 7 - Co-investment Report
- Section 8 - Performance Indicators for Identified Cohorts

Section 9 - State Performance Measures

Sections 1 to 5 will provide a narrative description of the progress to date for each Reform Area. It is expected that input in these sections will include qualitative and quantitative information, as appropriate.

Section 7 is for reporting NP co-investment.

Section 8 sets out performance indicators relating to Clause 20 of the Low SES NP Agreement which provides for reporting on outcomes for identified student cohorts.

Section 9 lists state/territory based performance measures identified in the state/territory Bilateral Agreement/Final Implementation Plan.

Note:

1. Where quantitative information is included, the information should be clearly specified as:
 - Accrued during the reporting period, e.g. 2012 calendar year
 - A cumulative number accrued over more than one reporting period (please specify).
2. When the Bilateral Agreement and Victorian Implementation Plan (VIP) were negotiated between Victoria and the Commonwealth Department of Education, Employment and Workplace Relations, agreement was reached that throughout the life of the VIP, Victoria would be required to report on facilitation and reward milestones only in the October Progress Reports. The Annual Report for 2012 therefore contains no milestone reporting.

DUE DATE

The SSNP Annual Report for 2012 is due to be submitted to DEEWR by **30 April 2013**.

SUBMISSION

Please provide your report to DEEWR via the NPIWG Secretariat mailbox at:
NPSecretariat@deewr.gov.au

In order to meet web accessibility standards, DEEWR requires reports in Word format and PDF format for publication on the Smarter Schools National Partnerships website.

Section 1 – Smarter Schools National Partnerships – Impact

Impact of Key Reform Strategies

Building teacher capacity through peer observation

A primary school in the former Northern Metropolitan Region has worked in a systematic and targeted way to build teacher capacity around teacher practice through peer observation. Using the *Powerful Learning Strategy*, the *e⁵ Instructional Model* and *Curiosity Strategy* as frameworks, the school has focused on defining excellent teacher practice and how it improves teaching, learning and student achievement. To ensure a common understanding of the strategy and frameworks they have conducted whole school workshops and established a triad (peer observation) structure and process. To support the process, protocols have been established collaboratively with teachers in order to build trust and enable honest and productive conversations. The process enables the teachers and coach to observe each other in the classroom and later have valuable conversations around professional practice, giving each other non-judgemental feedback.

The peer observation has become a highly structured process which involves an initial briefing with the three teachers participating and a teaching and learning coach to define each teacher's focus for the lesson. Teaching and observation is then undertaken before the teachers come back together with the coach for a debrief session in which each observer highlights five observations of teacher practice for each teacher. This is followed by a discussion about the feedback using the frameworks before each teacher reflects on the specific area of teacher practice they wish to develop, locating themselves on a continuum and setting goals for development. The teaching and learning coach then works with teachers in their classrooms, at times modelling teaching practice for them and sometimes collaboratively teaching with them. At all times during these sessions there is discussion about what the teacher is doing and how that may be improved to build teacher capacity and improve student learning.

As a result of this work, the leadership team and teachers agree that over time the focus on teacher practice and pedagogy has become embedded in the work of teacher teams. Teachers are more comfortable and confident about asking for and receiving feedback and supporting each other in their professional growth and development. Teacher practice has become much more explicit and focused and the 2012 NAPLAN results indicated that the school has achieved at or above state growth for Years 3 to 5 in Reading, Writing and Numeracy.

Improved monitoring of student performance information

Good Shepherd College is a Literacy/Numeracy SSNP Prep – Yr12 co-educational Lutheran school of 120 students in the regional city of Hamilton.

Good Shepherd College has been using Individual Learning Plans for a few students for some years, and at the beginning of the 2012 school year, after consultation with *Smarter Schools* National Partnerships (SSNP) Advisors, they appointed a Learning Support Teacher (LST) and instituted individual learning plans for four of the 80 secondary students. The LST brought primary school experience to the role which included coordination of educational outcomes along with welfare and pastoral responsibilities. The LST coordinated with the students' classroom teachers and parents to ensure that there was a shared understanding of the students' family circumstances and the expectations for improved learning outcomes. The parents were given access to their student's assessment data, and they were clear about the teachers' achievement priorities for the student.

Maintaining communication between school and parents is not so readily achieved in secondary years, so a formal meeting schedule was established at the beginning of 2012. Parents, LST and teachers met each term to build rapport, review progress and to set goals for the coming term. Teachers valued the opportunity to understand the particular issues that students were facing outside school, and parents appreciated being part of the school planning team.

Individual learning plans are being used at 31 SSNP schools for students at risk in the independent sector, including Worawa Aboriginal College, where all students have their own learning plans informed by their Brigance entry testing.

Community Classrooms: Building Teacher Capacity

Community Classrooms is one of several Family School Partnership projects in the Archdiocese of Melbourne. When it commenced in 2010 it involved four primary schools across two 'cluster' areas (Epping and Hume) and eight teachers. In 2012, with the support of Family School Partnership Convenors and school leaders, it has been adapted and expanded to include nine schools and 27 teachers across three cluster areas (Epping, Hume and Yarra).

As a strategy, the focus of *Community Classrooms* is on building learning relationships with families through every day practices rather than through specific programs or projects. Teacher outreach to parents has been found to correlate with strong and consistent gains in student learning outcomes, therefore the focus of *Community Classrooms* is on building teacher capacity to confidently partner with parents.

At a classroom level multiple benefits for teachers, parents and students are emerging, with evidence of:

- stronger and more positive relationships between teachers, families and students
- greatly increased parental participation in learning activities at home and at school
- increased parental confidence in engaging with their children's learning.

Early indications of contributions to student learning are also promising. At St. Pius X, West Heidelberg, for example, junior teachers reported outstanding and unprecedented improvement in children's oral language development, the focus of their *Community Classrooms* strategies in 2011. While at St. Stephen's, East Reservoir the Prep teacher noted gains in student reading levels that 'exceeded expectations' after offering a program of learning activities for families.

The effectiveness of *Community Classrooms* relies heavily on the professional learning and reflective practice of participating schools and teachers, along with their readiness to try new approaches, take risks, be innovative, engage in action research and share their learning's with colleagues and peers. The professional learning model for *Community Classrooms* is showing strong promise as an effective catalyst and enabler for teachers to confidently work in partnership with families.

Evaluation processes involving all stakeholders in *Community Classrooms* between 2010 and 2012, offer both new and confirmed insights into professional learning practices that will assist schools to effectively partner with parents. A summary of these findings are outlined below:

- a school's capacity to engage parents is intrinsically linked with the motivation, skills and everyday practices of classroom teachers
- school staff need tools and development opportunities if they are to build their capacity and confidence to meaningfully engage families
- clusters comprising small groups of teachers, across several school settings, provide an

effective forum and structure for building teacher capacity and for sharing best practice in community engagement

- professional learning for effective capacity building amongst teachers must be multi-faceted and enable regular reflective practice, access to high-level expert input, and the celebration and recognition of achievement
- teacher capacity building needs to be meaningfully resourced on a sustainable basis if it is to succeed
- project-based approaches taken by schools are less effective than approaches which are smaller in scale, integrated into everyday classroom activities and teaching practice, and tailored to the unique school environments and community members
- school leaders need to ensure that partnering with families is part of the core business of schools; it needs to be promoted and modelled from the top.

Community Classrooms continues to be a key strategy in the Catholic Education Office Melbourne (CEOM) Family School Partnerships initiative. In 2013, a resource will be developed to provide more detailed information about the Community Classrooms model and building teacher capacity. Through case studies it will provide advice about steps to be taken and supporting structures that need to be in place to develop and sustain effective family engagement practices.

Section 2 – Improving Teacher Quality

Progress against TQNP Facilitation Reforms – 1 January to 31 December 2012

National Professional Standards for Teachers

Under the VIP, this facilitation reform is addressed by **Initiative 3: Improve School Access to High Quality Teachers** and **Initiative 4: National Standards Sub-Group**. Progress under these initiatives is covered in greater detail in *Section 3 - Reform Area 1: Leadership and Teacher Capacity*.

Government Sector

In 2012 teachers participating in the *National Teacher Standards in Practice* project were involved in examining an evidence-based process to support them to identify and demonstrate how their practice involving students, colleagues and the school community directly impacted on improved student outcomes. The project (discussed at more length in *National Certification of Accomplished and Lead Teachers* below) is a cross-sectoral project between the Department of Education and Early Childhood Development (DEECD), the Catholic Education Commission of Victoria (CECV), Independent Schools Victoria (ISV), and the Victorian Institute of Teaching (VIT), to develop a consistent approach to the certification of highly accomplished and lead teachers. An evaluation of this project has been carried out to inform future implementation.

The *Teacher Mentor Support Program*, targeting mentors of beginning teachers, was refined to reflect the modified registration process. The two day program has been delivered by DEECD in collaboration with the VIT to over 500 mentors across the state.

Along with other states and territories, Victoria has adopted the *Australian Professional Standards for Teachers* (APST) and is supporting the VIT. The VIT modified existing processes for full registration to align with the national process. Support materials were also prepared to assist provisionally registered teachers to meet proficient standards for full registration.

Catholic Sector

CECV continued to liaise with the VIT as a key stakeholder regarding the implementation of nationally consistent requirements for teacher registration.

The Catholic sector worked collaboratively with the Australian Institute for Teaching and School Leadership (AITSL) in the development and collation of materials to support the implementation of the APST. This included the development of *Illustrations of Practice*, a resource which demonstrates, via video format, authentic modelling of the APST. CECV and AITSL will continue to work closely to further develop and extend both primary and secondary Catholic schools' input into developing *Illustrations of Practice* that relate to the implementation of the teacher standards.

National Certification of Accomplished and Lead Teachers

Government Sector

The objective of the *National Teacher Standards in Practice* project was to model a scalable certification process to examine the rigour and feasibility for teachers in demonstrating the Australian Teacher Standards. The project is based on a trial conducted by the CECV in partnership with the VIT during 2010 and 2011. This project builds on the outcomes of the trial where a student improvement focused evidence-based model was developed with a small number of teachers from Catholic primary

and secondary schools across Victoria.

This expanded project sought to elicit more detail on the scalability of the model. The certification process was implemented in the context of the AITSL's nationally consistent approach to the certification of highly accomplished teachers.

In addition, DEECD has provided feedback to AITSL on the *Draft Proposal for a Nationally Consistent Approach to the Certification of Highly Accomplished and Lead Teachers*.

An evaluation of the National Standards in Practice project was conducted to respond to:

- the effectiveness of the processes of the 2012 pilot program, including the case study, assessor visitation and the role of the VIT as the overseeing body
- the effectiveness of the communication materials and training offered to teachers and assessors by the VIT and employer sectors
- whether the 2012 process is reliable and consistent in the assessment of highly accomplished teaching.

The evaluation reported a positive response from participants about the role of the VIT and the support provided.

In addition, the evaluation highlighted the need for a more structured approach to the process and tasks required of candidates and assessors. This will support valid and reliable judgements of teacher quality. More training was required for both assessors and candidates. Assessors expressed concern about the reliability of their own judgement for a number of reasons and many mentioned that two assessors would be more desirable.

Catholic Sector

Following the successful implementation of the Phase 1 trial, the CECV in partnership with the VIT commenced Phase 2 of the Pilot Project *Quality Teachers in Practice Project*. The expanded cross-sectoral initiative trialed a scalable model for identifying and acknowledging highly accomplished teachers, referenced to National Standards and aligned with the certification process for identifying highly accomplished teachers. Early feedback affirmed the benefits derived from teachers receiving feedback on their case studies, with further advice pending from the Victorian Government on the process to be adopted for the certification of highly accomplished teachers.

Nationally Consistent Registration of Teachers

Under the VIP, this facilitation reform is addressed by **Initiative 4: National Standards Sub-Group**. Progress under this initiative is covered in greater detail in *Section 3 - Reform Area 1: Leadership and Teacher Capacity*.

The VIT developed transition arrangements for the implementation of the nationally consistent approach and continued to work with AITSL in regards to implementation. The VIT consulted with key stakeholders in Victoria and will be forming a working group to ensure a smooth transition to the nationally consistent approach.

Catholic Sector

CECV continued to liaise with the VIT, as a key stakeholder regarding the implementation of nationally consistent requirements for registration of teachers.

National Accreditation of Pre-service Teacher Education Courses

Under the VIP, this facilitation reform is addressed by **Initiative 3: Improve School Access to High Quality Teachers** and **Initiative 4: National Standards Sub-Group**. Progress under these initiatives is covered in greater detail in *Section 3 - Reform Area 1: Leadership and Teacher Capacity*.

Government Sector

The National Initial Teacher Education Advisory Committee (NITEAC) was established by AITSL in the first half of 2011 to advise on initial teacher education matters generally and national accreditation in particular and is overseeing the implementation of the National Standards for accreditation of initial teacher education courses including the development of guidelines, design and delivery of training for assessment panels and monitoring of the impact on teacher supply. DEECD represented the Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee (AEEYSOC) on the NITEAC as one of two AEEYSOC representatives.

The NITEAC Initial Teacher Education Professional Experience Project working group oversaw the development of professional development materials for mentors and supervisors of initial teacher education students to improve the quality of school experience. DEECD was also a participant in this working group.

Catholic Sector

The *Bachelor of Education Multi-Modal Pilot* is a four year project (2010 – 2013) which provides sustained, authentic, rich opportunities for teacher development. It is aligned with the 4-year Bachelor of Education course at the Australian Catholic University (ACU). Features of the Multi-Modal Pilot contribute to the ability of pre-service teachers to connect theory to practice.

Professional Development and Support for Principals

Under the VIP, this facilitation reform is addressed by **Initiative 1: Building Leadership Capacity**. Progress under this initiative is covered in greater detail in *Section 3 - Reform Area 1: Leadership and Teacher Capacity*. A separate progress report for Principal Professional Development is located following this section.

Government Sector

The Coaching for the Principal Class program was completed at the end of 2012; however there are plans to extend a number of coaching sessions into 2013. The program aims to further develop the

leadership capabilities of principals in their first three years of the role by providing them with access to individual coaching at the school level. Overall, 135 assistant principals, 50 principals, 12 acting principals and one leading teacher have participated over two cohorts, the first commencing in November 2011 and the second in February 2012.

Teachers and leaders in NP schools were given priority to participate in leadership coaching and professional learning programs offered through the Bastow Institute of Educational Leadership (Bastow).

The *Principal Preparation Program* funded 40 six-month internships over three years for high potential principal aspirants. Under the program, participants engaged in a professional learning program and a principal placement in a host school.

Catholic Sector

The CEOM Change2 ICON Principal's Briefing, was successfully held on 17 August 2012 with 250 Principals, School Leaders and CEOM Staff in attendance. Principals submitted term preferences for Change2 implementation and the information has been entered into a database to track the involvement of all CEOM schools over time.

The *Change2 ICON* project approach provides professional development and support for principals. Originating in the United Kingdom and created by Dame Pat Collarbone of Creating Tomorrow; the project was designed to thoroughly test the process for bringing about system wide change and has been adopted extensively over the last 10 years.

Improved Performance Management and Continuous Improvement in Schools

Under the VIP, this facilitation reform is addressed by **Initiative 2B: Building Teacher Capacity**. Progress under this initiative is covered in greater detail in *Section 3 - Reform Area 1: Leadership and Teacher Capacity*.

Government Sector

The *Primary Mathematics Specialists* initiative concluded in 27 schools in 2012. To support sustained change in schools beyond the life of the initiative, a final grant was provided to participating schools. Findings and recommendations from the external evaluator informed the development and implementation of the *Primary Mathematics and Science Specialists* initiative (2012-2015).

A total of 272 beginning teachers participated in the *Supporting New Teachers' Practice Program* (formerly the *Preliminary Training and Induction for New and Beginning Teachers* program) The program supports the needs of first year teachers.

DEECD's *Digital Content Strategy* focuses on the development of high quality blended learning and teaching digital content (eBookboxes) through the active engagement of networks, clusters and schools. In 2012, schools around the state worked on elaborating eBookboxes for publication on the Ultranet.

Catholic Sector

Emerging evidence affirms that participation in the *re:th!nk Aspiring to Principalship Program* had a positive impact on applications for principal positions. In 2012 a total of 79 participants, 42 in year 1 and 37 in year 2, received three rounds of 360 degree collegial feedback, providing an insight into their leadership capability, style and influence on the work culture of a school.

The *Enhancing Leadership Team Capacity* program progressed with Leadership Teams continuing to foster the opportunity to objectively review their leadership capabilities, based on feedback utilising the CEOM 360 leadership tools and drawing on data to implement contextually specific action plans.

The ongoing provision of *Leadership Coaching* for principals supported them to strategically focus on their work, improving the opportunities and outcomes for both their school community. The strengths and benefits of the coaching model continued to be affirmed across the dioceses during 2012.

New Pathways into Teaching

Under the VIP, this facilitation reform is addressed by **Initiative 3: Improve School Access to High Quality Teachers** and **Initiative 6: Pathways into Teaching**. Progress under these initiatives is covered in greater detail in *Section 3 - Reform Area 1: Leadership and Teacher Capacity*.

Government Sector

A total of 65 schools and approximately 1000 pre-service teachers in 14 clusters (seven centres) participated in the *School Centres for Teaching Excellence* (SCTE) across 2011 and 2012. The SCTE were established to reconceptualise the manner in which pre-service teacher education is delivered and experienced.

The *Teach for Australia* program continued to provide a pathway into teaching designed to prepare high calibre graduates, from all degree disciplines, for teaching in disadvantaged schools:

- Cohort 1 associates completed their involvement in the two year program, with 58 gaining employment as teachers for 2012

- Cohort 2 associates also completed their two year participation in the program, with an increased retention rate of 70 per cent remaining in teaching.
- 24 Cohort 3 associates began their two-year placements in January 2012.
- 40 Cohort 4 associates were placed in 17 schools and commenced their initial intensive on the 26 November 2012.

Catholic Education

Since 2011 CEOM has partnered with *Teach for Australia*, hosting seven Associates in Catholic schools in the Archdiocese of Melbourne. Participation in this program has been widely affirmed, with associates highly regarded as assets in their schools, making a distinctive contribution especially to the students in their care.

Better Pathways into Teaching

Under the VIP, this facilitation reform is addressed by **Initiative 3: Improve School Access to High Quality Teachers** and **Initiative 6: Pathways into Teaching**. Progress under these initiatives is covered in greater detail in *Section 3 - Reform Area 1: Leadership and Teacher Capacity*.

The *Career Change Program* enables suitably qualified professionals with relevant experience to undertake teacher education while employed as trainee teachers:

- 84 trainees over three intakes (2010, 2011 and 2012) were recruited to teach in hard-to-staff subject areas, predominantly technology studies, mathematics and science.
- 29 of the 2010 intake of trainees have completed their courses and are now qualified teachers in their host school.
- Of the 2011 intake, 29 completed their studies in December 2012, two are expected to finish in mid-2013 and one has deferred.
- Nineteen of the 2012 intake have completed the first year of study and will start their final year of study and work in 2013, while one has deferred.

The *Graduate Pathways program* provides outstanding eligible graduates with scholarships to complete a teaching qualification focusing on a subject area of need and additional benefits to attract recipients to accept employment in a government priority school. Fifty scholarships were awarded in 2009–10, 40 in 2010–11 and 43 in 2011-12, with the latter commencing study in 2012.

The *Incentives for Extended Service in Priority Schools* program focuses on the retention of high-quality teacher graduates in priority rural schools which traditionally experience significant difficulties in attracting and retaining suitably qualified graduate teachers in some teaching speciality areas. A total of 104 graduate teachers were accepted into the program, exceeding the program target of 100. Of these, 99 remain active following five withdrawals.

The *Indigenous Education Workers Career Enhancement (IEWCEP)* and *Indigenous Scholarships programs* aim to increase the supply of Indigenous teachers, and will enable Indigenous people to become fully qualified teachers at the completion of their courses. The IEWCEP targets Year 12 graduates and current workers wishing to become teachers.

The two Indigenous initiatives have a total of 26 scholarship holders with seven graduates to date. Of these, 18 are undertaking primary teaching with the remaining eight undertaking a secondary course. Participants are attending six universities with the majority enrolled at Deakin University. Nineteen of

the scholarship holders are located in rural Victoria. It is anticipated that by 2013 over half will complete their studies, with the remaining students finishing their studies by 2015.

To address the shortage of qualified special education teachers, *special education scholarships* were offered to enable current and graduating teachers to complete an approved teaching qualification in special education. A total of 158 scholarships were awarded, with 80 awarded in the 2011 intake and 78 in the 2012 intake. The majority of scholarship recipients are due to complete their studies in 2013 (2011 intake) and 2014 (2012 intake). 13 from the 2011 intake have already completed their studies.

Catholic Sector

Sponsored Study continued for four Koorie Education Workers (KEWs) representing 25 per cent of KEWs employed in Catholic schools, with four additional Year 12 Indigenous students continuing their tertiary studies in education.

Improved Quality and Availability of Teacher Workforce Data

Government Sector

Victoria continued to chair of the National Teaching Workforce Dataset Working Group (NTWD), and oversee the implementation of the Working Group's two key projects: the establishment of an initial dataset; and a national longitudinal teacher workforce study.

In addition to its role as chair, Victoria took was responsible for:

- managing both the contracts with Ernst & Young (on the dataset project) and Deakin University (on the longitudinal study), to monitor successful delivery of agreed outputs and also to mitigate any risks and issues, as well as providing a facilitation role, where necessary
- organising and chairing regular Working Group meetings to discuss and decide on critical decisions relating to the two projects
- organising monthly meetings of sub-groups to oversee the detailed implementation of the projects
- liaising with key stakeholders and Working Group members to ensure effective communication on major issues and to support data collection.
- organising and facilitating NTWD Stakeholder Data Reference Group meetings on a quarterly basis.
- leading the Working Group's contribution of the planning of Staff in Australia's Schools 2013 survey, the planning and implementation of the Teaching and Learning International Survey 2012 and the Productivity Commission inquiry into the schools workforce.

Indigenous Education Workforce Pathways

In the Government sector, the *Indigenous Education Workers Career Enhancement program* and the *Indigenous Scholarships program* aimed to increase the supply of Indigenous teachers and enable Indigenous people to become fully qualified teachers. For more information see **Initiative 6: Pathways into Teaching** in *Section 3 - Reform Area 1: Leadership and Teacher Capacity*.

Professional learning was provided to teachers to build their capacity in the writing and continued use of individual education plans and individual learning goals for Koorie students. In some regions, this focused on the implementation of the Koorie Education Learning Plan (KELP), an online tool for parents, teachers and students to work together to improve outcomes for Koorie students. This was supported by the Koorie engagement support officers. For more information see **Support for Aboriginal and Torres Strait Islander Students – 1 January to 31 December 2012** in *Section 3 - Reform Area 1: Leadership and Teacher Capacity*.

Catholic Sector

Sponsored Study was provided to four Koorie Education Workers (KEWs) representing 25 per cent of KEWs employed in Catholic schools and to four Year 12 Indigenous students who commenced their teaching qualifications in 2010 and are continuing their tertiary education; with three of the four KEWs working in Low Socio Economic SSNP Schools.

Quality Placements

Catholic Sector

The *Bachelor of Education Multi Modal Project* aligned with the 4-year Bachelor of Education course, strengthening the foundation for a strong teaching profession, through the provision of a high quality and innovative pre service education model. Preliminary outcomes from the research affirmed this approach as being mutually beneficial for both students and host schools alike.

ACU and the CEOM continued to explore further opportunities to build the capacity of pre-service teachers through the *Partnerships in Learning: Enhancing Quality Teaching* pilot project.

The pilot project enhanced pre-service teacher education by providing a deeper understanding of rich and diverse school communities and the importance of family-school-community partnerships for maximising wellbeing and achievement. 13 pre-service teachers have worked with one of seven Low SES school communities over a period of two years.

School Centres of Excellence

The SCTE are covered in greater detail by **Initiative 3: Improve School Access to High Quality Teachers** in *Section 3 - Reform Area 1: Leadership and Teacher Capacity*.

A total of 65 schools and approximately 1000 pre-service teachers in 14 clusters (seven centres) participated in the SCTE across 2011 and 2012.

Progress towards meeting TQNP Reward Reforms

Improved Pay Dispersion

Independent Sector

The Rewarding High Quality Teachers (RHQT) model was completed in 2011.

Independent schools were offered the opportunity to share alternative models of rewarding high performing teachers with other schools in 2012.

Each independent school has the capacity to negotiate individual Agreements and determine its own model to reward quality teaching.

Increased school-based decision making

Independent Sector

Principals in the independent sector have traditionally had the ability to make their own decisions about recruitment, staffing mix and budgetary matters.

The Development Centre at ISV offered an extensive professional learning program to assist school leaders to continue building their skills and their awareness of current educational issues. Regular Briefings were held in 2012 to keep principals abreast of management issues, government policy, and legislative and statutory requirements.

Sixteen principals new to their roles participated in an eight-day ISV program conducted throughout 2012 to assist them develop leadership and decision-making skills.

Principal Professional Development

Description of Activity	Milestones 2012	Progress against milestones to date
<i>Where appropriate please address the principles for use of funding as included in the relevant section of the Implementation Plan.</i>	<i>List milestones as stated in the Implementation Plan</i>	<i>Please report all activity undertaken against each milestone to date, clearly stating whether the milestone has been achieved, in progress or delayed.</i>
<ul style="list-style-type: none"> • The Dare to Lead Developing Quality leaders program - this program will provide support to school leaders through collegial snapshots and situational analyses to lead improved outcomes for Koorie students • What Works partnership program - this program will enable principals and their leadership teams to work with a facilitator to develop an action plan for improved engagement of Koorie students • The Stronger Smarter Leadership program - this program will enable participants to develop their capacity to lead school communities to improve educational outcomes for Koorie students. 	By October 2012, up to 100 leaders enrolled in professional learning programs focused on improving outcomes of Aboriginal and Torres Strait Islander students by gender, location and sector.	The milestone has been achieved , as reported in the 2012 Progress Report.
<ul style="list-style-type: none"> • Initiative 1: Implementing the Australian Curriculum - A four-module program will be specifically designed to focus on implementation including whole school curriculum and assessment planning, subject based teaching and learning, teaching and assessing general capabilities and integrated teaching and learning programs. <p>This program will be complemented by two intensive modules:</p> <ul style="list-style-type: none"> • Initiative 2: Australian Curriculum – Leading Curriculum and Assessment – this program will develop the skills of leaders to make solid 	By October 2012, up to 300 leaders enrolled in professional learning focused on implementation of the Australia curriculum by gender, location and sector.	The milestone has been achieved , as reported in the 2012 Progress Report.

<p>auditing, planning and development decisions and sustain an ethic of continuous improvement in practice.</p> <ul style="list-style-type: none"> • Initiative 3: Australian Curriculum – Leading Instructional Practice - this program will focus on developing principals’ knowledge and skills to build and sustain a culture of continuous improvement in instructional practice amongst the teachers in their schools and lead the implementation of the Australian curriculum. • Initiative 8: Australian Curriculum - Leading Curriculum and Cultural Change – this program will enhance principals’ capability to embed Studies of Asia and intercultural understanding in curriculum across the learning areas. • The Implementing the Australian Curriculum program will run across the Catholic and independent sectors. The Leading Instructional Practice and Leading Curriculum and Assessment modules may be available to the Catholic and independent sectors on a cost recovery basis following the delivery of the program to government leaders. 		
<ul style="list-style-type: none"> • Initiative 5: Leadership for Specialist Schools – this program will equip current and emerging leaders of specialist schools with the knowledge and skills to perform a range of leadership functions including managing and developing people and establishing cultures that support collaboration parents within the context of a specialist school. • Initiative 6: Online course development – focus area Leading Literacy – this program will provide a platform for professional 	<p>By October 2012, up to 200 leaders enrolled in leadership programs focused on developing their capacity to deliver effective strategic leadership and operational management by gender, location and sector.</p>	<p>Achieved</p> <ul style="list-style-type: none"> • Initiative 5: Leadership for Specialist Schools – 35 principals, assistant principals and senior teachers were enrolled in a pilot of the <i>Specialist School Leaders</i> program in 2012. Due to the successful completion of the pilot, 40 participants are enrolled in a 2013 intake of <i>Specialist School Leaders</i>. Breakdown of participants in pilot: Gender: 25 female and 10 male Location: Participants are from the following regions: <ul style="list-style-type: none"> o Barwon South West Region - 1

learning that breaks down the barriers of distance. The initiative will create capacity to form an online community of practice in the first instance to assist participants to create the conditions necessary to improve literacy practice in their schools.

- **Initiative 9: Online Tutorials in Financial Management** – this program will enable the provision of training at time of need. These tutorials will develop current and emerging leaders knowledge and skills to effectively allocate and strategically align resources including human, financial and physical resources critical to the achievement of school strategic plan goals.
- **Initiative 10: Healthy Schools are Effective Schools** – this program will equip leadership teams with the skills to analyse available data and develop and facilitate processes and resources designed to improve school climate.
- **Initiative 11: Risk Management in School Strategic Planning** – this program will develop participants’ knowledge and skills in risk management including risk identification and strategies to address and treatments to mitigate risk.
- **Initiative 12: - School Workforce Planning** – this program will build the capacity of current and emerging principals to develop workforce strategies and options and enable their operational management of human resources to be aligned with strategic school improvement.

- o Eastern Metropolitan Region - 7
- o Gippsland Region - 2
- o Grampians Region - 0
- o Hume Region - 2
- o Loddon Mallee Region - 2
- o Northern Metropolitan Region - 6
- o Southern Metropolitan Region - 9
- o Western Metropolitan Region – 6.

Sector: Government

- **Initiative 6: Bastow: online course development** – focus area Leading Literacy - A pilot course, *Teaching Students to Read for Understanding* (May – October 2012) was delivered to 30 participants from May to October 2012 to build the functionality of the Learning Management System (LMS) to host *Leading Literacy* online in 2013. Due to the successful pilot and development of the Learning Management System, 44 participants are enrolled in a 2013 intake of *Teaching Students to Read for Understanding*. 40 participants are also undertaking Bastow’s *Leading Literacy* course that utilises the resources developed under this initiative. Further intakes are being sourced.

Breakdown of participants from pilot course:

Gender: 25 female and 5 male

Location: Participants are from the following regions:

- o Eastern Metropolitan Region - 5
- o Gippsland Region - 5
- o Hume Region - 7
- o Loddon Mallee Region – 13.

Sector: Government

- **Initiative 9: Online Tutorials in Financial Management** - two video modules have been prepared, three more are in development and request for quote processes are underway for another two.

Breakdown of DVD distribution:

DVDs distributed

	Male	Female	Total
North East Vic	4	8	12

North West Vic	9	6	15
South East Vic	7	15	22
South West Vic	14	7	21
Total	34	36	70

Sector: Government

- **Initiative 10: Healthy Schools are Effective Schools facilitated intervention approach** – The implementation of a pilot designed to inform DEECD of new developments in workplace climate strategy has been completed. A contractor will be tendered to develop an online resource for school leadership teams which will provide guidance on improving workplace climate. Following the development of the online resource, training modules will be developed and delivered as an important DEECD initiative for the professional development of principals and their leadership teams.

Breakdown of participants from pilot:

Location: The schools taking part in the pilot project are Northcote High School, Sunshine PS, Werribee PS, Lalor East PS, McLeod P-12, Staughton SC and Rosamond SS.

Sector: Government

- **Initiative 11: Risk Management in School Strategic Planning** – A number of introductory training sessions have been delivered to around 300 principal class officers. Additionally in-depth workshops have been held with around 30 principals focused on risk management and exploring options for the delivery of specific strategic risk management for schools. An approach has been identified to develop and deliver additional modules for Bastow's *Principal Preparation Program* linked to a strategic planning module. In the future regional seminars or cluster meetings may be held where demand warrants them.

Sector: Government

- **Initiative 12: School Workforce Planning** - A pilot program has been undertaken and the training program and resources developed will be modelled on the outcomes of the pilot program. Progress on the development of school workforce dashboards has continued and these are expected to be available from March 2013. A School Workforce

		<p>Planning Template and additional information on how to undertake workforce planning has been provided to principals via DEECD's HR webpage. The template will feature in the training program and connect with other learning resources developed. No enrolments have occurred in the program as it is in development and expected to commence from Term 2, 2013.</p> <p>Sector: Government</p>
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Section 3

Reform Area 1: Leadership and Teacher Capacity

2012 Significant Achievements/ Highlights – 1 January to 31 December 2012

The Victorian Government outlined its vision for a high quality teaching profession in the *New Directions for School Leadership and the Teaching Profession* discussion paper and, more recently, the *Towards Victoria as a Learning Community* position paper. This paper sets out a range of strategic, school-based reforms that will be pursued to support achievement of the Victorian Government's education goals, including preparing and supporting principals to lead professional practice and develop and manage a quality workforce.

A focus on building and strengthening leadership and teacher capacity was once again evident across Victoria's three schooling sectors in 2012. Leadership capacity has been developed through coaching, mentoring, feedback, observation and knowledge sharing. The capacity of teachers to deliver improved student learning outcomes has been developed through a range of programs aimed at strengthening instructional practice, fostering content knowledge and building capacity to differentiate teaching and learning for different student needs. Some of these programs have provided targeted support to teachers at particular stages of their careers, including pre-service teachers, first year teachers and teachers moving into leadership positions.

- The *Coaching for the Principal Class* program has further developed the leadership capabilities of principals in their first three years of the role by providing them with access to individual coaching at the school level. Overwhelmingly, coaches have reported that participants' leadership skills have developed, with tangible gains achieved across the domains of educational, technical, human, cultural, and symbolic leadership. Feedback from participants and coaches has also highlighted that the program has developed participants' ability to identify the key strategic needs of the school in both the short and long term and instilled in them the confidence to implement desired strategies for self-improvement and school improvement.
- In August 2012, footage compiled at the first *Supporting New Teachers' Practice Program* workshop was showcased at the Australian Education Ministers' 2012 Biennial National Education Forum. The forum brought together education ministers and leading educators in an online forum that explored how well Australian schools are achieving equity and excellence. The footage can be viewed at <http://innovation.esa.edu.au/Forum-Content>
- The *Teach for Australia* program has continued to support high quality individuals into a pathway to teach in educationally disadvantaged secondary schools. Two cohorts of associates have now completed their involvement in the two-year program, with 70 per cent of the second cohort remaining in teaching. A third cohort is halfway through their involvement and a fourth cohort of 40 associates has been placed in 17 schools and commenced their initial intensive in November 2012.
- A total of 158 *special education scholarships* have been awarded to enable current and graduating teachers to complete an approved teaching qualification in special education. Of the 78 scholarship recipients in the 2012 intake, more than half are studying in the area of hearing impairment which will significantly boost the capability of Victorian teachers to meet the needs of students with a hearing impairment in the future.
- Schools in the Shepparton network in the former Hume Region have been working with John

Munro to implement the *High Reliability Literacy Teaching Practices* (HRLTP) as common practice across the schools. The HRLTP are a set of explicit teaching strategies that can be used by teachers across all domains to help students develop the strategies that good readers use to make meaning from text. The implementation of the HRLTP has been supported by a focus on developing strategies for sustainability. Teachers have shown a very positive response to HRLTP and improved outcomes in literacy across the board are starting to appear. A program of professional development for teachers has been documented for use by other schools to introduce and reinforce the use of HRLTP as an effective tool to improve student outcomes.

- In the Catholic sector, a team of teachers from St Peter's Primary School, Epping was engaged in a pilot project to develop the first of a series of Catholic school *Illustrations of Practice*. Teachers developed filming notes that detailed what practice they believed would be captured with the AITSL National Standards for Teachers in action. This was supplemented by the teachers at St Peter's, who provided supporting documentation, such as lesson plans, teacher resources and student assessment and work samples. Teachers were also interviewed to discuss the 'how' and 'why' of the lesson and to also reflect on their practice. The three days of filming culminated in a number of videos of two to four minutes, including a literacy leader modelling effective teaching strategies that address the learning strengths and needs of students from diverse linguistic and cultural backgrounds, and a primary school teacher sharing how she organises and connects the activities in a Mathematics lesson to meet students' learning needs. The videos are available on the AITSL website: <http://www.teacherstandards.aitsl.edu.au/illustrations>
- In the independent sector, Worawa Aboriginal College conducted a one-day teacher forum in March 2012 to explore Indigenous priorities and resources for the Australian Curriculum. The forum enabled information sharing and resource exchange to enhance Indigenous perspectives and to create a network of teachers and specialists for ongoing dialogue. 21 participants were in attendance, including Indigenous and non-Indigenous representatives from schools, universities and support agencies. The SSNP principal advisor addressed the connection between the Australian Curriculum and the 'Cross-Curriculum Priority - Aboriginal and Torres Straits Islander histories and cultures', outlining how the Organising Ideas (Country/Place, Culture, People) can be incorporated into the teaching of the subjects in the new curriculum. Follow-up from the forum continued during 2012 through the Local Aboriginal Education Consultative Group and Worawa offered additional cross-cultural training programs to schools planning the Cross-Curriculum priority. The schools also offered as a teaching and learning resource its *Dreaming Trail*, which records and celebrates traditional culture, stories of the Elders and the history of the Aboriginal tribes and clans connected to its site in Healesville.

In Victoria, Reform Priority 1 covers the following initiatives:

Initiative 1: Building leadership capacity (coaching, professional learning)

Government Sector

A range of targeted programs designed to build leadership capacity and extend leadership capability have been delivered to principals and leadership teams throughout the Government sector. These programs include coaching, mentoring and professional learning, and have aimed to extend the leadership of current principals, while also developing the capacity of beginning or aspiring leaders.

Coaching for the Principal Class

The *Coaching for the Principal Class* program aimed to further develop the leadership capabilities of principals in their first three years of the role by providing them with access to individual coaching at

the school level. The program's structure provided 10 hours of leadership coaching to each participant, through modes of communication that catered for differing school contexts and regions, including face-to-face, phone and Skype or a combination of the three. Overall, 135 assistant principals, 50 principals, 12 acting principals and one leading teacher have participated over two cohorts, the first commencing in November 2011 and the second in February 2012. The program was completed at the end of 2012; however there are plans to extend a number of coaching sessions into 2013.

Across regions, coaching and mentoring have been widely utilised to develop leadership capacity. This has included targeted coaching for leaders with particular needs, such as beginning principals, small school principals and leadership teams. The success of this strategy is evidenced by the fact that in the former Eastern Metropolitan Region, a number of coaches have been appointed to principal class positions as their coaching role has directly built their capacity for effective school leadership and change management. In one region, a position of manager for leadership and teacher development was created with the role of supporting capacity building in the region. This ensured there has been a strategic approach to improvement, including co-ordinating, linking and promoting opportunities for leadership and teacher development.

Principals and school leaders continued to participate in a range of professional learning programs, covering areas such as the use of data to identify need and plan for improvement, instructional leadership and assessment. Much of this professional learning aimed to improve the capacity of leaders to build a culture for improvement in their schools through professional learning communities and building their understanding of the skills required of high performing teachers and the role of leadership in developing these skills in their staff. Networks of leaders and aspiring leaders have continued to operate across the regions, providing the opportunity for principals to strengthen their leadership capabilities through professional learning and the sharing of learning and experiences in conferences and forums.

Principal Preparation Program

The *Principal Preparation Program* funded 40 six-month internships over three years for high potential principal aspirants. Under the program, participants engaged in a professional learning program and a principal placement in a host school. Interns were required to engage in collaborative online learning that focused on sharing and analysing current research and best practice for use in their leadership project in their host schools. Eighteen interns were enrolled in the 2012 program and two have been successfully promoted into the principal class. Learning from the final year of this program, and other programs such as the Eleanor Davis School Leadership Program, will be used to develop a new principal preparation program for 2013 that supports high potential aspirant leaders to move into the principal class.

Catholic Sector

360° Leadership Diagnostic Tools and Year 2 Principal Induction Program

Since its inception in 2010, a total of 55 principals have engaged in the use of *360° Leadership Diagnostic Tools*, developed in partnership with Atkinson Consulting. In 2012, 20 principals participated in the *Year 2 Principal Induction Program*, receiving two rounds of 360° feedback on their leadership capabilities, style and influence on school-based work culture. The approach has been widely affirmed by participants as having an immediate impact on professional practice.

Each of the principals in the *Year 2 Principal Induction Program* has chosen or been assigned a coach accredited by the CEOM. The coaches have assisted the principals to interpret their data and to establish leadership goals and strategies in response to it. In the evaluation of the coaching program's

connection with the 360° leadership tools principals both endorsed and affirmed ongoing participation in 2013.

The Enhancing Leadership Team Capability (ELTC) Project

The *ELTC* project has focused on a partnership arrangement between CEOM and Atkinson Consulting. In 2012, seven schools commenced this program. Since its inception in 2009, a total of 29 schools, incorporating more than one hundred and fifty school leaders, have participated in this program. At the end of 2012, an additional thirteen schools indicated their intention to commence the program in 2013.

Drawing on *Leadership Capability and Dialogue Styles diagnostic tools*, ELTC has continued to enable school leadership teams to objectively review their leadership capability within the context of their particular school environment. It has also enabled them to explore future opportunities to leverage strengths and build capacity so that they might function as effectively as possible, with an emphasis on student outcomes.

Working in consultation with Atkinson Consulting, elements of the program have been modified to increase the length from one-and-a-half days to two days, affording participants greater opportunity to reflect, plan and formulate a context-specific action plan. Feedback and evaluation will be sought from schools during Semester 1, 2013 and will be used to inform future planning and development of this program.

re:th!nk Aspiring to Principalship Program

Since its introduction in 2008, there has been strong participation in the two-year *re:th!nk Aspiring to Principalship Program* affirming the positive impact on applications for principal positions. In 2012 there were 78 participants, 42 entering Year 1 and 36 continuing into Year 2 of the program. A total of 136 participants have completed the two-year program. The key features of the program have remained consistent, with each participant receiving three rounds of 360° collegial feedback over time. This was designed to provide an insight into their leadership capability, style and influence on the work culture of the school as the basis for monitoring progress against individual leadership development goals. A pool comprising more than 50 experienced principals has been established and strengthened, with the intention to support each Year 2 participant to shadow a principal from another school. From mid-2012, the ACU granted approval for each year of the program to be credited towards one unit of a Master of Educational Leadership. From the beginning of 2013, all participants in Years 1 and 2 of the program will be eligible to incorporate and complete the required course and assessment tasks as an extension of the program.

Leadership Coaching Strategy

The *Leadership Coaching Strategy* has continued in 2012, with a further five hours of coaching provided to 53 principals across Archdiocesan schools. This was further supported by the Sale Diocese, with 13 leaders from 11 schools also participating in coaching. Numerous principals have reported that coaching has had a positive impact, by helping them to establish and take action towards achieving goals and becoming more self-reliant. Through the strategy, principals have been able to confidently pursue new ideas and alternatives in the face of the growing complexity of school operations.

Leadership Learning Support Grants

Leadership Learning Support Grants invited groups of school leadership teams from two to four schools to enhance their leadership capacity by learning with and from each other over a 12 month period. In 2011-2012 grants were allocated to 10 school clusters to support the development of

leadership projects at the local level. In the 2012-2013 cohort a further seven school clusters were supported and have produced results such as models, research findings, and practices that can be widely used by schools to illustrate exemplary leadership practices.

These grants focus on sharing knowledge and supporting the development of a community of practice. These school-based initiatives are explicitly connected to teachers' work with students and reflect models of best practice in teaching and learning. One of the key benefits of this customised approach has been that it focuses on collaborative problem solving in unique school settings and adopts inquiry principles, drawing on an action research model, as a process to support professional learning.

Project initiatives have addressed a number of priorities aligned with building capacity within the school community. Projects have included: the development of a professional learning model through action research; embedding contemporary practice in Mathematics; personalised learning as a means of transforming teaching and learning, and exploring leadership within and between schools to create knowledge and transformation.

Masters programs in Educational leadership

The interest in the *Masters programs in Educational leadership* has continued, with 104 staff in Catholic schools undertaking sponsored study. A total of 33 of the 39 2012-sponsored study students have indicated their intention to continue studies in the area of educational leadership in 2013. Three students successfully completed their studies during the course of 2012.

A range of school personnel, including principals, deputy principals, student wellbeing leaders, year level coordinators and teachers have participated in sponsored study specific to wellbeing – Master of Education (Wellbeing in Inclusive Schooling) at ACU. In 2012, eight students were in their third and final year of the course, a further six students were in their second year and a new cohort of six students commenced the course. Staff in Low SES school communities undertaking credentialed learning report a greater capacity to lead their school communities in student wellbeing and family-school-community partnerships to enhance student learning, wellbeing and achievement.

Change2 ICON

The CEOM *Change2 ICON Principal's Briefing* was successfully held in August 2012 with 250 principals, school leaders and CEOM staff in attendance. Principals submitted their preferences for *Change2* implementation and the information has been entered into a database to track the involvement of all CEOM schools over time. Schools with trained facilitators will be allocated a grant to enable delivery of the process in another school, which will strengthen the capacity of the program across Victorian Catholic schools.

Social and Emotional Learning (SEL)

During 2012, 13 Low SES school communities (12 primary schools and 1 secondary) were formally involved in a SEL initiative. The strategy was designed to build the capacity of schools to lead a whole school approach to social and emotional learning.

Key staff from each school formed a core team and participated in intensive professional learning throughout the year, with coaching support from Erin Erceg, Edith Cowan University, to build their capacity to lead a whole-school approach to SEL. The formal evaluation revealed this cohort of schools made the strongest progress in terms of their capacity to: lead SEL in their school communities; make strong curriculum connections, include SEL in classroom and school planning documents; use collaborative and positive approaches to teaching with a greater focus on positive behaviours; and improve morale and school climate.

The evaluation also confirmed the importance of having a SEL core team that includes the principal, student wellbeing leader and curriculum coordinator to build a whole-school focus and commitment to SEL and strengthen links to the curriculum, student learning and achievement. In 2012, cohort three was able to benefit from the learnings and formative research from previous SEL cohorts (in 2010 and 2011) and the broader learnings of the SSNP Low SES initiative, including the Family School Partnerships Initiative. Family School Partnership Convenors played a key role in supporting core teams to develop strategies to engage families and the community, as part of a whole-school approach to SEL.

2012 was the final year of the formal SEL initiative, however, schools will continue to reflect on their progress and strengthen their knowledge and skills by participating in a follow-up professional learning session in 2013. Likewise, CEOM is using the learning from the SEL initiative to inform planning and delivery of a professional learning model in 2013 that will be targeted to schools beyond National Partnerships. It is anticipated that school staff involved in the SSNP SEL initiative will be called upon to be mentors for other schools.

In-school coaching has enabled support that is both needs-based and context specific. This has been supplemented by professional learning initiatives which focused on the supporting leaders developing skills as change managers.

Independent Sector

Advisors

The regular visits of principal advisors to the 43 SSNP schools have had a significant impact on principals and school leaders. The four principal advisors spent a total of 1711.5 hours of face-to-face coaching and mentoring in 2012. School leaders were assisted with long term strategic planning, devising and implementing annual action plans, analysing data and developing effective teaching and learning plans. Survey reviews of the program indicate principals place a high value on this ongoing support, with 29 per cent strongly agreeing and 64 per cent agreeing that the SSNP team's interventions have helped build leadership capacity in their school.

Principals were supported to use data to inform their planning and decision making, including NAPLAN and other formative assessment data, enrolments, student and staff attendance and retention rates and the LEAD (Listen, Evaluate, Act and Deliver) surveys and report. LEAD is an evidence based research tool that captures student, staff, parent and governing body opinions provided annually by the Research and Analysis Department of ISV. Principal advisors assisted principals to use this data to take a long-term position in developing individual school strategic and action plans to improve teaching and learning.

Southern Cross Project

In 2012, a total of 12 schools participated in the *Southern Cross Project* at the Development Centre, ISV's professional learning facility. Small teams of staff from each school tackled projects including providing governance training for the school board, aligning and documenting the school's mission, vision and core values with policies and practices, providing training in leadership skills in the school community, and developing a P–12 report writing framework. The *Southern Cross Project* is a sound model of distributed leadership, providing an opportunity for people from different sections of the school, who may not normally discuss problems and issues, to share in the decision making and problem solving. A major benefit of the model is that once the process is learned by the team, it can be shared with others in the school and used repeatedly to address other issues.

Exploring Leadership for New Principals Seminar Program

Sixteen principals new to their positions participated in the *Exploring Leadership for New Principals Seminar program* run by ISV. Six of the cohort that were new to NP schools, were funded to attend the eight-day program. Following on from the sessions the two-day sessions in March, June, a further two were held in August and October. In addition to the sessions presented by experienced school leaders and specialists, the program enabled new principals to develop networks for continued support in their demanding roles.

Innovative Study Tour Grants

Principals of Low SES SSNP schools were invited to apply for one of six *Innovative Study Tour Grants* of \$5,000 made available in 2012. The purpose of the grants (Look-Learn-Lead School Visits) was to enable principals to take a group of staff from their school to visit other schools at the cutting edge of educational innovation and best practice. A successful study tour of 11 SSNP principals and six other school leaders who visited a high performing Melbourne ICT school in July 2012 was the basis for the *Innovative Study Tour Grants*.

Applicants were required to articulate how the study tour would benefit the school, how it would link with their school's strategic plan and/or their SSNP annual implementation plan, and how it would be sustainable in the long-term. The funding was to offset travel and accommodation costs.

In 2012, the Development Centre offered 13 seminars on leadership, workplace relations and school management topics (OH&S, risk management, appraisal, compliance issues), and 23 principals, business managers and governors of NP schools were funded to attend. NP school leaders also attended the briefings that were offered to all principals, business managers and governors in the sector to keep them apprised of current educational and school management issues.

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

Government Sector

High quality in-school support and teaching is being delivered to teachers in NP schools in the government sector through a range of programs.

Primary Mathematics Specialists

The *Primary Mathematics Specialists* initiative which involved 27 schools concluded in 2012. Within this initiative, three specialists worked in each school to build teachers' capacity to improve mathematics learning outcomes for primary students. Specialists worked 0.5 FTE with their own classes and 0.5 FTE supporting colleagues within their school and in the cluster of three schools. Their work varied in response to the needs of the schools and individual teachers, highlighting the importance of flexibility in school implementation.

Schools submitted their final data to the evaluation contractor in December, 2012. A draft final report was received in March, 2013. A final grant was provided to schools to support sustained change beyond the life of the initiative.

Coaching

Across regions, schools have used coaches to work with teachers and leaders on an individual or small group level to build pedagogical knowledge and skills, with a strong focus on literacy and numeracy. Coaches have worked to embed improved practice in schools and develop teachers' capacity in a number of areas including differentiating and personalising the curriculum and formative assessment practices. The role of coaches in and across schools has varied according to local development needs;

in some cases coaches have worked with a small group of teachers on an individual level for an extended period of time observing and modelling pedagogical practices, while others have set up professional learning teams or worked in tandem with consultants to provide professional learning.

Strengthening the capacity of coaches to undertake their role has been a focus of regions, with a range of activities in place to support them, including targeted professional learning and mentoring, induction processes, strong collegiate networks and regular communities of practice or focus groups in which coaches can share their work.

Catholic Sector

Coaching

Literacy and numeracy coaches provided in-school support to both classroom teachers and learning leaders from 31 schools, with the focus on sustaining gains made to date through effective assessment of student learning, embedding consistent whole school curriculum planning processes and the establishment of professional learning teams.

By the end of 2012, five CEOM schools will have moved to a self-sustaining phase of internal coaching practice. Literacy and Numeracy leadership networks have focused on sustainability in a rapidly changing educational context. The introduction of the Australian Curriculum has provided a rich context for this work.

Schools are increasingly showing evidence of sustainable practice through the learning leaders adopting in-house coaching processes including peer to peer feedback, classroom observation and learning walks.

Identifying Quality Teachers in Practice, Implementing National Standards Pilot Project Phase 2

The *Identifying Quality Teachers in Practice, Implementing National Standards Pilot Project Phase 2* sought to model a scalable process to examine the rigour and feasibility for identifying and acknowledging high performing teachers. It involved extensive cross-sectoral participation, with 12 Catholic primary and secondary schools, seven independent schools and five Government schools participating in the Victorian trial.

The expanded project addressed the scalability of the model and was implemented in the context of the AITSL program to develop a nationally consistent approach to the certification of highly accomplished teachers. In 2012, a manual showcasing exemplars and a refined framework was completed. A series of workshops was held, engaging all three sectors participating in the project. Professor John Hattie facilitated a workshop with peer assessors and addressed their role in validating the evidence presented in the case study.

Early feedback from participants demonstrated that reflecting on current practice, with teacher participants was a welcome opportunity to present, reflect and receive constructive feedback around their professional practice. A full evaluation and cost analysis of the project is pending delivery in early 2013.

Independent Sector

Advisors

The advisors continued their support of teachers in schools throughout 2012, although the focus of their work is shifting. Increasingly, the advisors are undertaking less general coaching and active modelling of good practice in the classroom. Advisors are no longer leading the analysis of data in schools and they are not leading professional conversations about curriculum changes and improved

pedagogy. The advisors' role is becoming more of a mentor, encouraging and supporting teachers as they themselves take up more of a leading role in sharing professional experiences and collaborating to develop appropriate teaching and learning strategies.

The eight Literacy and Numeracy (L/N) and school welfare and community engagement (SWCE) advisors spent some 4,472 hours visiting schools, coaching and mentoring in 2012.

In 2012 advisors spent 950 hours in schools presenting targeted professional learning sessions focused on the particular needs of the school. This is a 34 per cent decrease from 2011, reflecting the increasing capacity of teachers to present sessions themselves. This represents an important element of ensuring sustainability of changed practice.

Evidence Based Observation (EBO) Tool and Coaching program

The *Evidence Based Observation (EBO) Tool and Coaching program* continued throughout 2012, with advisors supporting trainers in schools and assisting with observations and coaching sessions. Teachers that have been trained as trainers were funded 0.2 FTE teacher release time to enable them to observe and coach their colleagues in SSNP schools in 2012. There are now 140 teachers who have been trained in 36 SSNP schools to participate in the EBO programs.

Additional specialist in-school consultants were funded for 169 days in 2012 to develop teachers' skills in addressing numeracy, reading, writing, classroom management and using ICT as a tool to improve learning. The use of consultants enables specific areas of need to be addressed in a timely and effective manner.

To support in-school professional learning, 624 days of casual relief teacher (CRT) release were funded, enabling teachers to engage in collaborative planning and preparation time, both with the advisors present, and at other times that best suited the teachers' needs.

Initiative 2b: Building teacher capacity (professional learning opportunities)

Government Sector

A range of professional learning opportunities are being delivered to teachers in SSNP schools to support their development and build their capacity in areas related to teaching and learning, with a particular focus on literacy and numeracy. Professional learning is supported by the provision of quality resources and support and is provided in a variety of forms, including coaching, Professional Learning Teams and formal professional learning sessions.

Digital Content Strategy

The *Digital Content Strategy* focused on the development of high-quality blended learning and teaching digital content (eBookboxes). The eBookboxes are an online collection of relevant research and quality resources organised around learning goals and focus questions, which are available for all teachers to use and adapt. eBookboxes have been published in a range of subjects, including English Mathematics, Science and History.

AusVELS eBookboxes from Foundation to Level 10 are now available in Mathematics, Science and History and will be available in English from level 5 to 10 the start of Term 3, 2013.

Most schools and networks are finalising elaborated eBookboxes for on-line publication, with seven further endorsed for publication. The elaborated eBookboxes contain detailed teacher notes and student instructions, and a range of digital and non-digital activities and resources. Elaborated Level 6 Indonesian and Japanese eBookboxes, and a video documenting the process of elaboration were published in Semester 2, 2012.

Informal feedback, observed ways of working, and documentation developed and shared to date have provided strong evidence that high value professional learning has been gained from this project.

Supporting New Teachers' Practice Program

The *Supporting New Teachers' Practice Program* has supported the needs of first year teachers and their mentors and developed their capacity to teach by diagnosing a challenge of practice, applying evidence-based solutions and evaluating the impact of action undertaken. The program has facilitated the establishment of collaborative networks in which beginning teachers engage in reflective practice and support each other through their first year of teaching and beyond.

In 2012, 272 beginning teachers participated in the program and were assigned an online coach and learning community. Following on from the first two workshops held in the first half of 2012, the third and fourth workshops were conducted online and focused on assessment and its role in improving student learning outcomes and teacher practice, and on how to create a differentiated classroom. A fifth workshop was conducted face-to-face in October and provided an opportunity for beginning teachers to reflect on and share their experiences of their first year of teaching.

Footage compiled at the first workshop was showcased at the Australian Education Ministers' 2012 Biennial National Education Forum held on August 2. The forum brought together education ministers and leading educators in an online forum that explored how well Australian schools are achieving equity and excellence. The footage can be viewed at <http://innovation.esa.edu.au/Forum-Content>

Participants have agreed to be filmed speaking about their experiences with the Evidence Based Professional Learning Cycle which will be used as a web based resource to support teachers to determine their professional learning needs based on the needs of their students. Filming has occurred twice in their schools.

Initial feedback from participating beginning teachers is that they have valued the opportunity to connect to a broader community of beginning teachers where they could share common experiences and become aware that others have similar issues.

Professional learning

Professional Learning Teams (PLTs) are being widely used by schools across the regions as a vehicle for continued improvement in teaching and learning. Some PLTs also operate across schools and this has proved very successful in sharing quality practice and building cross-school collaborative learning networks. The former Grampians Region has sought to maximise the function of PLTs as a strong lever for improvement effort by developing a *Professional Learning Team – Inquiry Cycle* web-based resource. A range of targeted professional learning programs designed to build teacher capacity are also being implemented in SSNP schools across the regions, including:

- professional learning around the collection, analysis and use of data to monitor students' progress and plan differentiated programs
- professional learning and support based on regional, network and school need, focusing on areas such as: personalising learning and pedagogy; curriculum design, scope and sequencing; behaviour management and support, and literacy and numeracy teaching strategies and intervention
- development programs for coaches and training in instructional rounds and peer observation for teachers
- targeted professional learning for teachers at particular points in their career (beginning

teachers, middle-level leadership, literacy and numeracy coordinators).

Catholic Sector

Performance and Development Culture

At the *Performance and Development Culture* (PDC) accreditation ceremony in March 2012 a further ten schools were formally recognised as having created a performance and development culture, bringing the total of formally accredited Victorian Catholic schools to 50. A further nine schools were expected to achieve formal accreditation by the end of 2012. Case study research into PDC schools post-accreditation undertaken by the Graduate School of Education, University of Melbourne was also launched at this accreditation ceremony.

The PDC in Catholic schools has continued to be a significant post-review strategy, which explicitly targets improving student outcomes. PDC also aligns with the four-year School Improvement Framework cycle and is strongly aligned with the essential elements of the Australian Performance and Development Framework.

In Semester 2, 2012 a new cohort of eight school leadership teams, comprising a total of 49 school leaders, commenced a year-long series of four workshops, aimed at supporting them to lead and strengthen the Performance and Development Cultures within their schools to Accreditation standard. The success of this initiative has been affirmed with the involvement of schools in not only the Melbourne Archdiocese, but also the Sale and Ballarat Dioceses.

Leading Performance Development: the next step

In October 2012, the CEOM hosted a highly successful leadership conference over two days titled *Leading Performance Development: the next step*. Over 450 Catholic school and system level leaders attended this conference, which succeeded in engaging the participants in dialogue and new learning around the structures and processes necessary to achieve highly effective teaching in their schools. This conference established a strong basis for the planned sector focus on and support for implementation of the Australian Performance and Development Framework in schools in 2013–14.

Independent Sector

Professional learning

Teachers from SSNP schools have been encouraged to attend relevant external professional learning opportunities and principal advisors have approved funding provided the sessions were aligned with the school's teaching and learning plans. 608.5 CRT days were funded for teachers in SSNP schools to attend external professional learning opportunities in 2012.

The Development Centre offered a total of 466 seminars in 2012 to teachers in the sector, across a range of educational disciplines and learning areas. Registration and CRT costs were provided for 439 SSNP leaders and teachers to attend the seminars:

Major Seminar Categories:

- Curriculum and pedagogy – 262 SSNP attendees
- Leadership – 26 SSNP attendees
- Literacy & ESL – 49 SSNP attendees
- Numeracy – 46 SSNP attendees
- Student services (wellbeing and individual needs) – 48 SSNP attendees.

Teachers from SSNP schools have been funded to attend external professional learning opportunities including the seminars and conferences run by Hawker Brownlow Education. Registration costs and CRT release were provided to enable 56 teachers and leaders from 15 SSNP schools to attend the four-day Annual Thinking and Learning Conference in May, 19 SSNP staff to participate in the eight-day Cognitive Coaching Seminar in August and 36 SSNP staff to attend the New Insights for School Improvement seminars in November. Cognitive Coaching, a research based model that enhances teachers' cognitive processes, problem solving, reflecting, coaching, evaluating and builds rapport between teachers and supports collaboration in a professional learning community, is gaining momentum in SSNP schools.

There were two four-day EBO external training workshops funded for teachers from SSNP schools in 2012 (February-March: 36 attendees) and (May-June: 12 attendees) and a two day refresher workshop for teachers already using the tool in November (21 attendees). In total, 140 teachers from 36 SSNP schools have been trained in the techniques of observing teachers in the classroom using a time sample process and then providing objective feedback about their practice and the level of student engagement. It is a tool that helps teachers engage in professional dialogue about good practice and improving student learning outcomes. Training and CRT costs were funded and further CRT costs were provided for the time release of the trainer in each school to undertake ongoing observations and coaching of their colleagues.

Initiative 3: Improve school access to high quality teachers

Government Sector

In the Government sector, school access to high quality teachers has been provided through a focus on initial teacher education, through *School Centres for Teaching Excellence* and the support of high calibre graduates to become teachers through the *Teach for Australia* program.

School Centres for Teaching Excellence (SCTE)

The SCTE were established to reconceptualise the manner in which pre-service teacher education is delivered and experienced. The SCTE are based on a strong school-university partnership, effective integration of theory and practice and a strong research focus. A total of 65 schools and approximately 1000 pre-service teachers in 14 clusters (7 centres) have participated across 2011 and 2012.

The final evaluation report from ACER will not be completed until June 2013, however preliminary findings from participating school principals have indicated that they believe that the pre-service teacher experience has been more collegial than in previous years and that the SCTE clusters enabled pre-service teachers to gain greater experience of the daily life of a teacher than pre-service teachers in previous years. The majority of principals also agreed that the closer relationship with the university partner has been beneficial and, on average, principals across SCTE sites felt that schools had been able to influence the university program to a greater extent than has previously been the case.

There is also evidence, from sources such as SCTE progress reports and discussions at a reference group meetings and a national forum that there has been increased formation of partnerships and cluster co-ordination. In addition, participating schools have drawn on university resources and research, shared knowledge and resources in the cluster and adopted a whole-school approach to the partnership. Within each SCTE, university course design has been adjusted to take account of the more intense 'residency' model of teacher preparation. There has also been evidence of an enhanced team approach to pre-service teacher mentoring within the SCTE Centres.

Following on from the success of the DEECD-hosted National Forum on Initial Teacher Education in May, Deakin University hosted a SCTE symposium with support from DEECD in October 2012. The

symposium was an opportunity to share and discuss key learning from the SCTE initiatives. The success of the day has set the groundwork for future symposiums in 2013 and a number of participating SCTE universities have expressed interest in hosting future events.

Teach for Australia

The *Teach for Australia* program has continued to provide a pathway into teaching designed to prepare high calibre graduates, from all degree disciplines, for teaching in disadvantaged schools.

Cohort 1 associates have completed their involvement in the two year program, with 58 gaining employment as teachers for 2012 and 81 being registered to teach after being granted either full or provisional registration from the VIT. Cohort 2 associates have also completed their two year participation in the program, with an increased retention rate of 70 per cent remaining in teaching. Twenty-four Cohort 3 associates began their two-year placements in January 2012. Forty Cohort 4 associates have been placed in 17 schools and commenced their initial intensive on the 26 November 2012.

The recruitment method has continued to be strength of the program, as has the support structure around the associates. A principal focus group highlighted the role that the in-school mentor plays and the importance in providing adequate time for the in-school mentors to support the associates. The program has continued to provide high quality individuals to teach in educationally disadvantaged secondary schools. The teacher education provided by the Melbourne Graduate School of Education, which links the theoretical component of the course to the teaching that the associates are undertaking, has been noted for its high quality and the impact that it has on producing high quality teachers.

Catholic Sector

Partnerships in Learning: Enhancing Quality Teaching

2012 was the second and final year of the pre-service teacher pilot project, *Partnerships in Learning: Enhancing Quality Teaching*, which aimed to enhance pre-service teacher education by providing a deeper understanding of rich and diverse school communities and the importance of family-school-community partnerships for maximising wellbeing and achievement. Over a period of two years, 13 pre-service teachers worked closely with one of seven Low SES school communities and, in 2012, worked with their allocated school community on an action-research project designed to enhance the school's approach to family engagement.

Through the *Partnerships in Learning* pilot project, ACU and the CEOM have continued to explore further opportunities to build the capacity of pre-service teachers and extend their learning beyond the pilot. Not only has this project had a significant impact on the pre-service teachers directly involved, ACU has made changes to its mainstream Bachelor of Education SCTE course to ensure future pre-service teachers have greater opportunities to build knowledge and skills in family and community engagement. ACU has revised the compulsory community engagement experience to ensure evidence-based family school partnerships theory and practice becoming more closely aligned.

Additionally in 2012, the project partners developed a resource that draws on the experiences of pre-service teachers and schools in the project. The resource, *Reshaping the Pre-service Teacher Experience*, will assist schools in supporting pre-service teachers to understand and appreciate the strengths, richness, diversity, challenges and needs of school communities and to develop effective working relationships with family and community as partners in student learning. It is anticipated the resource will be a useful tool for all schools supporting pre-service teachers in their journey towards becoming an effective classroom practitioner.

An evaluation report is due for delivery in February 2013 and will address impacts on pre-service teachers and schools in the pilot, and recommendations for project partners, ACU and CEOM.

Career Enhancement Pathways for Koorie Education Workers (KEW) and Teaching Sponsorships for Indigenous Students

In 2012, the Catholic sector continued its commitment to support Indigenous workers to upgrade their qualifications and pursue studies in teacher education, in order to increase Indigenous teacher presence in Catholic schools. Two tailored pathways, the *Career Enhancement Pathways for Koorie Education Workers (KEW)* and *Teaching Sponsorships for Indigenous Students* were established.

Sponsored Study continued to four Koorie Education Workers (KEWs), representing 25 per cent of KEWs employed in Catholic schools, and to four Year 12 Indigenous students who commenced their teaching qualifications in 2010 and continued with their tertiary education. Three of the four KEWs work in Low SES SSNP schools.

Independent Sector

ISV was represented at a *Teach Next* forum for Victoria that was hosted by DEEWR.

Initiative 4: National Standards Subgroup

As outlined in earlier reports, in November 2009 the Ministerial Council on Education, Early Childhood Development and Youth Affairs (MCEECDYA) agreed that the National Standards Subgroup (NSS) would progressively pass over its responsibilities to AITSL.

All NSS responsibilities have now been transferred to AITSL and Victoria is actively engaged in AITSL's work through representation on several AITSL working groups. For instance, ISV participated in all AITSL stakeholder meetings and symposia, including an AITSL consultation in Term 3 and two metropolitan and one regional workshop. ISV compiled and provided a report to AITSL.

Initiative 5: Rewarding excellence – Teacher Performance Pay

Government Sector

Rewarding Teaching Excellence

The *Rewarding Teaching Excellence* program, which has trialled two models of school-based and teacher-based rewards in Government schools, continued in 2012. Seventeen schools remain in the second cohort of the School Rewards trial (nine primary, six secondary, one that caters for P-10 and one that caters for P-12). Participating schools were split into two cohorts, one beginning in 2010 and the other in 2011 with each cohort participating for two years. Six schools remain in the second cohort of the Teacher Rewards trial (two primary, two specialist, one P-12 college and one secondary) with schools also split into two cohorts and participating over a two-year period.

Schools remaining in the Teacher Rewards trial have either confirmed or adjusted the balanced scorecard weightings they will use for the 2012/13 performance cycle. A number of schools concluding their participation in the Teacher Rewards trial have transferred their learning from the panel assessment process and the use of the balanced scorecard into their performance and development processes going forward. Some of these schools have also undertaken further refinement to incorporate the new National Professional Standards for Teachers. Their efforts are in turn being used as samples of effective practice within professional learning activities for other schools.

Lessons from the Teacher Rewards trial about the use of the balanced scorecard in performance and development processes are being shared with a group of schools participating in the Empowering Local Schools National Partnership – Supporting Professional Practice initiative. These schools plan to

trial new performance and development planning documentation in their schools from 2013.

Visits to School and Teacher Reward schools were undertaken in July, and a second teacher survey was conducted in July-August. The experience of trial schools has provided insights that can be shared into:

- how schools can arrive at a common understanding or definition of teacher excellence, and methodologies for assessing it
- tools that can complement the use of professional standards in performance management processes, and to clarify expectations of teachers
- the practical application of multiple sources of data, including classroom observation and student surveys, to support teacher self-reflection and the provision of actionable feedback
- how to ensure that all teachers, including specialists, can 'locate' themselves and their teaching goals in a school's annual implementation plan
- the benefits of school leaders increasing the time and attention they commit to teacher development, recognition of practice, and the provision of feedback
- the impact of teacher recognition.

Independent Sector

ISV participated in a VIT led cross-sectoral pilot investigating the feasibility of a process to certify highly accomplished teachers. Seven member schools participated, offering 10 teacher candidates and 12 assessors. ISV supported the participating schools directly and was represented on the project board, attending all training days and participating in the evaluation commissioned by the VIT.

Initiative 6: Pathways into Teaching

Government Sector

In the Victorian government schooling sector a broad range of pathways into teaching have been developed and supported. These include programs aimed at the recruitment and retention of teachers such as the *Career Change Program*, the *Graduate Pathways Program* and the *Incentives for Extended Service in Priority Schools program* and support to Indigenous teachers and special education teachers.

Career Change Program

The *Career Change Program* has enabled suitably qualified professionals with relevant experience to undertake teacher education while employed as trainee teachers. The program has targeted people with current industry knowledge and expertise who would make excellent teachers in the targeted subject areas of mathematics, science or technology. The teacher education course, including mentoring support at the school level and face-to-face and remote delivery, has been tailored to the needs of the target recruitment group.

A total of 84 trainees over three intakes (2010, 2011 and 2012) have been recruited to teach in hard to staff subject areas, predominantly technology studies, mathematics and science. Twenty-nine of the 2010 intake of trainees have completed their courses and are now qualified teachers in their host school. Of the 2011 intake, 29 completed their studies in December 2012, two are expected to finish in mid-2013 and one has deferred. Nineteen of the 2012 intake have completed the first year of study and will start their final year of study and work in 2013, while one has deferred.

The program is a prototype in employment-based training pathways into teaching in Australia and has been recognised nationally and internationally for its innovation and effectiveness. The *Teach for Australia* was largely modelled on the successful *Career Change Program* model and the design of the

new national *Teach Next* program is drawing on the strengths of both programs.

There is evidence that the recruitment of career changers has led to local improvements in curriculum delivery and staff culture by successfully providing recruitment alternatives for hard to staff (mainly rural) schools and facilitating the recruitment of high quality, mature-age professionals and tradespeople into the classroom. Since 2005 there has been an overall reduction in the number of hard to fill vacancies across the state due to a number of recruitment and attraction initiatives.

Graduate Pathways program

The *Graduate Pathways program* has provided outstanding eligible graduates with scholarships to complete a teaching qualification focused on a subject area of need and additional benefits to attract recipients to accept employment in a government priority school. Fifty scholarships were awarded in 2009–10, 40 in 2010–11 and 43 in 2011-12, with the latter commencing study in 2012.

Scholarships have been provided to a broad range of teaching speciality areas, helping to address the needs of Victorian schools with recruiting difficulties in subjects such as mathematics, science, technology subjects and languages, particularly in rural and regional locations. Over two intakes, 84 per cent of scholarship recipients studied mathematics or science (those who studied science and mathematics together were at 13 per cent), eleven per cent studied LOTE and five per cent studied information technology.

To date, 68 per cent scholarship recipients (2011/12) have successfully completed their studies and 32 per cent are currently studying. Thirty-five (40 per cent) have entered the teaching profession and of these, 27 (77 per cent) have done so in a government school and 8 (23 per cent) in the independent sector. Based on those who have gained employment, nine (39 per cent) are employed in rural/regional locations across Victoria and 26 (61 per cent) in metropolitan schools. Of the scholarships recipients, who are currently employed in rural/regional locations, all gained employment in priority areas such as mathematics or science. In metropolitan Melbourne, employment was more evenly spread across the priority areas, which included Languages.

There continues to be interest from schools in programs such as the *Graduate Pathways program*, as they have provided effective recruitment strategies in geographic and curriculum areas where it has been difficult to attract and retain qualified teachers.

Incentives for Extended Service in Priority Schools

The *Incentives for Extended Service in Priority Schools* program has focused on the retention of high quality teacher graduates in priority rural schools which traditionally experience significant difficulties in attracting and retaining suitably qualified graduate teachers in some teaching speciality areas. The program has provided financial rewards, conditional on performance, to graduate teachers appointed to designated positions in priority schools for each year of continuous employment.

A total of 104 graduate teachers have been accepted into the program, exceeding the program target of 100. Of these, 99 remain active following five withdrawals. Payments are made to participants as they meet the service requirements. By December 2012, 33 round 1 participants had received their second retention payment and 52 round 2 participants had received their first payment.

Fifty-three schools that employ graduate teachers receiving retention payments were part of the program. Approximately 68 per cent of these schools were designated hard-to-staff schools, and the remaining 32 per cent are rural schools. Many were hard-to-staff schools in rural locations. Analysis of school and participant data has found that some schools from Round 1 did not have eligible participants for Round 2 as their retention difficulties were addressed because the graduate teacher did not leave, breaking the cycle of one year employment of graduate teachers.

Indigenous Education Workers Career Enhancement (IEWCEP) and Indigenous Scholarships programs

The *Indigenous Education Workers Career Enhancement* (IEWCEP) and *Indigenous Scholarships* programs aim to increase the supply of Indigenous teachers, and will enable Indigenous people to become fully qualified teachers at the completion of their courses. The IEWCEP targets Year 12 graduates and current workers wishing to become teachers.

The two Indigenous initiatives have a total of 26 scholarship holders with seven graduates to date. Of these, 18 are undertaking primary teaching with the remaining eight undertaking a secondary course. Participants are attending six universities with the majority enrolled at Deakin University. Nineteen of the scholarship holders are located in rural Victoria. It is anticipated that by 2013 over half will complete their studies, with the remaining students finishing their studies by 2015.

In January 2013 the Royal Melbourne Institute of Technology (RMIT) was contracted for a mentoring and support program for the IEWCEP and the Indigenous Scholarships Program. The role of RMIT will be to support current and previous scholarship holders to develop and enhance their capacity to successfully complete their pre-service teacher education programs and to maximise skills for employment opportunities.

Special education scholarships

To address the shortage of qualified special education teachers, special education scholarships have been offered to enable current and graduating teachers to complete an approved teaching qualification in special education. A total of 158 scholarships have been awarded. Of these, 78 were awarded in the 2012 intake. The majority of scholarship recipients are due to complete their studies in 2013 (2011 intake) and 2014 (2012 intake), and 13 from the 2011 intake have already completed their studies.

The scholarships have been offered to a diverse applicant pool for study in a range of specialities, including Masters in special education needs, language intervention and hearing impairment and inclusion and intervention. Of the 138 scholarship holders employed in government schools, the majority are working in special schools (66 per cent), while 40 per cent work in mainstream schools and four per cent work as visiting teachers.

Catholic Sector

Bachelor of Education Multi-Modal Pilot

The *Bachelor of Education Multi-Modal Pilot*, a four year project (2010 – 2013) aligned with the four-year Bachelor of Education (Primary) course at ACU was aimed at creating the foundation for a strong teaching profession through provision of a high quality and innovative pre-service education model. Since 2010, two cohorts of pre-service teachers have entered this alternative course, which places pre-service teachers in the same school for two days a week in each year of the course. In 2013, 14 pre-service teachers will continue into Year 3, with a further 10 into Year 4, supported by a sustained group of 15 participating schools.

A first phase research evaluation examined the impact of this teacher education model on all key stakeholders. The final report, presented in 2012, affirmed the high value of the project for pre-service teachers. The participating schools identified the critical principles and processes supporting successful implementation of the model and the opportunities for refinement and further development. One key aspect of the model has been the delivery of four professional learning days per year for the participating school teams to enhance their capacity to provide the pre-service teachers with a high

quality professional experience that is appropriate to their level of development within the context of an effective performance and development culture. In 2013, professional learning for the school teams will focus on the aligning the school's professional culture with the Australian Performance and Development Framework.

In 2012, two teachers from participating school teams completed the Master of Education which is articulated to their participation in the *Bachelor of Education Multi-Modal Pilot*, and two additional teachers have commenced units. A total of seven teachers have undertaken this customised post-graduate course.

Independent Sector

ISV is a member of the VIT Reference group and is represented on five higher education reference groups: RMIT, University of Melbourne, Deakin and Monash Universities and ACU.

ISV is represented on the Learn Experience Access Professions (LEAP) steering committee. LEAP is a Commonwealth government funded program aimed at demystifying the links between school, higher education and professional careers for students from Low SES backgrounds.

Initiative 7: Wider Workforce Trials

Government Sector

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

Resources resulting from the Wider Workforce Field Trials, including a series of case studies, have now been placed on the DEECD public website and are available to all schools.

Independent Sector

ISV produced a *Salaries and Conditions Survey* for all independent schools in July.

Support for Aboriginal and Torres Strait Islander Students – 1 January to 31 December 2012.

Government Sector

In the government sector, the *Indigenous Education Workers Career Enhancement program* and the *Indigenous Scholarships program* aim to increase the supply of Indigenous teachers and enable Indigenous people to become fully qualified teachers. For more information, see Initiative 6: Pathways into Teaching.

Professional learning has been provided to teachers to build their capacity in the writing and continued use of individual education plans and individual learning goals for Koorie students. In some regions, this has focused on the implementation of the Koorie Education Learning Plan (KELP), an online tool for parents, teachers and students to work together to improve outcomes for Koorie students. This has been supported by the Koorie engagement support officers, who continue to focus on delivering support and services to Koorie students and their families and implementing strategies to increase the engagement of Koorie families in their child's learning. In addition, eligible Koorie students have been provided with Wannik tutoring. Sessions on developing cultural awareness and competence have also been provided, along with training on developing inclusive approaches in schools.

A Koorie transition officer was employed by the former Western Metropolitan Region (WMR) to

develop career pathways for Koorie youth by establishing links between secondary school career coordinators across the region. The officer also introduced a communication strategy to facilitate communication between Koorie families, schools, principals, networks and community providers.

Independent Sector

Numbers of Indigenous students in each school in the independent sector are very small. There were a total of 143.7 FTE Indigenous students in the 43 SSNP schools (August 2012 Australian Government Census). 25 of the 43 SSNP schools had no Indigenous students (2012 Census). Worawa Aboriginal College, Healesville is the exception, with 61 girls in Years 7-10 (2012 Census).

Coaching and mentoring of the principal and teachers (8.0 FTE) at Worawa continued throughout 2012. The principal advisor spent 79.5 hours visiting Worawa to support school leaders and teachers. The L/N and SWCE advisors visited for a further 135 hours coaching and mentoring teachers. Advisors spent 12.5 hours presenting in-school professional development sessions and a consultant in curriculum development was funded for six hours to assist teachers to develop a comprehensive and culturally appropriate curriculum for the students, who come from a number of geographically and culturally diverse communities.

The school was provided with 20.5 CRT days for in-school teacher professional learning time release and for four days of CRT for external teacher professional learning opportunities.

In October 2012, the general manager of the independent sector's SSNP program facilitated a strategic planning day for the Worawa College Board, including the principal and business manager. The Board members reviewed the school's vision, statement of intent and current operations, completed an Environmental Scan and defined their Goals for 2013 – 2016.

Advisors support teachers in the other SSNP schools to develop individual learning plans as required for Indigenous students.

Support for Other Disadvantaged Student Cohorts (if applicable) – 1 January to 31 December 2012

Government Sector

The government sector has supported *special education scholarships*, which aim to address the shortage of qualified special education teachers by enabling current and graduating teachers to complete an approved teaching qualification in special education. For more information, see Initiative 6: Pathways into Teaching.

Professional learning has been provided to teachers on developing and effectively using individual learning plans for students with additional needs and differentiating lessons to support students' needs. Additional support has also been targeted to teachers of students with additional needs. For instance in one region a professional learning program for special school teachers has been introduced to raise the quality of instruction in special schools and to raise expectations of students, while in another professional learning has been provided for teachers of English as an additional language (EAL) students.

Support has also centred on engaging families in their child's learning. In one network, a leading teacher has been engaged to work with principals, teachers and parents of students with autism, and another holds regular student support group meetings with staff and parents to monitor and set goals through individual learning plans.

Four networks in the former WMR are working with refugee transition officers to support refugee students to transition into mainstream schools and mainstream curriculum demands. They do this through a variety of means: providing support and advice to ESL teachers; working with the Western

English Language School to support students exiting the new arrivals program; coaching EAL and mainstream teachers around supportive educational practices, and supporting careers teachers and managed individual pathways co-ordinators with pathways planning for refugee students. A number of networks in the same region have developed an EAL action plan which links EAL to the regional literacy and numeracy agenda.

Independent Sector

In 2012 there were 586 students in SSNP schools in receipt of Australian Government funding for students with disabilities and 427 students in receipt of State Support Services funding for students with demonstrated needs. Advisors worked with specialists and classroom teachers to develop individual learning plans to support these students and others with particular learning needs.

48 teachers from SSNP schools were funded to attend the 22 seminars at the Development Centre offered to teachers of students with learning needs and learning difficulties.

There are a significant number of students from recent arrival, refugee and non-English speaking background families in SSNP schools, particularly the Islamic, Coptic, Turkish and Greek Orthodox schools. Advisors work with specialist EAL and classroom teachers to develop appropriate language programs to support these students. There were four EAL seminars at the Development Centre and four SSNP teachers were funded to attend.

Sustainability

Government Sector

Sustainability has been a key element in the implementation of the SSNPs in Victorian schools. The improvement in leadership and teacher capacity brought about by both system initiatives and local improvement strategies should ensure opportunities for improved student learning outcomes will be sustained beyond the life of the SSNPs.

The SSNPs have supported schools to focus on improving student outcomes and a culture of continuous professional growth, learning and coaching has been established in many as a result. Processes and protocols around professional learning, classroom observation and coaching are becoming embedded in schools and will continue to build the capacity of teachers and leaders. Coaching has been widely utilised to build the capacity of teachers and leaders and the use of data and evidence is commonly used as a basis for classroom teaching and differentiated programs.

The SSNPs have also fostered a sense of shared responsibility, system leadership and collaboration between schools and leadership teams that should provide a strong basis for sustainability. Principal clusters, networks and forums have been established to support principals to share learning across schools and networks and to build their collective understanding of effective teaching and learning in literacy and numeracy through shared collegiate activities. SSNP strategies are a key part of school strategic plans and, in some cases, principal performance plans.

A number of effective resources and strategies have been developed throughout the life of the SSNPs. Resources and documentation developed around these will ensure the learning continues to be available. For instance, the former Grampians Region's *PLT Inquiry Cycle* web-based resource will remain accessible for schools to support their use of PLTs and the former WMR's online resource, *Reading, Conferring and Planning P-9* is accessible to all educators in the region enabling much of the literacy professional learning delivered through the SSNPs to continue.

Learning from the *Supporting New Teachers' Practice* program will be sustained as findings from the evaluation will be made available to schools to build their knowledge of effective support structures for beginning teachers. The role of the mentor in supporting beginning teachers, the characteristics of effective mentoring and the needs of beginning teachers as they enter the teaching profession will be incorporated into a teacher mentor support program.

Schools participating in the *Primary Mathematics Specialists* initiative were provided with a grant to support sustained change beyond the life of the initiative. Sustainability measures have also been a focus of the *School Centres for Teaching Excellence* through amendments to centre implementation plans, centre visits and the project reference group to which each centre reports on its progress.

Catholic Sector

As SSNP facilitation payments cease, some of the identified teacher quality and student wellbeing initiatives will need school level financial contribution to ensure that they continue with both integrity to their original intentions and sustained quality assurance.

Independent Sector

The fundamental premise of the independent sector model is long-term sustainability. Advisors assist schools to introduce school leadership structures (the principal as the lead learner), teaching and learning plans (based on evidence-based research and data), and professional learning teams of teachers who use data and collaborate to improve student learning outcomes. Advisors spent more time and focus on introducing and establishing this model in schools in previous years, and in 2012,

they began to step back, as leaders and teachers accepted more responsibility for their roles in the learning community. The emphasis of particular interventions and strategies may be different in each school, but the aim of the advisors is provide each school with the knowledge and skills to establish processes and programs that are sustainable for them at the completion of the funding cycle.

Showcase – 1 January to 31 December 2012

Government Sector

Showcase 1 – transforming teaching and learning

Warringa Park School in the former WMR has used SSNPs funding to transform teaching and learning and produce student achievement data that indicates a marked improvement in Literacy and Numeracy. The school caters for students with additional needs (special) who require their learning to be personalised and differentiated according to their support need. The students' support needs vary from high to low, but importantly each student is expected to learn and have their learning progress monitored and tracked. The school has a high Socio Family Occupation Index and a high percentage of these families qualify for the Education Maintenance Allowance.

This has been achieved by building the instructional knowledge and skills of all staff to teach literacy and numeracy through collaboration, professional learning teams and feedback. It has also been achieved through building teacher confidence to make effective instructional decisions. The employment of school-based instructional coaches and outside consultants to support their work has transformed the work that has been undertaken in learning centres.

The school has developed its own student achievement tracking system as the ability to track the progress of students against standards and indicators is important for the students, parents and staff. It has provided a means to verify the work being undertaken in the school as well as a lever to drive the instructional practice for professional learning teams. Highly focused and effective professional learning teams have driven the instructional change and have transformed the school into a dynamic learning community.

The collective efficacy amongst teachers to differentiate learning for every student has made a significant difference to student achievement. The school has proved that all students can learn and make significant progress in Literacy and Numeracy if they are given the opportunity, and if staff members know how to use assessment and data to drive the learning. The iPad, as the preferred learning device, has increased engagement, personalised learning for students and enabled teachers to be more focused on their instructional practice.

Warringa Park School has taken up the challenge and has been amazed by the progress of the students. Over the three years the school has been tracking the progress of the students in Literacy and Numeracy, the school has now 60 per cent of the students on the Victorian Essential Standards (VELS). In the middle years over 70 per cent of students are now being assessed using VELS (an increase of 10 per cent since 2011) and there has been a 7 per cent increase in literacy outcomes and an 11 per cent increase in numeracy outcomes. In the early years, formative assessment and targeted interventions have achieved an 8 per cent increase in literacy and numeracy outcomes with sustained and significant growth in reading over a three-year period. In 2012, 100 per cent of students will complete their VCAL certificate which optimises their opportunities for accessing an authentic post school option.

Showcase 2 - The Point Cook Precinct – School Centres for Teaching Excellence

As part of the SCTE project In the Point Cook Precinct, pre-service teachers from Victoria University have been placed in four schools for a year. Each student has a mentor from the school to which they are attached. Funding for the project has supported the employment of a 0.4 project manager and a research project on mentoring.

The pre-service teachers operate as a group and meet regularly on each of the two practicum days at

one of the schools for lectures and tutorials. A highlight of the tutorial time is the opportunity for the pre-service teachers to discuss, amongst each other and with other school staff, their teaching experiences and to link relevant educational theory to their practice. During block practicums, university lecturers move around the various school campuses visiting classrooms and meeting with pre-service teachers and mentors. As well as their classroom teaching and participation in the life of each school, pre-service teachers undertake a yearlong applied curriculum project that has an agreed and negotiated topic important to the school. They present on these projects at a precinct gathering.

Research on onsite pre-service teacher education has indicated that practice, partnership and praxis enable deeper understandings of educational and teaching practice than more traditional approaches. Findings from the project indicate that the pre-service teachers appreciate working, sharing and learning as a group throughout the year. They develop strong relationships with teaching staff and students, resulting in enhanced learning opportunities. They also become fully engrossed in the life of their partnership school and develop a detailed understanding of its complex operations opening up opportunities for employment.

The project has also had benefits for the school-based mentors who have developed professional relationships with the pre-service teachers. The mentors have a sense of personal responsibility in ensuring the pre-service teachers meet graduate standards in the time frame of the course and learn from them as they come to understand and practice teaching.

Catholic Sector

Showcase 1 – principal coaching program

The introduction of the *Principal Coaching Program* in the Diocese of Ballarat involved the use of accredited coaches appointed by CEOM working with principals in Archdiocesan Catholic schools. Since commencing in 2010, a total of 40 principals from both primary and secondary schools have participated in the program, which was coordinated by Catholic Education Office Ballarat (CEOB) staff and externally appointed consultants, Principal's First. Participants ranged from newly appointed principals in their first year to more experienced principals.

The *School Improvement Framework* provided a clear and strategic overview for the principals to determine the critical agendas to be addressed during the coaching sessions, whilst retaining the flexibility to address arising concerns on a needs basis. One of the most important elements to emerge in the program, and a key feature affirmed by many principals, was the benefit derived from the confidentiality of the coaching relationship and discussions, which were free from judgement and wider scrutiny. The success of the program was affirmed by the number of principals requesting ongoing participation beyond the eight two-hour sessions initially assigned as the process was deemed to be so beneficial.

The greatest success was reflected in feedback which identified the coach as more of a 'critical friend' whilst retaining the coaching elements at the core. When the coach was identified as remaining very professional, yet pastoral, principals were able to express thoughts, frustrations, beliefs, issues comfortably and in confidence. Ultimately, the success of the coaching relationship lay in the principal's capacity to adopt the thinking strategies and discernment to the local context.

It was important that the coach provided the opportunity to explore topics through a range of methods, including conversation, useful insights and advice, relevant and varied readings and books. The work done between visits was as important as the visits themselves. Coaching sessions needed to be both challenging and informative to help shape the conduct and thinking of the principal in their leadership role. The effective coach was able to deploy the necessary approach adopting the role of

mentor, always affirming, gentle, yet challenging, as required.

Participants in the Ballarat Diocese have affirmed that their participation was useful in building their skills and expertise and strengthening their confidence in their leadership capacity. Those working in more remote locations recognised the value of having a dedicated coach to support them. Participant reflections affirmed the program as:

'highly beneficial in my first year of principalship. To meet with a coach was a good way to be able to talk through issues and to explore and break open the strategic vision I held for the school. The discussions with my coach allowed me to truly define the rationale behind a number of the decisions I have taken and to also build leadership capacity within the Leadership Team at school. The coach did not provide me with answers or 'tell me what to do, rather the coach was able to ask questions and provide feedback which allowed me to find and develop my own answers and to grow in my leadership' (secondary school principal)

'First of all, I think the idea of a coach for a new principal is vital and important. I appreciated the opportunity to share and discuss issues I was having with someone who had had experience in the role of Principal and who had the time set aside to work with me' (first year principal)

The CEOB coaching model has now extended beyond the initial program offered, with a number of principals seeking to access additional services targeting specialist areas of school operations, including curriculum and wellbeing. While some principals expressed initial reticence, the overwhelmingly positive feedback from participants has assisted in building the profile of coaching as having both an accepted and integral place in the professional learning programs of Catholic school principals.

Showcase 2 - Social and Emotional Learning at Trinity Catholic School, Richmond North

Taking part in the *Social and Emotional Learning (SEL)* and *Family School Partnerships (FSP)* SSNP initiatives provided a steep learning curve for Trinity Catholic School in Richmond North. The simultaneous learning associated with both proved a rich and rewarding experience for the school community. The student wellbeing leader helped lead the school through a process of embedding a whole school approach to SEL, using the CEOM SEL Guidelines and professional learning as a platform to move from a SEL 'program' to a SEL 'approach'.

As both initiatives evolved, the school leadership team's paradigm of social and emotional learning and community engagement was challenged and the importance of grounding them in a whole-school approach became evident. Staff believed implementation of SEL would be most effective if embedded into the curriculum so it was important to involve not only the principal and student wellbeing leader in the SEL initiative, but also the learning and teaching leader from early on in the project. The process of developing a SEL approach has been gradual but has been enabled by ongoing staff professional learning, reframing the school values and vision statement, developing school awards and conducting parent information nights. Appropriate resourcing was a factor that was also considered critical. In the first stages of implementation, the school invested heavily in picture books as teachers agreed to use one Literacy session each week to specifically teach the SEL five core competencies.

The SEL framework has also required significant teacher support as the materials and ideas for lessons were developed in the context of the broader curriculum at each year level's needs. Providing physical resources and allocating planning sessions with the student wellbeing leader each term have been important ways to support this.

Embedding SEL within family school partnership strategies has been very effective in reinforcing the complementary role of families and the school in promoting children's social and emotional

development. Trinity has actively extended learning opportunities beyond the classroom by using home learning grids to engage families in SEL-focused activities. Talking circles (parent conversations) have given the school opportunities to provide parents with information regarding SEL and to gain feedback about the effectiveness of those strategies. Newsletter articles and school displays have also been used as effective communication strategies regarding SEL.

The reflections and feedback of the school community continue to inform the Social and Emotional Learning at Trinity Catholic School.

Independent Sector

Showcase 1 - Look, Learn, Lead: Innovative Study Tour Grants

Albury Wodonga Community College was one of six Low SES SSNP schools that were successful in receiving *Study Tour Grants* of \$5,000 in 2012. The purpose of this initiative was to enable a small team, including the principal, to visit high performing schools in other regions (interstate, overseas) whose programs and strategies would benefit them in achieving their goals. Principal advisors discussed the options with the schools to ensure that the study tours would be aligned with their annual action plans. Additional travel or accommodation costs were met by the school.

Albury Wodonga Community College is an alternative senior secondary school over two campuses in a major regional centre. The school has a socio-economic status of 85 – 89, which is significantly lower than the Australian average. The school supports students who have not been successful in mainstream settings and provides alternative programs to improve their core competencies and life skills, and to assist them to make a successful transition to employment. The school has a number of Indigenous students.

In 2012, the staff completed a reflective research project on the school's development in its first seven years of operation and the three school programs that had been trialled – 2cool4school, A Fair Go and Lifeworks. Each of these programs had its origins in developmental educational programs from New Zealand. The New Zealand programs have delivered 400,000 student outcomes for Indigenous, migrant and general populations for some 10 years. The success of their alternative delivery programs has seen an average 44.7 per cent completion rate of their one-year course aimed at educational/employment transition.

In November 2012, five participants from the school spent four days visiting four alternative schools and meeting with educational specialists and academics in Auckland, Hamilton and Te Awamutu to learn more about these successful programs and to develop closer networks with their New Zealand colleagues. Working in the alternative educational field of providing learning pathways for disengaged and at-risk youth can be very isolating for teachers.

The New Zealand programs are aimed at improving students' skills, not only in educational competencies (literacy, numeracy, CV writing), but also in their approach to family and community life (budgeting, parenting, relationship and communication skills). They endeavour to do this by using various learning contexts and teachers/coaches as mentors and assessors. The aims are to improve students' self-belief, and to increase their opportunities to achieve success.

Following the study tour in late November 2012, the team from Albury Wodonga Community School has been reviewing and refining the school's programs in line with their observations and discussions. The principal and teachers have also developed close links with their New Zealand colleagues and they have begun on-going dialogue comparing their programs and reviewing research and OECD data on school engagement.

Showcase 2 - Change Management: The Agile Process

Gilson College is a Literacy/Numeracy SSNP P–12 Seventh Day Adventist co-educational school in Melbourne’s western suburbs with some 780 students. As a Literacy/Numeracy SSNP school, it has a keen focus on improving educational outcomes in literacy and numeracy, as well as engaging students with strong Christian values. The principal and teachers at Gilson College have embraced a number of interventions to improve educational outcomes for their students. They understand that school improvement takes time, and that it involves using a combination of different strategies and activities to ensure effective outcomes. The school has a clear strategic direction and the focus has been on developing teacher capacity as a precursor to improving student learning outcomes.

The leadership and teachers have worked closely with the Advisors to use those programs and processes that they believe will be most effective in their context, including Professional Learning Communities, the Evidence Based Observation Tool and Coaching, and trialling iPads in the early years.

Advisors have coached and mentored teachers in each of these strategies for some three years.

Throughout 2012, the principal advisor assisted the school with planning for the introduction of the Australian Curriculum using a project management method called the Agile Process. This process is an iterative method of designing and delivering projects. It is flexible, interactive and empowering, because it involves the formation of small ad hoc teams of teachers comprised of participants not normally involved in major decision-making. Responsibility for decisions is therefore shared and outcomes are sustainable. The process is an excellent vehicle to promote the leadership capacity of teachers, whilst encouraging innovation and collaboration.

At first the implementation of the Australian Curriculum seemed like an immense task to teachers at the start of 2012. But the Agile Process broke down the various steps that the teams determined were required into a series of micro-actions, or ‘sprints’, for example addressing the entire staff about the principles underlying the Australian Curriculum, timetabling professional learning for teachers, deciding who had responsibility for the first four subjects and writing a newsletter to parents. Responsibility for each of these smaller steps was assumed by a teacher, not necessarily in a leadership position. By sharing the load among staff, and by breaking down the process into ‘sprints’, the planning for the implementation of the Australian Curriculum in 2013 was completed in a strategic and effective manner. The strategy also built sustainable practices because having been taught by the principal advisor how to use the Agile Process, staff will now be able to use it repeatedly.

Section 4

Reform Area 2: Recognition and Response to Individual Learning Needs

2012 Significant Achievements/ Highlights – 1 January to 31 December 2012

Initiative 8: Improved monitoring of student performance information

Government Sector

All government schools provided with National Partnerships funding incorporated improved monitoring of student performance information as one of their key activities to focus on during 2012. The aim was to support more accurate targeting of resources to schools and students with the highest need.

Across the system a range of strategies to monitor student progress, identify and assess students at risk of academic and school disengagement were offered to schools and teachers. These strategies included programs, professional learning opportunities and assessment tools to support the aims of this initiative. Specific programs and diagnostic tools included: Student Performance Analyser, English Online Interview and Maths Online Interview. Use of assessment tools included: On Demand Testing, English Language Assessment and School Level Reports.

Improved monitoring processes include:

- All Prep students took part in the English Online Interview which reported achievement in the modes of Reading, Writing and Speaking and Listening. Assessment data from these reports was used to provide a point-in-time overview of student achievement and valuable diagnostic information to inform program planning and resource allocation.
- Forty four percent of schools used the Student Performance Analyser (SPA), a web-based tool which involves on-going data entry using NAPLAN and AUS/VELS teacher judgments to monitor student learning progress.
- Professional learning sessions were offered at all schools. Key focus areas for professional learning and leadership discussion were: tracking of individual school data in relation to cohort performance in NAPLAN; data analysis to assist planning and engaging specialised consultants as a critical friend to work across a network of schools to measure student growth in learning outcomes using NAPLAN matched cohort data.
- Another key component of the professional learning for schools and teachers was on key characteristics of literacy and numeracy teaching informed by research and developed through consultation with classroom practitioners, experts in the field, coaches and regional personnel.
- National Partnership funding was also used to provide funding to 71 per cent of schools to support their participation in Mathletics. Teachers could plan to use Mathletics to reinforce skills and concepts contained in Victoria's mathematics curriculum by setting tasks for students to complete either independently or as a class, at school and online at home.
- Part of the delivery of the Mathletics program included delivery of 34 workshops for teachers across the state. Access to online webinars of the workshops was also provided.

Catholic Sector

The *Literacy and Numeracy Intervention Framework* was released and trialed with supporting professional learning. The Framework provides a mechanism for a whole school approach to

monitoring student performance and identifying the appropriate intervention as required. This was rolled out across all four Victorian Catholic dioceses.

46 primary schools introduced *Number Intervention P-4* into their curriculum. The target audience for this professional learning activity was Number Intervention Specialist teachers who were trained in Number Intervention P-4: a program which assists schools to meet the needs of students at risk in their Mathematics learning. Within the training year, Number intervention P-4 is implemented at the school and the Number Intervention teacher actively participates in offsite professional learning and works with a Number Intervention Tutor onsite. After the initial training year Number intervention teachers are supported through ongoing professional learning and Number Intervention Tutor support.

54 primary teachers were trained as specialist Numeracy Intervention Teachers. This initiative has been both trialed and reviewed in light of feedback received from participating schools, with modifications to ensure clarity and ease of engagement at the school level. Broader publication and distribution of the Framework is anticipated from early 2013.

Independent Sector

Two initiatives, improved monitoring of student performance information and timely student intervention and support, were again addressed in a variety of ways during 2012, depending on the strategic direction of each school and their points of need. As a result, different schools had different combinations of programs and interventions in place throughout the year. There were some common factors however, such as the focus on clear, strategic teaching and learning plans, the use of data to inform decision-making, developing collaborative learning teams, an emphasis on improving student learning outcomes. Advisors supported leaders and teachers by visiting regularly and monitoring the progress of their agreed plans.

During 2012, there was an increase in the capacity of teachers in SSNP schools to analyse assessment data, including NAPLAN, to assist them to recognise and respond to individual learning needs as a result of the continued coaching and mentoring of Advisors. The regular visits of Advisors enabled them to monitor the on-going use of formative assessments such as Running Records, Online Assessment, PAT, and TORCH to recognise and respond to individual student progress. Teachers were encouraged by Advisors to establish professional learning teams, to share data and plan collaboratively. There has been an increase in the acceptance of this as established good practice, and an increase in the preparedness of teachers to assume leadership of the learning teams. It also ensures sustainable practice for the post-funding period.

There was an increase in the use of technology in schools in 2012, assisting teachers to engage students readily and to differentiate learning in the classroom. For example, iPad trials were conducted in 14 schools during the year, monitored by the 4 L/N Advisors. Sets of six iPads were purchased by ISV and then placed on loan to a primary class in a SSNP school, provided the school had access to wifi. After six weeks, the iPads were then passed on to another school to broaden the scope of the project. A total of three sets of iPads rotated around 13 SSNP schools during 2012. Teachers reported that the iPads improved student engagement, particularly with the availability of Apps and other web resources relevant to individual student learning levels. The trials also increased the confidence levels and skills of teachers in the use of technology in the primary classroom.

Initiative 9: Timely student intervention and support

Government Sector

A variety of school-based interventions were provided to assist schools in developing individual

education and pathway strategies particularly for students at educational risk, at risk of homelessness or homeless, refugee students, Indigenous students, and students with complex needs.

Timely student support included:

- employment of teaching staff to specifically target at-risk students through intensive small group support in literacy and/or numeracy such as: Reading Recovery teachers, Koorie Engagement Support Officers (KESO) and Wellbeing Officers.
- professional learning, coaching sessions and data analysis workshops to provide strategies for teachers around literacy and/or numeracy intervention and language support.
- The Quicksmart numeracy program which provided focused activities that aimed to increase students' strategy use and improve their automatic recall of basic number facts across all four operations.
- Getting Ready in Numeracy (GRIN) targeting students experiencing difficulty in maths. Those schools that have implemented the program reported improved confidence and enthusiasm in maths classes, as well as improved attendance.
- On Demand Testing, an online resource for teachers to conduct assessment in a reliable and standardised manner. The assessment data gained from the student tests helped teachers to identify individual student's strengths and weaknesses. Some schools benefited from a regionally-developed program Digging Deeper; a tool for deeper analysis of On Demand results.
- innovative clustering arrangements devised to enable training for small schools through a partnership agreement especially in the rural and remote areas.
- piloting a program called Speaking and Listening Supporting Early Literacy (SALSEL). Schools in the SALSEL pilot program experienced significant improvement in their Prep to Year 2 students' literacy outcomes and will expand the program to Years 3 to 6 in 2012.

Cross Sectoral Initiative

All three school sectors committed to progressing the development of the *Tools to Enhance Assessment Literacy (TEAL) for Teachers of English as an Additional Language*. The web-based toolkit consists of an online adaptive EAL test to identify student's level of English proficiency and an EAL Assessment Resource Centre which includes a bank of assessment tools, work samples and advice to guide teachers on EAL assessment. The University of NSW has been in discussions with the technical experts in the Department to ensure the adaptive test questions are aligned to the assessment platforms used for other forms of Department assessments such as On Demand and English online. Discussions were also held with University of NSW to plan for the teacher induction for the project and the two workshops for the two groups of teachers that would be contributing to the development of the adaptive questions and the toolkit materials.

Catholic Sector

The CECV *Intervention Framework* is a model to support schools in managing student learning. The *Intervention Framework* identifies key principles, structures and processes which need to be considered in developing effective school practice. All students are expected to receive appropriate, high quality instruction within a broad array of instructional strategies operating within the general educational setting. The Intervention Framework, designed to scaffold learning and strategically support learners, is founded on a key set of principles which have been informed by Gospel values and strong beliefs of justice and equity where the child is at the heart of education.

The modules include:

- introduction and philosophy
- identification
- assessment
- analysis and interpretation
- learning and teaching
- evaluation.

The Intervention Framework modules support schools in reviewing their systemic structures and to examine their philosophy, practices and processes to effectively improve all student outcomes. By the end of the modules the schools were able to:

- identify students who may be 'at risk'
- use assessment data
- effectively analyse data in order to specifically identify their needs
- plan and implement a teaching and learning pathway or specific intervention to explicitly meet the identified needs
- evaluate both the student learning outcomes and the effectiveness of their school's processes.

The delivery of the Intervention Framework modules was then trialed in each diocese with nominated schools in 2012. Pre and Post data was collected in addition to participant feedback as one component of the evaluation process. A formal evaluation across all four trial sites (six schools) was conducted collectively by the diocese over two days in August 2012.

The resources and documents associated with this professional learning activity have been made available through a web-based portal (wiki) for use in the initial trial. The framework was trialed, schools audited their own practices and trialed the decision-making process in order to support the learning needs of identified students.

Support for Aboriginal and Torres Strait Islander Students – 1 January to 31 December 2012

Government Sector

Victorian government schools benefited from *Wannik: Learning Together – Journey to Our Future*, Victoria's education strategy for Koorie students. The overarching intention of Wannik is to support the system to reposition the education of Koorie students through a culture of strong leadership, high expectations and individualised learning.

In SSNP schools the key strategies at the system and/or school level that contributed to improved attendance, wellbeing and engagement of Aboriginal and Torres Strait Islander students included:

- Individual Education Plans and Managed Individual Pathway Plans which provided a mechanism to connect what students learn in the classroom with their long-term goals and outcomes. The plans provide a concrete base for discussion and communication between teachers, parents and students. Generally, implementation of the individual education plans improved communication with families, greater self-esteem for students, better sense of self and improved attendance by Koorie students

- tools to track the learning progress and attendance of Indigenous students
- tutorial support for eligible Indigenous students provided schools with funding to contract tutors. Tutorials were conducted in class where possible, however, schools had the flexibility to determine the best method of delivery of tutorial support to maximise student learning outcomes. Delivery arrangements were through individual or group tutorial sessions
- schools that chose to run a homework centre were required to design and document a program based on 'most promising practice' that contained intended student outcomes and targets. Schools were also able to enter into formal partnerships with co-operatives to conduct homework centres
- developing cultural awareness and cultural competence
- KESO workers were allocated to key SSNP schools to focus on student and parent engagement
- resources for schools to ensure that Tutorial Assistance funding was used appropriately.

Independent Sector

Advisors continued to support teachers from Worawa Aboriginal College to develop rigorous and culturally appropriate programs and interventions to improve student learning outcomes. Students at Worawa come from at least 12 different communities, speaking the equivalent number of first languages. At the beginning of the year, the Principal Advisor facilitated an in-school workshop for teachers, to ensure the consistent and reliable administration of the Brigance Comprehensive Inventory of Basic Skills diagnostic tool. Tests are now administered to all students upon entry to the College and progress is monitored against Brigance inventories for Oral Language, Reading, Writing, Mathematics and Life Skills. All students work on individual learning plans.

Support for Other Disadvantaged Student Cohorts – 1 January to 31 December 2012

Government Sector

Key strategies at the system and/or school level that contributed to improved attendance, wellbeing and engagement of other disadvantaged cohorts (i.e. students with disability, EAL, etc) were developed and progressed in 2012. These were framed around activities to establish Student Support Groups where regular meetings with staff and parents were held to monitor, set goals through individual learning plans and strengthen student welfare and curriculum support.

The New Arrivals Program aims to improve the educational opportunities and outcomes of newly arrived English as additional language (EAL) students by developing their English language competence and facilitating their transition to participation in mainstream education.

Newly arrived EAL students eligible to enrol in government schools as non-fee-payers received intensive English language tuition principally through English language schools and centres for between two to four school terms.

There are English language schools and centres in the metropolitan area, as well as regional programs currently operating in Mildura, Geelong, Ballarat, Traralgon and Shepparton.

Where students were enrolled in small numbers in rural areas, they were supported through the Isolated EAL student program. Support for students in isolated rural settings included withdrawal or in-class support by a dedicated teacher, usually EAL experienced and materials.

Transition Officers based in English language schools and centres worked intensively with high needs students, including refugees and humanitarian entrants and their guardians to find appropriate

schools and programs when moving to mainstream settings.

EAL Specialists (EAL qualified and experienced teachers) were employed to work with refugee background students and teachers in their classes, focusing on literacy and numeracy development.

Independent Sector

Advisors assist classroom teachers to identify students with special learning needs and develop Individual Learning Programs to support these students. Advisors encourage teachers to use technology to engage and motivate students with individual learning needs. The iPad trials were effective in engaging students in junior primary levels with special learning needs.

There are significant numbers of students from recent arrival, refugee and non-English speaking backgrounds in SSNP schools. Advisors assisted classroom and ESL teachers to develop appropriate language programs for them throughout 2012.

There were four days of professional learning offered at the Development Centre for ESL classroom teachers in 2012, and four teachers from SSNP schools were funded to attend.

In 2012, ISV became the first Australian Feuerstein Training Centre and the Development Centre commenced courses for teachers in Instrumental Enrichment and Mediated Learning Experience to augment schools' special education programs. The Feuerstein Institute has achieved success with people of all ages with a disability, including children with learning difficulties, by helping them overcome cognitive, emotional and psychological challenges to reach their full potential.

Professor Reuven Feuerstein is a clinical psychologist who is internationally recognised for understanding that intelligence can be modified through mediated interventions that enable the development of learning aptitude and the enhancement of intelligence. As an accredited Feuerstein Training Institute, ISV offered Module 1 to two teachers from five SSNP schools for five days in August 2012. There are 15 days of training involved in each of the three modules, which will continue during the next two years. Advisors trained in the program will support teachers as the programs are implemented in schools.

Sustainability

Government Sector

In providing strategies to support schools, teachers and students a key emphasis was on provision of models that are sustainable for a rapidly changing educational environment. Provision of sustainable models started at the planning level where processes were put in place to embed good practice and were documented in School Annual Implementation Plans and Principal Performance Plans.

Professional learning courses and discussions at schools provided opportunities to acquire the capabilities, dispositions and deep understandings they need to lead their school communities. The learning that has been made will continue to result in gains for schools through improved teacher practice and improved school data. Principals are contributing their learning to other principals and schools in their cluster and at sub-regional meetings and this will continue as it is a valued exercise. Most models of professional learning have adopted the 'train the trainer' approach to support ongoing learning.

Programs focused on Literacy and Numeracy strategies have been embraced by schools at both the leadership and the teacher level and will continue to be further developed and implemented. Evaluations from these programs will be able to provide evidence of what works through data and analysis as well as report back to the whole system on performance as a way of influencing future adaptations and implementation of models and appropriate use of funding.

Catholic Sector

As SSNP Facilitation payments cease, some of the identified Teacher Quality initiatives will need school level financial contribution to ensure that they continue with both integrity to their original intentions and sustained quality assurance.

Independent Sector

The fundamental premise of the independent sector model is long-term sustainability. Advisors assist schools to introduce school programs and interventions that encourage the development of collaborative learning teams of teachers who analyse data and use it to develop programs to improve student learning outcomes. It is a powerful and sustainable model that can be continued after the end of the funding cycle. Advisors spent more time and focus on introducing and establishing this model in schools in previous years, but in 2012, they began to step back, as the teachers accepted more responsibility for their roles in the learning community. The emphasis on particular interventions, and the combinations of strategies may be different in each school, but the aim of the Advisors is to provide each school with the knowledge and skills to establish processes and programs that are sustainable in the long-term.

Showcase – 1 January to 31 December 2012

Government Sector

Laverton P-12 College

Located within a metropolitan region, Laverton P-12 College used its national partnership funding to introduce an intensive literacy/numeracy program for Prep to Grade 4 students in Semester 1 and Grade 5 to Grade 8 students in Semester 2. The program:

- selected 16 students each semester based on literacy and numeracy skills
- required the students to be together as a group for the whole of the semester's program

- had its own classroom and coordinator/teacher
- continued to track the students after they returned to their normal classroom activities
- concentrates on speaking/listening, reading, writing and numeracy skills.

Evidence from teachers and their coach suggested that this is a highly effective approach to support ESL students. The evidence showed that the all students:

- progressed four levels in six months in their reading and improved in dictation and writing
- were able to construct text jointly as a whole group, in small groups and independently
- spoke in front of the whole class on a variety of topics. They are speaking more clearly and not rushing their words
- demonstrated knowledge of high frequency words improved.

St Georges Road Primary School

Located in a regional town within Victoria, St Georges Road Primary School established professional learning teams underpinned by support from experts in the field.

Staff undertook a re-modelling of the planning processes where term planners were broken into four week cycles with a fifth week for review. Case study students were identified and used as a 'differentiation measure' for extension and revision lessons and auditing prior to planning for the next four weeks of teaching. Data informed the planning - teachers planned with a term planner for data and work programs. Lessons were designed based on achievement gaps in an intervention model. Support was provided for intervention and acceleration.

Successful outcomes were:

- teachers auditing achievement of each student on a four week cycle
- team responsibility: collaborative review – identifying gaps and planning for extension and revision
- team teaching – flexible ability groupings for five week of instruction, based on point of need
- creative ways for differentiation and flexible groupings across grade levels
- more refined planning and purposeful instruction for cohorts of students
- greater teacher use of data to plan, implement and review student learning
- deeper teacher knowledge of planning the incremental teaching steps
- moderation skills enhanced across the school
- more refined goal setting for student learning
- development of individual learning plans for students with Disabilities & Additional Needs, EAL and refugee students
- utilising expertise and skills of additional staff including the Education Support workforce to support interventions to meet needs
- NAPLAN data Year 3 to Year 5 demonstrated matched cohort progress greater than state progress in Literacy and Numeracy
- Prep-2 Literacy benchmarking data demonstrated positive improvements.

Independent Sector

Northside Christian College: Using ICT to enhance Learning

Northside Christian College is a Literacy/Numeracy SSNP P – 12 co-educational school in Bundoora, a northern suburb of Melbourne, with some 280 students.

Teachers from Northside became interested to follow up a more contemporary approach to classroom practice after encouragement from SSNP Advisors in 2011. A secondary school teacher was funded to participate in an online ISV ICT course that outlined the benefits in individual student learning that arose from the use of technology in the classroom. He realised that technology needed to be in the hands of the students in their own classroom, not separate and isolated in a computer laboratory.

After a six week trial in 2011, supported by iPads on loan as part of the SSNP funded program, the school had data that demonstrated that the technology, combined with innovative programs and pedagogy, can encourage students to take charge of their own learning. The teacher was appointed eLearning Coordinator in 2012 and with the support of the Primary ICT Coordinator, the iPad Pilot Project commenced in 2012.

All students in Years 5, 6 and 9 were required to purchase an iPad for daily school use. The school provided iPads for teachers of these levels. The enthusiasm with which students embraced the technology, actively seeking out new applications and resources to enhance their learning has been encouraging. Teachers also adapted positively to the use of the technology.

They participated in a series of afternoon meetings called *Techie Teas* (initiated by the L/N Advisor) to discuss new software and applications, and to share tools that can be used by colleagues to individualise student learning and improve outcomes.

St Mary's Coptic Orthodox College: CASEA Project

St Mary's Coptic Orthodox College is a Low SES SSNP P – 12 co-educational school of 612 students in Coolaroo, a northern suburb of Melbourne. The school has significant numbers of students from recent arrival and refugee backgrounds, and has been experiencing some difficulties managing students with young children at risk of developing Conduct Disorder.

The SWCE Advisor investigated the possibility of the school applying to participate in the *Child and Adolescent Mental Health Services (CAMHS) and Schools: Early Action Program (CASEA)* program developed by the Royal Children's Hospital. The CASEA program is an evidence-based early intervention program, driven by the latest research findings aimed at reducing the incidence and impact of Conduct Disorder.

With the Advisor's support, the school was successful in its application and the program was run in Terms 3 and 4, 2012. All primary teachers were briefed in Term 3 and three teachers were trained by CASEA clinicians to lead the program. Parent and teacher surveys were completed for each child from Prep – Year 3. The results of the surveys exploring the thoughts, feelings and behaviours of each child were cross referenced, and from this comprehensive profile, eight Year 1 children were considered at risk, and eligible for the program.

In Term 4, three teachers were released from classroom duties one day a week to work with the two clinicians from CASEA and the school coordinator was funded by SSNP for half a day a peer week's CRT. CASEA staff and St Mary's teachers met with the parents of these students each day to discuss the behaviour of the children at school and home. The insights gained provided parents and teachers with new ways of relating to the children and strategies to deal with the daily challenges. There were also daily meetings for the students with the teachers and clinicians. Teachers in the primary school set aside a period per week to discuss and complete CASEA activities designed to develop ways to support

the students.

At the end of 2012, CASEA provided a detailed report for each child, outlining the progress they had made and identifying the skills the child should be encouraged to work on in the future. There were specific recommendations for further testing for a number of students and detailed assessments for three students from older classes. There was a marked decline in behavioural issues with all eight students at the end of 2012. Parents and teachers reported that the program was successful.

Staff from St Mary's report that they developed an increased understanding of how to implement proactive strategies to develop close working relationships with parents and carers to promote children's mental health and wellbeing. They also gained an understanding of how the school and parents could access resources and services that would support children's welfare.

The staff trained by CASEA in 2012 will be responsible for the continuation of the program in 2013.

Oakleigh Grammar School: *The Leader in Me*

Oakleigh Grammar is a Greek Orthodox, Literacy/Numeracy SSNP P – 12 co-educational school of 480 students in the Melbourne suburb of Oakleigh.

In 2012, the school introduced *The Leader in Me* whole-school transformation model based on Dr Stephen Covey's *7 Habits of Highly Effective People*. The model, which was first used to transform an Elementary School in the USA in 2006, aims to bring higher academic achievement, whilst equipping students with 21st century leadership skills. Evidence from the successful implementation of the inaugural program at AB Combs Elementary School (North Carolina) demonstrated that students gained self-confidence, took responsibility, showed initiative, set goals and met them, got along with other people, solved problems and resolved conflicts. Planning for the introduction of the program and training staff took some time, but the model was in operation for the 240 students from the Early Learning Centre to Year 5 from the start of 2012.

The aim of *The Leader in Me* program is to develop the full potential of all students, improving their academic performance and their 21st Century skills (responsibility, creativity, initiative, teamwork, cross-cultural, communication). The *7 Habits* (1. *Be proactive*, 2. *Begin with the end in mind*, 3. *Put first things first*, 4. *Think win-win*, 5. *Seek first to understand, then be understood*, 6. *Synergise*, 7. *Sharpen the saw – look after yourself*) are integrated into the curriculum in a ubiquitous fashion, with all subject areas using a shared understanding and language with the students.

In August 2012, the SWCE Advisor supported the school in planning and presenting a parent training day to induct 15 parents into the *7 Habits* and the school's *Leader in Me* model, so that they could share the philosophy and language at home with their students.

The Advisor also assisted with regular planning support (project management plan, allotment of roles, risk analysis) for the school's Parent Leadership Day in August, where the students shared their *Leader in Me* journeys with the 150 parents in attendance, along with representatives from Catholic and government schools who were interested in introducing the model.

Students displayed great confidence in front of the large audience and spoke with enthusiasm about the skills they had learned from the program. Parents are now very accepting and supportive of the school's new approach to student development. Teachers report evidence of more positive attitudes among the students, increased leadership skills and improved academic outcomes.

The school ran a follow-up workshop for parents, the *7 Habits of Highly Effective Families*, and is planning for the incremental introduction of the next stage, *7 Habits of Highly Effective Teens*, into Year 6, in 2013.

Section 5

Reform Area 3: School-Community Engagement and Extended Schools

2012 Significant Achievements/ Highlights – 1 January to 31 December 2012

- Education Partnership representatives from the government sector, together with the Berendale Extended School Hub principal and Lead Agency CEO attended the National Extended Service Schools Exchange (NESSE) meeting in Sydney on 11–12 November 2012. This NESSE meeting enabled a continuing exchange of best practice examples and new initiatives between school leaders and community agencies from other states and territories in order to promote the development of extended service schools.
- The Municipal Literacy Partnership Project has increased the understanding of the roles and the importance of connections between schools, early childhood services and the broader community. The utilisation of existing initiatives/activity, such as libraries, playgroups and community events, to deliver literacy messages has resulted in wide distribution of literacy resources. Book swap boxes have been established across the Frankston and Mornington Peninsula municipalities, providing free books in a range of community spaces.
- The former WMR partnered with Victoria University to allow Bachelor of Education students to observe literacy and numeracy blocks in Prep-2 within a school and to debrief the observation with the teachers and university colleagues. The program is now in its third year and is building a coherent understanding of research-based literacy and numeracy pedagogy in Prep-2 in the former region. The partnership project provided well trained teacher graduates with a coherent and consistent approach to literacy and numeracy instruction to former WMR schools.
- One network of 20 schools in the former WMR employed a leading teacher – autism over the past two years. The leading teacher worked across the 20 sites with principals, teachers and parents, and set up an autism network of parents that met once per term. The former WMR deemed that the support plan established by the leading teacher was achieving its goals to overcome isolation for families who have students with autism and link families more closely to the school.
- In the Catholic sector, Anne Henderson, Senior Consultant for the Annenberg Institute of School Reform (USA) facilitated a number of conversations and workshops in August 2012 with school leaders, teachers, parents and system personnel, focusing on family-school-community ties as an essential school improvement strategy. Anne Henderson was the expert facilitator at the annual CECV Family-School-Community Partnerships Forum, exploring the power of partnerships for student success, with over 120 participants from across Victoria. Evaluations indicated that more than 95 per cent of the audience found the Forum to be ‘highly effective’ or ‘effective’ for exploring the role of family-school-community partnerships in enhancing school improvement and maximising student learning outcomes.
- In the Independent sector, a Low SES P- 12 Islamic school introduced a Student Representative Council (SRC) to develop students’ leadership skills and improve community engagement. In 2012, the SRC was successful in being awarded a grant of \$16,500 from the Office of Multicultural Affairs and Citizenship to expand its programs and activities. The Student Wellbeing/Community Engagement Advisor helped to guide the program and helped to connect the school to organisations that could assist. The SRC planned a series of functions in 2012 that involved the students’ families, including a family sports day and festive dinners. Former SRC

members were also preparing to offer Sunday tutorials for VCE students and those requiring additional literacy and numeracy support. The leadership program was so well received that it will be extended in 2013 with the support of the Islamic Council of Victoria, with a view to rolling out the program to all Islamic schools in 2014.

Overview

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

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

Government Sector

Leading Communities

SSNP schools had access to the *Leading Communities* module offered through the Bastow Institute of Educational Leadership. This module is designed to teach participants how to establish parent/family involvement as part of strategic school leadership practice, work effectively with external stakeholders to improve children's outcomes, and develop their community's social capital.

Schools used support staff such as Family Engagement Workers, Family Liaison Officers and Welfare Officers to connect with families, engage them in learning and assist them in supporting their children at home. Schools also encouraged greater parent participation in school activities by, for example, running family education programs, information nights and social get-togethers.

Schools also partnered with local businesses to support business-sponsored breakfast programs and awards and worked with local government to improve the transition from early childhood to school through initiatives such as primary school-based playgroups.

Extended Schools Hubs Trial

The *Extended School Hubs Trial* continued to operate in Geelong North, Wyndham, Sandhurst, Frankston North and at Berendale School. Governance bodies for each hub site continued to coordinate partnerships with business, local government and community based agencies to reduce barriers to learning and to provide complementary learning programs and services delivered during, before and after school hours by relevant professionals.

Throughout 2012 all Hubs continued to develop these partnerships in line with identified priority areas. All developed plans to sustain designated partnerships, activities and programs beyond the end of the trial funding period. Hubs governance arrangements were periodically appraised to ensure that families, school staff, community agencies and all significant stakeholders were facilitated to contribute to the planning and implementation process.

Throughout the year the Hubs increased the scope and range of activities and programs they provide. More of these activities were delivered outside of school hours by a diverse group of agencies and organisations. Ongoing data collection ensured that the Hubs were able to track their progress against priority areas, and modify activities where necessary.

The three original Hubs (Geelong North, Wyndham and Sandhurst Hubs) have completed their final year of funding. The fourth hub at Frankston North received their final payment of \$330,000 for 2013. Berendale School received a second payment of \$330,000 and will receive \$330,000 again in 2014.

The evaluation recommenced after a six-month pause in activity. Interviews with partner organisations, school leaders and Hub staff were undertaken during November and December 2012. Data collected will inform the second and final social network analysis and the impact analysis. The impact analysis will be completed in February 2013. The project's final evaluation report is due for

completion in April 2013. Findings from these two reports will be presented at the SSNP Extended School Hubs Advisory Group meeting to be held in May 2013.

Municipal Literacy Partnership Project

The *Municipal Literacy Partnership Project* involving the former Southern Metropolitan Region and the Local Government Areas of Frankston and Mornington Peninsula aims to maximise the unique opportunity to improve the way in which schools, early childhood providers and wider community groups approach and aid literacy development.

The project has increased the understanding of the roles and the importance of connections between schools, early childhood services and the broader community. A number of primary schools have established literacy focused activity groups for children aged 3-5 years and Koorie playgroups are being promoted and supported through the villages.

The coaching and mentoring program for early childhood educators continued to expand, with over 180 educators currently being supported. Further professional development will be offered to the kindergarten sector early in 2013.

All literacy villages had their final meetings in late 2012 and developed plans for activity in 2013, with a focus on ongoing sustainability of the project.

Catholic Sector

Family School Partnership Convenors continued to work with the 46 targeted school communities across Victoria, supporting leadership teams, teachers, families and communities to plan and implement initiatives that promote family and community engagement in learning. In 2012, the focus was on 'Activities to Impacts' – supporting schools and Family School Partnership Convenors to better articulate what they are doing differently with new purpose and intent and the impacts of their family and community engagement efforts, rather than just describing 'what' they are doing in terms of activities. This included capturing both qualitative and quantitative evidence, and making connections to existing data sets (e.g. school improvement data).

Capacity building opportunities with individual school communities continued to be important in 2012. Highly regarded consultants worked with Family School Partnership Convenors to facilitate local professional learning and community building activities focused on family and community engagement in schooling and learning.

The impact of the Family School Partnerships initiative included:

- diocesan plans being developed to promote, value and accommodate Parent Engagement
- other schools that are not part of the Low SES SSNP initiated / are planning to initiate Family School Partnerships within their school – utilising the achievements and learning from the Low SES SSNP Schools
- one diocese's approach to the Family School Partnerships focus was examined and will inform the Latrobe City Council Children's Services Plan 2013-2017.

Many schools focused on building teacher capacity to engage families in learning, as part of quality teaching. Initiatives such as *Community Classrooms* and *Professional Learning Teams* brought teachers together on a regular basis (within and between schools) to deliberately plan and review strategies to engage families in schooling and their child's learning. Another area of emerging work focused on the importance of engaging pre-school children and their families in opportunities to enhance early learning and school readiness. Playgroups and kindergartens were used as opportunities for parents to

engage with the school, practice learning-at-home activities with their children and enhance their understanding of the practices and language used in contemporary schooling.

Independent Sector

During 2012 there was an increased focus on student wellbeing in SSNP schools, through the use of Student Wellbeing/Community Engagement (SWCE) Advisors. Schools worked with the SWCE Advisors to adapt a variety of interventions to support student wellbeing, engage parents and extend their links to the wider community.

SWCE Advisors continued to encourage leaders to involve their parents in matters relating to student learning and in activities and functions in the school. It is widely accepted in SSNP schools that close collaboration and open communication with parents is good practice. To engage parents more positively in schools, schools conducted parent information sessions, parent forums and symposiums, parent reading support groups, homework clubs and careers nights. SWCE Advisors worked with the teachers with responsibility for such activities to build confidence and competencies that will continue to be used after the end of the funding cycle. Parents became more involved in participating in school activities and better informed about school routines and organisational processes.

SWCE Advisors also supported schools to extend their links to the wider community, and several schools established links that will be long-lasting. Advisors encouraged school leaders to be outward looking for school support, by building an awareness of agencies and organisations available to provide support, introducing schools to appropriate networks and assisting in the process of applying for grants.

Support for Aboriginal and Torres Strait Islander students – 1 January to 31 December 2012

Government Sector

Across Victoria, government schools continued to utilise Koorie Education Support Officers (KESO) to support Indigenous family and student engagement in education and culturally inclusive practices in schools.

In the former Barwon South-Western Region, an after-school club was set up at one school to support Indigenous students with after school activities and learning support. This club was supported by the Deakin University pre-service teachers, KESO, local community members and parents.

Community and family have been critical to the success of the new Koori Academy of Excellence (the Academy), a joint initiative with the Victorian Aboriginal Education Association Incorporated, and its students. The Academy knows a member is more likely to flourish when they have the support of their parents or carer; and while the Academy focuses on nurturing the student its ethos is one of family inclusiveness. Family and the community have been encouraged to be actively involved in the Academy and in its programs. Activities have included workshops for families and the community on how to support the development of students. Family were also made welcome to participate in Academy activities such as residential camps, cinema, theatre and art gallery outings and sporting events. Family support was illustrated by the attendance of all 32 families of inaugural students at Academy functions held in 2012.

Independent Sector

SSNP Advisors worked with Worawa Aboriginal College to explore the effectiveness of current school programs and to plan future strategies to engage the students and their families.

To engage both parents and students and to extend school-community links, the College was encouraged by SSNP Advisors to organise a fashion parade in August, incorporating Aboriginal dance,

art and music, at which student artwork was showcased through fashion, jewellery and design. This was part of the school's *Pathways to Womanhood* program, aimed at helping the older girls to display their talents proudly in public.

Students were involved in the design of the clothes and printing of the material, working with RMIT University Textile Design and Development Department and a local dressmaker to prepare for the evening. Students presented the garments to an audience of approximately 120 teachers, families, friends, supporters of the school, Advisors and local community members at the function. The students gained great confidence from their participation and local community support for the College was reinforced by this initiative.

Support for Other Disadvantaged Student Cohorts (if applicable) – 1 January to 31 December 2012

Government sector

Schools with large disadvantaged student cohorts continued to implement localised family engagement strategies to meet the individual needs of their local communities. Strategies included the employment of wellbeing officers to support students and families as well as the employment of Multicultural Education Aides to better link families from culturally and linguistically diverse backgrounds with schools. The development of strong connections with local agencies and local government and the engagement of experts to provide professional learning for staff and families also assisted in strengthening communities.

In the former WMR, SSNP funds were used by networks of schools to engage outside agencies such as the Local Learning and Employment Networks and Foundation House to support at risk refugee students. In one network, a program supported Burmese-Karen families through the use of ESL transition officers at an after-school homework club.

Catholic Sector

In 2012, the CEOM continued to work with Foundation House on the *Cultural Development Project: Good Practice into Common Practice*, designed to target a small number of SSNP Low SES communities to explore policies, procedures, structures and approaches to create learning environments that embrace diversity and maximise outcomes for all. Foundation House is a community organisation experienced and committed to working with cultural groups, particularly refugees and newly-arrived migrant families.

During 2012, five school communities volunteered to be involved in the project, and worked with Foundation House and their Family School Partnership Convenor to review how they currently engage culturally and linguistically diverse families and develop strategies to strengthen learning partnerships with these families. Some of the strategies included: developing family engagement policies; family orientation/transition programs and related resources (e.g. welcome packs, parent handbooks); professional learning on the refugee experience and schooling in Australia; school signage, translating written materials, using interpreters; cultural liaisons and cultural support groups for parents.

It is anticipated one of the outcomes from this project will be the development of a resource that outlines what we mean by 'good practice' in engaging refugee and newly arrived families, and a report that considers the implications for school communities and CEOM. This will be completed at the end of the project in April 2013.

Independent Sector

Parent Support Groups were conducted regularly to ensure close communication between school and home for students with individual learning plans. These meetings involved the classroom teachers,

specialist and EAL teachers, therapists and parents. Particular attention was paid to parent communication to parents of students from non-English speaking backgrounds, including multi-language translations of newsletters, bi-lingual translators on switch boards, translators at Information sessions and Parent-Teacher Interviews, and Homework Club language assistance for parents.

Seven SSNP schools were supported to attend a one-day workshop presented by Dr Bruce Perry in August 2012 on the topic of dealing with students who have experienced trauma and loss. Research shows that in a typical mainstream school, more than 50 per cent of students will have experienced more than three adverse experiences such as grief, loss, parental separation, health concerns and social challenges. In special education settings this rises to more than 90 per cent. Dr Perry is an American psychologist who has a developmentally sensitive and trauma-informed approach to clinical work with at risk children and youth. His presentation provided participants with practical classroom strategies and activities to help students. Schools represented at the workshops included those with recent arrival families, schools with students with disabilities and experiencing learning difficulties and large numbers of Indigenous students.

Sustainability

Government Sector

While some schools may not have the capacity in their budgets to employ additional staff to work with individuals and small groups of students to continue the strong intervention that has been initiated, schools and coordinating staff are considering how they can embed the learning into their school practices, how they can modify programs to make them more sustainable and how program funding could be maintained by each participating school, the local council and community agencies.

Extended School Hubs

Ensuring the sustainability of Hub activities and programs after the completion of the trial continued to be a focus of Hub planning. Decisions on how the functions of Hub staff will be continued beyond the trial funding period have been made in the three earliest Hub sites. Each has developed a distinctive response to ensure some ongoing support and expertise is available.

Hubs continued to strengthen partnerships and build local commitment and leadership. Governance groups have all been working to 'mainstream' the activities and programs developed through Hub partnerships.

Municipal Literacy Partnership Project

The project board met in December to consider project sustainability and a key focus of the final meetings was to consider project sustainability options. The project board will be meeting in February to further consider sustainability options for the project initiatives, which will remain a focus for early 2013. Quarterly meetings with Literacy Mayors/representatives will have a sustainability focus in 2013.

Both Local Government Areas are developing plans for embedding literacy into broader council initiatives and providing opportunities for the ongoing contribution of the literacy village members.

Catholic Sector

Family engagement in learning is increasingly being recognised as a key component of school improvement, and in particular quality teaching, rather than a separate strategy. Therefore, schools are planning and implementing deliberate initiatives to build teachers' capacity to engage families in schooling and learning.

Goals and strategies to strengthen family-school-community partnerships are being reflected in school Annual Action Plans and four-year School Improvement Plans. In many cases, these goals are not just

reflected in the school community sphere of the School Improvement Framework, but are represented in learning and teaching, leadership and management and student wellbeing spheres – they are becoming embedded in school practice.

One major strategy for promoting sustainability of strategic approaches to family engagement beyond SSNPs is the development of a *Parent Engagement Tool*. The primary purpose is to develop a system-ready framework that reflects a shared understanding of parent engagement and informs measurement, including tool/s that can be used by school communities to both measure effectiveness in parent engagement (summative) and inform future directions (formative). By the end of 2012, a draft framework had been developed, and will be used to inform the development of measurement tools that will be piloted by a small number of SSNP Low SES communities in 2013. This project is scheduled to finish by the middle of 2013. Along with a finalised *Parent Engagement Tool*, it is envisaged this project will result in recommendations that outline system-wide implementation, aligned with school improvement processes and system priorities and directions.

Independent Sector

The fundamental premise of the independent sector model is long-term sustainability. Advisors assist school leaders and teachers to implement school programs and activities that improve parent engagement, and develop networks to foster improved community engagements. It is a powerful and sustainable model that can be continued after the end of the funding cycle.

Advisors were encouraged by the active support from school leaders in 2012 to address the need for structured approaches to student wellbeing, closer parent engagement and strong community links. Schools adopted a variety of approaches to achieving closer family/community links, dependent upon their circumstances and individual goals, but the aim of the Advisors is to provide each school with the knowledge and skills to establish skills, processes and connections that are sustainable in the long-term.

Showcase – 1 January to 31 December 2012

Government Sector

Prep Family Engagement Project

In the former Northern Metropolitan Region, a group of schools wanted to address their shared needs for building stronger parent-school relationships and to improve the oral language skills and the eating habits of children entering the schools. To address these needs, the school used a play-based therapist and family engagement nurse to focus on building stronger engagement with parents at Prep level, using healthy eating as a theme for their work.

The play-based therapist ran workshops for the Prep students focusing on play based learning and oral language, using simple and engaging activities based on being healthy and the importance of eating healthy foods. The Prep students took part in 12 workshops and parents were invited to attend. Students who had limited language skills and did not initially contribute to group discussions had the opportunity to build their confidence in group situations and to further develop their language knowledge. Parents were able to observe their children learning through play with the therapist modelling easy activities to do at home to encourage oral language development.

The family engagement nurse ran a series of sessions with the Prep students focusing on “Healthy Eating” as well as workshops engaging parents to create healthy lunches and snacks. Students had the opportunity to create healthy lunches and snacks by working together with their parents to cut up fruit and vegetables and to make healthy food choices. Parents and students also participated in rotational activities promoting healthy bodies. Parents that were involved consistently with the implementation of the “Healthy Eating” sessions built relationships with their child, teachers and members of the school community.

Both the play therapist and nurse were involved in the 2012 Prep transition program. The play therapist delivered a workshop for new Prep parents about the importance of play-based learning and in collaboration with the nurse ran a play session with the new Prep students. The nurse also conducted workshops engaging new Prep parents on how to prepare for school and to plan set routines.

The school reported that the parent participation was excellent and considered the success was due to the collaborative and supportive team within the Prep area. The school aims to build on the program and to continue the team-based approach for the implementation the Family Engagement Project.

End of year reports from schools indicated overwhelmingly that despite some obstacles, schools are committed and see the benefits of working to engage their families.

The play-based therapist worked with schools for the full year. Feedback from principals and teachers was outstanding. Through professional development sessions and classroom modelling she developed teachers’ skills and understanding of the learning and developmental benefits of play-based activities. She also worked with small, targeted group of students and their families using play-based learning to assist with engagement, social skills and behavioural issues.

The family engagement nurse worked with the schools for six months. Over this time she developed relationships and an understanding of the particular needs of each community. She conducted a range of information sessions and individual support sessions.

Together with the play-based therapist a detailed program was developed for all participating schools for 2013.

Catholic Sector

Community Classrooms

Community Classrooms is one of several Family School Partnership projects in the Archdiocese of Melbourne. When it commenced in 2010 it involved four primary schools across two 'cluster' areas (Epping and Hume) and eight teachers. In 2012, with the support of Family School Partnership Convenors and school leaders, it was adapted and expanded to include nine schools and 27 teachers across three cluster areas (Epping, Hume and Yarra).

Community Classrooms is both a concept and a strategy. As a concept, it is an aspirational expression of what we want to see in our schools – creative learning environments that extend beyond the traditional bounds of the classroom, that include families as active members of classroom communities, and that make the most of the rich and diverse learning opportunities available within our local neighbourhoods.

As a strategy, the focus of *Community Classrooms* is on building learning relationships with families through every day practices rather than through specific programs or projects. Teacher outreach to parents has been found to correlate with strong and consistent gains in student learning outcomes, therefore the focus of *Community Classrooms* is on building teacher capacity to confidently partner with parents.

At a classroom level multiple benefits for teachers, parents and students are emerging, with evidence of: stronger and more positive relationships between teachers, families and students; greatly increased parental participation in learning activities at home and at school; and increased parental confidence in engaging with their children's learning. Early indications of contributions to student learning are also promising. At one school, junior teachers reported outstanding and unprecedented improvement in children's oral language development, the focus of their *Community Classrooms* strategies in 2011. While at another school, the prep teacher noted gains in student reading levels that 'exceeded expectations' after offering a program of learning activities for families.

The effectiveness of *Community Classrooms* relies heavily on the professional learning and reflective practice of participating schools and teachers, along with their readiness to try new approaches, take risks, be innovative, engage in action research and share their learning's with colleagues and peers. The professional learning model for *Community Classrooms* has shown strong promise as an effective catalyst and enabler for teachers to confidently work in partnership with families.

Evaluation processes involving all stakeholders in *Community Classrooms* between 2010 and 2012, offered both new and confirmed insights into Professional Learning practices that will assist schools to effectively partner with parents. A summary of these findings are outlined below.

- A school's capacity to engage parents is intrinsically linked with the motivation, skills and everyday practices of classroom teachers
- School staff need tools and development opportunities if they are to build their capacity and confidence to meaningfully engage families
- Clusters comprising small groups of teachers, across several school settings, provide an effective forum and structure for building teacher capacity and for sharing best practice in community engagement
- Professional Learning for effective capacity building amongst teachers must be multi-faceted and enable regular reflective practice, access to high-level expert input, and the celebration and recognition of achievement

- Teacher capacity building needs to be meaningfully resourced on a sustainable basis if it is to succeed
- Project-based approaches taken by schools are less effective than approaches which are smaller in scale, integrated into everyday classroom activities and teaching practice, and tailored to the unique school environments and community members
- School leaders need to ensure that partnering with families is part of the core business of schools; it needs to be promoted and modelled from the top.

Community Classrooms continues to be a key strategy in the CEOM Family School Partnerships initiative. In 2013, a resource will be developed to provide more detailed information about the *Community Classrooms* model and building teacher capacity. Through case studies it will provide advice about steps to be taken and supporting structures that need to be in place to develop and sustain effective family engagement practices.

Living With Kids Program

The *Living with Kids* is a new 4-6 week small group program that was run across the three SSNP primary schools and facilitated by a Diocesan Family School Partnership Convenor.

The program was developed in recognition of the nexus and importance of schools, families and communities working in partnership in developing and educating children and on the basis that parents and carers are:

- the first and most important educators of their children
- the experts who have the skills and knowledge to identify their own parenting needs and solutions that best work for them
- able to learn and discover new ways of parenting through sharing and learning from one another from the many things they are already doing very well.

Accordingly, the central aim of the program is to assist parents and carers with the developmental and learning needs of children by providing them with the opportunity to come together for mutual support, to share ideas and to learn more about a range of areas related to raising children, including:

- connecting home school learning
- developmental issues
- developing positive relationships and raising self-esteem
- communication
- building resiliency and hope
- using technology safely.

The Family School Partnership Convenor organised the program across three schools. This involved the recruitment of participants, recruitment, resourcing and support of facilitators from community agencies and venue arrangements. Recruitment of participants involved the Family School Partnership Convenor engaging personally with people at the school through family gatherings, end of day pick-ups, school assemblies and extensive phone contact with a number of vulnerable families identified by school staff, in addition to the distribution of promotional material in school newsletters, flyers and posters. The cost of the program was free to parents with child care and light refreshments provided.

Evaluations revealed overwhelmingly that parents found the program highly enjoyable and useful and

gained much learning as evidenced by the following comments:

The information I got from ideas in the group was very helpful. I was able to use different ways to deal with problems.

Sharing Ideas. Coming up with ideas to help issues. Chance to communicate with adults.

This program is extremely informative, beneficial and positive experience which I would recommend to all parents.

Independent Sector

Engaging with Recent Arrival parents

One Literacy/Numeracy SSNP Christian P-12 school in outer eastern Melbourne had a number of recent arrival families from Sudan with non-English speaking backgrounds. The school was experiencing difficulties engaging these parents with their students' learning and participating in school activities.

The Student Wellbeing/Community Engagement (SWCE) Advisor assisted the Principal, teachers and church leaders to identify the issues they saw as barriers to closer parent engagement and then a meeting was convened in July 2012 with six parents, as well as four students to assist with translations and clarifications. The discussion points included the best ways to communicate between school and home, an after-school homework club for students and after school support program for parents. It was agreed that:

- the school would check with each family to determine if an interpreter was required
- bilingual students would be used to undertake community service by answering the school phones one day a week at a set time
- newsletters would be read by students to (non-reading) parents each Thursday
- parents would make arrangements to collect students in additional after-hours program
- additional adult English language classes would be run for parents in a different room
- parents were keen to attend cooking classes to learn Australian menus
- parents could invite other family members and friends to the after-school support program.

The meeting highlighted the fact that parents wanted to be involved in student academic and behavioural progress and were keen to engage in school activities. The after-hours program commenced in Term 3, 2012 and was strongly supported by students and parents. Advisors also attended to lend support. It is planned to extend the program in 2013.

Parent Engagement Project

A Low SES SSNP Islamic P-12 school in the northern suburbs of Melbourne had students that, while sharing the same Islamic faith, came from a range of cultural groups. Many families were from recent arrival and refugee backgrounds and 24 different languages were spoken by families at home.

Low parent engagement was a concern for the school for some time, so in 2011, in consultation with the SSNP Advisor, the school applied for and received funding from the Office of Multicultural Affairs and Citizenship to broker a partnership with the local LLEN and other partners. The funding enabled the appointment of a part-time Partnership Broker to develop and implement a six-month engagement project at the school. An action team, comprising the SSNP Advisor, school staff and representatives from the LLEN, the Islamic Council, the Office for Multicultural Affairs and Citizenship and Spectrum

Migrant Resource Centre, supported the Partnership Broker.

During the consultation phase (May-July 2012), parents, teachers and students completed surveys and participated in focus groups to share their ideas about how the school could improve family engagement. The feedback from these activities informed the activity phase and in September, a careers week was organised, involving motivational speakers, EPIC alumni, further education providers and employers. Students participated in VCE and VCAL taster classes. The week concluded with a parent information evening where teachers provided details of curriculum options and met with the 130 family members who attended. This was the best attended function that had ever been held at the school.

Other action responses to parent suggestions included involving parents in Out of School Hours Learning Support Program cooking sessions, encouraging parents with young children to participate in playgroup sessions at the school, inviting parents to accompany students on excursions, providing literacy and ICT sessions for parents, providing workshops conducted by The Australian Women's Muslim Centre for Human Rights and sending home regular reminder messages through school newsletters.

As a result of the Parent Engagement Project, there has been improved interaction between families, students and teachers. Parents gained awareness of school policies and events and are now far more engaged in the school and their students' learning.

Section 6 – Research and Evaluation

Research / Evaluation

Government Sector

Activity supported by National Partnership funding has been monitored to inform programming decisions and to support making judgments about their effectiveness. Program evaluations have been developed across a range of initiatives to support future adaptations of particular programs, models and frameworks.

These evaluations are across the reform areas and include:

Reform Area 1: Leadership and Teacher Capacity

- A detailed longitudinal evaluation of the following scholarship programs commenced in October 2011:
 - *Career Change Program*
 - *Graduate Pathways*
 - *GRIP*- incentives for retention of graduates in rural schools for extended service
 - *Indigenous Scholarship, and*
 - *Special Education Scholarships.*

This evaluation has been undertaken by Deakin University. The evaluation has been progressed in stages with a final report to be made available in April 2013.

- The evaluation of the 2011 intake of graduates who received a scholarship as part of the *Graduate Pathways* program provided recommendations towards improving some processes including the development of an online application tool which was used for the 2012 intake. The use of the online tool for the 2012 intake and expansion of communication channels, including the use social media has contributed to a 98 per cent increase in applicant numbers from the previous intake and a 91 per cent increase in the number of eligible applicants.
- In terms of opportunities for Indigenous candidates, the *Indigenous Scholarships* program provided an alternate pathway into the teaching profession which is attractive to Indigenous candidates who cannot otherwise afford the time or expense of undergoing teacher training. This program enabled 16 Indigenous people to become fully-qualified teachers at the completion of their courses. A mentoring program has been established in 2013 to support the Indigenous candidates in areas of need. These areas relate to the completion of their courses and to application writing and interview processes.
- The *School Centres for Teaching Excellence* initiative developed an evaluation which is being undertaken by The Australian Council for Educational Research (ACER) across 2011 to 2013. It will build an understanding of the ways in which each centre is being implemented and provide case study summaries of models adopted in the seven centres. The final evaluation report from ACER will be completed by June 2013.

Preliminary findings from participating school principals indicated they believed that the pre-service teacher experience had been more collegial than has been the case in previous years. Other feedback provided from principals advised that they agreed that the closer relationship with the university partner has been beneficial as they were able to draw on university resources and research; schools could sharing knowledge and resources in the cluster; and schools were adopting a whole school approach to the partnership.
- Initial feedback from participating beginning teachers as part of the *Supporting New Teacher's*

Practice initiative indicated that they valued the opportunity to connect to a broader community of beginning teachers where they could share common experiences and become aware that others have similar issues. An evaluation of the program including an examination of the type of support most valued by beginning teachers has been undertaken by Synergistiq.

- The *Teach for Australia* initiative continued to be evaluated by The Australian Council for Educational Research.
- Feedback from coaches providing support as part of the *Coaching for the Principal Class* initiative reported that participants' leadership skills developed, with tangible gains achieved across all five domains described in the *Developmental Learning Framework for School Leaders*.

Feedback also indicated that participants gained confidence to implement desired strategies for self-improvement and school improvement, and undertake required actions.

- Initial feedback from the *National Teacher Standards in Practice* project indicated that teachers and school leaders involved in the project had strengthened their understanding of teacher quality and had a constructive influence on the schools involved and their community. A full project evaluation will follow.
- A draft final report for the *Primary Mathematics Specialists* initiative was provided in March 2013.
- As part of the National Teaching Workforce Dataset Working Group (NTWD) Ernst and Young provided preliminary discussion papers around the implementation of an impact assessment of privacy risks for discussion with privacy officers in all states, consultations with stakeholders in all jurisdictions and development of a NTWD Data Management Framework.

Reform Area 2: Recognition and Response to Individual Learning Needs

- As part of the *Mathletics* initiative 3P Learning conducted online teacher surveys in May 2012 through which teachers indicated that Mathletics has had a positive impact on student learning outcomes, however the results of these surveys cannot be used to make assumptions about the flow on impact on results in school benchmarked assessments. The overall results from both the teacher and parent surveys reflect a very positive attitude to Mathletics as both a support for teaching and learning and as an engaging student resource.

Reform Area 3: School-Community Engagement and Extended Schools

- An evaluation of the *Extended School Hubs* trial continued during 2012. Interviews with partner organisations, school leaders and Hub staff were undertaken during November and December 2012. Data collected will inform the second and final social network analysis and the impact analysis. The project's final evaluation report is due for completion in March 2013.

Catholic Sector

- 2012 was the third and final year of ACU conducting the research and evaluation of the *Family School Partnerships* (FSP) initiative. Researchers gathered qualitative and quantitative data from system personnel, including the FSPCs; as well as school community stakeholders from across the 46 schools, including school leaders, staff, parents and community representatives. Data collected in 2012 is being used to make comparisons to 2010 data, exploring changes to school practice, attitudes and behaviours and impacts of the initiative over the three years (2010-2012). The final report is due to be received in March 2013.
- A formal evaluation of the *Social and Emotional Learning* (SEL) initiative indicated that the

participating cohort of schools made the strongest progress in terms of their capacity to: lead SEL in their school communities; make strong curriculum connections, include SEL in classroom and school planning documents; use collaborative and positive approaches to teaching with a greater focus on positive behaviours; and improve morale and school climate.

- Feedback and evaluation will be sought from schools on the *Enhancing Leadership Team Capability (ELTC) Project* during Semester 1, 2013 and will be used to inform future planning and development of this program.
- The *Identifying Quality Teachers in Practice, Implementing National Standards Pilot Project Phase 2* sought to model a scalable process including rigour and feasibility for identifying and acknowledging high performing teachers. It involved extensive cross-sectoral participation, with 12 Catholic primary and secondary schools, seven independent schools and five government schools participating in the Victorian trial. A full evaluation and cost analysis of the project is pending, to be available in early 2013.
- An evaluation report of the *Partnerships in Learning: Enhancing Quality Teaching program* is due for delivery in February 2013 and will address impacts on pre-service teachers and schools in the pilot, and recommendations for project partners, ACU and CEOM.
- The *Bachelor of Education Multi-Modal Pilot*, a four year project (2010 – 2013) aligned with the four-year Bachelor of Education (Primary) course at ACU was aimed at creating the foundation for a strong teaching profession through provision of a high quality and innovative pre-service education model. A first phase research evaluation examined the impact of this teacher education model on all key stakeholders. The final report, presented in 2012, affirmed the high value of the project for pre-service teachers.
- A formal evaluation of the *Social and Emotional Learning (SEL)* initiative has been undertaken. The evaluation revealed this cohort of schools made the strongest progress in terms of their capacity to: lead SEL in their school communities; make strong curriculum connections, include SEL in classroom and school planning documents; use collaborative and positive approaches to teaching with a greater focus on positive behaviours; and improve morale and school climate. The evaluation also confirmed the importance of having a SEL core team that includes the principal, student wellbeing leader and curriculum coordinator to build a whole-school focus and commitment to SEL and strengthen links to the curriculum, student learning and achievement.

Independent Sector

- Two online surveys (one for principals and one for teachers) were conducted in November 2012 for the SSNP program through the Research and Analysis Department of ISV. The online surveys sought feedback about the SSNP program in the 43 participating schools. 42 Principals and 222 teachers responded. The ISV SSNP team of Advisors analysed the results of the surveys at the 2012 Annual Review meetings held over two days in December. As a result, some modifications will be made to the team's focus for 2013.
- *Listen, Evaluate, Act and Deliver (LEAD)* surveys (capturing student, staff, parent and governing body opinions) are an evidence-based research tool that captures student, staff, parent and governing body opinions and are provided annually by the Research and Analysis Department of ISV.
- ISV participated in a VIT led cross-sectoral pilot investigating the feasibility of a process to certify highly accomplished teachers. Seven member schools participated, offering ten teacher

candidates and 12 assessors. ISV supported the participating schools directly and was represented on the project board, attending all training days and participating in the evaluation.

- ISV produced a *Salaries and Conditions Survey* for all independent schools in July.

Section 7 – Co-investment Report

Improving Teacher Quality National Partnership

	2008-09	2009-10	2010-11	2011-12
State/Territory co-investment amount in Bilateral Agreement/ Implementation Plan	\$26.84M	\$26.62M	\$26.62M	N/A
Actual State/Territory co-investment	\$29.01M	\$36.54M	\$39.37M	N/A

Victoria has met the co-investment obligation for the Improving Teacher Quality National Partnership for each of the financial years 2008-09, 2009-10, 2010-11 and 2011-12:

YES / NO

Low SES School Communities National Partnership

	2008-09	2009-10	2010-11	2011-12
State/Territory co-investment amount in Bilateral Agreement/ Implementation Plan	\$110.95M	\$109.73M	\$109.73M	\$109.73M
Actual State/Territory co-investment	\$318.74M	\$339.86M	\$380.57M	\$417.55M

Victoria has met the co-investment obligation for the Low SES School Communities National Partnership for each of the financial years 2008-09, 2009-10, 2010-11 and 2011-12:

YES / NO

Section 8 – Performance Indicators for Identified Cohorts

Victoria has agreed with DEEWR that it will provide a single Annual Report on its Smarter School National Partnerships, reflecting the integrated approach of three SSNPs under the Victorian Implementation Plan. In line with that agreement and consistent with existing reporting arrangements against rewards targets under the SSNP Literacy and Numeracy NP for 2012, NAPLAN performance information is provided on both Low SES and Literacy and Numeracy National Partnership Schools.

Victoria's response to Section 8 is at **Attachment 1** to this Report.

Section 9– State Performance Measures

Performance Measures for Long Term Reform Outcomes for all Low SES and Literacy & Numeracy NP schools (Victorian Performance Measures Matrix)

As outlined at Section 8, Victoria’s performance information is provided on both Low SES and Literacy and Numeracy National Partnership Schools at **Attachment 1** to this Annual Report.