

##### Smarter Schools National Partnerships

##### INTEGRATED REPORTING

##### covering

##### Improving Teacher Quality

##### Low SES School Communities

##### Literacy and Numeracy

**Victoria**

##### Progress Report 2011

##### (1 January – 30 June 2011)

****INTRODUCTION**

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

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

**STRUCTURE OF REPORT**

The Progress Report has five sections (see below). Detailed instructions for each section of the Progress Report are provided in the respective sections.

Section 1 - Overview/Summary of Progress

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 - Milestone Reporting (against all Reform Initiatives)

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

The fifth section will include tabulated responses to the relevant milestones indicated in state and territory Final Implementation Plan. These milestones will be pre-populated by DEEWR and will also include milestones not reported on, or not achieved, from the previous Annual Report.

**TYPES OF INFORMATION TO INCLUDE**

Information provided will be classified by two broad categories:

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

For the quantitative elements states and territories should be clear about how the quantified item is defined and, where appropriate, calculated (eg. number of teachers or FTE staff)

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

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| **Section 1 – Overview/Summary of Progress** |
| Please provide an overview (up to one page) on the progress under the National Partnerships including commentary how the National Partnerships are:   * assisting Victoria to build on state based priorities for schooling; * contributing to the closing the gap in educational outcomes for Aboriginal and Torres Strait Islander students; * contributing to improved attendance and engagement with parents and the local community; and   *Information Type: Qualitative* |

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| **Section 2 – Summary of Improving Teacher Quality NP Progress** |
| Please report the progress made against each of the 12 compulsory TQNP facilitation reforms over this period. |
| ***National Professional Standards for Teachers*** |
| ***National Certification of Accomplished and Lead Teachers*** |
| ***Nationally Consistent Registration of Teachers*** |
| ***National Consistency in Accreditation of Pre-service Teacher Education Courses*** |
| ***Professional Development and Support for Principals*** |
| ***Improved Performance Management and Continuous Improvement in Schools*** |
| ***New Pathways into Teaching*** |
| ***Better Pathways into Teaching*** |
| ***Improved Quality and Availability of Teacher Workforce Data*** |
| ***Indigenous Education Workforce Pathways*** |
| ***Quality Placements*** |
| ***School Centres of Excellence*** |

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| **Section 3 – Reform Area 1 - Leadership and Teacher Capacity** |
| **Progress – 1 January 2011 to 30 June 2011**  Please include a detailed summary of progress in this Reform Area over the six months covering 1 January 2011 to 30 June 2011.  *Information Type: Qualitative* |
| **Significant Achievements/Activities/Highlights – 1 January 2011 to 30 June 2011**  Please identify significant achievements and highlights during this period at the system, regional and school level.  You may wish to organise your response under key areas of reform / achievement such as:   * Improved attendance and engagement; * Engagement of whole-school community; * Building Leadership capacity through access to professional develop; recruitment/retention of school leaders; and improving practice; * Building teachers’ capacity through access to professional develop and in-school support; * Reform of school operations/structure to better meet needs of students, e.g. restructure student groupings; block specific purpose time; flexible operational time; * Improved monitoring of student performance information through effective use of data collection and analysis; * Specialist non-teaching staff to support teachers and school leaders e.g. literacy and numeracy coaches/coordinators; * Use of specific pedagogies / explicit teaching; and * Development and use of personalised learning approaches including individual learning plans.   *Information Type: Qualitative and Quantitative* |
| **Barriers to Progress – 1 January 2011 to 30 June 2011**  Please provide information on any barriers that have emerged that are impacting on your capacity to implement reform activities under this Reform Area.  *Information Type: Qualitative* |
| **Progress against Leadership and Teacher Capacity Facilitation Reforms – 1 January 2011 to 30 June 2011:**  Please include a brief summary of progress made against each of the Leadership and Teacher Capacity Facilitation reforms over the six months covering 1 January 2011 to 30 June 2011.   * Initiative 1: Building leadership capacity (coaching and professional learning) * Initiative 2a: Building leadership capacity (in-school support/coaches) * Initiative 2b: Building leadership capacity (professional learning opportunities) * Initiative 3: Improve school access to high quality teachers * Initiative 4: National Standards Subgroup * Initiative 5: Rewarding Excellence – Teacher Performance Pay * Initiative 6: Pathways into Teaching * Initiative 7: Wider Workforce Trials   *Information Type: Qualitative and Quantitative* |
| **Cross sector collaboration**  Provide an update on the involvement and engagement of the sectors, including examples of key cross-sectoral initiatives and their impact at the systemic or school community level.  Are there any strategies in place to sustain this collaboration beyond the life of the NP funding? Please describe briefly.  *Information Type: Qualitative* |
| **Support for Aboriginal and Torres Strait Islander Students – 1 January 2011 to 30 June 2011**  Please include information on the progress of key reform activity to support the improved educational outcomes for Aboriginal and Torres Strait Islander students including:   * initiatives at the system, regional and/or school level that are supporting attendance and engagement of Aboriginal and Torres Strait Islander students and their impact on attendance and engagement; * initiatives at the system, regional and/or school level that are supporting improvements in literacy and numeracy outcomes for Aboriginal and Torres Strait Islander students and impact of these activities on educational outcomes; and * any available quantitative information to demonstrate the success of these achievements.   *Information Type: Qualitative and Quantitative* |
| **Support for other cohorts – 1 January 2011 to 30 June 2011**  Please provide information on progress of key reform activities to support improved outcomes for the following cohorts of students:   * students with a disability; * students from a non-English speaking background; and * other educationally disadvantaged students (including students with other additional learning needs, refugees, homeless students).   *Information Type: Qualitative and Quantitative* |
| **Activities you would like to showcase – 1 January 2011 to 30 June 2011**  Please provide 3-4 individual examples that showcase the positive impact of reform activities funded under the Leadership and Teacher Capacity Facilitation Reform Area. Please consider:   * a mix of regional, metro and remote schools; * an example demonstrating key reform activities supporting improved educational outcomes for Aboriginal and Torres Strait Islander students; and * an example of a school implementing an innovative program/s to address students at risk of not meeting minimum standards.   An example of how this might be structured follows:   * Context setting   Description of the school/cluster, including physical location, characteristics of student population (such as student enrolments, proportion of Indigenous, LBOTE, etc.). Description of the particular issues the school is addressing through their involvement in the NP (such as student attendance, literacy and/or numeracy levels, teacher quality, etc.).   * Reform activities/strategies   Description of the model/programme/approach being applied to the particular school/cluster. Description of how the NP funding is being applied. Description of elements or stages undertaken in implementing NP activity. Information on the particular groups (such as a cohort of students, teachers, community) to which these activities have been targeted.   * Progress/Outcomes   What is the impact of the NP reforms/investment? What progress/changes have been observed as a result of these activities? Provide quantitative and qualitative data.  *Information Type: Qualitative and Quantitative* |
| **Capacity for sustainability**  Please describe how the progress of the Leadership and Teacher Capacity Reform Area will result in improved educational outcomes that have the potential to be sustained beyond the National Partnerships. |

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| **Section 4 – Reform Area 2 - Recognition and Response to Individual Learning Needs** |
| **Progress – 1 January 2011 to 30 June 2011**  Please include a detailed summary of progress in this Reform Area over the six months covering 1 January 2011 to 30 June 2011.  *Information Type: Qualitative* |
| **Significant Achievements/Activities – 1 January 2011 to 30 June 2011**  Please identify significant achievements and highlights during this period at the system, regional and school level.  You may wish to organise your response under key areas of reform / achievement such as:   * Improved attendance and engagement; * Engagement of whole-school community; * Building Leadership capacity through access to professional develop; recruitment/retention of school leaders; and improving practice; * Building teachers’ capacity through access to professional develop and in-school support; * Reform of school operations/structure to better meet needs of students, e.g. restructure student groupings; block specific purpose time; flexible operational time; * Improved monitoring of student performance information through effective use of data collection and analysis; * Specialist non-teaching staff to support teachers and school leaders e.g. literacy and numeracy coaches/coordinators; * Use of specific pedagogies / explicit teaching; and * Development and use of personalised learning approaches including individual learning plans.   *Information Type: Qualitative and Quantitative* |
| **Barriers to Progress – 1 January 2011 to 30 June 2011**  Please provide information on any barriers that have emerged that are impacting on your capacity to implement reform activities under this Reform Area.  *Information Type: Qualitative* |
| **Progress against Recognition and Response to Individual Learning Needs Facilitation Reforms – 1 January 2011 to 30 June 2011:**  Please include a brief summary of progress made against each of the Recognition and Response to Individual Learning needs reforms over the six months covering 1 January 2011 to 30 June 2011.   * Initiative 8: Improved monitoring of student performance information * Initiative 9: Timely student intervention and support   *Information Type: Qualitative and Quantitative* |
| **Cross sector collaboration**  Provide an update on the involvement and engagement of the sectors, including examples of key cross-sectoral initiatives and their impact at the systemic or school community level.  Are there any strategies in place to sustain this collaboration beyond the life of the NP funding? Please describe briefly.  *Information Type: Qualitative* |
| **Support for Aboriginal and Torres Strait Islander Students – 1 January 2011 to 30 June 2011**  Please include information on the progress of key reform activity to support the improved educational outcomes for Aboriginal and Torres Strait Islander students including:   * initiatives at the system, regional and/or school level that are supporting attendance and engagement of Aboriginal and Torres Strait Islander students and their impact on attendance and engagement; * initiatives at the system, regional and/or school level that are supporting improvements in literacy and numeracy outcomes for Aboriginal and Torres Strait Islander students and impact of these activities on educational outcomes; and * any available quantitative information and student data and analysis to demonstrate the success of these achievements.   *Information Type: Qualitative and Quantitative* |
| **Support for other cohorts – 1 January 2011 to 30 June 2011**  Please provide information on progress of key reform activities to support improved outcomes for the following cohorts of students:   * students with a disability; * students from a non-English speaking background; and * other educationally disadvantaged students (including students with other additional learning needs, refugees, homeless students).   *Information Type: Qualitative and Quantitative* |
| **Activities you would like to showcase – 1 January 2011 to 30 June 2011**  Please provide 3-4 individual examples that showcase the positive impact of reform activities funded under the Recognition and Response to Individual Learning Needs Reform Area.  Please consider:   * a mix of regional, metro and remote schools; * an example demonstrating key reform activities supporting improved educational outcomes for Aboriginal and Torres Strait Islander students; and * an example of a school implementing an innovative program/s to address students at risk of not meeting minimum standards.   An example of how this might be structured follows:   * Context setting   Description of the school/cluster, including physical location, characteristics of student population (such as student enrolments, proportion of Indigenous, LBOTE, etc.). Description of the particular issues the school is addressing through their involvement in the NP (such as student attendance, literacy and/or numeracy levels, teacher quality, etc.).   * Reform activities/strategies   Description of the model/programme/approach being applied to the particular school/cluster. Description of how the NP funding is being applied. Description of elements or stages undertaken in implementing NP activity. Information on the particular groups (such as a cohort of students, teachers, community) to which these activities have been targeted.   * Progress/Outcomes   What is the impact of the NP reforms/investment? What progress/changes have been observed as a result of these activities? Provide quantitative and qualitative data.  *Information Type: Qualitative* |
| **Capacity for sustainability**  Please describe how the progress of the Recognition and Response to Individual Learning Needs Reform Area will result in improved educational outcomes that have the potential to be sustained beyond the National Partnerships. |

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| **Section 5 – Reform Area 3 - School-Community Engagement**  **and Extended Schools** |
| **Progress – 1 January 2011 to 30 June 2011**  Please include a detailed summary of progress in this Reform Area over the six months covering 1 January 2011 to 30 June 2011.  *Information Type: Qualitative* |
| **Significant Achievements/Activities – 1 January 2011 to 30 June 2011**  Please identify significant achievements and highlights during this period at the system, regional and school level.  You may wish to organise your response under key areas of reform / achievement such as:   * Improved attendance and engagement; * Engagement of whole-school community; * Building Leadership capacity through access to professional develop; recruitment/retention of school leaders; and improving practice; * Building teachers’ capacity through access to professional develop and in-school support; * Reform of school operations/structure to better meet needs of students, e.g. restructure student groupings; block specific purpose time; flexible operational time; * Improved monitoring of student performance information through effective use of data collection and analysis; * Specialist non-teaching staff to support teachers and school leaders e.g. literacy and numeracy coaches/coordinators; * Use of specific pedagogies / explicit teaching; and * Development and use of personalised learning approaches including individual learning plans.   *Information Type: Qualitative and Quantitative* |
| **Barriers to Progress – 1 January 2011 to 30 June 2011**  Please provide information on any barriers that have emerged that are impacting on your capacity to implement reform activities under this Reform Area.  *Information Type: Qualitative* |
| **Progress against the School - Community Engagement and Extended Schools Facilitation Reforms – 1 January 2011 to 30 June 2011:**  Please include a brief summary of progress made against each of the Community Engagement and Extended Schools Facilitation reforms over the six months covering 1 January 2011 to 30 June 2011.   * Initiative 10: Enable and enhance the capacity of families to be engaged in learning * Initiative 11: Enable and strengthen school-community/business partnerships to maximise learning opportunities and outcomes and to extend schools   *Information Type: Qualitative and Quantitative* |
| **Cross sector collaboration**  Provide an update on the involvement and engagement of the sectors, including examples of key cross-sectoral initiatives and their impact at the systemic or school community level.  Are there any strategies in place to sustain this collaboration beyond the life of the NP funding? Please describe briefly.  *Information Type: Qualitative* |
| **Support for Aboriginal and Torres Strait Islander Students – 1 January 2011 to 30 June 2011**  Please include information on the progress of key reform activity to support the improved educational outcomes for Aboriginal and Torres Strait Islander students including:   * initiatives at the system, regional and/or school level that are supporting attendance and engagement of Aboriginal and Torres Strait Islander students and their impact on attendance and engagement; * initiatives at the system, regional and/or school level that are supporting improvements in literacy and numeracy outcomes for Aboriginal and Torres Strait Islander students and impact of these activities on educational outcomes; and * any available quantitative information to demonstrate the success of these achievements.   *Information Type: Qualitative and Quantitative* |
| **Support for other cohorts – 1 January 2011 to 30 June 2011**  Please provide information on progress of key reform activities to support improved outcomes for the following cohorts of students:   * students with a disability; * students from a non-English speaking background; and * other educationally disadvantaged students (including students with other additional learning needs, refugees, homeless students).   *Information Type: Qualitative and Quantitative* |
| **Activities you would like to showcase – 1 January 2011 to 30 June 2011**  Please provide 3-4 individual examples that showcase the positive impact of reform activities funded under the School-Community and Extended Schools Reform Area.  Please consider:   * a mix of regional, metro and remote schools; * an example demonstrating key reform activities supporting improved educational outcomes for Aboriginal and Torres Strait Islander students; and * an example of a school implementing an innovative program/s to address students at risk of not meeting minimum standards.   An example of how this might be structured follows:   * Context setting   Description of the school/cluster, including physical location, characteristics of student population (such as student enrolments, proportion of Indigenous, LBOTE, etc.). Description of the particular issues the school is addressing through their involvement in the NP (such as student attendance, literacy and/or numeracy levels, teacher quality, etc.).   * Reform activities/strategies   Description of the model/programme/approach being applied to the particular school/cluster. Description of how the NP funding is being applied. Description of elements or stages undertaken in implementing NP activity. Information on the particular groups (such as a cohort of students, teachers, community) to which these activities have been targeted.   * Progress/Outcomes   What is the impact of the NP reforms/investment? What progress/changes have been observed as a result of these activities? Provide quantitative and qualitative data.  *Information Type: Qualitative* |
| **Capacity for sustainability**  Please describe how the progress of the School – Community Engagement and Extended Schools Reform Area will result in improved educational outcomes that have the potential to be sustained beyond the National Partnerships. |

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| **Section 6 – Milestone Reporting**  **Reform Initiative – Leadership and Teacher Capacity (Identify relevant NP against each milestone)** |

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| **Part 1 - Milestones not reported/not achieved/partially achieved in Annual Report for 2010** | | | | |
| **Milestone** | **Detail of achievement against milestone. *Quantitative and Qualitative*** | | **If not achieved or partially achieved, reasons why.  *Qualitative*** | **Strategies put in place to achieve milestone (including updated timeframe) *Quantitative and Qualitative*** |
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| **Part 2 - Milestones in Progress Report - (Achieved 1 July 2010 to 30 June 2011)** | | | | |
| **Milestone** | **Detail of achievement against milestone. *Quantitative and Qualitative*** | | **If not achieved or partially achieved, reasons why.  *Qualitative*** | **Strategies put in place to achieve milestone (including updated timeframe) *Quantitative and Qualitative*** |
| **Initiative 1: Building teacher capacity (coaching, professional learning)** | | | | |
| 250 schools participating in professional learning. |  | |  |  |
| Up to 110 aspiring Principals undertake preparation training. |  | |  |  |
| 70 Principals undertake targeted professional development. |  | |  |  |
| 20 Principals, up to 20 leadership teams and 4 clusters using Capability tools. |  | |  |  |
| **Initiative 2a: Building teacher capacity (in-school support/coaches)** | | | | |
| 80 schools supported by a Literacy and Numeracy specialist. |  | |  |  |
| **Initiative 2b: Building teacher capacity (professional learning opportunities)** | | | | |
| 150 schools participating in targeted literacy and numeracy professional learning. |  | |  |  |
| 75 schools participating in professional learning through enhanced P&D processes. |  | |  |  |
| **Initiative 3: Improve school access to high quality teachers** | | | | |
| 20 schools with Associates participating in Teach for Australia. |  | |  |  |
| Up to 33 clusters of schools and up to 800 students participating in school-university partnerships |  | |  |  |
| 8 School Centres of Excellence piloted. Initial training of the Model Practioners and University staff. |  | |  |  |
| **Initiative 5: Rewarding excellence - Teacher Performance Pay** | | | | |
| 70 schools participating. |  | |  |  |
| **Initiative 6: Pathways into Teaching** | | | | |
| 30 participants in Career Change Program. |  | |  |  |
| 50 Special Education teachers trained through scholarships. |  | |  |  |
| 40 graduates take up Pathways scholarships. |  | |  |  |
| 5 Indigenous education workers access pathways into teaching. |  | |  |  |
| 5 Indigenous candidates supported in teacher education. |  | |  |  |
| **Initiative 7: Wider Workforce Trials** | | | | |
| Field trials conducted in 35 government primary, secondary and special schools to report and evaluate on how schools and their communities can access, organise and use a wider workforce to improve teacher effectiveness. |  | |  |  |
| **Part 3 - Milestones that will progress through the 2011 calendar year (with no set milestone date)** | | | | |
| **Milestone** | **Detail of achievement against milestone. *Quantitative and Qualitative*** | **If not achieved or partially achieved, reasons why.  *Qualitative*** | | **Strategies put in place to achieve milestone (including updated timeframe) *Quantitative and Qualitative*** |
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| **Section 6 – Milestone Reporting**  **Reform Initiative – Recognition and Response to Individual Learning Needs (Identify relevant NP against each milestone).** |

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| **Part 1 - Milestones not reported/not achieved/partially achieved in Annual Report for 2010** | | | |
| **Milestone** | **Detail of achievement against milestone. *Quantitative and Qualitative*** | **If not achieved or partially achieved, reasons why.  *Qualitative*** | **Strategies put in place to achieve milestone (including updated timeframe) *Quantitative and Qualitative*** |
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| **Part 2 - Milestones in Progress Report - (Achieved 1 July 2010 to 30 June 2011)** | | | |
| **Milestone** | **Detail of achievement against milestone. *Quantitative and Qualitative*** | **If not achieved or partially achieved, reasons why.  *Qualitative*** | **Strategies put in place to achieve milestone (including updated timeframe) *Quantitative and Qualitative*** |
| **Initiative 8: Improved monitoring of student performance information** | | | |
| 230 schools utilising intervention tools to monitor student performance. |  |  |  |
| **Initiative 9: Timely student intervention and support** | | | |
| 150 schools providing literacy and/or numeracy interventions for identified students. |  |  |  |
| **Part 3 - Milestones that will progress through the 2011 calendar year (with no set milestone date)** | | | |
| **Milestone** | **Detail of achievement against milestone. *Quantitative and Qualitative*** | **If not achieved or partially achieved, reasons why.  *Qualitative*** | **Strategies put in place to achieve milestone (including updated timeframe) *Quantitative and Qualitative*** |
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| **Section 6 – Milestone Reporting**  **Reform Initiative – School-Community Engagement and Extended Schools (Identify relevant NP against each milestone)** |

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| **Part 1 - Milestones not reported/not achieved/partially achieved in Annual Report for 2010** | | | |
| **Milestone** | **Detail of achievement against milestone. *Quantitative and Qualitative*** | **If not achieved or partially achieved, reasons why.  *Qualitative*** | **Strategies put in place to achieve milestone (including updated timeframe) *Quantitative and Qualitative*** |
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| **Part 2 - Milestones in Progress Report - (Achieved 1 July 2010 to 30 June 2011)** | | | |
| **Milestone** | **Detail of achievement against milestone. *Quantitative and Qualitative*** | **If not achieved or partially achieved, reasons why.  *Qualitative*** | **Strategies put in place to achieve milestone (including updated timeframe) *Quantitative and Qualitative*** |
| **Initiative 10: Enable and enhance capacity of families to be engaged in learning** | | | |
| 30 new schools participating in extended school and family engagement models. |  |  |  |
| **Part 3 - Milestones that will progress through the 2011 calendar year (with no set milestone date)** | | | |
| **Milestone** | **Detail of achievement against milestone. *Quantitative and Qualitative*** | **If not achieved or partially achieved, reasons why.  *Qualitative*** | **Strategies put in place to achieve milestone (including updated timeframe) *Quantitative and Qualitative*** |
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