

National School Reform Agreement

Victoria Bilateral Agreement: 2019 Progress Report

National School Reform Agreement – Bilateral Agreement Report – Victoria – 2019

Executive Summary

Both Victorian government and non-government schools made progress in implementing their reform initiatives during 2019. All reforms remain on track for, or ahead of, the proposed timing for implementation.

Victoria's reform initiatives are designed to support the implementation of the National Policy Initiatives in the National School Reform Agreement. They are consistent with Victoria's Education State agenda, aimed at improving both equity and excellence in our schooling system. This agenda focusses on:

- Learning for life
- Happy, healthy and resilient kids
- Breaking the link between disadvantage and outcomes
- Building pride and confidence in our schools.

These reforms include activity to improve the educational opportunities and outcomes for all Victorian children and young people, with a focus on the whole child and young person. This includes supporting the academic achievement of children who are Aboriginal and Torres Strait Islander, who are living with a disability, who are refugees, and children who are experiencing disadvantage.

Victoria recognises the need to promote recognition of Aboriginal culture and achievement. Victoria has worked with the Victorian Koorie community to develop the *Marrung: Aboriginal Education Plan 2016–2026*. Marrung sets out a 10 year vision and identifies the significant actions to make Victoria a state where the rich and thriving culture, knowledge and experience of our First Nations peoples are celebrated by all Victorians; where our universal service systems are inclusive, responsive and respectful of Koorie people at every stage of their learning and development journey; and where every Koorie person achieves their potential, succeeds in life, and feels strong in their cultural identity.

Victoria is undertaking reform across the whole learning pathway — early childhood, school and higher education. Research has consistently demonstrated the clear benefits of investing in the early years, particularly for vulnerable and disadvantaged children, and has continuing positive benefits not only on children's school performance, but on long-term employment, health and wellbeing. The Education State Early Childhood Reform Plan is investing in early childhood education reforms that are helping Victorian children and families access equitable and inclusive services, providing additional for those who need it. In a landmark reform, the Victorian Government has committed almost \$5 billion to deliver the Plan over the next decade.

Schools reform in Victoria is accompanied by an ambitious investment in school capital across the State. This program is building learning environments where all our children, in all our communities, can thrive and learn 21st century skills.

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Progress against each reform direction

Reform Direction A - Support students, student learning and achievement

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p>Strengthen teacher practice in Victoria by establishing a Digital Assessment Library, an online resource that will develop and make available new digital student assessment tools and teacher resources to improve student learning assessment.</p>	<p>All Sectors</p>	<p>2020</p>	<p>Commenced and ongoing</p> <ul style="list-style-type: none"> • The Digital Assessment Library was released in an open trial at the end of 2019. • As part of the trial schools in all sectors have been able to request access to a trial set of assessments in English and Mathematics. • Development of content for Critical and Creative thinking, English and Mathematics is progressing, and this is part of the program of progressive development and delivery to continue in 2020.
<p>Support students with disabilities and additional needs through providing scholarships for teachers to undertake postgraduate courses in special education.</p>	<p>Government</p>	<p>From 2019</p>	<p>Commenced and ongoing</p> <ul style="list-style-type: none"> • The Masters of Inclusive Education Scholarships (MIES) program will provide 638 scholarships from 2018 - 2021 for teachers in Victorian government schools, and regional support staff to undertake a VIT endorsed postgraduate course focused on inclusive education or applied behaviour analysis.

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			<ul style="list-style-type: none"> • The MIES has distributed 500 scholarships to our teaching workforce from 2018 to date, with 313 in 2018 and 187 in 2019. The program plans on distributing 60 scholarships in Round 5 which takes place in August, 2020. • Out of the 500 scholarships distributed, 49 have completed study, 349 are currently studying and 63 have withdrawn or deferred. • Over the remainder of the application rounds (2020 – 2021), the MIES will expend the remaining 190 scholarships to schools in most need of a qualified special or inclusive educator.
<p>Assist government school students to make better career and pathway decisions through redesigning careers education to provide Year 9 students with access to a new Careers e-Portfolio, assisted by professional career diagnostic assessment and guidance, including one on one career guidance with accredited career professionals.</p>	Government	From 2019	<p>Commenced and ongoing</p> <ul style="list-style-type: none"> • My Career Portfolio was developed and rolled out to Year 9 students in government schools in July 2019. It is an online resource that supports students to: <ul style="list-style-type: none"> ○ create and update an online career action plan ○ store files related their course and career planning

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			<ul style="list-style-type: none"> ○ access links to current information and resources to support course and career exploration. ● The new career advisory service, My Career Insights, was made available to Year 9 students in Victorian government schools in 2019. The service provides students with free access to an online career diagnostic tool (Morrisby Profile), a report outlining their results, and a one-on-one follow-up interview with a qualified career practitioner trained in the Morrisby tool to explore the results.
<p>Roll-out Head Start school-based apprenticeships and traineeships in secondary schools as a new flexible model in senior secondary schooling, involving an optional additional year of school to give secondary students an opportunity to learn their trade at school and get a job sooner.</p>	Government	Ongoing	<p>Commenced and ongoing</p> <ul style="list-style-type: none"> ● Head Start was rolled out to more than 100 schools across 10 Cluster sites in 2019. ● Head Start is being implemented by 50 school-based staff, supporting students to undertake apprenticeships and traineeships while completing their Victorian Certificate of Education (VCE) or Victorian Certificate of Applied Learning (VCAL). ● Head Start apprenticeship and traineeship pathways are available in 34 qualifications which have been

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			<p>selected based on industry demand and regularly reviewed to reflect the changing economy.</p> <ul style="list-style-type: none"> In the Head Start model, students in their first year spend one or two days per week in paid employment. This will increase to three or four days per week in paid employment in the final year of their VCE or VCAL which can be completed over two years.
<p>Improve educational pathways for students expelled from school through developing and implementing cross-sectoral guidelines to support the transition of students expelled from a school into a new education, training or employment setting.</p>	<p>All Sectors</p>	<p>From 2019</p>	<p>Commenced and ongoing</p> <ul style="list-style-type: none"> The School Policy and Funding Advisory Council (SPFAC) provides advice to the Minister for Education on regulatory, policy and funding issues that affect government and non-government schools. SPFAC endorsed cross-sectoral guidelines for collaborating across school sectors to explore the expansion of government school expulsion reforms to the non-government school sector.
<p>Participate in Getting it Right From the Start: a project to improve oral language and literacy outcomes in the first two years of school</p>	<p>Catholic</p>	<p>From 2019</p>	<p>Commenced and ongoing</p> <ul style="list-style-type: none"> Criteria were established for school participation, based on school's Index of Community Socio-

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with a focus on equity intervention in low language performing schools.			<p>Educational Advantage (ICSEA) score, school size, Australian Early Development Census (AEDC) data, and location.</p> <ul style="list-style-type: none"> • Nine Catholic Education Melbourne schools have confirmed their interest in participating in the project. • Also implemented professional learning programs in Phonics in Context & Word in Context and Reading Recovery.

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Reform Direction B – Support teaching, school leadership and school improvement

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p>Develop and implement the Victorian Aspiring Principal Assessment (VAPA), a benchmark assessment for all aspiring principals. The VAPA will provide feedback to guide development of aspiring principals, and assess their suitability and readiness for the role.</p>	Government	2022	<p>Commenced and ongoing</p> <ul style="list-style-type: none"> • VAPA delivery in 2019 assessed 27 candidates. An additional 220 candidates will complete the program by September 2020. • Candidates register for the VAPA online via the Bastow website and undertake the process via the VAPA Portal and virtual sessions with their assigned assessors. Candidates undertake the assessment at their own pace and can complete within 5 weeks. • Candidates are assessed by a pool of 28 experienced past principals trained in the VAPA Framework and assessment methods. • The completion of VAPA as a requirement before applying for a principal position will be phased before the 2022 timing referenced for this action.
<p>Strengthen STEM education through training additional teachers to become Primary Maths and Science Specialists, increasing STEM knowledge and capability within schools.</p>	Government	2019-2021	<p>Commenced and ongoing</p> <ul style="list-style-type: none"> • The Primary Mathematics and Science Specialists initiative was rolled out to over 200 teacher participants from 100 schools across Victoria in 2019. This was the first year of a two-year program.

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			<ul style="list-style-type: none"> Teachers undertake 20 days of high-quality professional learning over the two years, training to become specialists in either mathematics or science. The initiative provides schools with 0.5 FTE for each participating teacher over the two years of the initiative. In their role as specialists within the school, teachers work with colleagues and the school principal to effect whole school change towards improving student outcomes in mathematics or science.
Introduce a Professional Practice Leader to support Koorie students' literacy and numeracy.	Government	2019	<p>Commenced and ongoing</p> <ul style="list-style-type: none"> Practice leader was appointed for four years. Teacher resources were developed (Koorie English Online, Koorie English Teacher Guidance Package). Professional development for teachers and regional personnel piloted for rollout in 2020.
Work in partnership with the Koorie community to roll out Cultural Understanding and Safety Training (CUST) in Victorian government schools to increase school staff's understanding of Aboriginal and	Government	From 2019	<p>Commenced and ongoing</p> <ul style="list-style-type: none"> In 2019 CUST was facilitated by the Department's Koorie Education Workforce to 517 Victorian government schools, bringing the overall proportion

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Torres Strait Islander history, cultures, and experiences to ensure schools are inclusive, responsive and respectful of Koorie learners.			<p>of government schools receiving the training to 50 per cent.</p> <ul style="list-style-type: none"> • Ongoing relationships with local Aboriginal people is a key element of the training. Traditional Owners and/or local Aboriginal guest speakers provide a Welcome to Country and/or local cultural information. The Victorian Aboriginal Education Association Incorporated statewide network of Education Advisory Groups attend to discuss their role in working with the school and bring the voice of local community, as it relates to education, to the conversation. • In 2019, 1449 (95 per cent) of Victorian government schools reported that they taught Aboriginal perspectives in the curriculum, up from 1423 in 2018. • In 2019 the number of schools adopting inclusive practices increased, including: <ul style="list-style-type: none"> ○ Acknowledgement of Country (1401, up from 1268 in 2018) ○ flying the Aboriginal flag (1269, up from 1153 in 2018) ○ displaying a sign acknowledging Traditional Owners (618 up from 520).

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<p>The Commonwealth will work with Victoria to address identified teacher workforce supply needs (particularly in the areas of Maths and Science) including the development of a national teacher workforce strategy reflecting respective areas of responsibility.</p>	<p>All Sectors</p>	<p>2019</p>	<p>Commenced and ongoing</p> <ul style="list-style-type: none"> • The Victorian Government has worked with the Commonwealth Government through the Australian Institute for Teaching and School Leadership (AITSL) on the development of a national teacher workforce strategy. • The Victorian Government is funding targeted initiatives to attract more teachers. A \$41.7 million funding boost aims to attract excellent teachers to fill hard-to-staff positions in government schools across the state, including in the curriculum areas of mathematics and science. It also provides support to teachers settling into their new roles. • \$17.85 million has been provided through the Secondary Mathematics and Science Initiative for out-of-field teachers. This initiative will support over 270 out-of-field mathematics and science teachers to become in-field. The funding will support these teachers to undertake a graduate certificate specifically designed and bespoke to the Victorian learning and teaching context. These graduate certificates will be designed in 2020 and delivered in 2021 by one of Victoria’s leading universities.

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			<ul style="list-style-type: none"> The financial incentives provide recipients with an initial payment between \$9,000 and \$50,000 (pre-tax) to support eligible Victorian Government schools to attract suitable qualified teachers to take up hard-to-staff positions, including in the curriculum areas of mathematics and science. All 50 available incentivised roles were filled in the 2019-20 financial year, and a further 17 incentivised roles (out of 150 available) had been filled by August 2020.
<p>Provide high-quality professional learning and training to teachers and school leaders to support school improvement in areas of identified need.</p>	<p>Non-government</p>	<p>From 2019</p>	<p>Commenced and ongoing</p> <p>Catholic Schools</p> <ul style="list-style-type: none"> The Agile School Improvement project had a focus on building instructional capacity of education leaders, through improved data literacy and impact thinking. System leaders worked with 148 participating schools to develop more impactful school improvement planning. Ninety per cent of participating school leaders had improved school improvement plans.

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			<p>Independent Schools</p> <ul style="list-style-type: none"> Professional learning programs were targeted to address both the content-specific needs of teachers and school leaders and their developmental needs at the different stages of their career development. Separate programs were targeted, for instance, to 13 new Principals, 12 new Business Managers and 28 beginning teachers. Independent Schools Victoria (ISV) developed a NAPLAN analysis platform for staff working with schools to better identify trends, issues and gaps in literacy and numeracy teaching and learning in schools. Online resources and training were boosted to improve regional and remote school staff access to quality support.
<p>Improve board governance in non-government schools through training and resource support.</p>	<p>Non-government</p>	<p>From 2019</p>	<p>Commenced and ongoing</p> <p>Catholic Schools</p> <ul style="list-style-type: none"> One of the dioceses, through the leadership development team, partnered with Australian Catholic University to offer sponsorship

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			<p>opportunities to 30 leaders in Catholic education to complete post graduate qualifications.</p> <ul style="list-style-type: none"> • In order to provide a targeted opportunity for principals and senior leaders, the Master of Business Administration (Executive) (MBAE) was customised to address the unique nature of Catholic schools. • Students demonstrated increased capacity to demonstrate and maintain good governance, aligned with school-based policy, systemic and government compliance. <p>Independent Schools</p> <ul style="list-style-type: none"> • To maximise the scope of assistance, a range of tools were provided to schools, including professional learning (both general and targeted/personalised), online resources, benchmarked surveys and a governance help desk facility. • 180 school board representatives attended professional learning opportunities in 2019. • More than 2000 users accessed the governance, compliance and risk documentation on the ISV web portal.

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<p>Continue the transition of Catholic schools to the Integrated Catholic Online Network (ICON) in order to implement best practice administration in schools to meet ongoing government accountability requirements and support teachers and school leaders to analyse, monitor and review student learning gain and wellbeing data.</p>	Catholic	From 2019	<p>Commenced and ongoing</p> <ul style="list-style-type: none"> • Overall, the ICON project remains on track and on budget. An additional 54 schools migrated successfully onto ICON by the end of 2019. • In 2019, all schools implemented also transitioned to the shared services centre and 80 per cent of schools elected a business manager. • Total of 98 schools using the ICON platform of which 67 are using ICON Shared Services.
<p>Increase the number of independent schools trained in the Process and Performance Management (PPM) approach through the Southern Cross Project in order to use the tools and techniques to improve student outcomes in areas of need, as identified by individual schools.</p>	Independent	2019	<p>Commenced and ongoing</p> <ul style="list-style-type: none"> • Sixteen schools undertook PPM training in 2019, eight participating for the first time. The total number of schools trained since 2018 increased to 39. • Each school identified a particular issue to investigate, based on their respective teaching and learning needs. STEM was a particular focus for several schools this year.

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Reform Direction C – Enhancing the national evidence base

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Support the transition to the Nationally Consistent Collection of Data on School Students with Disability (NCCD) through quality assurance and moderation of NCCD data.	Non-government	From 2019	<p>Commenced and ongoing</p> <p>Catholic Schools</p> <ul style="list-style-type: none"> • Developed presentations and additional Catholic Education Commission Victoria (CECV) resources for school leaders and NCCD teams referencing the 2019 NCCD Guidelines and national materials. • Maintenance of a CECV NCCD Google Community (1,048 members). • Delivered network and full day briefings to school leadership teams and NCCD teams. • Individual school visits focused on building the capacity of school leaders to identify, collect, analyse and moderate their NCCD. • Worked towards building the capacity of school leaders to utilise the CECV intervention framework to accurately identify and monitor students who may require adjustment in support, both academically and behaviourally. • Completed quality assurance with 100 per cent of CECV schools.

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			<ul style="list-style-type: none"> • 100 per cent CECV schools submitted NCCD dataset via CEVN NCCD Portal. <p>Independent Schools</p> <ul style="list-style-type: none"> • Undertook data benchmarking of sector NCCD data to identify schools with unusual data patterns and provide targeted support to identify the causes of these variances • Conducted 16 moderation workshops across Victoria, with 374 staff from 146 Independent schools participating. We were not able to run cross-sectoral moderation as schools in different sectors had different needs and starting points. • Focused on a whole-school approach, after identifying data inconsistencies often occur in schools where one person was solely responsible for completing the NCCD. • Professional development offered to schools in areas that lacked clarity (for instance learning disabilities, interface with English as an Additional Language/Dialect).