



Australian Government



INTEGRATED REPORTING
COVERING
IMPROVING TEACHER QUALITY
LOW SES SCHOOL COMMUNITIES
LITERACY AND NUMERACY

Victoria
Progress Report 2012
(1 January – 30 June 2012)

Due 31 October 2012

INTRODUCTION

In April 2012, states and territories provided an Annual Report to the Department of Education, Employment and Workplace Relations (DEEWR) on Smarter School National Partnerships (SSNP) activity in the 2011 calendar year.

This Progress Report covers SSNP funded activity from 1 January to 30 June 2012. The Progress Report focuses on key highlights, case studies as well as milestone activities, as set out in each state and territory Bilateral Agreements/Final Implementation Plans.

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

Section 1 - Summary of Improving Teacher Quality NP Progress

Section 2 - Reform Area 1 - Leadership and Teacher Capacity

Section 3 - Reform Area 2 - Recognition and Response to Individual Learning Needs

Section 4 - Reform Area 3 - School Community Engagement and Extended Schools

Section 5 - Milestone Reporting (against all Reform Initiatives)

Sections 1 to 4 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 Bilateral Agreements/Final Implementation Plans.

Where applicable, these milestones will be pre-populated by DEEWR and will also include milestones not reported on, or not achieved, from the 2011 Annual Report.

Section 1 – Summary of Improving Teacher Quality NP Progress

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](#).

Victoria has, along with other states and territories, adopted the *National Professional Standards for Teachers* (NPST) and is supporting the Victorian Institute of Teaching (VIT) to commence planning for implementation. VIT is reviewing the current processes for full registration and preparing support materials for provisionally registered teachers, mentors and principals. This will support provisionally registered teachers to meet proficient standards for full registration.

The *National Teacher Standards in Practice* project (discussed at more length in the *National Certification of Accomplished and Lead Teachers* section) 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 VIT, to develop a consistent approach to the certification of highly accomplished and lead teachers.

Participating teachers are examining an evidence-based process that supports teachers to identify and demonstrate how their practice involving students, colleagues and the school community directly impacts on improved student outcomes. Teachers assess their work against criteria developed from the National Standards for highly accomplished and lead teachers.

In addition, since Term 4, 2011, CECV and AITSL have been working in partnership to bring to life the NPST through the development of *Illustrations of Practice*, which aims to demonstrate, via video format, authentic modelling of the NPST. 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 NPST. 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

Victoria is currently investigating the process for implementing a cross-sectoral approach to certification.

The cross-sectoral NPST 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 this 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.

The objective of the project is to model a scalable certification process to examine the rigour and feasibility for teachers in demonstrating the National Teacher Standards. This expanded project will seek to elicit more detail on the scalability of the model. It will be implemented in the context of the AITSL program to develop a nationally consistent approach to the certification of highly accomplished teachers. This project will influence the way in which the national program for the certification of highly accomplished teachers will be implemented.

The preliminary outcomes of the pilot indicated that the framework, procedures and processes for identifying the performance of teachers against the National Teacher Standards in the Catholic sector in Victoria is an effective construct that is both rigorous and challenging; complements the professional culture in Catholic schools and strengthens the understanding of high performance for teachers and school leaders.

In the pilot phase, teachers and school leaders involved considered 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.

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*.

Nationally Consistent Registration of Teachers

Under the VIP, this facilitation reform is addressed by [Initiative 4: National Standards Sub-Group](#).

DEECD had a representative on the Nationally Consistent Registration of Teachers Policy Framework Group which completed its work in November 2011 following endorsement of a nationally consistent approach by the Ministerial Council for Education, Early Childhood Development and Youth Affairs on 14 October 2011.

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

National Consistency in 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](#).

Victoria represents Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee (AEEYSOC) on the National Initial Teacher Education Advisory Committee (NITEAC) as one of two AEEYSOC representatives. 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.

Victoria is a representative on the NITEAC Initial Teacher Education Professional Experience Project working group, which is overseeing the development of professional development materials for mentors and supervisors of initial teacher education students to improve the quality of school experience.

The VIT is playing a leading role in the implementation of the Standards and Procedures for Accreditation of Initial Teacher Education including the development of detailed guidelines and the establishment of accreditation panels in jurisdictions.

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

Professional Development and Support for Principals

Under the VIP, this facilitation reform is addressed by [Initiative 1: Building Leadership Capacity](#). A separate progress report for Principal Professional Development is located following this section.

The third National Partnerships schools' forum was held on 21 February 2012 with a focus on principals and literacy and numeracy leaders from schools participating in the Literacy and Numeracy and Low SES National Partnerships. The forum reached a cross-sectoral audience; further strengthening Victoria's integrated approach to the National Partnerships.

In the government sector, a range of professional learning programs continue to be delivered through the Bastow Institute of Educational Leadership (Bastow). These programs extend educational leadership capability through providing quality assured, evidence-informed professional learning opportunities.

At the Performance and Development Culture (PDC) Accreditation ceremony in March 2012, a further ten Catholic sector schools were formally recognised as having created a performance and development culture. Case study research into PDC schools post-accreditation undertaken by the Graduate School of Education, University of Melbourne was launched at this accreditation ceremony

Twenty Catholic school principals are participating in the Year 2 *Principal Induction Program* and have received two rounds of 360° feedback on their leadership capabilities, style and influence on work culture. Principals use this feedback as a foundation for setting goals as part of their learning plan. Significant momentum and collegiality has developed around the use of the *Catholic Education Office Melbourne (CEOM) 360° leadership diagnostic tools*. Feedback supports reflective practice, with participants identifying this as having a sustained impact on professional practice.

Improved Performance Management and Continuous Improvement in Schools

Under the VIP, this facilitation reform is addressed by [Initiative 2B: Building Teacher Capacity](#).

The government sector's *Supporting New Teachers' Practice Program* (formerly the *Preliminary Training and Induction for New and Beginning Teachers* program) supports the needs of first year teachers. In 2012, 272 beginning teachers are participating in the program. In addition, 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 are working on elaborating eBookboxes for publication on the Ultranet.

In 2012 there are 79 participants in the Catholic sector's *re:th!nk Aspiring to Principalship Program*; 42 in their first year and 37 in their second year, with participants receiving three rounds of 360° collegial feedback, providing an insight into their leadership capability, style and influence on the work culture of a school. Emerging evidence affirms that participation in this program has a positive impact on applications for principal positions.

In addition, the *Enhancing Leadership Team Capacity* program affords leadership teams the opportunity to objectively review their leadership capabilities, based on feedback utilising the *CEOM 360 leadership tools*, using the data to implement contextually specific action plans. There has also been ongoing provision of coaching for principals, which supports principals in enabling them to strategically focus their work on improving the opportunities and outcomes for both their schools and students.

All teachers in the independent sector had continued access to a comprehensive suite of external Professional Learning programs at the ISV Development Centre.

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](#).

Teach for Australia (TFA) has been widely affirmed, with associates highly regarded as assets in their schools, making a distinctive contribution to the students in their care. In the government sector:

- Cohort 1 associates have completed their two year involvement in the program, with 58 per cent gaining employment as teachers for 2012 and 81 per cent being registered to teach after being granted either full or provisional registration from VIT
- Cohort 2 associates completed their first year of the program and have returned to their schools in 2012
- Cohort 3 associates began their two-year placements in 2012
- TFA has begun the first recruitment round for Cohort 4 associates.

In the Catholic sector:

- Since 2011 Catholic schools have hosted seven associates.

The 2012 intake of 20 *Career Change Program* trainees has undertaken the summer school component of the course and commenced work in schools in hard-to-staff subject areas, such as technology studies, mathematics and science. The 2011 trainees have commenced their final year of the program, while 28 of the 2010 trainees have successfully completed their studies and are qualified teachers in their host schools.

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](#).

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. Forty-three scholarship recipients commenced study in 2012, following the 40 that received scholarships in 2011. Scholarships were provided to a broad range of teaching speciality areas including maths, science, Languages Other Than English and information technology.

To address the industry shortage of qualified special education teachers, *special education scholarships* enable current and graduating teachers to complete an approved teaching qualification in special education. A total of 154 scholarships have been awarded, exceeding the Commonwealth target of 150 scholarships. Of these, 80 scholarships were awarded in the 2011 intake with the teacher recipients commencing study at the beginning of the 2011 academic year, and 74 scholarships were awarded in the 2012 intake with studies commencing in 2012. The scholarships have been offered to a diverse applicant pool for study in a range of specialities, including the priority area of deaf education.

Improved Quality and Availability of Teacher Workforce Data

As the chair of the National Teaching Workforce Dataset Working Group (NTWD), Victoria established a governance structure to deliver expected outcomes of two key projects: the establishment of an initial dataset; and a national longitudinal workforce study. As part of this governance structure, a Stakeholder Data Reference Group was established comprising key national organisations who have historically had input into previous jurisdictional work on teacher supply and demand, as a means to keep them informed of the NTWD progress due to its intended reach and impact on national teacher workforce planning. The NTWD Stakeholder Data Reference group is represented by senior managers and executives from the Australian Bureau of Statistics, Department of Education, Employment and Workplace Relations, AITSL, Australian Council of Deans Education, Australian Secondary Principals Association, Australasian Teacher Regulatory Authorities, Australian Curriculum, Assessment and Reporting Authority and DEECD.

As the chair of the NTWD, Victoria takes on a range of additional roles, including:

- 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 monthly 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
- Organising and facilitating NTWD Stakeholder Data Reference Group meetings on a quarterly basis.

Victoria has overseen the work of Ernst & Young including the implementation of an impact assessment of privacy risks, discussions with privacy officers in all states, consultations with stakeholders in all jurisdictions and development of a NTWD Data Management Framework.

Victoria is also developing a discussion paper on the implications of introducing the new AITSL standard two-year graduate entry teacher education programs. This discussion paper will bring together available information about the potential impact of the introduction of mandatory two-year graduate entry teacher education programs on teacher supply and demand. The purpose is to examine the potential implications and risks in the short and longer term, and how they may be resourced. This paper will be presented to AEEYSOC.

Indigenous Education Workforce Pathways

The government sector's *Indigenous Education Workers Career Enhancement* and *Indigenous Scholarships* programs both aim to increase the supply of Indigenous teachers and enable Indigenous people to become fully qualified teachers at the completion of their course. The two initiatives have a total of 31 scholarship holders, 23 of whom are undertaking primary teaching with the remaining eight undertaking a secondary course.

Sponsored study has been 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. Three of the four KEWs work in Low SES NP schools.

Quality Placements

Through the *Partnerships in Learning: Enhancing Quality Teaching* pilot project, Australian Catholic University and CECV are continuing to explore further opportunities to build the capacity of pre-service teachers and extend the learning from the pilot beyond 2012. The pilot project aims 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. Thirteen pre-service teachers have been working with one of seven Low SES school communities over a period of two years.

School Centres of Excellence

Seven *School Centres for Teaching Excellence* (SCTE) have been established. The Centres are based on a strong school-university partnership, effective integration of theory and practice and a strong research focus. In 2012, the number of schools involved in the centres has increased to 65 and there are now approximately 1000 pre-service teachers participating.

In May, DEECD hosted a National Forum on Initial Teacher Education. This forum brought together a range of national teacher education professionals and policy experts from all jurisdictions to explore innovations and improvements in initial teacher education. National presenters from universities and jurisdictions, including Victoria, provided case studies about their school centred initiatives taking into account key characteristics and achievements. A particular focus was the SCTE interventions. The forum highlighted the importance of university – school partnerships and laid the foundation for future discussions and strategic directions for the improvement of initial teacher education.

The SCTE state-wide reference group, established in 2011 to discuss and determine any actions to assist with project implementation, has continued in 2012. Regional SCTE co-ordinators meet on a quarterly basis, the last meeting being March 2012.

There is evidence, from sources such as the SCTE reference group, the national forum and SCTE progress reports, that there has been significant progress in each centre. This progress has included: participating schools drawing on university resources and research; schools sharing knowledge and resources in the cluster; new models for school placement of pre-service teachers; university course design being adjusted to take account of the more intense 'residency' model of teacher preparation, and an enhanced team approach to pre-service teacher mentoring within the centres. See also the Quality Placements facilitation initiative above.

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. 	<p>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.</p>	<p>Achieved</p> <p>The following initiatives have commenced with principal participants:</p> <ul style="list-style-type: none"> • Initiative 4: Leadership for Aboriginal Student Outcomes (government sector initiative) - 20 principals, assistant principals and/or delegates have enrolled in the twelve month program that has three major components: forums, challenges and dissemination. The forum component provides participants with the knowledge, skills and attitudes to bring about transformational change in their workplaces to improve outcomes for Indigenous students. <i>Breakdown of participants:</i> Gender: 11 female and 9 male Location: Participants are from the following regions: <ul style="list-style-type: none"> ○ Barwon South West Region - 1 ○ Eastern Metropolitan Region - 2 ○ Gippsland Region - 5 ○ Grampians Region - 2 ○ Loddon Mallee Region - 7 ○ Northern Metropolitan Region – 3. Sector: government. • Initiative 7: Wannik Professional Learning for Focus School Leaders (government sector initiative) - Dare to Lead have run four Developing Quality Leaders Programs, in Geelong, Bairnsdale, Mildura and Melbourne CBD. 85 participants were enrolled in the workshops. A further two workshops will be run later this year. <i>Breakdown of participants:</i> Gender: 63 female and 22 male Location: Participants are from the following regions:

		<ul style="list-style-type: none"> ○ Barwon South West Region-5 school and 5 KEW ○ Eastern Metropolitan Region -2 school and 2 KEW ○ Gippsland Region- 13 school and 11 KEW ○ Grampians Region -1 KEW ○ Hume Region - 2 school ○ Loddon Mallee Region - 14 school and 10 KEW ○ Northern Metropolitan Region - 5 school ○ Southern Metropolitan Region - 9 school and 1 KEW ○ Western Metropolitan Region - 1 school and 3 KEW. <p>Sector: 51 from the government sector, 1 from the Catholic sector and 33 from the Koorie Education Workforce (KEW)</p> <p>Planning and the development of support materials are underway for the following initiative:</p> <ul style="list-style-type: none"> ● Initiative 13: Building capacity to engage with ATSI communities and culture (independent sector initiative) - initial discussions have been held to seek partners in the design and delivery of the program to be offered in 2013.
<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 auditing, planning and development decisions and sustain 	<p>By October 2012, up to 300 leaders enrolled in professional learning focused on implementation of the Australia curriculum by gender, location and sector.</p>	<p>Achieved</p> <p>The following programs have commenced with principal participants:</p> <ul style="list-style-type: none"> ● Initiative 2: Australian Curriculum – Leading Curriculum and Assessment (government sector initiative) – This program has been delivered to two cohorts of enrolled principals (58 participants). The module has provided opportunities to build knowledge of assessment, evidence and inferences; formative and summative assessment; judgement based assessment and objective testing; linking assessment to instruction; assessing the impact on teaching and learning; and linking assessment data to policy development. <p><i>Breakdown of participants:</i></p> <p>Gender: 38 female and 20 male</p> <p>Location: Participants are from the following regions:</p> <ul style="list-style-type: none"> ○ Barwon South West Region – 10 ○ Eastern Metropolitan Region – 6 ○ Gippsland Region – 1

<p>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"> ○ Grampians Region – 3 ○ Hume Region – 15 ○ Loddon Mallee Region - 1 ○ Northern Metropolitan Region – 3 ○ Southern Metropolitan Region – 11 ○ Western Metropolitan Region – 8. <p>Sector: government</p> <ul style="list-style-type: none"> • Initiative 3: Australian Curriculum – Leading Instructional Practice (government sector initiative) – The first workshop of this program has been delivered to 31 enrolled principals. Participants are developing an understanding of: current learning theories; a range of approaches, models and frameworks of teaching and how these relate to learning; the best evidence available on ‘excellence in teaching’, in order to assess and plan to improve the quality of instruction in their schools, and how leaders can create the conditions necessary for improving learning and teaching. <p><i>Breakdown of participants:</i> Gender: 14 female and 17 male Location: Participants are from the following regions:</p> <ul style="list-style-type: none"> ○ Barwon South West Region – 3 ○ Eastern Metropolitan Region – 7 ○ Gippsland Region – 3 ○ Grampians Region – 1 ○ Hume Region – 3 ○ Loddon Mallee Region – 1 ○ Northern Metropolitan Region – 7 ○ Southern Metropolitan Region – 5 ○ Western Metropolitan Region – 1. <p>Sector: government</p> <ul style="list-style-type: none"> • Initiative 16: Implementing the Australian Curriculum “The Principal – Leading Instructional Practice” (Catholic sector initiative) - The CECV has worked in partnership with the VCAA to plan and deliver a series of programs across Catholic Education in Victoria. Twelve programs have been scheduled and will be completed by the end of September, 2012. Six of these programs
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		<p>have already been completed with 703 leaders attending. <i>Breakdown of participants:</i> Gender: 456 female and 247 male Location: <ul style="list-style-type: none"> o Bulleen - 261 o Keilor - 156 o Moorabbin -143 o Werribee - 104 o Warragul – 39. Sector: Catholic</p> <p>Planning and the development of support materials are underway for the following initiatives:</p> <ul style="list-style-type: none"> • Initiative 1: Implementing the Australian Curriculum (cross-sectoral initiative) - VCAA, in collaboration with Catholic Education Victoria and Independent Schools Victoria, has developed a four module full day professional learning program for principals and aspiring principals entitled, Leading the Implementation of the Australian Curriculum. Current registrations stand at 938. • Initiative 8: Australian Curriculum - Leading Curriculum and Cultural Change (government sector initiative) - The selection of applicants and planning for their induction in September is underway. • Initiative 14: Supporting principals to lead institutional change to enable implementation of Australian Curriculum 1 (independent sector initiative) - initial discussions have been held to seek partners in the design and delivery of the program to be offered in 2013. • Initiative 15: Supporting principals to lead institutional change to enable implementation of Australian Curriculum 2 (independent sector initiative) - VCAA will deliver three professional learning workshops in August to principals and emerging principals in the area of curriculum design as it applies to the introduction of Australian Curriculum in 2012. Further workshops will be delivered later in the year. Discussions are underway to design an additional suite of workshops for experienced principals in 2013.
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<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: On-line course development – focus area Leading Literacy – this program will provide a platform for professional 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. 	<p>By October 2012, up to 200 leaders enrolled in leadership programs focussed on developing their capacity to deliver effective strategic leadership and operational management by gender, location and sector.</p>	<p>In progress</p> <p>Planning and the development of support materials are underway for the following initiatives:</p> <ul style="list-style-type: none"> • Initiative 5: Leadership for Specialist Schools (government sector initiative) – 35 principals, assistant principals and senior teachers have enrolled in the ‘Specialist School Leaders’ program. The six-month program involves: four workshops that include case study analyses, panel discussions involving practitioners and experts and a range of other activities; development of a personal development plan; a school-based project that enables leaders to apply new knowledge and skills in practice; peer partner and individual coaching sessions that provide ongoing support, and a visit to a fellow leaders school to observe their impact as a leader and to provide feedback. <p><i>Breakdown of participants:</i> Gender: 25 female and 10 male Location: Participants are from the following regions:</p> <ul style="list-style-type: none"> ○ Barwon South West Region - 1 ○ Eastern Metropolitan Region - 7 ○ Gippsland Region - 2 ○ Grampians Region - 0 ○ Hume Region - 2 ○ Loddon Mallee Region - 2 ○ Northern Metropolitan Region - 6 ○ Southern Metropolitan Region - 9 ○ Western Metropolitan Region – 6. <p>Sector: government</p> <ul style="list-style-type: none"> • Initiative 6: Bastow: on-line course development (government sector initiative) – focus area Leading Literacy - A pilot course Teaching Students to Read for Understanding (May – October 2012) is being delivered to 30 participants to build the functionality of Learning Management System (LMS) that will host Leading Literacy online in 2013. The successes and lessons learnt from this pilot course are being utilised to design the Leading Literacy
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<ul style="list-style-type: none"> • 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. 		<p>course.</p> <p><i>Breakdown of participants:</i> Gender: 25 female and 5 male Location: Participants are from the following regions:</p> <ul style="list-style-type: none"> ○ Eastern Metropolitan Region - 5 ○ Gippsland Region - 5 ○ Hume Region - 7 ○ Loddon Mallee Region – 13. <p>Sector: government</p> <ul style="list-style-type: none"> • Initiative 9: Online Tutorials in Financial Management (government sector initiative) - one video module has been prepared and a second is in development. • Initiative 10: Healthy Schools are Effective Schools facilitated intervention approach (government sector initiative) – A DEECD online resource, Healthy Schools are Effective Schools, is being piloted in seven schools to investigate the extent to which it can assist schools to achieve improvements in school climate using a facilitated intervention approach. <p><i>Breakdown of participants:</i> 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</p> <ul style="list-style-type: none"> • Initiative 11: Risk Management in School Strategic Planning (government sector initiative) – a survey on future training needs has been undertaken to assist in shaping future directions. • Initiative 12: School Workforce Planning (government sector initiative) - a pilot program has been undertaken and the training program and resources developed will be modelled on the outcomes of the pilot program.
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Section 2

Reform Area 1 - Leadership and Teacher Capacity

Overview/Highlights - 1 January 2012 to 30 June 2012

Overview

Victoria's challenging and ambitious reform agenda requires high leverage, high impact strategies to build its workforce capability, as reflected in the Victorian Implementation Plan. Throughout the first half of 2012, Victoria has continued to focus on building and strengthening the capacity of its teachers and leaders to achieve improved student outcomes.

Victoria's emphasis on leadership and teacher capacity reform continues to be evident across all three sectors. The leadership of educators has been developed through coaching, mentoring and professional development, with a focus on building both capacity and sustainability. Teachers have been supported to strengthen their content knowledge, instructional practice and differentiated teaching strategies, particularly in the focus areas of literacy and numeracy. A number of new and innovative pathways into teaching have been developed to introduce high-achieving entrants to the workforce and to support them in their development.

In Victoria, Reform Priority 1 covers the following initiatives:

- Initiative 1: Building leadership capacity (coaching, professional learning)
- Initiative 2a: Building teacher capacity (in-school support/coaches)
- Initiative 2b: Building teacher 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.

Highlights

Government Sector

- In April, the *Supporting New Teachers' Practice Program* was selected as the Victorian entrant in the Australian Education Ministers' 2012 Biennial National Education Forum. The forum, hosted by the Australian Government on behalf of the Standing Council on School Education and Early Childhood, showcased innovative and creative best-practice initiatives in education.
- The *Principal Preparation Program* has had a significant impact on the leadership development of the participating principal aspirants. Of the 2011 interns, three have been supported to move into substantive principal positions, three into acting principal positions and three into substantive assistant principal positions.
- Twenty-eight trainees of the *Career Change Program* have successfully completed their studies and are now qualified teachers in their host school, working in hard to staff subject areas, such as technology studies, mathematics and science.
- The *Extended Service in Priority Schools* program has been effective in assisting schools to retain high-quality teacher graduates in priority rural schools. A total of 103 graduate teachers have been accepted into the program, exceeding the program target of 100. The program has helped schools to retain their graduate teachers longer, breaking the pattern of graduate teachers

taking a position in the country with the intention of only staying for one year. So far this is evidenced by most Round 1 participants completing nearly three years of service with their school, and all Round 2 participants completing nearly two years' service with their school. This has brought about some improved workforce stability in the schools involved in the program.

- Northern Metropolitan Region's *Curiosity Strategy*, and related theories of action, has had a significant impact on focusing the work of principals and teachers on developing whole school and classroom teaching strategies that directly impact on student learning. The theories of action were developed through principal instructional rounds, teacher focus groups and evidence of what works in classrooms. The *Curiosity Strategy* evolved from this collaborative work and has created the framework for leadership teams, professional learning teams and peer observation teams to develop and implement consistent and effective teaching and learning strategies within their schools. More than 600 teachers have participated in implementation workshops.
- In Western Metropolitan Region, five schools in the Wyndham network program are currently involved in a *Building Better Schools* pilot program supported through NP funding. The focus of the program is to build leadership team capacity in using data to inform teacher behaviour. Principals involved in the program have reported that it has added value to team performance in schools, and between schools, in the region.

Catholic Sector

- The *Readiness2 Pilot* was highly successful in supporting Catholic schools to plan for complex system wide change. The Pilot, developed by Dame Patricia Collarbone of Creating Tomorrow, was designed to test the process for bringing about system-wide change and engaging key stakeholders in the change process, with an emphasis on distributed leadership. As part of the pilot, trained facilitators worked in collaboration with school leadership teams and school-established steering committees to develop project outcomes to bring about both operational and cultural change. The process, renamed *Change2 ICON* (Integrated on line Catholic Network) will now be utilised to assist principals to lead system wide change in areas including the National Curriculum. Each diocese will take responsibility for the roll out of this process, which commenced with a briefing for Catholic school leaders with 250 in attendance.

Independent Sector

- The independent school model of coaching and mentoring continues to have a positive impact in the 43 NP schools. The four principal advisors, and eight senior advisors (four Literacy/Numeracy Advisors and four student wellbeing and community engagement advisors), visited each school regularly.
 - Principal advisors have spent 901 hours of face-to-face in-school coaching and mentoring school leaders from January to June, with a focus on planning strategically for improved teaching and learning, and developing sustainable processes for targeted school improvement.
 - Literacy/Numeracy advisors spent 1166 hours of face-to-face coaching and mentoring teachers from January to June. Although teachers in schools are at different stages of professional growth, there is evidence that they have increased their capacity to use data to inform their practice, and to participate collaboratively in professional teams. There is evidence of an increasing confidence and ability of teachers in schools to share good practice and deliver professional learning to their colleagues, rather than relying on senior advisors to be the main source of professional input.

- principal advisors and Literacy/Numeracy advisors have continued to present targeted professional learning sessions and workshops in schools, focusing on the needs of each school.
 - From January to June, the four principal advisors presented 142.5 hours of professional development sessions in schools.
 - The four Literacy/Numeracy advisors delivered 247.5 hours of professional development sessions from January to June. This is a 36 per cent decrease in professional learning workshops from the same period in 2011, which reflects the increased capacity of leaders and teachers in schools to deliver their own sessions, supported by the advisors. Advisors are now playing a different role of support and encouragement, rather than that of the visiting specialist who holds all the knowledge.
- Advisors have been supporting leaders and teachers to audit their existing curriculum and plan appropriate documentation for the future introduction of the Australian Curriculum. Five NP schools in the independent sector became trial schools for the introduction of the Australian Curriculum in January. There were 26 seminars at Independent Schools Victoria's The Development Centre, focusing on the implementation of the Australian Curriculum for teachers in the independent sector.

Support for Aboriginal and Torres Strait Islander Students - 1 January 2012 to 30 June 2012

Government Sector

The government schooling sector has supported the *Indigenous Education Workers Career Enhancement* program and the *Indigenous Scholarships* program, which both aim to increase the supply of Indigenous teachers, and will enable Indigenous people to become fully qualified teachers at the completion of their courses. For more information, see Initiative 6: Pathways into Teaching.

In regions, the employment of Koorie engagement support officers has provided significant support to schools in engaging Indigenous students and their parents, and encouraging the involvement of families in the development of individual learning plans and Koorie education learning plans. Briefings and professional development in areas such as developing the learning plans and cultural awareness has assisted teachers and school leaders to support Koorie students through a differentiation of lessons to support student need.

In Western Metropolitan Region, the Koorie transition officer has been developing links with secondary school career coordinators across the region in order to develop career pathways for Koorie youth. The transition officer has also been introducing a communication strategy across the region to facilitate communication between Koorie parents, schools, principals, networks and community providers. In Barwon South West Region, schools have also had the opportunity to engage with a Koorie transition officer to assist them to put in place effective strategies to support Koorie students and their families to plan for their future work or study options.

In Loddon Mallee Region, teachers have been coached to develop programs specific to the needs of Koorie students, with a focus on cultural norms. Oral language programs have been set up for small groups across year levels. Teachers have been provided with opportunities to observe instructional practice and to share strategies and actions through forums such as learning community meetings. There has been detailed analysis and sharing of practice where students have made significant gains in classrooms where coaching was provided. The progress of Koorie students has been tracked and plans have been developed and evaluated.

Catholic Sector

Sponsored study has been 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. Three of the four KEWs work in Low SES NP schools.

Independent Sector

Advisors have continued to support teachers in NP schools with Indigenous students in need to develop appropriate learning strategies, including individual learning plans. The number of Indigenous students in NP schools in the independent sector is very small, with the exception of Worawa Aboriginal College, where the following activity has taken place:

- Coaching and mentoring has continued with the principal and teachers of Worawa Aboriginal College. The principal advisor spent 49.5 hours in face-to-face coaching and a further two hours presenting professional learning workshops. The Literacy/Numeracy advisor spent 24.5 hours in face-to-face coaching and mentoring of teachers. Eighteen days of replacement casual relief teachers have been funded for in-school professional learning sessions at Worawa so far this year.
- A consultant in curriculum development has also been funded to assist the teachers to develop a comprehensive and culturally appropriate curriculum for the 62 girls from Years 7 to 10. Many of the students are from remote interstate communities and arrive with significant social issues and learning difficulties.

Progress Against the Leadership and Teacher Capacity Facilitation Reforms - 1 January 2012 to 30 June 2012

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

Government sector

Principals and leadership teams are being supported through a range of targeted programs designed to build leadership capacity, including coaching, professional learning and professional networks, with a particular focus on building instructional leadership capacity and the effective use of data to inform improvement in NP schools. In addition, the *Principal Preparation Program* and the *Learning from Leaders* forum provide support to aspiring leaders.

The *Coaching for the Principal Class* program aims to further develop the leadership capabilities of principals by providing them with access to individual coaching at the school level. A total of 190 assistant principals, acting principals and principals in their first three years of the role are participating across all regions and school types with a variety of delivery models catering for their diverse needs and differing school contexts. A first cohort of participants commenced induction sessions and one-to-one coaching sessions in November 2011, and the second cohort commenced in February 2012. Participants have indicated that they have gained significant skills, strategies and insights regarding effective leadership in the initial phase of the coaching program. Evaluations also indicate that assistant principals, in particular, believe the coaching offers ongoing support in building confidence for career development as senior leaders. Several participants have found the coaching of such value they have invited their assigned coach to provide additional coaching to their leadership team at a cost to be absorbed by the school.

<http://www.education.vic.gov.au/proflearning/principal/coachforprinclass.htm>

In the Government sector, a range of professional learning programs are being delivered through the Bastow Institute of Educational Leadership (Bastow). These programs extend educational leadership capability through providing quality-assured, evidence-informed professional learning opportunities.

Teachers and leaders in NP schools are given priority to participate in leadership coaching and professional learning programs offered by Bastow to build their leadership capacity.

Principals and leaders across the regions have participated in professional learning programs focusing on areas such as educational leadership, leading instructional change, and the use of data to monitor improvement at whole school, cohort and individual student levels. These programs have seen principals focusing on educational leadership and working with their teachers to improve student learning outcomes through a better understanding of data and how it can be used to improve teaching strategies.

Regions are utilising networks of principals and aspiring leaders to build instructional leadership through a collegiate approach to the sharing of practice. In Southern Metropolitan Region, principal network meetings are focused on improving instructional leadership, while in Grampians Region, an assistant principal and aspiring leaders' network has been established to develop leadership capacity. As part of this network, regular forums and professional learning activities have been held and will culminate in a region-wide conference. The last conference yielded record attendance and the development of an action plan to support further improvement efforts. Western Metropolitan Region is continuing to implement a professional learning program at all levels of the education workforce supported by network meetings focusing on leadership development.

The *Principal Preparation Program* is funding 40 six-month internships over three years for high potential principal aspirants. Under the program, participants engage in a professional learning program and a principal placement in a host school. Eighteen interns are enrolled in the 2012 program, which has been refined based on evaluations of the 2011 program. The impact of the program has been significant. To date, of the 2011 interns, three have been supported to move into substantive principal positions, three into acting principal positions and three into substantive assistant principal positions.

Learning from Leaders, the third National Partnerships schools' forum was held on 21 February 2012. Over 500 leaders from NP schools participated in the forum, which was opened by Minister Dixon. The forum reached a cross-sectoral audience, further strengthening Victoria's integrated approach to the NPs. It offered a differentiated program with a focus on learning from leaders. Participants could select from 17 case study presentations from practitioners in Victorian schools experiencing success in raising student literacy and numeracy outcomes. Forum resources, including webcast case studies and presentations, are available on the DEECD website (Literacy and Numeracy Secretariat - National Partnerships Schools' Forum - 21 Feb) 2012.

Catholic sector

In the Catholic sector, the 360° Leadership Diagnostic Tools, founded on the *Leadership in Catholic Schools: Development Framework and Standards of Practice*, provide feedback on leadership style, work culture and dialogue effectiveness. These tools have been integrated into a number of key leadership initiatives in the Catholic sector, such as the *Principal Induction Program*, and the *re:think!* program as a foundation for developmental goal-setting and action planning by school leaders and leadership teams.

In 2012, 20 principals are participating in the Year 2 *Principal Induction Program* and have received two rounds of 360° feedback on their leadership capabilities, style and influence on work culture. In total, 55 principals have participated in the program since 2010. Principals use this feedback as a foundation for setting goals as part of their learning plan. Significant momentum and collegiality has developed around the use of 360° feedback to support reflective practice and has been widely affirmed by participants as having a sustained impact on professional practice.

There has also been strong participation in the two-year *re:think! Aspiring to Principalship Program* and emerging evidence that this has had a positive impact on applications for principal positions. In 2012 there are 79 participants, 42 in their first year and 37 in their second year. Each participant receives

three rounds of 360° collegial feedback over time to provide an insight into their leadership capability, style and influence on the work culture of the school and the basis for monitoring progress against individual leadership development goals. A pool comprising 66 experienced principals has been sustained and strengthened to support each Year 2 participant to shadow a principal in a school other than their own. An application is currently with the Australian Catholic University seeking approval for each year level of this program to be articulated for credentialing, equivalent to one unit of a Master of *Educational Leadership*.

The *Enhancing Leadership Team Capability* strategy, has focused on a partnership arrangement between the Catholic Education Office Melbourne and Atkinson Consulting and has been extended to a further seven schools in 2012. The purpose of the program is to review the capability of leadership teams within their school context. It explores future possibilities and opportunities to leverage strengths and operate as effectively as possible for the betterment of students and the community. Other benefits of the program include the opportunity to interact with and learn from peers from other schools in the Catholic sector and gain fresh ideas and approaches to leadership. The feedback can also be useful to inform other more formal development processes. Participant feedback indicates that this initiative has enabled leadership teams to review their leadership capabilities and effectively utilise the data to develop and implement contextually specific action plans for strengthening their collective leadership capacity.

The *Leadership Coaching Strategy* was implemented in 2010 with the training and accreditation of experienced leaders as coaches. In 2012, a further five hours of coaching has been provided to 53 principals across Melbourne. This supports leaders in the critical role they play, enabling them to strategically focus their work on improving the opportunities and outcomes for both their school and their students.

Leadership Learning Support Grants were allocated to seven school clusters to support the development of leadership projects at the local level. These projects involve groups of leaders from two to four schools building their leadership capacity by learning with and from each other over a 12-month period. The grants seek to foster the sharing of knowledge over an extended period, while 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 is that it focuses on collaborative problem solving in unique school settings and adopts principles of inquiry and action learning to support professional learning.

Continued emphasis has been placed on developing the capacities of *Learning Leaders* for leading and developing cultures of professional inquiry. In-school coaching has enabled the differentiation of support that is needs based and context specific. This has been supplemented by professional learning initiatives that focus on supporting leaders to develop their skills as change managers. Literacy and Numeracy leadership networks have focused on sustainability of improvement in a rapidly changing educational environment. 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.

The interest in Masters programs in *Educational Leadership* has been significant, with 104 staff in Catholic schools undertaking sponsored study. In 2012, a further 39 staff commenced post graduate studies in leadership at either the University of Melbourne or Australian Catholic University. A range of school staff are being sponsored to study their Master of Education (Wellbeing in Inclusive Schooling) at Australian Catholic University (ACU). A new cohort of six students commenced the course in 2012, eight students are in their second year and a further eight students are in their third and final year of the course. Staff in Low SES school communities undertaking credentialed learning are reporting a greater capacity to lead their school communities in student wellbeing and family-school-community partnerships to enhance both student learning and achievement.

A new cohort of 13 Low SES school communities (12 primary schools and 1 secondary) commenced formal involvement in the *Social and Emotional Learning* (SEL) initiative in 2012. Key school staff are participating in intensive professional learning each term and receiving coaching support from a university mentor to build their capacity in leading a whole-school approach to SEL. This cohort is already demonstrating strong progress as they are the third cohort of a three-year initiative, benefitting from the learnings of previous SEL cohorts, as well as two and half years of intensive support and professional learning through the broader Low SES initiative.

Independent sector

Principal advisors have focused on supporting principals to develop strategic plans and long term, sustainable approaches to school improvement. Principals are now using data regularly to analyse the issues that are specific to their school community, including NAPLAN and other formative assessment data, enrolments, student and staff attendance and retention rates, *Listen, Evaluate, Act and Deliver* (LEAD) Surveys (capturing student, staff, parent and governing body opinions), VCE results and On Track surveys. Principal advisors are assisting principals and other leaders to take a long-term position when managing change and developing a collaborative professional learning community and a culture of continual learning.

Another seven schools participated in the *Southern Cross* project at the Development Centre in March. Small teams from each school, comprising leaders, teachers and governors were trained for four days by specialists from the American Productivity and Quality Center to use its proven process and performance management framework to resolve issues they were facing in their schools. The teams tackled projects including developing a P -12 report writing process, creating a 21st century reporting framework, meeting deadlines within the school, managing student behaviour, and improving transport efficiencies.

The *Southern Cross* project is a sound model of distributed leadership, providing an opportunity for people from different sections of the school community, who may not normally discuss problems and issues, to share in the decision-making and problem-solving. Another benefit of the model is that once the process is learned by the school team, it can be shared with others in the school and used repeatedly to tackle future issues.

Sixteen principals new to their positions are participating in the *Exploring Leadership for New Principals* Seminar program run by ISV. Five of the principals were funded to attend the program. There were two two-day seminars, held in March and June. Topics for the seminars include: leadership styles and decision-making, strategic planning, managing change, building teacher capacity, finance, ICT, master planning, governance, and performance appraisal. In addition to the sessions presented by experienced school leaders and specialists, the program enables new principals to develop networks for continued support in their demanding roles.

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

Government Sector

A range of programs are being delivered in the government sector to ensure high quality in-school support and coaching for teachers in NP schools.

The *Primary Mathematics Specialists* program has continued in 2012, with 81 specialists working in 27 schools to build teachers' capacity to improve mathematics learning outcomes for primary students. As in previous years, the original cohort of specialists has been maintained where possible, with new specialists supported through a five-day professional learning program. Evidence from the final 2011 Interim Evaluation Report demonstrates that this program has had a positive impact on student

outcomes. The evaluation identified ten schools where there was 'strong implementation' of the intended model, and found that growth for students from these schools on VCAA On Demand number assessment exceeded expected growth across Years 3-6, with students demonstrating 24-36 weeks progress within the six-month period, compared to the expected 20 weeks' progress.

Regions are implementing a range of targeted in-school support programs designed to build teacher capacity, particularly around literacy and numeracy instruction. In 2012, coaches have worked to develop teachers' capacity to provide exemplary and differentiated teaching and learning, with a focus on literacy, numeracy and pedagogical practice. Coaches have worked with teachers on a one-on-one and small team basis, demonstrating teaching and working as partners with teachers in identified practices in classrooms. Regions are maximising the effectiveness of coaches by providing them with targeted professional learning, mentoring and opportunities to develop a strong collegiate network to share their work with other coaches, as well as providing schools with induction and guidelines on how to best utilise the coaches. In many schools, coaches are members of leadership teams or collaborate closely with leadership teams, ensuring a whole-school approach to coaching and development.

Catholic Sector

Literacy and numeracy coaches supported 31 schools by providing in-school support to both classroom teachers and learning leaders. Their focus has been 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. Schools have reported increased levels of collaborative teacher engagement in assessment-informed planning.

Independent Sector

The advisors have continued their support of teachers, with the focus of their work beginning to shift towards a mentor role as the capacity of teachers to take a more active role in sharing professional experiences and collaborating to develop appropriate teaching and learning strategies is strengthened. Increasingly, advisors are undertaking less general coaching and active modelling of good practice in the classroom, and are no longer leading the analysis of data in schools or conversations about curriculum changes and improved pedagogy.

To support in-school professional learning, 179 casual relief teaching days have been funded for NP schools so far in 2012. This has enabled teachers to engage in collaborative planning and preparation time, both with the advisors present, and at other times that suited their needs. School coaches involved in the *Evidence Based Observation Training and Coaching program* (EBO) have time-release funded to undertake their role more effectively.

Additional specialist in-school coaches were funded for 296 hours to develop teachers' skills in addressing numeracy, reading, writing and classroom management and using ICT as a tool. These consultants were engaged both on a one-off basis, as well as on a regular half-day per term basis. A consultant was engaged to visit 4 schools in Term 1, and 4 schools in Term 2, to introduce a whole-school approach to teaching mathematics and to model good classroom practice and coach teachers across the year levels. The schools now have a whole-school team approach to mathematics instruction, and they are reporting increased student engagement and learning.

The development of professional learning teams in schools is providing an effective and sustainable way to build teacher capacity. Following training for teachers in the Professional Learning Teams model in 2011, advisors are coaching small teams of teachers in analysing data, developing a shared understanding of individual students' learning needs and collaborating on appropriate teaching strategies.

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

Government Sector

In the government sector, a range of professional learning opportunities are provided to build teachers' capacity at all stages of their career. Professional learning is offered in a variety of ways, including peer observation, networking, digital learning and formal sessions, and supports teachers to deliver differentiated classroom instruction for all students, particularly in the focus areas of literacy and numeracy.

DEECD's *Digital Content Strategy* focuses on the development of high-quality blended learning and teaching digital content (eBookboxes) through the active engagement of regional networks and schools. 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 or adapt. eBookboxes have been developed around a range of subjects, including English and Mathematics.

Schools around the state are now working on elaborating eBookboxes for publication on the Ultraset, with schools in each of the nine regions completing the elaboration of Level 6 Indonesian and Japanese eBookboxes for publication in Semester 2 2012. The elaborated versions of the eBookboxes contain detailed teacher notes and student instructions, and a range of digital and non-digital activities and resources. Learning and teaching and Ultraset coaches are closely involved in working with teachers to elaborate eBookboxes and to develop learning sequences. Eight of the schools have worked collaboratively toward this purpose and continue to share their expertise and experiences in a successful partnership. The Ultraset design space that schools have used to draft and share views on learning sequences has been opened up to share with all schools in the state. Informal feedback, observed ways of working, and documentation developed and shared to date continue to provide strong evidence that highly valuable professional learning has been gained from this project.

The *Supporting New Teachers' Practice Program* (formerly the *Preliminary Training and Induction for New and Beginning Teachers program*) supports the needs of first year teachers, developing their capacity to teach by diagnosing a challenge of practice, applying evidence-based solutions and evaluating the impact of action undertaken.

In 2012, 272 beginning teachers are participating in the program. Participants were assigned an online coach and learning community prior to the commencement of the program, establishing a relationship between community members and coaches before their first face-to-face interaction. Participants took part in the first two-day workshop in May, with their mentors attending the first day to support and learn alongside them. The second day of the workshop focused on empowering beginning teachers to analyse teaching challenges by exploring evidence of student learning, making connections between the learning needs of their students and their own professional learning needs and developing a plan for action. The second workshop was conducted online in June and focused on supporting participants with the Victorian Institute of Teaching requirements for full registration.

Feedback suggests participants have found the program has allowed them, with the support of their mentor, to better identify their learning needs in relation to student need. Participants have also consistently identified networking opportunities as a key strength of the program, along with the opportunity to discuss the teaching challenges that beginning teachers face.

A range of targeted professional learning programs designed to build teacher capacity are being implemented in NP schools across the regions, including:

- Peer observation programs, utilising strategies such as video analysis
- The use of critical friends to support improvement in literacy and numeracy
- Professional learning around the Ultraset and digital learning

- Whole-school professional learning activities aimed at building teacher knowledge, skills and practice in literacy and numeracy
- Regional and network professional learning sessions, based on regional, network and school need, focusing on areas such as literacy and numeracy, personalising learning and pedagogy, differentiating work in the classroom and the use of data
- Programs targeted at developing the capacity of beginning and newly appointed teachers around teaching strategies for literacy, numeracy and behaviour management
- Development programs for school-based coaches
- The establishment of teacher networks to facilitate learning and development.

Catholic Sector

A further ten schools were formally recognised as having created a *Performance and Development Culture* (PDC) at an accreditation ceremony in March 2012. Case study research into PDC schools post-accreditation undertaken by the Graduate School of Education, University of Melbourne was launched at this accreditation ceremony.

For classroom teachers, the emphasis has been placed on building pedagogical content knowledge and identifying evidence-based teaching strategies. An additional focus has been on building teachers' capacities for utilising assessment evidence for instructional and curriculum decision making.

Independent Sector

In 2012, the Development Centre has offered 256 seminar sessions across a range of disciplines and learning areas, including Curriculum and Pedagogy, Literacy and ESL, Numeracy and Individual Learning Needs and Learning Difficulties. A total of 4358 teachers from the sector have attended the sessions, with registration and casual relief teacher costs provided for 167 teachers from NP schools.

Fifty-six teachers from 15 NP schools were funded to attend the ninth Annual Thinking Conference held over four days in May. Specialist consultants delivered sessions on topics including: The Highly Engaged Classroom, Effective Explicit Instruction: Implementation, Assessment Driven Instruction, Explicit Teaching of a Skill, Think Well: In Search of Intelligent Behaviours, and Creating a Positive Environment for ALL Students to Learn. Six advisors also attended the conference, enabling effective professional feedback conversations to be held in schools afterwards, followed by the implementation of school action plans.

Seventeen teachers from 11 schools are being funded to attend the eight-day Cognitive Coaching Foundation Seminar, Building the Capacity of Others. There were four days training in June and a further four days to come in August 2012. Cognitive Coaching is a research-based model that enhances teachers' cognitive processes and develops their skills in building rapport with colleagues, problem solving, reflecting, coaching, evaluating, consulting and collaborating. Teachers are then well placed to develop professional learning teams within their schools, coaching, collaborating and providing objective feedback around good practice.

There were two four-day training workshops for the *Evidence Based Observation (EBO) Tool*, which helps teachers to engage in professional dialogue about good practice and improve student learning outcomes. Forty-seven teachers from 21 schools were trained in the techniques of observing teachers in the classroom using an evidence-based framework and then providing objective feedback about their practice and the level of student engagement. There are now 131 teachers from 38 schools trained in the EBO tool. Schools are funded to undertake the training and CRT support is provided for an in-school trainer to undertake the observations and subsequent coaching sessions.

254 CRT days were funded in schools from January to June to enable teachers to access professional learning opportunities outside the school.

Initiative 3: Improve school access to high quality teachers

Government Sector

The government schooling sector in Victoria is improving school access to high quality teachers by focusing on initial teacher education, through *School Centres for Teaching Excellence* (SCTE) and supporting high calibre graduates to become teachers through the *Teach for Australia* (TFA) program. The Victorian Government is committed to this agenda, and outlined its vision for a high quality teaching profession in a *New Directions for School Leadership and the Teaching Profession* discussion paper, which highlights how Victoria can learn from the best systems worldwide to improve the quality and status of teaching and school leadership.

In May, the Department of Education and Early Childhood Development hosted a National Forum on Initial Teacher Education. The forum brought together a range of national teacher education professionals and policy experts from all jurisdictions to explore innovations and improvements in initial teacher education. National presenters from universities and jurisdictions, including Victoria, provided case studies about their school centred initiatives taking into account key characteristics and achievements. A particular focus was the SCTE interventions, which consist of seven centres across metropolitan and rural Victoria, each with a cluster of schools and one or more universities. Across the centres, there are 65 schools, six universities and approximately 1000 pre-service teachers involved, bringing together unique perspectives and knowledge of pre-service teacher education. The Forum highlighted the importance of university – school partnerships and laid the foundation for future discussions and strategic directions for the improvement of initial teacher education.

There is evidence, from sources such as the SCTE state-wide reference group, the National Forum and centre progress reports, that there has been significant progress in each centre. This progress has included: participating schools drawing on university resources and research; schools sharing knowledge and resources in the cluster; new models for school placement of pre-service teachers; university course design being adjusted to take account of the more intense 'residency' model of teacher preparation, and an enhanced team approach to pre-service teacher mentoring within the centres.

The government schooling sector has also continued its support for the TFA program; 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 Victorian Institute of Teaching. All 34 Cohort 2 associates completed their first year of the program and have returned to their schools in 2012. A number of these schools are investigating the possibility of employing the Associates as they come to the end of their two year contracts. Twenty-four Cohort 3 associates began their two-year placements in January 2012. TFA has begun the first recruitment round for Cohort 4 associates, of which the Department of Education and Early Childhood Development has agreed to place up to 30 Associates in school-identified vacancies. The inclusion of principals in the selection process has facilitated both the use of their current expertise and the promotion of the program to potential principals.

Continued stakeholder engagement to develop implementation guidelines and processes that meet the requirements of all parties has aided the development of the TFA program. The University of Melbourne's Graduate School of Education's use of portfolio presentations to assess the associates has proven successful, with associates developing and presenting an action research plan on one of the three factors that impact on student learning: classroom time management, behaviour time

management and catering for student diversity. The linking of a theoretical clinical practice framework with the teaching practice of the associates in the classroom has been able to support the development of effective teachers.

Feedback from principals and school communities on TFA associates continues to be extremely positive with a high value being placed on the associates' ability to engage and support improved student outcomes of students from low socioeconomic communities. The leadership capacity of the associates continues to be recognised with associates successfully applying for leadership positions in their second year of teaching.

Catholic Sector

In 2012, *Partnerships in Learning: Enhancing Quality Teaching* is in its second and final year. Developed in partnership with the Australian Catholic University, the pilot project aims to enhance pre-service teacher (PST) 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 been working with one of seven Low SES school communities over a period of two years. In the first half of 2012, PSTs worked with their allocated school community on an action-research project, designed to enhance the school's approach to family engagement. Examples of projects include: developing learning at home strategies and resources to support literacy and numeracy; and, establishing a dedicated parent space that includes resources and programs to encourage family engagement in learning.

Initiative 4: National Standards Subgroup

Government Sector

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.

Catholic Sector

Since Term 4, 2011, the Catholic Education Office Melbourne (CEOM) and AITSL have been working in partnership to bring to life the National Professional Standards for Teachers, through the development of *Illustrations of Practice*.

Illustrations of Practice aims to demonstrate, via video format, authentic modelling of the Standards. The aim of the partnership with AITSL is to work collaboratively with Catholic schools to facilitate the development and collation of materials to support the implementation of the Standards.

Illustrations of Practice represents effective teacher practice in a range of areas and at various career stages within the profession: Graduate, Proficient, Accomplished and Lead. The primary purpose of the illustrations is to support the practice of teachers; however, they will also be of value to principals in fostering professional dialogue and growth, collegial mentoring, individual and collective reflection, as well as developing high-performing professional learning teams within their school. Some leaders in Catholic schools are already trialling the Standards to support the annual review meetings and using the illustrations to support their individual professional plans.

The CEOM 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.

Initiative 5: Rewarding Excellence – Teacher Performance Pay

Government Sector

Victoria's trial of two models of school-based and teacher-based rewards in government schools through the *Rewarding Teaching Excellence* program has continued in 2012. The number of schools participating in the School Rewards trial remains at 34 in 2012 (19 primary, 13 secondary, two that cater for P-12), with the group split into two cohorts, one beginning in 2010 and the other in 2011 with each cohort participating for two years. The number of schools participating in the Teacher Rewards trial remains at 10 (five primary, three specialist, one P-12 college and one secondary) with each school in one of two cohorts and participating over a two-year period.

Schools in the second cohort of the Teacher Rewards trial, and new panel members from the first cohort, have participated in assessment panel training in 2012. The Teacher Rewards trial schools also took part in a workshop to discuss excellence in each of the balanced scorecard dimensions. These schools have introduced their learning from their panel process and the use of the balanced scorecard into their performance and development processes. Both cohorts of Teacher Rewards schools have completed the assessment panel process and reported the outcomes to the teachers involved. A total of 63 individual teachers received their reward payments in June.

For the School Rewards trial, 12 schools received a reward based on their 2011 performance. Of these, seven were in their first year of the two year trial and five were in their second year. Three of the five schools in their second year of the trial sustained their improvement performance from the previous year.

Schools in the Teacher Rewards trial have reported their performance and development processes have improved as a result of their participation in the trial. In particular, the use of a balanced scorecard and evidence-based processes to determine the outcomes of the Teacher Rewards trials has impacted positively on the performance and development process within schools.

Independent Sector

Independent Schools Victoria has participated in a VIT led initiative called *Implementing National Standards Cross Sectoral Pilot Project*. Teacher candidates from independent, Catholic and government schools are participating in a draft process contributed to by representatives of the three sectors based on our experiences in past iterations of this work. Seven independent schools have been involved: MLC Kew, Lauriston Girls' School, The King David School, Donvale Christian College, Lowther Hall AGS, St Michael's Grammar School and Ruyton Girls' School. Each school contributed two teacher candidates and two assessors. Three teacher candidates have recently withdrawn. Two ISV representatives have been active, contributing members of the Project Team. Meetings were held on: 19 Jan, 7, 13 and 14 March, 3 April, 6, 7 June. Training days were held on 20 April and 25 May.

Initiative 6: Pathways into Teaching

Government Sector

The Victorian government schooling sector is committed to developing and supporting a broad range of pathways into teaching, and in 2012 has invested in recruitment and retention programs, such as the *Career Change Program*, the *Graduate Pathways Program* and the *Incentives for Extended Service in Priority Schools program*. Support has also been given to Indigenous teachers and special education teachers.

The *Career Change Program* is a prototype in employment-based training pathways into teaching,

enabling suitably qualified professionals with relevant experience to undertake teacher education while employed as trainee teachers. 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.

Twenty-eight trainees of the 2010 intake have successfully completed their studies and are now qualified teachers in their host school. A further two are still to complete study elements. The 2011 intake of 34 trainees completed the first year of study and/or work in 2011 and have commenced their final year. The 2012 intake of 20 trainees have undertaken the summer school component of the course and commenced work in schools in 2012 in hard-to-staff subject areas, predominantly technology studies, mathematics and science.

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.

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. The 2011-12 target of 40 scholarships was achieved, with 43 scholarship recipients having commenced study in 2012. Scholarships were provided to a broad range of teaching speciality areas.

The 2011 intake evaluation recommended the development of an online application tool which was used for the 2012 intake. The use of the online tool and an expansion in communication channels, including the use of social media, 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. A high proportion (39 per cent) of pre-service teachers who accepted a scholarship in 2011 are still studying, and the majority of this cohort will complete their study at the end of 2013. Of the 2011 scholarship recipients who have completed their university program and entered the profession, 69 per cent are employed in government schools and 31 per cent in the independent sector.

There is continued interest from schools in the current *Graduate Pathways program*, particularly as it provides an effective strategy to recruit in geographic and curriculum areas where it has been difficult to attract and retain qualified teachers. It has helped 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.

The focus of the *Incentives for Extended Service in Priority Schools program* is the retention of high quality teacher graduates in priority rural schools which traditionally experience significant difficulties in attracting and retaining quality teachers. The program provides financial rewards, conditional on performance, to graduate teachers appointed to designated positions in priority schools for each year of continuous employment. A final recruitment process was undertaken in first term of 2012 that resulted in 26 graduate teachers being selected, based on nominations by principals. A total of 103 graduate teachers have been accepted into the program, exceeding the program target of 100. Of these, 99 remain active following four withdrawals.

Payments are made to participants as they meet the service requirements. In late June 2012, eligible Round 1 graduate teachers received their second incentive payment and in July 2012, Round 2 participants received their first payment.

All participants in the program are working in schools that are rural or hard-to-staff schools, with the majority (62.2 per cent) working in government schools in the regions that reported the highest difficulty in filling vacancies in 2010-2011. The program has helped schools to retain their graduate teachers longer, breaking the pattern of graduate teachers taking a graduate teacher position in the

country with the intention of only staying for one year. So far this is evidenced by almost all Round 1 participants (bar 4) completing nearly three years of service with their school, and all Round 2 participants completing nearly two years' service with their school. This has brought about some improved workforce stability in the schools involved in the program.

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 target group for the Indigenous Scholarships program is currently enrolled students who are in their final year of a teacher training course.

The two Indigenous initiatives have a total of 31 scholarship holders. Of these, 23 are undertaking primary teaching with the remaining eight undertaking a secondary course. Participants are attending six universities with more than half enrolled at Deakin University. Nineteen of the scholarship holders are located in rural Victoria.

To increase the applicant pool, target groups were contacted directly and provided with information on this initiative. An administration officer was appointed to liaise between the DEECD, universities, Year 12 level co-ordinators and Koorie Engagement Support Officers to promote the programs. This had a significant impact on attracting a suitable applicant field and providing ongoing stakeholder management and liaison.

The program has had early success with four scholarship holders having completed their studies in June 2012. 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* have been offered to enable current and graduating teachers to complete an approved teaching qualification in special education. A total of 154 scholarships have been awarded, exceeding the Commonwealth target of 150 scholarships. Of these, 80 scholarships were awarded in the 2011 intake with the teacher recipients commencing study at the beginning of the 2011 academic year, and 74 scholarships were awarded in the 2012 intake with studies commencing in 2012. The scholarships have been offered to a diverse applicant pool for study in a range of specialities, including the priority area of deaf education.

The majority of scholarship recipients are due to complete their studies in 2013 (2011 intake) and 2014 (2012 intake), although six from the 2011 intake have already completed their studies. Of the 136 scholarship holders employed in government schools, 40 (29.4 per cent) are working in mainstream schools, 90 (66.2 per cent) in special schools, and 6 (4.3 per cent) are working as visiting teachers.

Catholic Sector

In 2012 the Catholic sector continues 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 have been established.

Sponsored study has been provided to four 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. Three of the four KEWs work in Low SES schools.

The *Bachelor of Education Multi-Modal*, a four year project (2010 – 2013) aligned with the 4-year Bachelor of Education course aims to strengthen 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 (PSTs) have been inducted into this course. In 2012, 20 PSTs have continued into Year 2 and 11 into Year 3 across 15 participant schools. Research continues to examine the impact of this pilot on all key stakeholders and preliminary reports indicate the high value of the project for PSTs and participant schools; noting areas for refinement. Participant schools report that mainstream teachers have also been well supported to both reflect on and refine their current practice, with five teachers applying for a Masters unit credit at Australian Catholic University as part of this program.

With its emphasis on improving educational outcomes for all Australian students, the Catholic sector has partnered with *Teach For Australia* (TFA). Since 2011, seven Catholic secondary schools in the Archdiocese of Melbourne have hosted associate teachers under the auspices of TFA.

Participation in this program has been widely affirmed, with associates highly regarded as assets to their schools, making a distinctive contribution, especially to the students in their care.

Through the *Partnerships in Learning: Enhancing Quality Teaching* pilot project, Australian Catholic University and the Catholic Education Office Melbourne are continuing to explore further opportunities to build the capacity of PSTs and extend the learning from the pilot beyond 2012. Project partners have commenced the development of a resource that will draw from the experiences of PSTs and schools in the project. The resource aims to assist schools in supporting PSTs to: understand and appreciate the strengths, richness, diversity, challenges and needs of school communities; and develop effective working relationships with family and community as partners in student learning. It is anticipated the resource will be completed by the end of 2012 and will be a useful tool for all schools supporting PSTs in their journey towards becoming a quality teacher.

The *Identifying Quality Teachers in Practice, Implementing National Standards Pilot Project Phase 2*; seeks to model a scalable process to examine the rigour and feasibility for identifying and acknowledging high performing teachers.

The pilot project, conducted over 2010-2011, indicates that both teachers and school leaders considered the project had strengthened their understanding of teacher quality and had a constructive influence on the schools involved and their community. A decision was taken to expand this project, inviting cross-sectoral participation, with the VIT as facilitator.

This expanded project is seeking to elicit more detail on the scalability of the model. It will be implemented in the context of the AITSL program to develop nationally a consistent approach to the certification of highly accomplished teachers. Additional participation has been sought from both ISV and DEECD, lending a cross-sectoral perspective to the project. Participation has been drawn from across CECV, with a total of 12 Catholic primary and secondary schools, seven independent and five government schools participating in the trial.

In 2012 a manual with exemplars along with refinement of the framework was completed. A series of workshops have now been held, engaging all three sectors participating in this project. Professor John Hattie has facilitated a workshop with peer assessors, addressing their role in validating the evidence presented in the case study.

Early feedback affirms the opportunity to reflect on current practice, whilst acknowledging the timing constraints of the project timeline. A full evaluation and cost analysis of the project will be undertaken at the completion of the trial, due late 2012.

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.

Showcase Examples - 1 January 2012 to 30 June 2012

Government Sector

A history of poor school performance and variation in student achievement between classrooms was the catalyst for a large secondary college in Northern Metropolitan Region to direct their National Partnerships funding to develop a whole-school approach to curriculum development and teaching practice. The school initially focused on redesigning the school curriculum to establish consistency in the content taught and higher expectations and rigour around student learning. Expectations were agreed around the knowledge and skills required by students in each subject to transition successfully into the following year. Given the school's large proportion of ESL students, teachers emphasised the development of students' vocabulary knowledge across all subjects and identified essential vocabulary for every subject at each year level. To build teacher capacity in this area, National Partnership resources were directed to providing teachers with training in teaching academic vocabulary and effective literacy and comprehension teaching strategies.

The school then concentrated its focus on how the content was taught by developing a research-based instructional model to provide a framework for planning and delivering lessons. The framework provides teachers with guiding questions to support them in planning lessons and developing effective teaching strategies. The redesign of the curriculum has enabled teachers to focus their planning time on collegiate discussions around areas such as: effective and engaging approaches for delivery; effective literacy and comprehension teaching strategies; differentiated learning and assessment tasks; and the analysis of student learning data to identify students requiring additional support.

Taking into account the background of its students, the school is now performing at a similar level to other schools and the average scores achieved on the 2010 NAPLAN Reading and Numeracy results indicate the school achieved at a higher level on the Year 9 Reading and Numeracy tests. The NAPLAN relative gain report highlighted that the school is at the 40th percentile ranking in Reading gain and the 51st percentile gain for Numeracy. The school's 2011 staff opinion survey shows curriculum process at the 75th percentile, which is well above the state median, and reflects the work undertaken around curriculum and teacher practice. Although in its early days, the whole-school approach has provided a framework for enabling consistency of practice and for sustained continuous improvement in the quality of teaching.

Catholic Sector

A team of teachers from St Peter's School in 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 at St Peter's School culminated in a number of videos of two to four minutes that are available on the AITSL website:

- A primary school teacher shares how she organises and connects the activities in a mathematics session to meet students' learning needs

- A literacy leader models effective teaching strategies that address the learning strengths and needs of students from diverse linguistic and cultural backgrounds
- A classroom teacher who is also a literacy leader models teaching strategies used in a Year 1 literacy writing session
- A primary teacher demonstrates how she selects and uses content and resources that provide connections with students' prior knowledge or experiences in using money
- A Year 1 teacher works with a colleague to analyse a sample of student work
- A teacher shares how she designs and teaches a literacy lesson to a Year 1 class incorporating strategies that target the individual needs and strengths of her students.

Learning leaders have identified the need for ongoing access to resources that they can use within school to support coaching teachers to develop evidence-based teaching strategies. As a consequence, online resources are being developed, such as using Elluminate or Blackboard, to host and record demonstration lessons. Once recorded these lessons will be available for future use to support in school coaching and professional learning.

Independent Sector

Eighteen lessons of teachers new to the *Evidence Based Observation Tool* (EBO) were observed by the school coach of St Anthony's Coptic Orthodox College in Semester 1 2012. The school has a high proportion of students from a language background other than English with language and learning issues that impact on their learning. Many students have experienced trauma in their early years.

Four teachers at the school have been trained in the use of the EBO Tool at the school, and volunteer teachers have agreed to participate in the program to improve their practice. Teachers were observed regularly and objective feedback was provided to them during a coaching session following each lesson. The specific aspects of classroom practice and student learning outcomes focussed on included student engagement, student/teacher interactions, collaborative/discursive teaching behaviours and perceived cognitive level of learning.

The aggregated data for the 18 observations and coaching conversations is as follows:

- Student Engagement

In Term 1, 83 per cent of target students were engaged more than 70 per cent of the time. (35 per cent engaged 100 per cent of the time).

In Term 2, 85 per cent of the target students were engaged more than 70 per cent of the time. (58 per cent engaged 100 per cent of the time).

Student engagement should be above 70 per cent in order to maximise the chances of learning taking place. During Term 1, 40 target students were observed. During Term 2, 45 target students were observed.

- Teacher/Student Interactions

In Term 1, whole-class interactions occurred 43 per cent of the time; In Term 2 whole-class interactions occurred 21 per cent of the time.

In Term 1, Individual and Group interactions occurred 57 per cent of the time; In Term 2 individual and group interactions occurred 79 per cent of the time.

Teachers are beginning to implement interactions that will benefit individuals and groups. Feedback from the school's lead coach, based on observation data, suggests that teachers are beginning to encourage students to seek assistance, ask questions, and engage actively with the

teacher to further their own understanding.

- Collaborative/discursive teaching behaviours

In Term 1, no teachers were engaging in significant instances of discursive or interactive teaching.

In Term 2, 44 per cent of teachers were showing signs of understanding and using discursive, interactive teaching methods.

Following the observations and coaching, teachers are moving away from their traditional teaching methods involving instruction from the front of the class, monitoring class behaviour and focusing on students completing work quietly and passively. Discursive practice methods involve higher levels of student thinking and learning. Teachers put in place situations where students engage directly with the teacher, or each other, in learning conversations about the work. Teachers provide feedback and feed forward interactions to stimulate questions that lead to learning conversations and deeper levels of student learning.

- Student perceptions of cognitive level of the lesson

In Term 1, 29 per cent of students perceived they were learning at a low level; 71 per cent at a medium level.

In Term 2, no students perceived they were learning at a low level, 89 per cent at a medium level and 11 per cent at a high level.

Selected students were asked to comment on how much thinking and learning they had engaged in during the lesson. The data shows students perceive that the tasks were more cognitively challenging in Term 2, following the observations and coaching.

There were other elements of practice observed and discussed during the coaching conversations, including teacher location, managing and caring about the learning of students, managing the behaviour of students, managing the learning environment, and culturally appropriate contexts, resources and methods.

The trends in this case study school are positive, although the school coach and advisors will continue to work with the teachers to embed improved classroom practice and positive professional conversations more widely across the school.

Section 3

Reform Area 2 - Recognition and Response to Individual Learning Needs

Overview/Highlights - 1 January 2012 to 30 June 2012

Overview

Initiative 8: Improved monitoring of student performance information

Government Sector

Throughout the government sector, schools and teachers have improved their monitoring of student performance through diagnostic tools, improved data literacy, the development of more effective teaching strategies and utilisation of new educational resources supported by National Partnership funding. These initiatives have facilitated an improved use of data in schools, with regions reporting that schools are developing a more sophisticated understanding of data management and analysis and demonstrating a more consistent approach to the assessment and monitoring of student performance. As a result, in most schools there is strong evidence that these new understandings have been successfully embedded in school practice enabling greater clarity of student achievement and progress in literacy and numeracy and providing a platform for collegiate discussion to match instructional practice to student learning needs.

Across the sector, all National Partnership schools are being supported to improve the monitoring of individual student performance using diagnostic tools to help triangulate student achievement data and improve the monitoring of student performance information. Data analysis and tracking tools, such as the Student Performance Analyser or Student Mapping Tool, support the monitoring of student achievement and provides valuable data to inform teaching and school planning. VCAA On-Demand testing, an online resource for teachers linked to curriculum and standards, is also routinely used in a number of regions. Some regions are developing their own tools for deeper analysis of data provided by diagnostic tools. In the Grampians Region for example, a tool has been developed to allow for deeper analysis of On Demand reading tests, allowing for targeted responses to individual student needs and providing useful insights that helps inform teaching practices.

Data literacy support is being provided to school leaders and teachers to allow them to effectively monitor programs at individual and cohort levels and to deepen their understanding of how data can inform teaching and learning choices. Professional learning sessions focused on the collection of data and the use of results to inform appropriate strategies are being provided by coaches, school leaders or regional staff. In Loddon Mallee Region, all National Partnership schools are required to submit student data and attend data discussions with regional executive twice each year. These robust discussions provide an opportunity for schools to share practice and further develop their data literacy skills.

Teachers are also using data from the monitoring of student performance to inform the development of more effective teaching strategies to support student learning, including developing individual learning plans for students. For example, in Hume Region there is an expectation that teachers will develop class profiles and use these to differentiate their students' learning. Schools in Northern Metropolitan Region are being encouraged to develop protocols around assessment for learning and connecting feedback to data and in Western Metropolitan Region, many schools have established a highly visible school-wide student performance tracking strategy, for example, by placing their students on a learning continuum using the data to identify what each student needs to learn next.

The updated *Literacy and Numeracy 6-18 month strategy: P-10 improvement schedule for school leaders* was published in 2011 and outlines a literacy and numeracy assessment schedule for all students from Prep to Year 10 and provides advice on data analysis at a school, year, cohort and individual level. In Eastern Metropolitan Region, assessment schedules are now in place in all schools based on this strategy. Catholic schools can also access the online strategy and the accompanying suite of professional support resources.

National Partnership funding has also enabled the provision of school subsidies for participation in Mathletics. Mathletics is an educational website which aims to improve student results around the mathematics curriculum. It provides immediate feedback to students, teachers and parents. In particular, it provides continual formative assessment, which teachers can use diagnostically to guide instruction. In 2012, 856 Victorian government schools have enrolled students in Mathletics using this subsidy. This is an increase of 75 schools from 2011, with 46 schools enrolled in Mathletics for the first time. The proportion of Victorian government schools enrolled in Mathletics in 2012 is 70 per cent, the same as in 2011.

Catholic Sector

There have been efforts across the Catholic sector to monitor and improve student performance with particular focus on the intervention frameworks and support by specialist teachers.

A key project was the introduction of the *Number Intervention P-4* into 46 primary schools' curriculum. The intervention, aimed at assisting schools to meet the needs of students at risk in their mathematics learning, was rolled-out across the school and provides professional learning targeted at number intervention specialists and teachers. Across the year the number intervention teacher actively participates in off-site 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 support. There are currently 54 primary teachers trained as specialist numeracy intervention teachers.

Independent Sector

The independent sector reports on both Reform Area 2 initiatives together. The sector used a combination of improving the skills and capacity of teachers and programs to address both improved monitoring and timely intervention.

Across the independent sector improvements to the monitoring of student performance were made through efforts to increase the skills and capacity of teachers. Using Literacy/Numeracy advisors and principal advisors supported teachers through coaching and mentoring to effectively analyse assessment data and recognise and respond to individual learning needs. Through this initiative, advisors are able to encourage leaders and teachers to assume responsibility for leading data analysis in their own schools.

Use of data is now an accepted methodology by teachers, who are using various formative assessment data to recognise individual student needs. Programs used to assist with this process include Running Records, On Line Assessment, Progressive Achievement Tests (PAT) and Test of Reading Comprehension (TORCH). Use of these programs is further supported through collaborative discussion among small teams of teachers which allows for the determination and design of individual learning strategies for students.

A good example of where this has been used is at Al Siraat College in Epping, which began

using Running Records in term 1 to improve monitoring of student performance in reading. Teachers were supported by a Literacy/Numeracy advisor to use the Running Records to benchmark student achievement data at the end of Term 2. This data was passed onto the school leadership team and the Literacy/Numeracy advisor who used the data to enable effective comparison to the benchmark goals and inform discussions with year level teams where additional assessment and goals were set for improved classroom practice.

Initiative 9: Timely student intervention and support

Government Sector

A range of intervention programs are being used to support local responses to individual student learning needs, including improved data use, training for teachers and the development of a tool to better assess student capabilities.

Regions have reported that schools are now actively using data to identify students in need of intervention and support, and determine the most appropriate intervention strategies, including:

- Education and English as a second language support staff
- Engagement and wellbeing officers
- Literacy and numeracy aide support
- Reading Recovery support
- Language support coordinators
- Wannik tutors
- Specialists, such as speech pathologists, psychologists and social workers.

Training is also being provided to teachers and principals in regions to support them to implement and utilise particular literacy and numeracy intervention programs, such as the *Getting Ready in Numeracy (GRIN)*, *Reading Recovery*, *Language Support*, *Speaking and Listening*, *Supporting Early Literacy* and *Quicksmart Numeracy* programs.

Regions have reported that there is evidence that these intervention programs have been successful. For example, in Western Metropolitan Region, the GRIN program was implemented at the start of 2010 and is continuing at Years 3 and 8 in 13 identified schools under the guidance of experts. There is early evidence that students participating in the GRIN program showed significant improvement in numeracy outcomes compared to non-GRIN students (for instance, see the case study on Wyndham Park Primary School in the *Exemplary Schools and Showcase activities* section). Further, in Loddon Mallee Region, teachers are collaborating in Learning Communities to analyse data sets, identify students in need and plan for teaching and learning.

Victoria is also developing the cross-sectoral *English as an Additional Language Assessment Tool* (formerly the English as a Second Language Proficiency Assessment Tool) to enable classroom teachers to better assess student language proficiency and provide feedback for teaching and learning.

The first two phases of this cross-sectoral project have been completed with the investigation of assessing student progress in English as a Second Language (ESL). Robust, valid and pedagogically sound approaches that yield rich data to inform monitoring and planning have been identified. The second phase then used this information to outline design options for the tools. The University of New South Wales will be undertaking the next two phases and will

develop and host an Online Adaptive ESL test linked to the NAPLAN assessment points in Years 3, 5, 7 and 9. It will also deliver a web-based ESL Assessment Resource Centre containing resource tools, including teacher professional learning module, a range of ESL assessment tools and assessment tasks, and an online teacher discussion forum.

Catholic Sector

The CECV aims to support schools in managing and supporting student learning through its Intervention Framework. The Framework identifies key principles, structures and processes which help ensure that all students received appropriate, high quality instruction within a broad array of instructional strategies.

At its core, the Framework is made up of six modules to support schools in reviewing their systemic structures, and helping them to examine their philosophy, practices and processes to effectively improve all student outcomes. The modules cover the following:

- Introduction and philosophy
- Identification
- Assessment
- Analysis and interpretation
- Learning and teaching.

In 2012 all dioceses across the state trialled the Intervention Framework modules in nominated schools, with resources and documents being made available online through a web-based portal. During the trial, schools audited their own practices and used the Framework to inform decision-making processes in order to support the learning needs of identified students.

Data was collected, before during and after the trial in addition to a formal evaluation process. At the conclusion of the trial, participating schools reported being able to:

- Better identify students who may be at risk
- Use assessment data and effectively analyse it to identify their needs
- Plan and implement a teaching and learning pathway or specific intervention to explicitly meet these identified needs
- Evaluate both the student learning outcomes and the effectiveness of their school's processes.

Highlights

Government Sector

By tracking student performance, using the updated *Literacy and Numeracy 6-18 month strategy: P-10 improvement schedule for school leaders* and using professional learning teams, schools are getting better at establishing a culture of timely intervention as an approach to accelerating the learning of students. In Loddon Mallee Region, for example, teachers have used these strategies to inform their teaching practice and to better address their students' learning needs. As a result they have found that the number of students requiring intervention has reduced through focused teaching and learning in strong literacy blocks.

Catholic Sector

Across all four Catholic dioceses the Literacy and Numeracy Intervention Framework is being utilised in conjunction with the Effective Practices Framework for learning support officers. Together they provide a road map for both effective monitoring of student performance and successful intervention and support for those students who need it most.

The Intervention Framework addresses the need for effective management of student learning and focuses on identifying and supporting those students who may require additional support. The Effective Practices Framework equips learning support officers with the knowledge required to complete their role in working collaboratively with teachers to support all students, including monitoring performance and identifying and implementing interventions as required.

Independent Sector

East Preston Islamic College has implemented a collaborative, whole-of-school model to better analyse NAPLAN data. Recognising the need for teachers above and below the year levels undertaking NAPLAN tests to have an understanding of students' learning needs, the school brought together a total of 48 primary and secondary staff to collaborate and discuss student performance data. As a result, teachers now have access to a wider range of data which has given them a greater understanding of each student's strengths and weaknesses and enabled the creation of a curriculum and teaching practices that address gaps in student learning.

The *Professional Learning Communities* (PLC) is another highlight from the independent sector. The PLC process provides school leaders and teachers with a collaboration framework in which they work together meaningfully through dialogue about student learning and teaching. School leaders at Isik College in Eastmeadows were funded to attend a seminar in 2011 to learn about the PLC process. Following this, advisors assisted with the implementation of the framework at the beginning of 2012, including analysis of student performance data and then setting targets for improved outcomes that were understood and shared by all teachers.

Support for Aboriginal and Torres Strait Islander Students - 1 January 2012 to 30 June 2012

Government Sector

Regions are using a range of strategies to identify and respond to specific Koorie learning needs, such as:

- Tools to track the attendance and learning progress of Koorie students
- Managed individual pathways plans, individual learning plans and Koorie education learning plans
- Koorie Engagement Support Officers and Koorie Transition Officers
- Wannik tutorial participation, which provides schools with funding to contract in-class and out-of-class tutorial support for eligible Koorie students
- Development of local Koorie literacy programs and homework/tutoring programs for Koorie students
- Provision of oral language support in the early years through the Language Support Program
- Literacy and numeracy intervention programs, such as the Reading Recovery and Quicksmart Numeracy Programs

- Professional learning opportunities centred around cultural awareness and cultural competence, including sessions facilitated by coaches and Koorie education support officers
- Promotion of a heightened awareness of Koorie culture and identity in schools through involvement with the Koorie community and organisations, such as the Victoria University Moondani Balluk Aboriginal Programs Unit.

Eighty-seven per cent of Koorie students in Victorian government schools have individual education plans and the apparent retention rate of Koorie students from Year 7 to Year 10 improved by 10 per cent in 2010 and 2011. 85 principals and schools undertook a snapshot evaluation of their approach to the education of Koorie students in conjunction with the Dare to Lead program and 25 school leaders participated in the Bastow *Stronger Smarter* leadership program. Consequently, regions have reported that schools are starting to see improved learning outcomes for Koorie students.

Independent Sector

Advisors continued to support teachers and students at Worawa Aboriginal College to develop rigorous and culturally appropriate programs and interventions to improve learning outcomes. Students at the college come from at least 12 different communities, speaking the equivalent number of different first languages. At the beginning of the year, the principal advisor facilitated an in-school workshop for teachers, to ensure the consistent and effective administration of the revised 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.

Exemplary Schools and Showcase activities - 1 January 2012 to 30 June 2012

Government Sector

One Northern Metropolitan Region Low SES primary school has integrated in house coaching and implementation of the Ultranet to develop teachers' capacity to more effectively address individual learning needs and differentiate students' learning. Through the support of literacy coaches the staff developed a sound understanding of the developmental learning needs of students. The Ultranet presented an opportunity to support making connections between what teachers know about their students and what the students need to know, to how teachers plan the learning.

Coaches have taken full advantage of the various spaces available on the Ultranet to focus on evidence-based teaching and learning strategies that make a difference to the students' engagement and learning. The starting point for this work has been the design and task spaces. Through the design space teachers now plan, create and collaborate to design curriculum and student learning activities. The focus has been on teachers developing tasks which are differentiated and linked to specific standards. Teaching teams have taken full advantage of the learning tasks space to explore ways in which they plan for assessment tasks that provide quality feedback to students and parents.

The school has made significant improvement in learning outcomes over the last two years. The NAPLAN Relative Gain Report shows that 56 per cent of students made a high relative gain in reading for matched cohort; and 44 per cent in numeracy. In terms of Relative Gain the school is at the 73.5th percentile for reading and the 46th percentile for numeracy. The principal attributes the improvements directly to the work of the coaches and the use of ICT

and the Ultranet for monitoring learning, providing timely feedback and students reflecting on their learning.

Wyndham Park Primary School in Western Metropolitan Region undertook a review of its literacy and numeracy intervention program at the end of 2011 and as a result introduced a whole-of-school approach to intervention based around two programs; the *Levelled Literacy Intervention* (LLI) and the *Getting Ready in Numeracy* (GRIN) program. Students are selected for both programs using On Demand testing.

The LLI is a guided reading program structure supporting struggling readers. The program includes levelled text reading, intensive systematic phonics instruction, a focus on comprehension and attention to fluency. The school introduced the LLI structure using 15 staff members (intervention tutors) to deliver four hours of literacy intervention a week over 40 weeks of the year and a coordinator to manage the program.

The GRIN program provides for four teachers working with three to four students each three times a week on numeracy skills, particularly including oral language. Teachers provide struggling students with the mathematics language and the type of activities which they will encounter in their next maths class, immediately prior to the class. This increases students' engagement with the lesson and their mastering of the content.

The whole school program started at the beginning of 2012 and the school has reported that there has been significant improvement in student reading abilities at all year levels, even at this early stage of the program. For instance, sixty-four students from Years 1, 2 and 3 have participated in the LLI program in 2012 and all have shown improvement. In Year 1, 82 per cent of students experienced high level growth, moving 10 or more reading levels, and 18 per cent experienced medium level growth, moving between six and eight reading levels. In Year 2, 92 per cent of students experienced high level growth and four per cent experienced medium level growth, while in Year 3, 74 per cent experienced high level growth and 26 per cent experienced medium level growth.

For the GRIN program, teacher judgements for the 16 Year 3 students that have participated in 2012 show that 33 per cent have achieved high growth, moving two or more progression points, and 60 per cent have achieved medium growth, moving one progression point.

Also, in Eastern Metropolitan Region, some schools are trialling a new literacy intervention program, Level Literacy Intervention. The effectiveness of this program is being evaluated to ascertain the most effective implementation model.

Independent Sector

At Chairo Christian College, a co-educational school with four campuses and 1100 students, the process of monitoring performance and intervening in student learning was put to use when it was observed that boys were not performing as well as girls academically.

To address this, college leaders requested an advisor to undertake a review to inform strategies to address this disparity. Through interviews with 49 boys, the advisor was able to provide an evidence base to inform the development of a plan by the college's senior management team and its board. Notably, this was the first time that student voices were used to develop strategies to improve literacy and numeracy outcomes in the school.

Questions were asked of the boys in small focus groups according to year levels and addressed overall school culture as well as their perception of academic achievement and teacher engagement. Students articulated that they enjoyed their school and provided a list of qualities that they most wanted to see in their teachers. They also gave valuable insight into

their perceptions around academic achievement with most perceiving that it is not bad to be good at school, but that most of the girls got the award for academic excellence so there was no point in increasing their effort.

The senior management team and the college board reviewed the data from the advisor's survey and chose to share it with the staff at their curriculum day. The college has now begun to use the boys' feedback to address the ways in which a more effective teaching and learning environment can be provided for them, and their efforts and achievements can be celebrated appropriately. The advisor has recommended that the college tracks the impact of their interventions.

Section 4

Reform Area 3 - School-Community Engagement and Extended Schools

Overview/Highlights - 1 January 2012 to 30 June 2012

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

In the Government sector, schools have been working together with parents, business and the broader communities in which they are located to maximise education opportunities for students. Many schools are using support staff to achieve greater parent and family involvement and assist parents in supporting their children at home.

For example, schools in the Loddon Mallee Region have employed a coordinator to work with individual students and their families, including connecting them with DEECD and community agencies. Other schools are using engagement and wellbeing officers, family and community engagement and liaison officers and family therapists to build trust and provide support to students and their families.

Recognising the importance of engaging families to bring about improved student outcomes, schools also encouraged greater parent participation in school activities. This has resulted in greater levels of interaction and trust between parents and the school, as well as an increase in parent understanding of how they can assist their child's learning. To achieve this, a number of strategies have been employed.

For example, in Hume Region, parents are directly involved in student goal setting, and are regularly invited to school assemblies and morning teas to facilitate relevant discussion. Other schools expanded family education programs, particularly around literacy and numeracy, trained parents as school volunteers to leverage their skills and directly involve them in the learning process, and communicated with families through newsletters and information sessions.

Schools across the state had various levels of involvement with business and community groups with many choosing to build partnerships with local government, higher education and training providers, local businesses and other schools through their Local Learning and Employment Networks. In addition to increasing resources through sponsorship and shared facilities, these links have also allowed for student mentoring, work place visits and career advice, all of which build strong connections between students and their communities as well as relating what is learned in the classroom with broader application across the community. This can be seen in the Eastern Metropolitan Region where careers education programs and exhibitions allow secondary students to engage with people from tertiary institutions, business and industry.

Catholic Sector

Enhancing the involvement of families in learning is being recognised as a key component of school improvement across the Catholic sector. All 46 participating schools have implemented a strategic approach to family school partnerships, addressing identified issues that impact on family and community engagement in learning. Schools are planning and implementing initiatives to build teachers' capacity to engage families in schooling and learning. There is growing recognition and practice focused on the importance of early learning and school readiness and the essential role of families in this phase of learning and schooling. Goals and strategies to strengthen family-school-community partnerships are being reflected in school annual action plans and four-year school improvement plans.

Professional learning continues to be a key strategy in 2012 for building the capacity of school leaders and staff to strengthen family-school-community partnerships for learning. Maggie Farrar, the Executive Director for School Leadership at the National College (UK), worked with school leaders from Low SES communities and system leaders in May 2012, continuing to explore the essential role of family and community engagement in school and system improvement efforts towards 'narrowing the gap' (reducing inequity and improving student achievement). Capacity building opportunities with individual school communities continues to be important in 2012. Highly regarded consultants, Dr George Otero from the Centre for Relation of Learning and Sharon Butler from Silent Partners, work with FSPCs to facilitate local professional learning and community building activities focused on family and community engagement in schooling and learning.

In 2012, many schools are focusing on building teacher capacity to engage families in learning, as part of quality teaching. Initiatives such as *Community Classrooms* and *Professional Learning Teams* bring 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 focuses on the importance of engaging pre-school children and their families in opportunities to enhance early learning and school readiness. Playgroups and kindergartens are being used as opportunities for parents to engage with the school and practice learning-at-home activities with their children and enhance their understanding of the practices and language used in contemporary schooling.

Towards the end of 2011, the CEOM initiated the *Cultural Development Project: Good Practice into Common Practice*, designed to target a small number of Low SES communities to explore policies, procedures, structures and approaches to create learning environments that embrace diversity and maximise outcomes for all. CEOM is working in partnership with community organisation, Foundation House, who are experienced and committed to working with cultural groups, particularly refugees and newly arrived migrant families. In 2012, a number of school communities volunteered to be involved in the project, with schools currently reviewing how they engage culturally and linguistically diverse families and looking for opportunities to strengthen learning partnerships with these families over the next 12 months and beyond. It is anticipated the outcomes from this project will provide recommendations for CEOM to better support school communities with significant language and cultural considerations.

Independent Sector

There has been an increase in the capacity of leaders and teachers in schools to engage parents and extend partnerships with the community as a result of the coaching and mentoring of the school welfare/community engagement (SWCE) advisors. SWCE advisors spent 1226 hours of face-to-face coaching and mentoring leaders and teachers to support them to devise strategies and processes to engage parents in their children's education and to

develop partnerships in the community. Leaders in schools are becoming more confident and able to present their programs to a wider audience as a result of advisors' support.

For example, low parent engagement has been a concern for some time at East Preston Islamic College (EPIC), partly because of the low literacy skills of the parents. EPIC is a co-educational P-12 school with an enrolment of 525 students. Almost all students are from non-English speaking, low SES families, most of whom are recent arrivals. Although of the same religious faith, they come from a range of different ethnic backgrounds. There are 24 different languages spoken by families in the school community.

Awareness of simple routines, such as excursions and casual dress days, were problematic. The following strategies were put in place following discussions between the leaders and the SWCE Advisor. The school:

- Involved parents in the organisation of open days and family days
- Involved parents in the *Out of School Hours Learning Support Program (OSHLSP)* cooking sessions
- Provided appropriate food during OSHLSP and parent information sessions
- Encouraged parents with young sibling children (12 months to 3 years) to join a play group
- Invited parents to join in school excursions
- Offered basic literacy sessions for parents, using pre-service teachers
- Engaged the Australian Muslim Women's Centre for Human Rights to conduct workshops for recent arrivals
- Offered sessions linked to Parents as Career Transition Supports.

As a result, there has been a marked improvement in interaction between families, students and teachers and parents have gained an awareness of school policies, practices and events.

In addition, 26 teachers and leaders from 12 independent schools attended the Generation Next Conference at Caulfield in May. More than 1200 delegates from government, Catholic and independent schools and the health sector attended the conference and were addressed by 10 specialists in a diverse range of wellbeing topics. Advisors discussed the content of the sessions with staff back in their schools, focusing on the implications for the school and strategies that could be put in place.

Henderson College (P – 10, Mildura) obtained funding from the *Stephanie Alexander Kitchen Garden* program in 2011, with the support of advisors, and they began the process of implementation from January to June 2012. The project has provided the community of this faith-based school (parents, teachers and congregation) with an opportunity to be engaged through working bees in the garden, volunteering in the kitchen and donating goods and services. Students and parents are fully involved in planning and preparing all aspects of the program and in promoting opportunities for other groups, schools and organisations in the community to use the resources. The school has opened cross-sectoral links, meeting and sharing with a local government primary school and has begun networking with local TAFEs to develop potential partnerships in Hospitality and Horticulture to support a broader range of student pathways.

Highlights

Government Sector

Bringing together a school, family support services and the local council has been key to the successful delivery of Yarrunga Primary School's *Let's Learn Together* early learning and development initiative. There are currently two facilitated play groups with around twenty participating families, operating from the Yarrunga Community Hub, which also has links to the local Indigenous community so that Indigenous families can be referred to participate in the group. As well as building engagement between parents and the school, there have also been opportunities to engage parents in pre-literacy and pre-numeracy activities with parents.

Extended School Hubs, located across the state at Sandhurst, Wyndham, Geelong North, Frankston North and Berendale, are being piloted to coordinate partnerships with business, local government and community-based agencies to reduce barriers to learning and provide complementary learning programs and services. Early indicators suggest that the extended school approach is adding value to an understanding of the achievement gap and barriers to learning, and developing potential approaches to addressing these. There has been a growth in the breadth and depth of activities provided by the Hubs, with more services now being provided outside of school hours by a diverse group of agencies and organisations. There are also a growing number of community volunteers supporting Hub activities, suggesting the Hubs are becoming more embedded within their communities.

A trial *Municipal Literacy Partnership Project* involving 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. Literacy Villages are now well established and are implementing initiatives such as book swap boxes and Koorie playgroups. The Villages are promoting literacy messages to the community through local events, newsletters, and a Literacy Village website and Facebook page has been developed providing literacy information and resources to parents of children and young people. The project has strengthened connections between a number of schools, early childhood services and the broader community. It has also established stronger relationships with community service organisations including the Lions and Rotary Clubs, and community awareness of the importance of early literacy has been increased through a range of village activities.

Catholic Sector

Family engagement in learning is being recognised as a key component of school improvement, 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.

Family school partnership convenors (FSPCs) continue 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. FSPCs are supporting school communities to extend the way they reflect on their family-school-community partnerships work; beyond just describing 'activities', schools are also now capturing and articulating the 'impacts' on students, staff, families and the community.

In 2012, the Australian Catholic University is in its third and final year of conducting the research and evaluation of the Family School Partnerships initiative. Researchers continue to gather 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 will be used to make comparisons to 2010 data, exploring changes to school practice, attitudes and behaviours and impacts of the initiative over the three years.

Independent Sector

Parent engagement was a focus for advisors in schools from January to June. One cluster team of three advisors made presentations to eight of their 10 school leadership teams, using the DEECD Families as Partners in Learning framework. Drawing from the material on the website, the advisors workshopped the Seven Dimensions of Family Partnerships and outlined the benefits in student learning outcomes that come from positive parent engagement in their children's learning. The advisors gave practical examples of ways that parents could be encouraged to be involved, including showing an active interest in their children's school work, reading, story-telling, visiting libraries, museums and galleries, volunteering in the classroom attending excursions and participating in school associations and governing bodies. Each of the leadership teams then worked with the Advisors to develop specific strategies that would work well in their school. Advisors in other clusters worked with school leaders to develop programs to support parent engagement, including supporting the establishment of a Parents & Friends association in one school, and attending Parents & Friends Association meetings to assist them to source and apply for funding for future projects. Advisors have also addressed parents at information evenings about the MindMatters and KidsMatter frameworks. Advisors have also supported schools to establish volunteer coordinators to liaise with the school leaders to manage parent engagement in a number of school programs.

Support for Aboriginal and Torres Strait Islander Students - 1 January 2012 to 30 June 2012

Government Sector

The National Partnerships support family and community engagement initiatives in schools that often have large numbers of Indigenous students and engaging with these students and their communities is central to many family engagement strategies across regions. In particular, Koorie Engagement Support Officers (KESOs) and Koorie Transitions Officers continue to be used widely to support schools and families to increase engagement of Indigenous students in education. In Western Metropolitan Region, KESOs are working to develop a communication strategy to provide the community with information about Aboriginal services, as well as engaging with service providers to inform best practice processes and services for Indigenous students and their families. In the Eastern Metropolitan Region, KESOs have also been involved in providing school and department staff with education and training about how best to address the needs of Indigenous students and develop culturally inclusive practices in schools.

Independent Sector

During Semester 1, planning took place for the annual parent/community forum to be held at Worawa in December 2012. Communicating with parents from remote Indigenous communities and bringing them to the school in regional Victoria requires lengthy and careful planning. Advisors are supporting the school leaders in planning the agenda and workshops. This will be the third Parent and Community Forum held by Worawa Aboriginal College.

The Principal of Worawa is the current Chair of the Local Aboriginal Education Consultative Group (LAECG). The group meets to discuss issues of mutual concern and develop activities to support Indigenous students in the outer east of Melbourne. Worawa has several local partnerships with local businesses, schools and agencies including Eastern Health and Healesville Sanctuary.

Exemplary Schools and Showcase activities - 1 January 2012 to 30 June 2012

Government Sector

The National Partnership Extended School Hub (The Hub) – Wyndham, Western Metropolitan Region

The Hub provides the opportunity for students and parents of the participating schools, Galvin Park Secondary College and Wyndham Park Primary School, to be connected and engaged with their community. It has helped level the “educational playing field” and provides students with the opportunity to do their best.

The Smith Family is the lead agency, working with schools and partner organisations to co-ordinate an extended range of services to children, families and the wider Wyndham community.

The outcomes for the project are:

- Improving school readiness
- Providing access to a broad range of learning and development opportunities outside normal school hours for children, young people and families
- Increasing student engagement in learning both inside and outside school
- Improving perceived ‘school friendliness’, inclusiveness and approachability
- Engaging young people, parents, schools and community stakeholders as active and complementary partners in learning.

The City of Wyndham representatives sitting on The Hub executive have substantially supported the Hub initiative in building systemic and consistent links between the schools, parents and the wider community. There has been an increase in the involvement of parents supporting their children’s education through the provision of computers with broadband access and training for 30 families through The Smith Family’s Tech Pack initiative which is philanthropically funded by a Perpetual Trustees competition.

Close links with the tertiary sector have enriched The Hub activities, as Victoria University and Deakin University are providing support and expertise to the Hub through the provision of pre-service teachers to support curriculum enrichment activities, homework support, study guidance and advice on entering tertiary studies.

Catholic Sector

Early Years Learning in the Sunshine Cluster, Archdiocese of Melbourne

In 2012, the Sunshine Cluster, comprising three kindergartens, marks the third year of a partnership with Victoria University and Kinda Kinder – a play-based learning program that values the importance of emergent literacy and numeracy development in young children aged zero to five. Kinda Kinder celebrates the role of families as their children’s first teacher and seeks to support families in this role. Parents/carers are required to stay throughout the one hour program each week and encouraged to actively participate in educational games and strategies to support their children’s learning.

Victoria University’s Bachelor of Education and Early Childhood pre-service teachers participating in Kinda Kinder are overseen by university lecturers in designing and implementing learning activities. Schools are invited to be a partner in the program by hosting

Kinda Kinder on their grounds, providing administrative support and placing the pre-service teachers in classrooms to observe teaching and learning practices.

The Sunshine cluster has found the program to be excellent for supporting families in their role as first educators and in the transition to school, no matter how young the child. Pre-service teachers report that they feel more confident in engaging with families as a result of being part of Kinda Kinder and appreciate forming positive relationships with schools at an early stage in their learning. Families have shared that Kinda Kinder has helped them make new friends, feel more connected to school and learn new songs and activities to engage in with their children.

Families and School Learning Together at St Francis Xavier, Corio, Archdiocese of Melbourne

St Francis Xavier Primary School, Corio, strongly believes in the importance of working in partnership with families to enhance learning. With the aim of helping new parents navigate school life and engage in contemporary learning, the school leadership team developed a program in 2012 called *Learning Together*. This formed a series of six weekly sessions (Families, Schools & Community Working Together; Why Read to Your Child; Social Learning; Learning Through Games; Everyday Maths; and Listening To Your Child Read), designed to engage families in an educative partnership emphasising the value of family, school and communities working together.

The main questions underlying the Learning Together sessions were:

- How can you support your child in his or her education?
- How can the school support you to do that?

The sessions focused on building the capacity of parents by modelling skills and strategies and providing opportunities for practice and reflection. To ensure the sessions were interactive, a variety of small group activities for sharing ideas and thoughts were used, as well as whole group discussion. Almost 50 per cent of Prep parents were represented in at least one session. Parents were encouraged to ask questions and share challenges and the parent questions arising from the first session guided the content that followed. Students were involved in literacy sessions so parents could engage with their own child, practice new skills and reflect with the group.

The school reports that *Learning Together* has strengthened rapport and relationships between parents and staff; whilst informing the depth of conversations taking place. Parents from *Learning Together* feel more confident to use language that is focused on learning and schooling. For example, in reading journals, the parents are identifying reading strategies such as, “recognising the pictures and matching them with the words” and “recognising high frequency words.” Also, the teachers are better informed about what parents need when their child commences school.

Staff at St Francis Xavier felt *Learning Together* was so worthwhile that the school will continue to embed the practice each year. Further discussions amongst staff have taken place and future planning focuses on these questions:

- How do we reach the families that didn’t come?
- How do we respectfully target and build capacity of the families who may need extra support to engage in their child’s education?

The Catholic Education Commission Victoria National Partnerships Committee has approved a one-year extension of the *Family School Partnerships* initiative (originally 2010-2012), until the end of 2013. This provides the system, including participating school communities time to consider the major learnings from the initiative, plan for long term sustainability and transition

from a targeted approach to a more systemic strategy that supports all school communities towards strengthening family-school-community partnerships.

Another strategy for promoting sustainability of strategic approaches to family engagement beyond National Partnerships is the development of a *Parent Engagement Tool*. Preliminary planning occurred in the first half of 2012, with the formal project commencing in July 2012. The primary purpose is to develop a 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 parental engagement (summative) and inform future directions (formative). Once the framework and tool/s are developed and piloted by Low SES communities in 2012-2013, 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

A part-time volunteer co-ordinator was appointed at Sunshine Christian School in January 2012 following discussions between the student wellbeing and community engagement advisor and the principal about increasing parental engagement in the school. The advisor and the principal planned the role and responsibilities of the position which is aimed at gaining greater parent involvement in the school and to support student learning. The co-ordinator introduced a number of effective initiatives in Semester 1 including:

- Developed an action plan for parent engagement in the school
- Presented a workshop, Families as Partners in Learning workshop to staff
- Surveyed parents to establish areas of interest and potential contributions
- Visited the volunteer coordinator of another school
- Established processes for volunteers in the school
- Oversaw parents assisting in classroom activities
- Re-established a parent & friends group
- Organised a morning tea for Mothers' Day
- Raised \$1000 from a sausage sizzle at Bunnings
- Coordinated pre-service teachers from Victoria University to volunteer in the school
- Conducted parent workshops on supporting student learning at home (Pause, Prompt, Praise method)
- Introduced Adult Multicultural Education Services workshops at school to assist parents from non-English speaking backgrounds to improve their English, and to support their children's learning.

The 2011 NAPLAN data from Lighthouse Christian College Cranbourne showed that many students were having difficulty comprehending text. With the encouragement of the principal advisor, the school introduced the *Pause, Prompt, Praise* method of supporting younger students as they learn to read. The program trains parents as first teachers so they are able to assist their children by hearing them read at home, but using the strategies that are used at school. The *Pause, Prompt Praise* method is a well-researched and effective framework to reinforce young children's reading.

The principal advisor trained two teachers at the school who then ran training sessions for the

integration aides and the parents of children who had been identified through NAPLAN and PROBE tests as needing more assistance. Parents attended evening training sessions to equip them with the skills to hear their children read in a supportive, affirming and relaxed the manner. Parents and teachers reported significant improvement in some of the more vulnerable students' reading and comprehension. Students learned to read using the same messages received at school and at home, and parents helped their children and learned important skills that can be transferred to others in the family.

Section 5 – Milestones

Reform Initiative 1 – Leadership and Teacher Capacity (Identify relevant NP against each milestone)

Part 1 - Milestones not reported/not achieved/partially achieved in the 2011 Annual Report

Milestone (state and territories may wish to identify whether the milestone relates to all sectors or a particular sector within their jurisdiction)	Detail of achievement against milestone (<i>Quantitative and Qualitative</i>)	If not achieved or partially achieved, reasons why (<i>Qualitative</i>)	Strategies put in place to achieve milestone and updated timeframe (<i>Quantitative and Qualitative</i>)
Initiative 5: Rewarding excellence - Teacher Performance Pay			
70 schools participating. (FY 2010/11)	Milestone partially achieved 44 schools participating in performance pay trials.	In the government sector, the magnitude of change required to current performance and development processes in schools presented a more significant challenge than anticipated. This has resulted in fewer schools participating than originally planned. In the independent sector, discussions have been held with the participant and his school principal to understand the difficulties that arose during the pilot. Discussions have also been held with some of the principals who expressed initial interest in the Pilot, but who did not proceed. A briefing is being planned for Term 4 to discuss the issues.	In the government sector, in order to address the concerns regarding the efficacy of the trial size of the Teacher Rewards trial, an open invitation to join a new cohort was extended to all government schools in January 2011. As a result, a further six schools are participating in the trial. In the independent sector, discussions will be ongoing in Term 4 and a briefing session will be held.

Part 2 - Milestones in Progress Report - (Achieved 1 January to 30 June 2012)

Milestone	Detail of achievement against milestone (<i>Quantitative and Qualitative</i>)	If not achieved or partially achieved, reasons why (<i>Qualitative</i>)	Strategies put in place to achieve milestone and updated timeframe (<i>Quantitative and Qualitative</i>)
Initiative 1: Building teacher capacity (coaching, professional learning)			
250 schools participating in professional learning.	Milestone achieved 374 schools across all sectors have participated in a range of professional learning for leadership programs at local,		

	regional and system levels.		
Up to 110 aspiring Principals undertake preparation training.	Milestone achieved There are 708 aspiring principals engaged in principal preparation programs across the sectors.		
80 Principals undertake targeted professional development.	Milestone achieved 534 principals have undertaken targeted professional development.		
20 Principals, up to 20 leadership teams and 4 clusters using capability tools.	Milestone achieved Over 28 principals working with the 360° leadership diagnostic tools and survey leadership capabilities. A further 8 principals are using the capability tools with their leadership teams.		
Initiative 2a: Building teacher capacity (in-school support/coaches)			
140 schools supported by a Literacy and Numeracy specialist.	Milestone achieved 374 schools supported by a Literacy and Numeracy specialist.		
Initiative 2b: Building teacher capacity (professional learning opportunities)			
170 schools participating in targeted literacy and numeracy professional learning.	Milestone achieved 375 schools participating in targeted literacy and numeracy professional learning.		
100 schools participating in professional learning through enhanced P&D processes.	Milestone achieved Over 200 schools participating in professional learning through enhanced P&D processes.		
Initiative 3: Improve school access to high quality teachers			
40 Associates participating in the first cohort of Teach for Australia.	Milestone achieved 43 Associates participated in Cohort 1 of Teach for Australia.		
30 Associates participating in the second cohort of Teach for Australia.	Milestone achieved 41 Associates participating in Cohort 2 of		

	Teach for Australia. In addition, 24 Associates are participating in Cohort 3.		
Up to 18 clusters of schools and up to 500 students participating in school-university partnerships	Milestone achieved Across the government and Catholic sectors, 16 clusters established with 87 schools and approximately 1044 students (pre-service teachers) participating in school-university partnerships.		
Establish 7 School Centres for Teaching Excellence. Initial training of the Model Practitioners and University staff.	Milestone achieved <i>Government sector:</i> A total of 7 School Centres for Teaching Excellence were established which consists of 65 Schools and approximately 1000 pre-service teachers. Initial training was completed across all seven School Centres for Teaching Excellence centres and mentor workshop delivered for all SCTE centres.		
Initiative 5: Rewarding excellence - Teacher Performance Pay			
70 schools participating.	Milestone partially achieved 44 schools participating in performance pay trials.	In the government sector, the magnitude of change required to current performance and development processes in schools presented a more significant challenge than anticipated. This has resulted in fewer schools participating than originally planned. In the independent sector, discussions have been held with the participant and his school principal to understand the difficulties that arose during the pilot. Discussions have also been held with some of the principals who expressed initial interest in the Pilot, but who did not proceed. A briefing is being planned for Term IV to discuss the issues.	In the government sector, in order to address the concerns regarding the efficacy of the trial size of the Teacher Rewards trial, an open invitation to join a new cohort was extended to all government schools in January 2011. As a result, a further six schools are participating in the trial. In the independent sector, discussions will be on-going in Term 4 and a briefing session will be held.

Initiative 6: Pathways into Teaching			
30 participants in Career Change Program.	<p>Milestone achieved</p> <p>53 participants in the Career Change Program, comprising:</p> <ul style="list-style-type: none"> • 20 participants in the 2012 intake • 33 participants in the 2011 intake (completing their second year of the program in 2012). 		
50 Special Education teachers trained through scholarships.	<p>Milestone achieved</p> <p>74 Special Education teachers trained through scholarships in 2012.</p>		
40 graduates take up Pathways scholarships.	<p>Milestone achieved</p> <p>43 graduates commenced study through Pathway scholarships in 2012.</p>		
8 Indigenous education workers access pathways into teaching.	<p>Milestone achieved</p> <p>35 Indigenous education workers accessed pathway into teaching programs.</p>		
7 Indigenous candidates supported in teacher education.	<p>Milestone achieved</p> <p>7 Indigenous candidates supported by career enhancement program.</p>		
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.	<p>Milestone partially achieved</p> <p>Field trials conducted in 34 schools and resources, including case studies available online</p>	<p>As indicated in the last reports, a field trial program needs to be flexible and responsive to cater for changing circumstances and leadership movements between schools. There were originally 35 schools involved, however the mix changed over the course of the program for a variety of reasons, i.e. school withdrawing due to change of principal, competing demands on school resources.</p>	N/A – The field trials are now complete.

Part 3 - Milestones that will progress through the 2012 calendar year (with no set milestone date)

Milestone	Detail of achievement against milestone (Quantitative and Qualitative)	Strategies put in place to achieve milestone and updated timeframe (Quantitative and Qualitative)

Section 5 – Milestones

Reform Initiative 2 – Recognition and Response to Individual Learning Needs (Identify relevant NP against each milestone)

Part 1 - Milestones not reported/not achieved/partially achieved in 2011 Annual Report

Milestone (state and territories may wish to identify whether the milestone relates to all sectors or a particular sector within their jurisdiction)	Detail of achievement against milestone (Quantitative and Qualitative)	If not achieved or partially achieved, reasons why (Qualitative)	Strategies put in place to achieve milestone and updated timeframe (Quantitative and Qualitative)

Part 2 - Milestones in Progress Report - (Achieved 1 January to 30 June 2012)

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 and updated timeframe (Quantitative and Qualitative)
Initiative 8: Improved monitoring of student performance information			
250 schools utilising intervention tools to monitor student performance.	Milestone achieved 375 schools across the sectors 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.	Milestone achieved 339 schools providing literacy and/or numeracy interventions for identified students.		

Part 3 - Milestones that will progress through the 2012 calendar year (with no set milestone date)

Milestone	Detail of achievement against milestone (Quantitative and Qualitative)	Strategies put in place to achieve milestone and updated timeframe (Quantitative and Qualitative)

Section 5 – Milestones

Reform Initiative 3 – School-Community Engagement and Extended Schools (Identify relevant NP against each milestone)

Part 1 - Milestones not reported/not achieved/partially achieved in 2011 Annual Report

Milestone (state and territories may wish to identify whether the milestone relates to all sectors or a particular sector within their jurisdiction)	Detail of achievement against milestone (Quantitative and Qualitative)	If not achieved or partially achieved, reasons why (Qualitative)	Strategies put in place to achieve milestone and updated timeframe (Quantitative and Qualitative)

Part 2 - Milestones in Progress Report - (Achieved 1 January to 30 June 2012)

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 and updated timeframe (Quantitative and Qualitative)
Initiative 10: Enable and enhance capacity of families to be engaged in learning			
50 existing schools participating in extended school and family engagement models.	Milestone achieved 83 existing schools across the three sectors participating in extended school and family engagement models.		

Part 3 - Milestones that will progress through the 2012 calendar year (with no set milestone date)

Milestone	Detail of achievement against milestone <i>(Quantitative and Qualitative)</i>	Strategies put in place to achieve milestone and updated timeframe <i>(Quantitative and Qualitative)</i>