



Australian Government



SMARTER SCHOOLS NATIONAL PARTNERSHIPS

INTEGRATED REPORTING COVERING

IMPROVING TEACHER QUALITY

LOW SOCIO-ECONOMIC STATUS SCHOOL COMMUNITIES

Victoria

Progress Report for 2013

(1 January – 30 June 2013)

(due 31 October 2013)

INTRODUCTION

In April 2013, 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 2012 calendar year.

This Progress Report focuses on key highlights and achievements, case studies and achievement against performance measures for the period January to June 2013. 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 THE REPORT

The Annual Report has 5 sections:

- Section 1 Summary of Improving Teacher Quality NP Progress
- Section 2 - Leadership and Teacher Capacity
- Section 3 - Recognition and Response to Individual Learning Needs
- Section 4 - School-Community Engagement and Extended Schools
- Section 5 - Milestones

Sections 1 to 4 provide a narrative description of the progress to date for each Reform Area.

The fifth section includes tabulated responses to the relevant milestones.

Note:

When the Bilateral Agreement and Victorian Implementation Plan (VIP) were negotiated between Victoria and the Commonwealth Department of Education, Employment and Workplace Relations, agreement was reached that throughout the life of the VIP, Victoria would be required to report on facilitation and reward milestones only in the October Progress Reports.

Glossary of abbreviations used in the report

Abbreviation	Full name
ACER	Australian Council for Educational Research
ACU	Australian Catholic University
AEEYSOC	Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee
AITSL	Australian Institute of Teaching and School Leadership
AVID	Advancement Via Individual Determination
Bastow	Bastow Institute of Educational Leadership
BRMC	Ballarat Regional Multicultural Council
CECV	Catholic Education Commission of Victoria
CEOM	Catholic Education Office Melbourne
CRT	Casual Relief Teacher
DEECD	Department of Education and Early Childhood Development
EAL	English as an Additional Language
EMU	Extending Mathematical Understanding
FSP	Family School Partnership Initiative
FTE	Full time equivalent
ICON	Integrated Catholic Online Network
IEPs	Individual Education Plans
ILIPS	Individual Learning Improvement Plans
ISV	Independent Schools Victoria
KEWs	Koorie Education Workers
NITEAC	National Initial Teacher Education Advisory Committee
NP	National Partnership
NSS	National Standards Subgroup
NTWD	National Teaching Workforce Dataset Working Group
PDC	Performance and Development Culture
RMIT	Royal Melbourne Institute of Technology
RTI	Response to Instruction
SCTF	School Centres for Teaching Excellence
SFO	Student Family Occupation index
SWCE	Student Wellbeing and Community Engagement
VIP	Victorian Implementation Plan
VIT	Victorian Institute of Teaching

Contents

Section 1 – Improving Teacher Quality	1
Progress against TQNP Facilitation Reforms	1
Section 2 - Reform Area 1: Leadership and Teacher Capacity	7
Significant Achievements/Highlights.....	7
Support for Aboriginal and Torres Strait Islander Students - 1 January to 30 June 2013.....	23
Support for Other Disadvantaged Student Cohorts – 1 January to 30 June 2013	26
Exemplary Schools - 1 January to 30 June 2013.....	27
Section 3 - Reform Area 2: Recognition and Response to Individual Learning Needs.....	32
Significant Achievements/Highlights.....	32
Section 4 - Reform Area 3: School-Community Engagement and Extended Schools	40
Significant Achievements/Highlights.....	40
Support for Aboriginal and Torres Strait Islander Students	42
Support for Other Disadvantaged Student Cohorts	43
Exemplary Schools.....	44
Section 5 – Milestones.....	46

Section 1 – Improving Teacher Quality

Progress against TQNP Facilitation Reforms – 1 January to 31 December 2013

Please provide a summary or highlights for each of the 12 compulsory facilitation reforms over this period (six months). Please indicate, where possible, which initiatives are expected to continue beyond the life of the TQNP.

National Professional Standards for Teachers

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

Government Sector

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

Along with other states and territories, Victoria has adopted the Australian Professional Standards for Teachers. The VIT modified existing processes for full registration to align with these national standards.

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

Support materials were also prepared to assist provisionally registered teachers to meet proficient standards for full registration.

Catholic Sector

The launch of the Australian Institute for Teaching and School Leadership's (AITSL) Australian Teacher Performance and Development Framework in August, 2012, has further energised the Catholic Education Office's commitment to Performance and Development as we align our Performance and Development Culture (PDC) initiative with the new Framework and establish an implementation plan for the engagement of all teachers in a cycle of performance and development in 2014. We believe that both the PDC initiative and the Australian Teacher Performance and Development Framework allow us many opportunities to work in synergy to provide schools with the processes and structures to embrace a culture of learning and improvement, providing all staff with objective, constructive feedback on their performance and opportunities for ongoing and responsive professional learning.

National Certification of Accomplished and Lead Teachers

Government Sector

The objective of the *National Teacher Standards in Practice* project was to model a scalable certification process to examine the rigour and feasibility for teachers in demonstrating the Australian Teacher Standards. The project was based on a trial conducted by the CECV in partnership with the VIT during 2011 and 2012. This project builds on the outcomes of the trial where a student improvement focused evidence-based model was developed in partnership with a small number of teachers from Catholic primary and secondary schools across Victoria.

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

In 2013, DEECD has participated in the AITSL Certifying Authorities Network and Working Group and has provided feedback to AITSL on the:

- guide to certification and Assessor Training Program
- evidence supplement
- collection of evidence diagram
- support materials for applicants
- overview of the observation framework.

Catholic Sector

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

Nationally Consistent Registration of Teachers

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

The VIT continues to implement the nationally consistent approach and to work with stakeholders in implementation. The Institute Council has considered policy that will assist teachers to meet the requirements for Nationally Consistent Registration and will provide information once the policy is finalised.

Catholic Sector

CECV continued to liaise with the VIT, as a key stakeholder regarding the implementation of nationally consistent requirements for registration of teachers. CECV representation was included on the VIT National Accreditation Panel.

National Accreditation of Pre-service Teacher Education Courses

Under the VIP, this facilitation reform is addressed by Initiative 3: Improve School Access to High Quality Teachers and Initiative 4: National Standards Sub-Group. Progress under these initiatives is covered in

greater detail in *Section 3 - Reform Area 1: Leadership and Teacher Capacity*.

Government Sector

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

Catholic Sector

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

Professional Development and Support for Principals

A separate progress report template for Principal Professional Development is located following this Section.

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

Government Sector

The *Coaching for the Principal Class* program, which provided principals in the first three years of the role with access to individual coaching at the school level, was completed at the end of 2012. Key learnings from its implementation have informed and shaped professional learning programs being offered through the Bastow Institute of Educational Leadership (Bastow). Applications are currently open for a new coaching initiative offered to the principal class, with delivery beginning in Term 1 2014.

The *Principal Preparation Program* funded 40 six-month internships over three years for high potential principal aspirants. Participants took part in a professional learning program and a placement in a host school. The program finished at the end of 2012 and learning from it has been used to develop a new principal preparation program to support high potential aspirant leaders to become principals.

Teachers and leaders in NP schools continued to be given priority to participate in leadership coaching and professional learning programs offered through Bastow.

Improved Performance Management and Continuous Improvement in Schools

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

Government Sector

Under the *Primary Mathematics Specialists* initiative, three specialists worked in 27 participating schools to improve mathematics learning outcomes for primary students. The initiative concluded in 2012 and an evaluation found substantial change in how mathematics was understood, organised and taught in most of the schools participating in the initiative.

A total of 272 beginning teachers participated in the *Supporting New Teachers' Practice Program* that supports the needs of first year teachers. An evaluation of the program has provided insights into the needs of beginning teachers and how they might be best supported. In light of these insights, the *Teacher Mentor Support* program is being refined and a guide to support mentoring relationships is being updated. Induction resource materials for beginning teachers and principals have also been developed to support the induction of beginning teachers.

Learning from DEECD's *Digital Content Strategy*, which focused on the development of learning and teaching digital content, will inform work underway on engaging schools in collaborative networks and supporting schools to engage in and share high-quality planning across the curriculum.

Catholic sector

Change² is a consultative process for implementing sustainable change in schools being implemented in the Archdiocese of Melbourne 2012–2014 and being rolled out through the Diocesan Offices to Catholic Schools in Victoria during 2012-2015. *Change²* will support schools with the introduction of the Integrated Catholic Online Network (ICON). The 2013-14 *Change²* rollout in the Archdiocese of Melbourne is currently being planned in alignment to the School Improvement Framework cycle. Approximately 35 per cent of schools from around Victoria are scheduled to have undergone the *Change²* process by the end of 2013 with a further 300 Victorian Catholic schools scheduled to be involved in the *Change²* rollout in 2014.

Emerging evidence affirms participation in the *re:think Aspiring to Principals* program as having a positive impact on applications for principal positions. In 2013, 78 participants, comprising 45 in Year 1 and 33 in Year 2 of the program, received three rounds of 360 degree collegial feedback, providing an insight into their leadership capability, style and influence on the work culture of a school.

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

The ongoing provision of *Coaching for Principals* supported principals to strategically focus on improving the opportunities and outcomes for both their school community. The strengths and benefits of the coaching model continued to be affirmed across the Dioceses during 2013.

New Pathways into Teaching

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

Government Sector

Sixty-five schools and approximately 1000 pre-service teachers in 14 clusters (seven centres) participated in the *School Centres for Teaching Excellence (SCTE)* across 2011 and 2012. The SCTE were established to

reconceptualise the manner in which pre-service teacher education is delivered and experienced. Preliminary findings from an evaluation indicate that the majority of SCTE participating principals intend to continue the initiative in their schools.

The *Teach for Australia* program continued to provide a pathway into teaching for high calibre graduates to teach in disadvantaged schools:

- Cohort 1 associates completed their involvement in the two year program, with 58 gaining employment as teachers for 2012.
- Cohort 2 associates also completed their two year participation in the program, with an increased retention rate of 70 per cent remaining in teaching.
- 24 Cohort 3 associates began their two-year placements in January 2012.
- 40 Cohort 4 associates have completed their initial intensive and commenced work in their schools. Two have since resigned.
- For Cohort 5, the Department has signalled it is prepared to take up to 40 *Teach for Australia* associates and up to 50 *Teach Next* participants out of the 50 available in each program.

Catholic Sector

Since 2013 CEOM has partnered with *Teach for Australia*, hosting seven associates in Catholic schools in the Archdiocese of Melbourne. Participation in this program has been widely affirmed, with associates highly regarded as assets in their schools, making a distinctive contribution especially to the students in their care.

Better Pathways into Teaching

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

The *Career Change Program* has enabled suitably qualified professionals with current industry knowledge and expertise to undertake teacher education while employed as trainee teachers. Trainees were recruited through three intakes (2010, 2011 and 2012) to teach in hard to staff subject areas, particularly mathematics, science and technology studies. To date, 61 trainees have completed their courses and are now qualified teachers in their host schools and 18 trainees are in their final year of study.

The *Graduate Pathways program* provides scholarships to outstanding eligible graduates to complete a teaching qualification in a broad area of teaching speciality areas with the aim of attracting them to accept employment in schools that experience difficulty in recruiting staff. The 2011 and 2012 targets of 40 scholarships were achieved and, to date, 63 per cent of scholarship recipients have successfully completed their studies, 23 per cent are currently studying and 14 per cent have withdrawn from their course due to personal reasons.

The *Incentives for Extended Service in Priority Schools* program provides financial rewards to high-quality graduate teachers appointed to designated positions in priority schools. The program focuses on the retention of the teachers by providing them with financial rewards based on each year of continuous employment. A total of 104 graduate teachers have been employed in 53 schools through the program and 95 remain active following nine withdrawals.

The *Koorie Teaching Scholarships* aim to increase the supply of Indigenous teachers by enabling

Indigenous Year 12 graduates, current undergraduates and adults wishing to join the teaching workforce to become fully qualified teachers at the completion of their courses. To date, seven scholarship holders have graduated and an evaluation of the program has found that overwhelming evidence is of great satisfaction with the program.

To address the shortage of qualified special education teachers, a total of 158 *Special Education Scholarships* have been awarded to current and graduating teachers. The courses that participants have chosen to study include: Masters of Special Education (Special Education Needs) with 34.6 per cent of participants; Masters of Education (Language Intervention and Hearing Impairment) with 17.6 per cent; Masters of Special Education (Special Education Inclusion and Early Intervention) with 14 per cent and Masters of Education (Special Education) with 10.3 per cent.

Catholic Sector

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

Improved Quality and Availability of Teacher Workforce Data

Government Sector

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

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

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

Indigenous Education Workforce Pathways

In the Government sector, the *Koorie Teaching Scholarships* aimed to increase the supply of Indigenous teachers and enable Indigenous people to become fully qualified teachers. For more information see [Initiative 6: Pathways into Teaching](#) in *Section 3 - Reform Area 1: Leadership and Teacher Capacity*.

Catholic Sector

Sponsored Study was 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 NP schools.

Quality Placements

Catholic Sector

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

Through the *Partnerships in Learning: Enhancing Quality Teaching* pilot project, ACU and the CEOM continued to explore further opportunities to build the capacity of pre-service teachers and promote the learning beyond 2013. The pilot project enhanced pre-service teacher education by providing a deeper understanding of rich and diverse school communities and the importance of family-school-community partnerships for maximising wellbeing and achievement. Thirteen pre-service teachers have worked with one of seven Low SES school communities over a period of two years.

School Centres of Excellence

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

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

Description of Activity	Progress against milestones to date	Milestones 2013
<p><i>Where appropriate please address the principles for use of funding as included in the relevant section of the Implementation Plan.</i></p>	<p><i>Please report all activity undertaken against each milestone to date, clearly stating whether the milestone has been achieved, in progress or delayed.</i></p>	<p><i>List milestones as stated in the Implementation Plan</i></p>
<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>Achieved</p> <p>Through the below programs school leaders completed professional learning focused on improving outcomes of Aboriginal and Torres Strait Islander students. Below is an outline of the number of school leaders that completed the professional learning by sector, gender and location:</p> <p>The Dare to Lead program -</p> <ul style="list-style-type: none"> • Government sector • 99 principals completed the module of which 63 were female and 22 were male and 15 unknown. • The principals were from the below listed regions: <ul style="list-style-type: none"> ○ South-Western Victoria Region – 16 ○ North-Western Victoria Region – 33 ○ North-Eastern Victoria Region – 8 ○ South-Eastern Victoria Region – 42. <p>What Works partnership program</p> <ul style="list-style-type: none"> • Government sector • Development is underway for a model for engaging Indigenous students in dispersed schools which include capacity building workshops for school leadership teams. <p>The Stronger Smarter Leadership program -</p> <ul style="list-style-type: none"> • Government sector • 48 principals completed the module of which 31 were female and 17 were male. • The principals were from the below listed regions: <ul style="list-style-type: none"> ○ South-Western Victoria Region – 22 ○ North-Western Victoria Region – 11 	<p>By October 2013, up to 100 leaders completed professional learning programs focused on improving outcomes of Aboriginal and Torres Strait Islander students by gender, location and sector.</p>

	<ul style="list-style-type: none"> ○ North-Eastern Victoria Region – 15. <p>Initiative 13: Building capacity to engage with ATSI communities and culture</p> <ul style="list-style-type: none"> ● Independent sector ● Discussions are underway for the development of programs in partnership with Monash University Faculty of Education and Worawa Aboriginal College to be offered to schools in 2014. 	
<ul style="list-style-type: none"> ● Initiative 1: Implementing the Australian Curriculum - A four-module program was 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 was complemented by two intensive modules:</p> <ul style="list-style-type: none"> ● Initiative 2: Australian Curriculum – Leading Curriculum and Assessment – this program developed the skills of leaders to make solid auditing, planning and development decisions and sustain an ethic of continuous improvement in practice. ● Initiative 3: Australian Curriculum – Leading Instructional Practice - this program focused 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 aimed to enhance principals’ capability to embed 	<p>Achieved</p> <p>Through the below initiatives school leaders completed professional learning focused on implementation of the Australia curriculum. Below is an outline of the number of principals that completed the professional learning by sector, gender and location:</p> <p>Initiative 2: Australian Curriculum – Leading Curriculum and Assessment module</p> <ul style="list-style-type: none"> ● Government sector ● 58 principals completed the module of which 38 were female and 20 were male. ● The principals were from the below listed regions: <ul style="list-style-type: none"> ○ South-Western Victoria Region – 21 ○ North-Western Victoria Region – 4 ○ North-Eastern Victoria Region – 21 ○ South-Eastern Victoria Region – 12. <p>Initiative 3: Australian Curriculum – Leading Instructional Practice module</p> <ul style="list-style-type: none"> ● Government sector ● 31 principals completed this module of which 14 were female and 17 were male. ● The principals were from the below listed regions: <ul style="list-style-type: none"> ○ South-Western Victoria Region – 5 ○ North-Western Victoria Region – 8 ○ North-Eastern Victoria Region – 10 ○ South-Eastern Victoria Region – 8. 	<p>By October 2013, up to 300 leaders completed professional learning focused on implementation of the Australia curriculum by gender, location and sector.</p>

<p>Studies of Asia and intercultural understanding in curriculum across the learning areas.</p> <ul style="list-style-type: none"> The Implementing the Australian Curriculum program was implemented across the Catholic and independent sectors. The Leading Instructional Practice and Leading Curriculum and Assessment modules were available to the Catholic and independent sectors on a cost recovery basis following the delivery of the program to government leaders. 	<p>Initiative 16: Implementing the Australian Curriculum “The Principal – Leading Instructional Practice”</p> <ul style="list-style-type: none"> Catholic sector initiative 12 programs were delivered by the end of September 2012 with 973 leaders in attendance from all Dioceses in Victoria <p><i>Breakdown of participants:</i></p> <p>Gender: 456 female and 247 male</p> <p>Location:</p> <ul style="list-style-type: none"> Bulleen - 261 Keilor - 156 Moorabbin -143 Werribee - 104 Warragul – 39. <p>Initiative 1: Implementing the Australian Curriculum</p> <ul style="list-style-type: none"> Cross-sectoral A four day professional learning program module was developed and delivered by VCAA, across the Catholic Education Victoria and Independent Schools Victoria, for principals and aspiring principals entitled, Leading the Implementation of the Australian Curriculum. The program was completed by over 900 principals and aspiring principals. <p>Initiative 14: Supporting principals to lead institutional change to enable implementation of Australian Curriculum 1</p> <ul style="list-style-type: none"> Independent sector Independent Schools Victoria has established a partnership with the Australian Institute of Management to develop and deliver leadership modules for principals and emerging principals commencing in Semester 2, 2013. The modules are: <ul style="list-style-type: none"> Strategic Planning Finance Managing and Leading Operational Improvement. <p>Initiative 15: Supporting principals to lead</p>	
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

	<p>institutional change to enable implementation of Australian Curriculum 2</p> <ul style="list-style-type: none"> • Independent sector • Independent Schools Victoria has offered two leadership development programs, a 4-day program targeting those new to their leadership positions titled <i>Leading in Action</i>; and a 3-day program for those with more experience titled <i>Having Crucial Conversations</i>. <p>25 principals and school leaders attended from 17 schools. Of these, 14 are metropolitan, 3 are regional. There were 16 females and 9 males. Participants included 1 experienced principal, 1 beginning principal and 23 emerging principals.</p>	
<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 	<p>Achieved</p> <p>Planning and the development of support materials are underway for the following initiatives:</p> <p>Initiative 5: Leadership for Specialist Schools</p> <ul style="list-style-type: none"> • Government sector • 42 principals, assistant principals and senior teachers completed the ‘Specialist School Leaders’ program. of which 33 were female and 9 were male <p>Location: Participants are from the following regions:</p> <ul style="list-style-type: none"> ○ South-Western Victoria Region – 3 ○ North-Western Victoria Region – 6 ○ North-Eastern Victoria Region – 6 ○ South-Eastern Victoria Region – 7. <p>Initiative 6: Bastow: on-line course development</p> <ul style="list-style-type: none"> • Government sector • 44 principals completed a pilot course for Leading Literacy - Teaching Students to Read for Understanding. This program will be hosted online. The successes and lessons learnt from this pilot course are being utilised to design the Leading Literacy course. • Gender: 36 female and 8 male • The principals were from the following regions: 	<p>By October 2013, up to 200 leaders completed leadership programs focused on developing their capacity to deliver effective strategic leadership and operational management by gender, location and sector.</p>

<p>achievement of school strategic plan goals.</p> <ul style="list-style-type: none"> • Initiative 10: Healthy Schools are Effective Schools – this program will equip leadership teams with the skills to analyse available data and develop and facilitate processes and resources designed to improve school climate. • Initiative 11: Risk Management in School Strategic Planning – this program will develop participants’ knowledge and skills in risk management including risk identification and strategies to address and treatments to mitigate risk. • Initiative 12: - School Workforce Planning – this program will build the capacity of current and emerging principals to develop workforce strategies and options and enable their operational management of human resources to be aligned with strategic school improvement. 	<ul style="list-style-type: none"> ○ South-Western Victoria Region – 3 ○ North-Western Victoria Region – 13 ○ North-Eastern Victoria Region – 12 ○ South-Eastern Victoria Region – 16. <p>Initiative 9: Online Tutorials in Financial Management</p> <ul style="list-style-type: none"> • Government sector • One video module has been prepared and a second is in development. <p>Initiative 10: Healthy Schools are Effective Schools facilitated intervention approach (government sector initiative) –</p> <p>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. In April 2013 all schools taking part in the pilot received their respective individual reports. An Evaluation Report was also distributed to all Project Steering Group participants. The Evaluation report contains a number of recommendations for the Department which provide direction for future school climate improvement initiatives.</p> <p>Breakdown of participants:</p> <p>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.</p> <p>Sector: government</p> <p>Initiative 11: Risk Management in School Strategic Planning</p> <ul style="list-style-type: none"> • Government sector initiative • Introductory training sessions were provided to around 300 principal class officers. Additionally in depth workshops have been held with around 30 principals focusing on risk management but exploring options for delivery of specific strategic risk management skills for schools. This work has driven a shift in focus to more closely align the program delivery with other strategic planning forums. 	
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

	<p>Initiative 12: School Workforce Planning</p> <ul style="list-style-type: none">• 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. <p>Change² initiative</p> <ul style="list-style-type: none">• (Catholic Sector)• In 2013, Year 2 of the program has focused on the principal leading complex and sustainable change through strengthened strategic leadership practices. By October 2013, 200 leaders will have participated in further professional learning activities in support of this program. <p>A system wide approach to change leadership and management through Change² has been adopted. A new postgraduate credit agreement between the ACU Faculty of Education and the CEOM for Change² Facilitation is in the process of being established.</p>	
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Section 2 - Reform Area 1: Leadership and Teacher Capacity

Significant Achievements/Highlights - 1 January to 30 June 2013

The Victorian Government has outlined its goal to lift the performance of Victoria's students into the global top tier in the next ten years in the *Towards Victoria as a Learning Community* paper and the soon-to-be-released *New Directions for School Leadership and the Teaching Profession*. *New Directions* will focus on measures to improve the quality of teaching and leadership, the most important factors in lifting student performance in schools. *Towards Victoria as a Learning Community* sets out a range of school-based reforms that will support the Victorian Government's goal. A key component of the reforms is a focus on supporting school leadership and providing schools with quality, evidence-based resources and support in areas such as teaching practice, curriculum and assessment.

The first half of 2013 has seen a continued focus on building and strengthening leadership and teacher capacity across all three Victorian school sectors. A range of programs have supported and developed high-potential, new and aspirant leaders as well as providing ongoing development opportunities and professional learning for more experienced leaders. These programs have included professional learning, coaching and mentoring. Targeted support has also been provided to develop the capacity of teachers at all stages of their careers, with a particular focus on teaching literacy and numeracy. This support has sought to develop their domain knowledge, instructional practice, coaching practice and capacity to achieve improved student learning outcomes.

- In the Latrobe Valley Network, the appointment of a leading teaching and learning coach facilitated a structured approach to the *Primary Mathematic Specialists* program. The coach was appointed to mentor and coordinate the specialists and to develop leadership and provide ongoing professional learning opportunities. Having a supportive leader had a significant impact on the way this group worked. In the first year, a regular meeting time was established with specialists meeting fortnightly at the regional office. A noticeable feature of the specialist's network meetings was the open, frank and reflective professional conversations they engaged in when discussing their role, outcomes, and sharing experiences and knowledge. This also allowed them to establish a process for schools in the network to engage a specialist to work with their teachers, with the principal, coach and specialists collectively deciding on the best specialist to work with the school and the way this should be undertaken.
- In North-Western Region a series of numeracy professional learning sessions focusing on unpacking the Australian Mathematical Curriculum and common mathematical misconceptions have been delivered. The programs were developed in response to feedback from schools that teachers lacked confidence about implementing the new curriculum. There were eight sessions and all material from them is available online, with participants regularly sharing lesson plans. Secondary school teachers developed videos demonstrating how a particular mathematical problem was solved. Problems ranged from easy to difficult and techniques were explained. The videos have been used by teachers who attended the sessions and students have benefited from being able to access them at home while completing homework. Student feedback has been extremely positive with more students now attempting homework questions and completing more than they would have previously. Two schools have seen school-based test results improve by 15–35 per cent since the videos were introduced. Teachers who attended the sessions are currently working on making further videos to be used in the classroom. Feedback from these sessions has been very positive; with surveys conducted showing all participants have rated these sessions as highly valuable and a must for all maths teachers.

- The Minister responsible for the Teaching Profession has announced an allocation of \$1 million for the implementation of a fifth cohort of *Teach for Australia* associates. Victoria has also announced it is prepared to take up to 40 *Teach for Australia* Associates and up to 50 Teach Next participants out of the 50 available in each program.
- The *Koorie Literacy Intervention Program* in the Latrobe Network has provided enhanced support and professional learning to highly trained literacy specialists who work in partnership with a Koorie Engagement Support Officer at their school to ensure at-risk students, performing below the expected level, accelerate their achievement so that it is at the expected level. The model of pedagogy is one-on-one intervention based on Reading Recovery for students in Years 2-6. The schools use data effectively to form the basis of teaching decisions within the program. The specialists also have a focus on developing the student and the family/school relationship in order to ensure sustainability of the gains in literacy achievement.
- Participants in the *Incentives for Extended Service in Priority Schools* program have emphasised the stability of employment that the program has provided. Some have reported on how the program has benefited them personally, for example the positive impact on their family from living in a small community. An evaluation will investigate what non-financial retention benefits could be offered to graduate teachers to remain working in rural and hard-to-staff schools.
- The East Gippsland Principal Network has been leading the *Strong and Proud* program in East Gippsland schools to support interventions and capacity building for staff in schools across East Gippsland. Schools are required to submit a description of the work they plan to undertake in their own schools to a network panel of principals which is based on criteria identified by the network. The criteria privileges evidenced-based practice such as building the capacity of lead teachers to develop inclusive classrooms and literacy intervention based on recognition of Koorie English.
- In the Catholic sector, the success of the *Change²* program has been further evidenced by the decision to pursue accreditation of the *Change²* master facilitator training being credentialed as the equivalent of one unit towards the completion of post graduate study. CECV has initiated the application process with ACU, with Dame Professor Pat Collarbone and Simon Edkins agreeing to support the process. The application has been submitted to ACU and is pending further advice.
- In the independent sector, the 27 Low SES NP schools were provided with continued support from January to June 2013. In addition, the remaining 15 schools in the former Literacy and Numeracy National Partnership were given continued support (St Anthony's Coptic Orthodox College closed at the end of 2013.) These 42 schools received individually determined strategic support, depending on their needs and plans for 2013 and beyond.

In Victoria, Reform Priority 1 covers the following initiatives:

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

Government Sector

Principals and leadership teams in the government sector have been provided with a range of targeted programs and professional learning opportunities to build and extend their leadership capacity.

Bastow has extended educational leadership capability in the government sector through providing quality assured, evidence-informed professional learning opportunities. Programs offered throughout the first half of 2013 have included:

- *Leadership for Specialist Schools*, a five-month program that equips 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 with parents within the context of a specialist school.
- *Stronger Smarter Leadership*, a twelve-month program that provides participants with the knowledge, skills and attitudes to bring about transformational change in their workplaces to improve outcomes for Indigenous students.
- *Leading Curriculum and Cultural Change*, a program that enhances principals' capability to embed Studies of Asia and intercultural understanding in curriculum across the learning areas.

Across regions, principals and leadership teams have participated in professional learning programs, which have focused on themes such as: school leadership for principals and leadership teams; understanding the National School Improvement Tool; English as an Additional Language (EAL); and data literacy, including understanding performance data and using data in special settings. This learning has also focused on sustaining change and leading whole-school change in teacher practice. Professional learning has also supported school-based literacy and numeracy coaches to build their domain knowledge and coaching capacity. In one region, aspirant leaders have been supported to participate in the *Leaders the Making* and *Principals as Literacy Leaders* programs through Bastow.

Leadership capacity has also been developed through collegiate networks, instructional rounds, principal forums and leadership mentoring. In the South-Western Victoria Region, a principals' reference group has been formed to represent all three former regions, small and large schools, primary, secondary and special settings and principals with a range of experience in the National Partnerships (NPs). During the first part of this year the region worked with the principals' reference group to provide programs to engender a consistent approach to the three priority reform areas and the eight initiatives to collectively demonstrate the capacity to bring good performance to scale at a system level.

Coaching for the Principal Class

The *Coaching for the Principal Class* program aimed to further develop the leadership capabilities of principals in their first three years of the role by providing them with access to individual coaching at the school level. Overall, 135 assistant principals, 50 principals, 12 acting principals participated in two cohorts across 2011–2012.

The program was completed at the end of 2012 and key learnings from its implementation have informed and shaped professional learning programs being offered through Bastow. Applications are currently open for a new coaching initiative offered to the principal class, with delivery beginning in Term 1 2014.

Principal Preparation Program

The *Principal Preparation Program* funded 40 six-month internships over three years for high potential principal aspirants. Participants took part in a professional learning program and a placement in a host school. The program finished at the end of 2012 and learning from it has been used to develop a new principal preparation program to support high potential aspirant leaders to become principals.

Catholic sector

Building leadership capacity in Catholic school leaders and teachers has been an ongoing priority throughout the life of the NPs with the successful implementation of a range of initiatives well embedded across all Diocesan schools.

Change²

Change² is a consultative process for implementing sustainable change in schools and is being implemented in the Archdiocese of Melbourne across 2012 to 2014 and rolled out through the Diocesan Offices to Catholic Schools in Victoria during 2012-2015. *Change²* will support schools with the introduction of the ICON. The 2013 to 2014 *Change²* rollout in the Archdiocese of Melbourne is currently being planned in alignment to the School Improvement Framework cycle. Approximately 35 per cent of schools from around Victoria are scheduled to have undergone the *Change²* process by the end of 2013, with a further 300 Victorian Catholic schools scheduled to be involved in the *Change²* rollout in 2014.

The program is designed to develop capacity, so schools are equipped with the skills and knowledge to address change agendas now and into the future. It is made up of three parts: *Change²* (the process), *Capacity²* (facilitator training) and *System²* (train the trainer). Each part is based on learning by doing.

Educational leaders are initially trained in the facilitation of the *Change²* process, known as *Capacity²* training, which leads to a *Change²* facilitator's certificate. This is followed by work in a school/s, aimed at developing their facilitation skills.

Facilitators are then eligible for the 'train the trainer program', known as *System²* training, which leads to a master facilitator's certificate. Master facilitators are able to train other leaders to deliver *Capacity²* training. Eventually this will lead to every school using their own resources, whilst using the *Change²* model.

Facilitators assume the responsibility for assisting individual schools through the change process. Training future facilitators from Catholic schools to support the work across the sector is a key feature of the scaffolded approach central to the model.

In early 2013, a further 15 staff, including one staff member from each of the country Dioceses, participated in a three-day master facilitator training workshop. The total pool of CECV master facilitators able to conduct facilitator training has now increased to 29, contributing to CECV's *Change²* capacity building over time.

In March, 2013, a CEOM *Change²* ICON briefing was held for principals and school leaders with Professor Dame Pat Collarbone and Simon Edkins from *Creating Tomorrow*, and the originators of the *Change²* model, delivering the keynote address. Two-hundred principals and school leaders attended the session where general information relating to the *Change²* program was presented by Professor Dame Pat Collarbone and senior staff from CEOM. 120 principals and school leaders attended a briefing with Dame Professor Pat Collarbone, as chief writer of AITSL Principals' Standard, who addressed its application and relationship to *Change²*.

An additional 47 predominantly school-based staff were trained as *Change²* facilitators during Terms 1 and 2, 2013, with a further 64 scheduled to undertake training in Term 3, 2013.

The success of this program is further evidenced by the decision to pursue accreditation of the *Change²* master facilitator training being credentialed as the equivalent of one unit towards the completion of post graduate study. CECV has initiated the application process with ACU and Dame Collarbone and Simon Edkins have agreed to support the process. The application has been submitted to ACU and is pending further advice.

Coaching

Coaching has been identified as a powerful tool for school leaders to draw on, with an increasingly strong correlation across a broad range of NP initiatives currently in use in Catholic schools across the Dioceses. Coaching has continued to receive widespread affirmation and has become integral to a range of programs designed to both support and enhance leadership

capacity.

The *CEOM 360° Leadership Diagnostic Tools* provide feedback on leadership capabilities, style, work culture and dialogue effectiveness. These tools have been integrated into a number of key leadership initiatives in the Catholic sector, including the *Principal Induction Program* and the *Primary Principal Appraisal Program (Reflective Evaluation for Active Leadership)* as a foundation for developmental goal-setting and action planning by school leaders. The leadership capabilities are founded on the *Leadership in Catholic Schools: Development Framework and Standards of Practice*

In 2013, 11 principals are participating in the *Year 2 Principal Induction Program* and have received one round of 360° feedback on their leadership capabilities, style and influence on work culture. A total of 66 principals have participated in the program since its inception in 2010. The feedback provides principals with a basis for formulating goals and action plans. A CEOM accredited coach supports the principals in the implementation of these plans. 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.

In 2013, 18 principals participated in *Primary Principal Appraisal Program (Reflective Evaluation for Active Leadership)*. They received one round of feedback on their leadership capabilities, style and influence on work culture. Through working with a critical friend and facilitators from CEOM and Atkinson Consulting, the principals completed a self-reflection on their leadership and devised a professional learning plan influenced by their feedback.

Success in Literacy and Numeracy Initiative

In the Diocese of Sale, Low SES schools were included in the diocesan *Success in Literacy and Numeracy Initiative*. Integral to this was professional learning focused on two strands: leadership and pedagogical content knowledge. Three of the four Low SES schools have key leaders attending the coaching course within the leadership strand. All four Low SES schools focused on either Literacy or Numeracy as the basis for targeted professional learning programs on classroom pedagogy.

All key leaders have participated in ongoing in-school support from an external CEO Sale coach, who has reported school leaders exhibiting higher levels of understanding during professional conversations. School leaders also prioritised attendance at the pedagogy days with team members and provided support to develop action plans using their coaching skills.

Key leaders have also planned and facilitated whole school professional learning programs, including professional learning teams, and are actively assisting school members to make connections within elements of the whole school plan.

The Diocese of Ballarat has continued to support coaching sessions, with schools choosing to prioritise both gathering and analysing baseline data. Coaching has strengthened teacher understanding of evidenced-based strategies for more effective teaching and learning, targeting student needs.

The Diocese of Sandhurst has addressed building capacity in school leadership via ongoing work in parental engagement and impact on student learning, in partnership with Dr George Otero, Director of the Centre for Relational Learning in Santa Fe, New Mexico, United States of America.

re: th!nk Aspiring to Principalship Program

Since its introduction in 2008, there has been strong participation in the two-year *re: th!nk Aspiring to Principalship Program* with emerging evidence affirming the positive impact on

applications for principal positions.

For the first time, in 2013, 17 Year 1 and six Year 2 participants in the *re:th!nk Aspiring to Principalship* program have taken up the option of completing additional set reading and assessment tasks to gain credit towards completion of a Master of Educational Leadership.

In April 2013, 78 participants, comprising 45 in Year 1 and 33 in Year 2 of the program, have attended a two-day differentiated residential workshop. Each Year 1 participant has unpacked their first round of 360° collegial feedback to identify key leadership development goals and action roadmaps. Each Year 2 participant has established a learning focus for the principal shadowing component of the program based on their recently revised goal and roadmap. The Year 2 program also explored more deeply the implications of leading within a faith community and provided an additional focus on coaching skills.

Enhancing Leadership Team Capability strategy

The *Enhancing Leadership Team Capability strategy* enables school leadership teams to objectively review their leadership capability within the context of their particular school environment. Focusing on a partnership arrangement between the CEOM and Atkinson Consulting, more than 230 school leaders from 43 Catholic schools in the Archdiocese of Melbourne have participated in this program since its inception in 2009.

In 2013, 14 schools comprising over 80 leaders in Archdiocesan schools engaged with the *Catholic Education Capability and Dialogue Styles* diagnostic tools to receive leadership team and individual feedback using data based on the 360 degree feedback process.

Participants receive feedback reports which build understanding of both their individual and team strengths, as well as areas for development. On receipt of School Feedback Reports, an additional coaching session is provided for principals to deepen their understanding and interpretation of their school's data, which in turn is used to inform the development of a targeted and achievable team action plan.

Feedback and evaluation of the program has been sought from past-participant schools during Semester 1, 2013 and this process has provided feedback which has and will continue to inform future planning and refinements to the program.

Sponsored Study Support in Educational Leadership

The *Sponsored Study Support in Educational Leadership* initiative aims to develop individual and collective capacity for leadership within Catholic schools in the Archdiocese of Melbourne. In 2013, 74 staff are currently undertaking postgraduate studies in educational leadership; comprising, 30 staff undertaking study in the Master of Education (Educational Management) at the University of Melbourne; whilst a further 43 staff are undertaking a Master of Educational Leadership at ACU and one additional enrolment in a Postgraduate Certificate in Educational Leadership.

Independent sector

The independent school model of regular, ongoing visits to principals and leaders continued to have a positive impact on building leadership capacity in participating schools. The three principal advisors spent 750 hours visiting the 42 school leaders, coaching, mentoring and supporting them to develop their school's strategic directions.

In addition to their mentoring and coaching role, the principal advisors spent 189 hours presenting in-school professional development activities to help build leadership capacity in schools.

Eight schools received *Look, Learn, Lead* study tour grants of up to \$5,000 to assist a small team of leaders, including the principal, to visit high performing schools in other regions

(interstate and overseas) whose programs and strategies would benefit them in achieving their goals. Principal advisors discussed the options with the schools to ensure that the study tours would be aligned with their annual action plans. Seven of the study tours were undertaken between January and June 2013. Principal advisors discussed with school leaders how the observations from the visits could be best utilised in their schools.

Twenty principals new to their roles participated in the *Exploring Leadership for New Principals* seminars, including five in NP schools. There were two two-day seminars held between January and June that centred on topics including leadership styles, leading learning, change management, relationships with the board and business managers, compliance and risk management. New principals benefit from the sessions delivered by current and former principals, as well as by meeting other new school leaders and developing networks for future supportive contacts.

The Development Centre at ISV offers seminars on leadership, governance and management of issues including occupational health and safety, risk management, compliance and workplace relations for principals, business managers and governing board members. NP schools were represented at these seminars. Between January and June 2013, there were six seminars relating to employment issues (142 attendees in total), 28 on leadership (683 attendees), five on school services (157 attendees), nine on executive briefings and one on governance.

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

Government Sector

A range of programs have provided high quality in-school support to teachers in NP schools in the government sector.

Primary Mathematics Specialists

The *Primary Mathematics Specialists* initiative involved three specialists working within each of the 27 participating schools to build teachers' capacity to improve mathematics learning outcomes for primary students. The initiative concluded in 2012 and findings and recommendations from the Royal Melbourne Institute of Technology University (RMIT) evaluation informed the development and implementation of the *Primary Mathematics and Science Specialists* initiative (2012-2015).

The findings from the evaluation's final report indicate that most participating schools achieved the purpose of the initiative. In particular, the initiative had a positive impact on student achievement in most schools. The evidence outlined in the report points to substantial change in how mathematics is understood, organised and taught in most of the schools participating in the initiative.

While achievement of the schools, as a group, remained below the average of all Victorian government schools, the gap was reduced over the period of the initiative.

The evaluators were asked to investigate the impact of the initiative on five student cohorts: Aboriginal & Torres Strait Islander, EAL, Refugee, New Arrivals and students with disability. Overall, the data supports the proposition that the initiative had some positive impact on these students but to a lesser extent than that experienced by the total student cohort.

Coaching and mentoring

In schools throughout the regions, coaching has remained an important support mechanism to build teacher capacity through enhancing pedagogical knowledge and skills and embedding improved practice within schools.

Literacy and numeracy coaches have worked with small groups or individual teachers to model practice and provided ongoing training in literacy and numeracy teaching strategies for

classroom teachers and teachers taking on leadership roles. Many schools have identified school-based literacy and numeracy coaches who have undertaken training to perform this role in their schools. Peer observation has been used extensively to coach teachers to improve student learning outcomes.

Leadership teams from some NP schools attended the National Coaching Conference which explored the power of coaching for building a PDC – a culture essential for school improvement. These schools intend to develop a whole-school approach to making coaching an integral program to ensure a sustainable effective approach to building teacher capacity.

Many schools across the state have also introduced mentoring and detailed induction programs to improve the capacity of beginning teachers or teachers new to their school, while experienced teachers have taken on assistant leadership roles with the assistance of mentors.

Catholic sector

CECV schools continue to engage in building teacher capacity through a variety of targeted programs, including the Ballarat Diocese working towards developing a set of principles, defining the role of professional learning communities through the response to instruction approach. This has fostered a shared knowledge and understanding of professional learning communities. Additionally, critical questions and protocols for analysing data have also been established.

School leaders continue to engage in training other staff in the skills of coaching, so that more staff can provide feedback on teacher performance in literacy and numeracy.

The Sale Diocese has prioritised teacher release to enabled teacher collaboration, classroom observation, coaching and feedback; with key leaders empowering team members in their action learning inquiry.

All participants are trialling new practices, reflecting on this and sharing findings and outcomes within their own teams. Schools have also utilised the flexibility of school visits to access support that meets their needs in a timely manner.

School-based teams continue to draw on student assessment data to determine the focus of their Professional learning inquiries.

The Sandhurst Diocese has appointed school based coaches in literacy and numeracy within three of the four Low SES NP schools, to support ongoing work to address student outcomes.

Independent sector

In addition to the three principal advisors, 12 senior advisors continued to visit schools, modelling best practice and mentoring teachers. The senior advisors spent 2,321 hours visiting the 42 schools between January and June 2013. This was an increase of 31 per cent in the number of visit hours to schools, compared with the same period in 2011. The focus of the advisors has been to establish sustainable professional learning communities in schools, empowering teams of teachers to collaborate, use formative assessment data to determine appropriate intervention strategies for improved student learning outcomes.

Senior advisors delivered 308 hours of professional development in schools between January and June 2013. This reflects a 45 per cent decrease in the number of hours that advisors have spent presenting in-school professional learning compared with the January to June 2011 period. Teachers in schools are now increasingly able and confident to present their own professional learning sessions to their colleagues, supported by advisors. This trend of increased capacity of teachers to lead their own professional learning will help provide sustainability at the end of the funding period.

Schools were provided with 368.5 days of Casual Relief Teacher (CRT) funding between January

and June, 2013 for time release for in-school professional learning programs. This is 63 per cent of the total CRT funding, reflecting an increased focus by schools on in-school professional learning programs, rather than external programs. The CRT funding also enabled schools to organise time for teachers to meet, analyse data and plan appropriate interventions to improve student learning outcomes.

There was an increase in the number of hours spent by consultants in NP schools between January and June 2013 as advisors and schools targeted their particular needs to improve student learning outcomes. Seventeen consultants were funded to spend 544.5 hours in schools working with teachers in areas including literacy modelling, curriculum planning, ICT workshops, developing student study skills, effective teaching of reading and writing, numeracy planning and assessment, differentiation and classroom management. There was an increased focus on consultancy support (144 hours) for teachers of numeracy from January to June 2013.

Funding was provided to two schools in Portland (Bayview College and St John's Lutheran School) to appoint pre-service teacher co-ordinators (0.2 full time equivalent (FTE) total) to promote Portland to university education faculties as a desirable destination for student teachers. The coordinators had responsibility to attract pre-service teachers and to support them in their rural setting with the intention of growing the region's pool of potential teachers. Six pre-service teachers participated in the program from January to June, one of whom was employed to fill a vacancy in the music department (with permission to teach registration) in Term 3.

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

Government Sector

Across the state, a range of professional learning opportunities have been provided to teachers in NP schools to build their capacity in teaching and learning, particularly around literacy and numeracy.

Digital Content Strategy

The *Digital Content Strategy* developed an online collection of high-quality learning and teaching content (eBookboxes) in a range of subjects. The eBookboxes have been published online so teachers can access their content, which includes digital and non-digital resources and activities, teacher notes and student instructions.

Learning from this project will inform work underway on engaging schools in collaborative networks and supporting schools to engage in and share high-quality planning across the curriculum.

Supporting New Teachers' Practice Program

The *Supporting New Teacher's Practice Program* supported first-year teachers by providing them with a mentor, collaborative networks and developing their capacity to teach by encouraging them to diagnose a problem of practice, apply evidence-based solutions and evaluate the impact of their actions. The program finished in 2012 and its evaluation provided further insights into the needs of beginning teachers and how we might best support them.

The impact of the program, as reported by more than half the respondents, included building beginning teachers' confidence (52 per cent) and motivation (50 per cent) to teach, their self-belief as teachers (55 per cent) and improving their teaching practice (53 per cent). The majority of participants who responded to the survey agreed the program achieved its goals for beginning teachers to learn how to use evidence to identify a challenge of practice (68 per cent); reflect on, analyse and respond to challenges they face in their classroom (79 per cent); build a common language through which to explore their teaching capabilities through

instructional models, such as e⁵ (66 per cent); and apply the theoretical knowledge acquired in their teaching course to real life teaching (50 per cent).

Beginning teachers identified the mentor and other colleagues in their schools as their most useful support. They described the largest benefit they received from this support as moral support, 'to know that they were not alone in the challenges that they faced in their first year and that everyone goes through this learning process'.

To best support beginning teachers the *Teacher Mentor Support program* is being refined with an emphasis on using evidence to identify needs and how best to support these needs. A guide to support the mentoring relationship is being updated and developed to reflect learning and better meet the needs of mentors.

Induction resource materials have been developed to support the induction of beginning teachers. Resource materials are provided for both beginning teachers and principals.

Professional learning

A range of targeted professional learning programs designed to build teacher capacity are being implemented in schools across the regions. Often these professional learning programs are provided in tandem by consultants and school-based coaches to embed improved practice in schools across all networks. Professional learning has included:

- Teaching literacy, focusing on areas such as literacy activities, improving whole-school and VCE writing and digital literacy programs
- Teaching numeracy, including effective strategies for teaching mathematics, curriculum planning, digital numeracy programs and unpacking the Australian mathematical curriculum
- Teaching EAL, focusing on language and literacy in mathematics and science
- Programs for returning teachers and graduates
- Workshops for school-based literacy and numeracy coaches to build their domain knowledge and coaching capacity.

The use of professional learning teams has also been widespread in NP schools across the state, with a focus on improving student outcomes through collectively improving instructional practice. The teams facilitate the sharing of experience, ideas, research and expertise. In the South-Western Victoria Region a professional learning program for leadership teams has been introduced that focuses on the establishment of professional learning teams utilising the research of the Dufours Model. The program equips principals to establish professional learning teams in their schools as vehicles for continued improvement in teaching and learning. In North-Western Region professional learning team leaders have undertaken training in areas such as leading challenging conversations, writing models and the use of data to assess teaching effectiveness.

Catholic sector

Professional learning

Teachers in Catholic schools continue to be supported to build their professional expertise via access to a wide variety of targeted professional learning programs including:

- Whole school professional learning in Oral Language Support for Early Literacy
- Whole school professional learning in Positive Behaviours in Schools
- Building teacher capacity in Intervention Programs specifically Reading Recovery and Extending Mathematical Understanding (EMU) in all Low SES schools.

Performance and Development Culture

Schools with a PDC focus on the capacity of their teachers to teach to high professional standards. In a PDC, continuous development for all staff is supported by rich, constructive feedback, customised professional development and regular dialogue. The success of this initiative has been confirmed with the involvement of schools not only in the Archdiocese of Melbourne, but also the Sale and Ballarat Dioceses.

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

Schools with a PDC recognise that raising teacher performance is the policy direction most likely to lead to substantive gains in student learning. Schools engaging formally in the PDC initiative attend a year-long series of four workshops, aimed at supporting them to lead and strengthen the PDC within their school to accreditation standard.

Evidence of a school demonstrating a PDC continues to grow; with the formal recognition and accreditation of an additional nine schools, comprising three Archdiocesan schools and six from the Sale Diocese. A further eight Archdiocesan schools have now completed their workshop series, together with seven schools from a previous workshop series, are undertaking the PDC Questionnaire, which is the first step taken in providing evidence that their school demonstrates a quality PDC.

The CECV Australian Performance and Development Framework Implementation Plan was submitted to DEEWR in April 2013, under the Rewards for Great Teacher NP Funding Agreement, with a range of targeted activities to support school engagement scheduled for commencement in 2014, including classroom observations and feedback.

Independent sector

The Development Centre offered an extensive range of external professional learning seminars in a wide range of fields, including curriculum, pedagogy (29 teachers from NP schools); literacy and EAL (13 teachers); Numeracy (28 teachers); ICT (21 teachers); Student Special Needs and Learning Difficulties and Student Wellbeing (15 teachers). These teachers from NP schools were funded to attend the Seminars and CRT funding was provided to schools. This is a reduction of 50 per cent of the number of teachers funded for the same period in 2012, reflecting the growing emphasis on in-school professional learning.

Thirty-five teachers from 11 NP schools were funded to attend the four-day Hawker Brownlow 10th Annual Thinking and Learning Conference in May 2013. Teachers signed up to those sessions that were centred on the particular interests of their school, including Collaboration in a Professional Learning Community; Introduction to Curriculum Design; Monitoring and Improving Students' Success through Classroom Management; The Highly Engaged Classroom and Understanding By Design.

From January to June 2013, an additional 21 teachers from six NP schools were trained in the Evidence Based Observation and Coaching Tool. Since the start of the NP, 169 teachers from 37 NP schools have been trained in this technique.

CRT funding was provided for 209 days of external professional learning opportunities from January to June 2013. This is only 37 per cent of all CRT funding of NP schools from January to June this year, reflecting the emphasis on in-school professional learning in NP school.

- Initiative 3: Improve school access to high quality teachers

Government Sector

In the Government sector, a focus on initial teacher education is improving school access to high quality teachers. The *SCTE* pilot is supporting schools to foster partnerships with universities to collaboratively deliver pre-service teacher education and the *Teach for Australia* program is supporting disadvantaged schools to access high calibre graduates.

School Centres for Teaching Excellence

The SCTE were established to reconceptualise the manner in which pre-service teacher education is delivered. As part of the pilot, seven SCTEs, comprising groups of schools, one or more universities, DEECD region, and other partners, committed to working collaboratively in the delivery of quality pre-service teacher education. A total of 65 schools, and approximately 1000 pre-service teachers in 14 clusters (seven centres) participated in the pilot across 2011 and 2012. The Victorian Government is now exploring options on how the university-school partnership model can be further developed and expanded.

Fundamental to the success of the pilot was the formation of active and strong partnerships between schools, DEECD, community and education sectors and, in particular, with the university sector. The SCTE model has enabled and strengthened communities of practice and collaboration within and across schools in the area of pre-service education.

Each SCTE immersed pre-service teachers in school environments through an extensive practicum experience, enabling them to better integrate theory with practice and to fully appreciate the range of issues and experiences encountered in the work of a teacher.

The SCTE model allowed for enhanced levels of mentoring for pre-service teachers from an experienced supervisor or teacher mentor, allowing greater observation and feedback from teachers, principals and school leaders.

The SCTE model also provided greater school autonomy as schools had more of a say in the design and implementation of pre-service teacher education. This was achieved through stronger and sustained partnerships, particularly with the university sector. In addition, schools assumed greater responsibility in the quality and delivery of pre-service teacher education.

The Australian Council for Educational Research (ACER) has been commissioned to undertake a comprehensive evaluation of the pilot. The final evaluation report will be completed in 2013 and will provide case study summaries of the models adopted in the seven centres. It will build an understanding of the ways in which each centre was implemented.

Preliminary findings from the evaluation indicate that the majority of participating principals intend to continue the initiative in their schools. Each SCTE has implemented varied sustainability measures, for instance the Gippsland Cluster has embedded its partnerships into Monash University's teacher education curriculum and the Koonung Cluster is building a teaching and learning centre at the Koonung Secondary College for use by all partners.

Teach for Australia

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

Cohort 3 associates will commence their last semester of the program in Term 3, 2013. Forty Cohort 4 associates completed their six-week initial intensive and commenced work in their schools, with two having since resigned. Initial responses from schools indicate that the associates have been well accepted at their schools. For Cohort 5, the Minister responsible for the Teaching Profession has informed DEEWR that the Department is prepared to take up to

40 *Teach for Australia* associates and up to 50 *Teach Next* participants out of the 50 available in each program. He has also announced the allocation of \$1 million for the implementation of Cohort 5.

The selection process has continued to be refined and improved with additional aspects incorporated into selection days.

The linking of the teaching theory of the Postgraduate Diploma in Teaching with their classroom practice provides the associates with an environment where they are able to integrate learning theory into their teaching practice.

Associates have been provided with a range of support structures to meet the varying needs of early career stage teachers including in school mentors, university clinical specialist and *Teach for Australia* training and leadership advisors.

Schools have continued to support each other in the implementation of the program and to communicate the benefits of participation to neighbouring schools.

Independent sector

Information about *Teach for Australia* is distributed to all member schools by ISV.

- Initiative 4: National Standards Subgroup

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

All NSS responsibilities have now been transferred to AITSL and Victoria is actively engaged in AITSL's work through representation on several AITSL working groups. ISV maintained a high level of engagement with the Australian Professional Standards for Teachers and the Australian Professional Standards for Principals consultations with AITSL. ISV was represented at AITSL stakeholder meetings and symposia.

- Initiative 5: Rewarding excellence – Teacher Performance Pay

Government Sector

Rewarding Teaching Excellence

Rewarding Teaching Excellence has trialled two models of school-based and teacher-based rewards in government schools over the 2010–2013 school years.

The formal implementation of the trials has concluded in schools and the final payments have been provided to schools and individuals. Schools may choose to continue some aspects of the trials, such as the use of the balanced scorecard in their performance and development process.

Six primary schools were rewarded as part of the school-based reward trial. The teacher-based rewards resulted in 34 teachers from the six participating schools receiving reward payments.

Work is continuing on evaluating the trials. In June 2013, a teacher-based rewards trial debrief was held in Melbourne with five of the participating schools and PricewaterhouseCoopers. The feedback will be incorporated into the evaluation report to be completed in 2013. A series of visits to, and teleconferences with, participating schools also took place in June 2013 to interview participants and principals on the impact of the trials. Preparations are underway for PricewaterhouseCoopers to conduct a survey of all participants in the school-based and teacher-based reward trials.

Principals participating in the teacher-based rewards trial continue to highlight the value of the balanced scorecard in performance and development processes. The use of an external

individual on the panels has also been identified by participants and principals as effective in the performance and development interviews with teachers.

- Initiative 6: Pathways into Teaching

Government Sector

In the Victorian government sector, a number of pathways into teaching have been developed to support the recruitment and retention of teachers from a broad range of backgrounds. Many of these pathways focus on developing and supporting teachers in hard-to-staff subject areas or locations.

Career Change Program

The *Career Change Program* has enabled suitably qualified professionals with current industry knowledge and expertise to undertake teacher education while employed as trainee teachers, with a particular focus on hard-to-staff subject areas, predominantly technology studies, mathematics and science. Trainees were recruited through three intakes (2010, 2011 and 2012) and were provided with training tailored to their needs and mentoring support at the school level.

The first intake of 31 trainees began employment at their host schools at the beginning of the 2010 school year. 29 of these trainees have completed their courses and are now qualified teachers in their host school. Of the 2011 intake of 41 trainees: 32 have completed their study; one has been granted an extension and is expected to finish the program before the end of the year, and two were independent school appointments. The 2012 intake saw 24 trainees recruited, of which 17 are now in their final year of study and work, and one appointment was to an independent school.

A detailed longitudinal evaluation of the program is being undertaken by Deakin University. It will investigate the characteristics of participants in this program, including the extent to which this program pathway influenced participant's decisions to teach. The evaluation will also investigate principals' opinions of the program. It is expected that the evaluation will provide rich data from which to learn and influence future approaches to attracting and retaining quality teachers.

Graduate Pathways program

The *Graduate Pathways* program has continued to help Victorian schools that experience difficulties recruiting staff, particularly in subjects such as mathematics, science, technology subjects and languages and in rural or regional locations. It has provided scholarships to outstanding eligible graduates in a broad range of teaching speciality areas. Scholarship payments have been staggered across the training, initial employment and service stages.

The 2011 and 2012 targets of 40 scholarships were achieved and the program attracted such a high quality of applicants that it enabled a further 19 applicants to be given early consideration for DEECD's Science Graduate Scholarship.

The most popular method of study across the 2011 and 2012 intakes was science, with 48 per cent of scholarship recipients studying this. A further 24 per cent studied mathematics, 11 per cent studied LOTE and 5 per cent studied information technology.

To date, 63 per cent of scholarship recipients have successfully completed their studies, 23 per cent are currently studying and 14 per cent have withdrawn from their course due to personal reasons.

Of the scholarship recipients that have completed their course, 61 per cent have entered the teaching profession, with 45 per cent gaining employment in a Victorian government school,

14 per cent in an independent school and 2 per cent in the Catholic sector.

Incentives for Extended Service in Priority Schools

The *Incentives for Extended Service in Priority Schools* program aims to increase graduate teacher attraction and retention and add stability to priority school staffing by attracting suitably qualified graduate teachers. It provides financial rewards, conditional on performance, to graduate teachers appointed to designated positions in priority schools for each year of continuous employment.

A total of 104 graduate teachers have been accepted into the program. Of these, one is currently on leave without pay and nine have withdrawn. As reported previously, 53 schools have employed graduate teachers receiving retention payments through this program.

Participants in the program are aged between 23 and 57. Seventy per cent are between 20 and 29 years old, with the majority aged between 24 to 26 (51.9 per cent) suggesting that many have chosen teaching as their profession as a school leaver. Nearly 30 per cent are aged 30 or above, indicating a move to a teaching qualification and employment at a later life stage.

Participants have emphasised the stability of employment that the program has provided. Some have reported on how the program has benefited them personally, for example the positive impact on their family from living in a small community. Sustainability is being considered through an evaluation, which will investigate non-financial retention benefits that could be offered to graduate teachers to remain working in rural and hard to staff schools.

Koorie Teaching Scholarships

The *Indigenous Education Workers Career Enhancement* and *Indigenous Scholarships* programs have been combined under the *Koorie Teaching Scholarships* program and target students who have completed Year 12, current undergraduates and adults wishing to join the teaching workforce.

The two initiatives have provided a total of 31 scholarships, with four students discontinuing their studies and seven graduates to date. To replace those who have discontinued, a further student has been granted a scholarship for a Masters in Teaching for 2013.

The mentoring and support program provided to scholarship holders through RMIT has been well received by most participants who have been keen to share experiences and be involved with their mentors.

An evaluation by Deakin University of this program, as part of the NP initiatives, investigated the characteristics of the program's participants, including the extent to which this scholarship influenced participants' decisions and future intentions. The report was positive about the outcomes and stated that overwhelming evidence is of great satisfaction with the program. Funding has now been targeted for a detailed evaluation of the program, which will focus on the effectiveness of the scholarships in encouraging and retaining Koorie teachers in schools.

Special Education Scholarships

A total of 158 *Special Education Scholarships* have been awarded across 2011–2012 to enable current and graduating teachers to complete an approved qualification in special education.

The courses that participants have chosen to study include: Masters of Special Education (Special Education Needs) with 34.6 per cent of participants; Masters of Education (Language Intervention and Hearing Impairment) with 17.6 per cent; Masters of Special Education (Special Education Inclusion and Early Intervention) with 14 per cent and Masters of Education (Special Education) with 10.3 per cent.

Of the scholarship holders working in government schools, 66 per cent are working in special

schools, 40 per cent in mainstream schools and 4 per cent as visiting teachers. The majority work in metropolitan areas (71.3 per cent) and over a quarter works in non-metropolitan schools (28.7 per cent).

Catholic sector

Bachelor of Education (Primary) Multi-Modal Pilot

The *Bachelor of Education Multi-Modal Pilot* – ‘Learning in the School Community’, was a four-year project (2010–2013) aligned with the four-year Bachelor of Education (Primary) course at ACU, aimed at creating the foundation for a strong teaching profession through provision of a high quality and innovative pre-service teacher education model. Since 2010, two cohorts of pre-service teachers have entered this alternative course, which places them in the same school for two days a week in each year of the course.

The provision of four professional learning seminar days for the partner schools has fostered deeper engagement of the established teacher teams (co-mentors) with critical themes identified in the 2012 evaluation and their application within the broader context of sustaining strong performance and development cultures. The themes that emerged as significant to support pre-service teacher learning within the school community are: relationship building; partnership building; building teacher capacity; theory-practice nexus; program sustainability; and personal and professional development.

At the commencement of the 2013 academic year, a total of 23 Year 3 and Year 4 continuing Multi-Modal pre-service teachers were available for placement in 15 participating schools. Given the pilot guidelines of placing pre-service teachers in teams of two or more in geographically feasible settings, five of the schools did not receive an allocation of Multi-Modal pre-service teachers. This has provided an opportunity for these schools to be allocated Year 2 Mainstream pre-service teachers, to remain engaged with the professional learning component of the pilot and to investigate the potential for adapting key features of the Multi-Modal Learning in the school community model into the school-based professional experience of less experienced pre-service teachers involved in the Mainstream Bachelor of Education (Primary) course.

- Initiative 7: Wider Workforce Trials

Government Sector

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

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

Independent sector

ISV conducted the annual Salaries and Conditions of Employment Benchmarking Survey for member schools in Semester 1, 2013.

Support for Aboriginal and Torres Strait Islander Students - 1 January to 30 June 2013

Government Sector

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

Dare to Lead Quality Leaders Program

The Dare to Lead Developing Quality Leaders Program has provided support to school leaders to lead improved outcomes for Koorie students through collegial snapshots and situational analysis. A collegial snapshot involves Dare to Lead coordinators undertaking an internal review of Koorie education at the school through a series of targeted interviews with the full range of stakeholders including parents and community members, a data analysis and a feedback meeting with the principal. A situational analysis involves a discussion with the principal, and leadership team where appropriate, focusing on the way the school and its leadership behaviours support Koorie students at the school. For both processes a confidential report is provided to the principal.

The Principals Australia Institute conducted six workshops with school principals to deliver a suite of principal leadership and professional development programs and encourage use of the Dare to Lead and What Works resources and tools.

A key benefit of the program is that it establishes networks of principals who have worked with the program. An impact evaluation of the program was undertaken as part of a broader evaluation of Wannik. Key observations from the draft final report of the evaluation include that the program's past resources have been useful and that the program itself was also perceived by some to be useful in providing schools with low-cost straight forward actions as a starting point to improve cultural competency. A survey of government school principals indicated that secondary school principals were significantly more likely than respondents from primary schools to report that the program has increased the level of parental engagement with the school.

Koorie Language and Culture Project

In the South-Eastern Victoria Region, the Koorie Language and Culture Project is providing high quality teacher professional development to eight teachers within the Latrobe Local Government Authority to develop strong culturally effective teaching practices within four schools. This project aims to develop teachers as culturally responsive and resourceful leaders within their respective schools by exploring how to genuinely embed local Koorie perspectives within AusVELS.

Further support

In addition to the support provided to principals through the Dare to Lead program and Bastow's Stronger Smarter Leadership courses, teachers have undertaken professional learning to support them to develop and use individual education plans for Koorie students. Koorie education coordinators and Koorie engagement support officers operate in each region to provide support for schools, and cultural awareness training has been provided to some schools.

Catholic sector

Support for Aboriginal and Torres Strait Islander Students continues to be addressed via a combination of targeted intervention programs, including EMU and Reading Recovery, which has been used extensively across CECV schools.

The Diocese of Sandhurst has launched its Aboriginal and Torres Strait Islander Education Plan. St. Peter's Primary School in Bendigo North has established an action plan in literacy and numeracy for Indigenous students. Targeted Intervention strategies, as part of the Response To Intervention Framework with a focus on targeted intervention for individual students with Reading Recovery and EMU, being implemented in the four Low SES NP schools.

In the Sale Diocese, teachers from the four Low SES NP schools have attended three full days for Literacy and Numeracy NP schools led by Sale CEO team members. Two of the participating schools focused on numeracy and two on literacy. There was a high level of energy and conversation at the third professional learning day. The participants welcomed the opportunity to share with other schools and gain ideas for developing their action plans further. Two of the schools are incorporating pedagogical actions of using questioning and developing mathematical language from the topics addressed in the professional learning days into their action plans and using RTI to identify individual student needs through a problem-solving approach to meet classroom needs and improve engagement and student outcomes.

The Ballarat Diocese has emphasised the use of data to inform targeted intervention strategies, with students, pre-tested in November 2012 using the ACER Performance Achievement Testing in both Maths and Reading, with post-testing completed in June 2013. These results will be analysed to identify both impact and any emerging trends, requiring further investigation.

Sponsorship Program for Koorie Education Workers

Since 2010, CEOM has offered the Sponsorship Program for Koorie Education Workers, funded through the Commonwealth Teacher Quality NP has provided support to four KEWs, representing 25 per cent of KEWs employed in Catholic schools, to obtain credentialed training in teaching. With the cessation of facilitation funding under the ITQNP, sponsorship has continued for five KEWs involving funding under the state NP program.

The participants in the Sponsorship Program for Koorie Education Workers have successfully continued their study with two completing their Associate Degree in Indigenous Education in Semester 2, 2013. They will not continue their studies beyond this point.

One participant completed an Associate Degree in Indigenous Education in 2012. This participant is furthering her education in 2013 by completing a Bachelor of Education (Primary) course.

One participant is continuing with a Masters of Teaching study and is scheduled to finish in 2016.

One participant continuing with a Bachelor of Education (Primary). This participant in completing their course in 2013 and is planning to commence a teaching career in 2014.

Independent sector

Numbers of Indigenous students in the independent sector are very small, with the exception of Worawa Aboriginal College with some 60 girls from Years 7–10. The 2012 Census lists 143 Indigenous students in NP schools, 61 of whom were at Worawa. The BEST Centre had 18 Indigenous students and Chairo Christian School, 10 Indigenous students. The average number of Indigenous students in the remaining 39 NP schools is 1.4 FTE per school.

From January to June 2013, advisors spent 122 hours visiting Worawa to coach and mentor the leaders and teachers. The principal advisor visited leaders for 13 hours, the literacy/numeracy advisor visited for 37.5 hours and the community engagement/wellbeing advisor visited for 71.5 hours.

The principal advisor presented 13 hours of in-school professional learning programs at Worawa from January to June. Consultants were engaged at Worawa for a further 12 hours of in-school professional development focusing on the National Accelerated Literacy Program. The consultant will continue this work throughout the year.

One of the independent sector's NP principal advisors with considerable experience and expertise in indigenous education was appointed to a senior leadership role at Worawa Aboriginal College in Term 4 2012. This appointment has strengthened the connection between the advisors and the school and provides sustainability.

Worawa was successful in receiving a \$5,000 NP Study Tour grant for the principal and senior leaders to visit indigenous schools and first language educationists in Hawaii.

Literacy/numeracy advisors have worked with schools to ensure that Indigenous students have individual learning plans.

Support for Other Disadvantaged Student Cohorts – 1 January to 30 June 2013

Government Sector

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

Support for other cohorts has included a professional learning program for special school teachers being introduced and embedded, for example in the South-Western Victoria Region to raise the quality of instruction and expectations of students. It has involved teaching readers and writers in special schools and support to implement assessment practices and differentiation.

Support has also been provided to staff across the state to assist them to support students with EAL. This has included:

- the development of an EAL action plan to link EAL to the regional literacy and numeracy agenda
- professional learning for EAL and mainstream teachers to support them to plan and manage individual pathways for students.

Independent sector

There were 499 students in NP schools in receipt of Australian Government funding for students with disabilities and 373 students in receipt of State Support Services funding for students with demonstrated needs. Advisors worked with specialist teachers and classroom teachers to develop individual learning plans to support these students and those with special learning needs.

There is a significant number of students from recent arrival, refugee and non-English speaking backgrounds in NP schools, particularly the Islamic, Turkish, Coptic and Greek Orthodox schools. Advisors work with the specialist teachers and classroom teachers to develop appropriate language programs to support these students.

Fifteen teachers from NP schools were funded to attend Student Services Seminars (Students with special learning needs) at The Development Centre and CRT funding was provided to their schools.

Advisors have built on the in-school support they have provided for teachers over the life of the NPs to build capacity and develop sustainable practices that can be continued after the funding cycle. Individual learning plans have been found to be particularly effective in improving learning outcomes for students with learning difficulties.

Exemplary Schools - 1 January to 30 June 2013

Government sector

St Albans East Primary School

St Albans East Primary School is located in the well-established residential area of St Albans in Melbourne's west. It has 365 students and caters for a culturally diverse student population with 37 languages other than English represented. Students with a disability or Identified Language Disorder make up 20 per cent of the student population. The school has a high Student Family Occupation (SFO) index of 0.85. The school hosts a primary deaf facility which caters for the specific learning needs of deaf and hard of hearing children.

Prior to receiving NP funding, the school had identified a need to build leadership and teacher capacity and had employed a full time literacy and numeracy coach. NP funding allowed the school to enhance this coaching program through the employment of consultants in both English and Mathematics. The consultants' work was to assist the school to analyse its instructional practices and to mentor school-based coaches, teachers and the EAL teacher. In 2013, further NP funding allowed the school to increase its school-based coaching program to include an additional mathematics and English coach and to provide timely support, including a P-2 intervention teacher and a full-time speech therapist. It has also enabled the school to maintain two reading recovery teachers and the external consultancy.

A focus area for the school has been on building professional learning communities to work collaboratively on ongoing processes of collective inquiry and action research to achieve better results for the students, particularly in English and mathematics. The professional learning community model requires the school staff to focus on learning rather than teaching, work collaboratively on learning, and hold themselves accountable for results that fuel continual improvement. The work of all teams has been driven by the following four critical questions: What do we expect all students to learn? (agreed and viable curriculum); How will we know when students have learned? (common and formative assessment); How will we respond when students don't learn it? (timely support); and How will we respond if students already know it? (enrichment and extension).

As a result of the coaching program and the school's focus on its instructional practice, there has been coaching and/or mentoring for all staff in literacy and numeracy, school planning documents have been refined, a whole-school assessment schedule has been developed and there is a focus on student learning using evidence. The school has also been able to change timetabling to ensure dedicated time in which teams work together for an hour a week in addition to their mandated planning time. School staff have also participated in a range of professional learning opportunities, some of which have been through networks, South-Western Region and Bastow.

The school has seen significant progress. Teacher planning at both the term and weekly level is more explicit with learning intentions and success criteria clearly articulated and shared with the students. Data is used in a strategically to allow for early intervention to commence in a timely manner. The EAL continuum is used extensively and key school documents have been developed to support learning and teaching. This progress is apparent in the school's NAPLAN three-year trend data (2010–2012), which demonstrates the following:

- Reading Year 3 - the mean scale score grew 29.6 compared to the state's mean growth of 11.9
- Writing Year 3 - the mean scale score growth was 32.5 compared to the state's mean growth of 3.3. The school continues to outperform the state by 13.7 in mean scale score

- Math Year 3 - the mean scale score grew 29.9 points which was significantly greater than the state's mean scale score growth of 0.4.
- Reading Year 5 - the mean scale score grew 8.9 compared to the state's mean growth of 6.1. This was not as pleasing, however our matched cohort mean difference was 90 compared to the state's 83.
- Writing Year 5 - the mean scale score growth was 4.2 compared to the state's decline of 5.8. The school's matched cohort mean difference was 93 compared to the state's 71.
- Math Year 5 - the mean scale score growth was 14.8 compared to the state's decline of 5.7. The school's matched cohort mean score difference was 108 compared to the state's 86.

Reading Recovery data is also promising. 45 per cent of Year 1 students at St Albans East Primary School access the Reading Recovery program (25 per cent higher than the state). These students have an average of 4.6 lessons a week compared to the state average of 4 lessons per week and the students exiting the program exit on an average text level of 19.4, compared to the state average of 18.8.

Catholic sector

Sacred Heart Primary School, Morwell

Sacred Heart Primary School, Morwell, in the Sale Diocese, identified the need to establish a whole-school project where teachers worked together to improve their P-6 literacy instruction (specifically reading comprehension) with the aim of improving literacy performance for all students.

The school NP implementation plan ensured a connection between whole school participation in NP Success in Literacy Pedagogy and NP Coaching initiative and the PDC initiative. NP Success in Literacy and Coaching initiative has become the vehicle for enacting the school's Annual School Improvement Plan

Staff have engaged in professional learning programs with ongoing support to address the use of evidence to monitor student performance in literacy.

In addition to this, professional learning teams focused on new understandings to consider their pedagogical approaches, with key leaders deploying coaching strategies to develop a culture of professional learning when designing new literacy programs.

The climate of encouragement and collaboration regarding the change of literacy teaching has become evident at professional learning team meetings, NP school visits and professional learning days targeting pedagogy. Additional time has been allocated at the school level in Years P-3 and 4-6 team teachers to develop professional learning teams based on team and teacher goals.

Reform activities and/or reform strategies include: peer classroom collaboration / feedback initiative established. Protocols have been established to support both giving and receiving formal feedback to teachers regarding classroom practice and for sharing student work samples and receiving team feedback. Ongoing collaboration between the PDC leader, NP key leader and the principal has also been established.

A number of positive outcomes have been derived from these changes to practice including: improved professional learning conversations about class room practice; improved student assessment including ongoing assessment strategies and introduction of student self-assessment strategies and an increased willingness of teachers to trial, evaluate and share reflections on the new strategies.

A change in classroom strategies that accommodate both independent reading and explicit instruction in reading comprehension has also been evidenced. The school principal has been fully involved, sharing his knowledge of change of classroom practice and management of time release for professional learning at the school level.

Additionally, Year 3–4 students have made gains in text levels; with several text level gains made by the lowest performing group and teachers are reporting observations that students are gaining from teacher modelling sessions in Prep also.

Year 4 students are more engaged in reading and, when asked, said their favourite thing to do is reading!

St Patrick's Primary School, Pyramid Hill

St Patrick's Primary School, Pyramid Hill, is one of the smallest schools in the Sandhurst Diocese and has the lowest SES. Pyramid Hill has a total population of 600 people and the school's current enrolment is 23 students. The school community has 50 per cent enrolment of children from Filipino backgrounds. The school also shares its principal with another small school is setting that is located one hour east of the town.

The school has worked closely with Dr George Otero, Director of the Centre for Relational Learning in Santa Fe, New Mexico, United States of America, to build family school partnerships and has continued this during the first six months of 2013 with an emphasis on using the Learning Walk strategy.

During 2011, the school analysed its literacy data extensively and, in response, has introduced Reading Recovery for the first time. The purpose of this has been twofold: firstly, to build the capacity of the Prep and Years 1–2 teachers through engaging them in the Reading Recovery training program and processes, and secondly, to ensure that learning opportunities are being maximised for all students.

To support the school with the training of a Reading Recovery teacher within a very small community, the teacher is completing her training over a two-year period. The intensive training is occurring during the first 12 months with the model including two students per semester over a two-year period. This also supports the school to sustain the program at one hour per day over the two-year period, rather than two hours per day which is the normal expectation.

St. Patrick's does not have any Year 1 enrolments in 2013, so Year 2 students were selected for Intake 1. It is important to note that students in their third year of schooling often make slower progress as they have habituated inappropriate processing over a longer period of time. After six months of intervention, the first cohort of students has continued to learn from the literacy events in the classroom, alongside learning with a teacher who has enhanced her capacity to support young readers and writers. The teacher has now completed the first six months of the Reading Recovery training.

Examples of the growth in the first intake of student learning is as outlined below:

Student 1 (after the completion of 57 lessons across 21 weeks):

Text Level:

- In Feb – Level 7
- In June – Level 17.

Writing Vocab:

- In Feb – 9
- In June – 60.

Student 2 (after the completion of 52 lessons across 15 weeks):

Text Level :

- In Feb – Level 9
- In June – Level 18.

Writing Vocab:

- In Feb – 10
- In June – 42.

Independent sector

Study Tour Grants – Bayview College

In 2012, Low SES schools were invited to apply for study tour grants of up to \$5,000 as part of the *Look, Learn, Lead* initiative. The aim of the grant was to provide schools with the opportunity to meet with leading principals and educators, intra-state, interstate and internationally, who are at the cutting edge of educational innovation and best practice. The funds were to be used for a small team (one of whom had to be the principal) to visit other schools who were leading the way in programs or initiatives that were aligned to the school's strategic plan or their NP annual implementation plan. The principal advisors supported the schools to identify appropriate targets for their visits. The schools were expected to commit some of their own funding for the visits which were undertaken between January and June 2013.

Bayview College in Portland is a coeducational Year 7–12 Low SES school in regional Victoria with an enrolment of 297 students. The school leaders have a focus on broadening the horizons of the teachers, many of whom have been teaching in this provincial town for some time and who have had limited experiences of contemporary educational innovation in other settings. The principal, the leadership team and all members of the curriculum committee received funding to assist them to visit nine schools in regional Victoria, and the suburbs of Melbourne, in March 2013 as part of the school's curriculum review.

The group formed smaller teams and visited the schools in the last week of Term 1, researching the structure of the school day, middle school core subject offerings and electives, subject time allocations, senior school subject offerings, on-line possibilities and 21st Century learning spaces. In addition, subject faculty heads explored options relating to their particular disciplines.

At the same time, parents were invited to participate in a survey about existing curriculum offerings and subject delivery. A follow-up parent forum was held to discuss the data in May. The principal advisor attended a meeting of the curriculum committee where the key themes identified through the study tour were presented. The study tour participants presented their findings to a staff meeting in May and their deliberations for changes to the curriculum and programs were shared with a sample of students.

The study tour was an important part of the consultative review of existing programs and an opportunity for school leaders and teachers to gain insights into alternative innovative educational programs and processes. Planning for changes in programs and practices for 2014 will continue throughout Semester 2, 2013.

Other schools successful in receiving study tour grants:

SCHOOL	DESTINATION	AIMS OF STUDY TOUR
The BEST Centre	New Zealand	Positive Psychology practices in non-mainstream settings
Trinity Lutheran College	Perth, WA	Using technology to improve student learning outcomes
Good Shepherd College	Rural Victoria	Restorative practices
Worawa Aboriginal College	Hawaii	Education programs and partnerships that strengthen cultural identity and language for indigenous students
Sirius College (3 campuses)	USA	Professional Learning Communities, innovative technology practices
Bayview College	Melbourne, rural Victoria	Innovative practices in curriculum and pedagogy
Albury-Wodonga Community School	New Zealand	Improving educational outcomes for students in non-mainstream school settings

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

Significant Achievements/Highlights - 1 January to 30 June 2013

Government Sector

A significant emphasis has been placed on offering educational programs and services to facilitate improved monitoring of student performance information and timely student intervention and support.

Across the regions schools have embedded practices that support the tracking of student performance and establishing a culture of timely intervention as an approach to accelerating the learning growth of students who are not achieving results at the expected standard. These practices include:

- professional learning teams reviewing strategies and identifying key areas for improvement
- using data interpretation services to enable closer tracking of student performance
- establishing or maintaining a school data team
- building teacher capacity in the area of data analysis through professional learning.

As a result of these practices, there is a more strategic approach to the use of data to inform teachers and the school of students' knowledge, learning needs and a mechanism to discuss teacher practice to meet the education needs of their students.

Within the professional learning teams many schools continue to use to use data from multiple sources to support their instructional practices and to help them evaluate their practice:

- Speaking and Listening Supporting Early Literacy
- VCAA On Demand testing in literacy and numeracy
- School Level Report
- English Online Interview and Mathematics Online Interview
- Reading Recovery program
- Individual learning plans
- NAPLAN
- Getting Ready in Numeracy - a numeracy intervention program.

By using multiple data sources to monitor student performance and offering timely student intervention, teachers have access to a wider source of student relevant information which can be gathered rather than depending on one single measure.

Information on the impact this is making in schools includes reports from schools indicating that they are continuing to narrow the gap in student learning. However, better practices need to be embedded to be more effective in making the one-year learning gain (or more) for all students regardless of their background factors.

For example, a school that has embedded professional learning teams and is using data to focus on refining its instructional model to improve students' mathematics learning has reported above state average growth in numeracy: school 87; state 68. Similarly another school that completed On Demand VELs testing in February and On Demand AusVELs testing in August found that teachers differentiated the second test depending on student results in the first test. For Reading, students in Year 3 achieved an average growth of .87 as opposed to the expected growth of .5. Four students were below the expected level in the first test. Three out of the four students achieved growth of more than 1.3 against the expected .5.

Another school which has implemented Reading Recovery reports the following results for two

Year 1 'transient' students enrolled at the school. In one semester:

Reading: 90 per cent accuracy or above

Child A: From level 5 to 16

Child B: From level 0 to 4

Mathletics

Schools have also been provided with a subsidy for 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. Up until June 2013, a total of 179,675 students enrolled using the subsidy. 7,498 (4 per cent) of these students are in Years 9 and 10. This was an increase in enrolments of 6,036 students since the last quarter. The total number of government schools that have students enrolled in Mathletics is 1,068.

Catholic Sector

Schools across all four Diocese continue to address data literacy to inform school based decisions. This has been supported at diocesan level via a range of strategies including: systematic collection of data through the use of tools such as the Student Performance Analyser and professional learning communities which focus on individual school-based data.

Through participation in the Diocese of Sale professional learning programs, schools are focusing on classroom practice, with teachers identifying focus students for closer monitoring.

The 2012 Prep Literacy and Numeracy data has informed decision-making around the intake of students for intervention support in literacy and numeracy. Quantitative data is in train and ongoing as the training and programs are being implemented.

Through RTI, schools in the Ballarat Diocese are using effective intervention practices within the classroom to reduce both school-based interventions and outside intervention.

Professional learning communities have also contributed to teacher identification of student needs and matching to more effective learning and teaching strategies, which support building internal capacity.

In the Sale Diocese, teachers have utilised a protocol to examine student work evidence and plan specific next steps for student learning. In addition to this, they have also focused on individual students with a demonstrated strategy plan for improved student outcomes and learning.

In 2013, both St. Mary's Primary School, Inglewood and St Patrick's Primary, Pyramid Hill have begun training a Reading Recovery teacher; and Holy Rosary Primary School, Heathcote is training a Reading Recovery teacher, in addition to an EMU teacher.

At St Peter's Primary School, Bendigo, an additional Reading Recovery teacher has also been employed, to complement the ongoing commitment to Extending Mathematical Understanding intervention.

Independent Sector

Some of the strategies being used in the 42 schools tend to be common:

- Advisors have been visiting each NP school for more than three years, supporting teachers to develop best practice and continued this approach from January to June 2013. They have encouraged teachers to work in teams, use data, and plan collaboratively to differentiate learning programs for individual students. Sound

relationships have been developed between advisors and teachers. Advisors report that teachers are growing in confidence to share practice and their capacity to present professional ideas to their colleagues. Classrooms are becoming more open for colleagues to observe good practice and to discuss ways to improve teaching methodologies objectively.

- Each of the 42 schools participating in the NP program is using formative assessment data to identify student progress and plan appropriate learning strategies for their students. The assessment tools vary from school to school, but include On Demand Testing, PAT, TORCH, PROBE, Running Records, Early Years Numeracy and Unassisted Writing Samples. Advisors meet with teachers during their regular visits to each school to participate in these professional discussions.
- Each of the schools that were funded to attend the 2011, 2012 and 2013 Hawker Brownlow Thinking and Learning Conference sessions relating to professional learning communities is now using this collaborative approach to identify and cater for individual learning needs. There are 28 schools using professional learning communities as part of their standard routines and a further four schools are in the introductory stages.

Other strategies are determined at the individual school level:

- *Reciprocal Teaching – Reading Comprehension Strategies* has become an effective technique to improve teaching and learning in Semester 1, 2013. The underlying strategies involve predicting, clarifying, connecting, questioning, paraphrasing, summarising and reflecting. Advisors in one cluster trained 79 teachers in seven schools (both primary and secondary) in the strategies from January to June 2013. After they were trained, the teachers collaborated to plan a lesson, filmed each other delivering the lesson, and then discussed the films with a view to seeing what the students were doing, and how they could improve their practice to improve individual student's learning. As a result of the strategy, teachers have become more student-learning centred and more open to sharing their classroom practice. Reading comprehension results for students have also improved markedly (The PAT test results from February and August 2013 will be included in the Annual Report.)
- *Big Writing* is an approach to teaching writing and raising writing standards that focuses on the importance of talk and oral rehearsal, accurate basic skills (spelling, punctuation, grammar, legible handwriting) regular and meaningful moderation, assessment and target setting. Having high expectations of all students and giving writing a purpose is fundamental.

After training, teachers set up the required stimulus for writing in their classrooms and collect three unassisted writing samples from each of their students over an eight-week period. The principal advisor met with the teachers twice over the eight-week period to engage in professional learning community conversations about the samples and the data.

The samples below, from Adass Israel School, were compiled in late March and early June 2013. The results confirm that the students are improving their writing ability when moderated against the writing continuum.

Unassisted Writing Samples- Moderated

Student Number	Grade	End of Term 1 Writing Level	Mid Term 2 Writing Level
1	Prep	Beginning Level 1	Mid Level 1
2	Prep	Beginning Level 1	Mid Level 1
3	Prep	Mid Foundation Level	Mid Level 1
4	Prep	Mid Foundation Level	Beginning Level 2
5	Prep	Mid Foundation Level	Mid Level 1
6	Grade 1	Mid Level 1	End Level 2
7	Grade 1	Mid Level 1	Mid Level 2
8	Grade 5	Mid Level 4	Mid Level 6
9	Grade 5	End Level 5	Beginning Level 6
10	Grade 5	End Level 3	End Level 6

- One regional primary school is using *Spelling Mastery*, an approach aimed at helping students understand the relationships between sounds, word parts and spelling patterns, to improve spelling standards. Fifteen to 20 minutes are spent every day teaching students the strategies they need to become successful life-long spellers. The approach helps students to understand the relationships between sounds, word parts and spelling patterns. It is taught in small steps, using sufficient practice so that students can comprehend how spelling works.

The positive results of the program can be seen below:

South Australian Spelling Test Analysis: Years 1 & 2

	Feb 13 Low	Feb 13 Average	Feb 13 High	June 13 Low	June 13 Average	June 13 High
Class 1 A	87%	9%	4%	67%	29%	4%
23 students Feb	20	2	1	16	7	1
Class 1 B	87%	9%	4%	67%	28%	5%
23 students Feb	20	2	1	14	6	1
Average	87%	9%	4%	67%	28%	5%
Class 2A	60%	40%	0%	60%	33%	7%
15 students Feb	9	6	0	9	5	1
Class 2B	73%	20%	7%	80%	13%	7%
15 students Feb	11	3	1	12	2	1
	66%	30%	4%	70%	23%	7%

A creative arts program was established at Al Siraat College with the support of the student wellbeing and community engagement (SWCE) advisor in Term 1. The aim was to increase the motivation and level of engagement of middle years students (Years 7–10) by actively involving them in the establishment of a vegetable garden and the production of pottery containers and mosaic displays in art classes. Students were taught the benefits of good nutrition and parents were involved in discussions about healthy eating plans at home. The program led to improved attendance and behaviour in middle years students and was successful in engaging both boys and girls. The creative arts program was offered as an elective in Semester 2.

Support for Aboriginal and Torres Strait Islander Students – 1 January to 30 June 2013

Government Sector

Support for Aboriginal and Torres Strait Islanders is being deployed through a number of strategies.

Across schools these strategies include:

- Individual student learning plans being developed. These plans feature a summary of the student's strengths, interests and needs as well as the expectations for their learning during the year. The plans are working documents and are modified on a needs basis to ensure they capture up-to-date information on the student's needs to support teachers in providing aligned instructional practices.
- Koorie education support officers have been employed across the regions and are working directly with professional learning team leaders to provide support for Indigenous students where necessary. The role of these officers also includes liaising with student wellbeing coordinators to identify support mechanisms for Koorie students and providing guidance to schools in accessing community based services/programs as well as assisting families to support the literacy development of individual students.
- A number of parent engagement initiatives that provide opportunities for Koorie parents to become active participants in their children's early learning.

Catholic Sector

Schools across all four Dioceses continue to engage with families through Response to Instruction (RTI) strategies and system support (Indigenous education officer) to engage families.

The Sandhurst Aboriginal and Torres Strait Islander Education Plan has been launched.

Every Sandhurst school will use the plan for reference, with an emphasis on being inclusive of all students, while seeking to address Indigenous students' learning outcomes.

Additionally, in St. Peter's Primary School in Bendigo North an action plan in Literacy and Numeracy for Indigenous students has been established.

Independent Sector

- The small numbers of Indigenous students in independent NP schools receive individualised support according to their needs. At Worawa Aboriginal College, students are tested on enrolment using the Brigance Comprehensive Inventory of Basic Skills diagnostic tool. Progress is monitored against Brigance inventories for oral language, reading, writing, mathematics and life skills.
- A consultant has been funded to work with teachers at Worawa focusing on the National Accelerated Literacy Program. The consultant has been outlining the teaching sequence of this scaffolded program aimed at improving literacy levels of students who struggle to

read.

- Indigenous students who are identified as being at risk have Individual Learning Improvement Plans (ILIPs) so that their progress can be closely monitored. Advisors support teachers to establish the ILIPs and to monitor student progress.
- Geelong Baptist College has implemented Individual Education Plans (IEPs) for the six students identified as having Indigenous heritage; four in the primary school and two in the secondary school.

Support for Other Disadvantaged Student Cohorts – 1 January to 30 June 2013

Government Sector

Support for students with additional learning needs has been provided through the use of NP resources. The support has been provided through strategies including:

- the work of network EAL transitions officers and transitions coordinators at Western English Language School has been aligned to ensure all recently arrived students and refugees are well supported in their mainstream school.
- one network has employed an EAL consultant using NP funds to provide support for EAL teachers in schools to support the development of an EAL policy for the schools in the network.
- teachers have been provided with professional learning to on how to use the EAL continuum within their networks. The EAL Developmental Continuum P–10 provides evidence based indicators of progress, linked to practical teaching strategies, to support the assessment of EAL students and the development of effective learning programs for the many students in Victorian schools who are learning English as a second or additional language.

Catholic Sector

All Dioceses prioritise the use of inclusive strategies to support all students, including Indigenous and other disadvantaged student cohorts.

Strategies such as Oral Language Support for Early Literacy, Positive Behaviours in Schools and RTI have improved teacher understanding and use of effective strategies to address student requirements.

Independent Sector

Advisors assist specialist and classroom teachers to identify students with special learning needs and to develop individual learning programs to support them. Several schools used technology to motivate and engage students with special learning needs. In 2012, three sets of six iPads were purchased for trial use in NP schools on a trial, term-by-term basis. The trials were successful in engaging students and improving learning outcomes. The iPads were on loan to five different schools in Semester 1, 2013 (three primary schools in Term 1 and in two secondary schools in Term 2). These sets of iPads in classes have been particularly effective in motivating and engaging students with special learning needs.

Eleven teachers from nine NP schools were trained in Module 1 of the Feuerstein Institute's Instrumental Enrichment and Mediated Learning Experience at the Development Centre and five teachers from three schools were trained in Module 2 during Semester 1, 2013. This program has achieved international success with students with a disability and children with learning difficulties, by helping them overcome cognitive, emotional and psychological challenges to reach their full potential.

At Geelong Baptist School, eight students identified from formative assessment data as being

below the expected level in literacy or numeracy have been placed on IEPs. Each IEP has SMART goals (specific, measurable, attainable, realistic, timely) and is reviewed on a termly basis with students, teachers and parents and new goals are set. Sixteen students in the primary school have been identified as needing enrichment activities and IEPs have been written for them also.

Exemplary Schools – 1 January to 30 June 2013

Government Sector

Laverton P-12 College

The school has used its NP funding to introduce an intensive literacy/numeracy program for EAL foundation.

The program:

- selects 16 students each semester based on their literacy and numeracy skills
- requires the students to be together as a group for the whole of the semester's program
- has its own classroom and coordinator/teacher
- continues to track the students after they return to their normal classroom activities
- concentrates on speaking/listening, reading, writing and numeracy skills.

Evidence from teachers and their coach suggests that this is a highly effective approach to support students from a non-English speaking background. The evidence shows that all students:

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

Catholic Sector

Our Lady Help of Christians Primary School, Wendouree

Our Lady Help of Christians Primary School, Wendouree has implemented the RTI strategy in order to provide more effective targeted classroom intervention and is seeking to ensure 80 per cent of students have their learning needs met within the classroom program. The school provided group intervention for those students whose learning needs are not met through the inclusive classroom strategies. A small number of students require additional individual support, which are interventions outside of those provided within the school such as speech pathology and access to an educational psychologist.

The school has audited all programs and strategies and assessed their impact and effectiveness so that there is a whole-school understanding of what will work best for their cohort of students.

After auditing the programs and strategies, the school concluded that it needed to examine classroom teaching practice so that more students' needs are being met.

This process has involved high level professional dialogue which has focused on evidence and challenging teachers regarding the use of strategies that may not be as effective as desired, but may be preferred by some teachers. In response to the findings, some staff have trained as mentors and coaches, with a view to supporting all staff to develop personal teaching and learning goals. This will continue throughout 2014.

Independent Sector

Newhaven College

Newhaven College is a Prep–Year 12 coeducational Low SES school of 716 students located in regional Victoria. The Head of teaching and learning wanted to ensure that the heads of department were able to gather and make use of student data to help inform their decision-making as leaders of learning. The principal advisor ran a day-long workshop with eight of the heads of department to teach them how to gather, collate and use Unassisted Writing Data. The group decided to gather report writing using scientific data from their Year 10 students. They used strict protocols designed to remove the variability between samples:

1. Chose the genre and provide about five stimulus topics, with students to select the topic
2. Provide five minutes planning time, including conversation before commencing writing to clarify ideas
3. 20 minutes sustained writing
4. Five minutes editing.

After collecting the samples, the heads of department analysed the samples against the Australian Curriculum Achievement Standards and Content Descriptors for Writing. These samples, which are to be used as baseline data, showed that 40 of the Year 10 students were operating below the expected level. This base line data has enabled the teachers at Newhaven College to recognise the needs of these Year 10 students and put in place strategies to respond to their needs.

FIRST UNASSISTED WRITING SAMPLE: REPORT WRITING GENRE

ACHIEVEMENT STANDARD LEVEL 8

TOWARDS LEVEL 8 CRITERIA FOR ASSESSMENT	NEXT LEARNING STEPS
They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation	58% of students need further teaching
They plan, sequence and reorganise complex ideas	50% of students need further teaching
They proofread and edit their own writing for accuracy, consistency and clarity	47% of students need further teaching

The principal advisor assisted the head of English to gather Unassisted Writing Samples from a Year 8 English class and to analyse the results against the Writing Achievement Standards and Content Descriptors. The results indicated that 20 of the Year 8 students were operating below the expected level. Further, the next learning steps for each student were identified against the Criteria in the Australian Achievement Standards for Writing and the Content Descriptors, giving the teachers clear guidance as to how to respond to their individual learning needs.

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

Significant Achievements/Highlights - 1 January to 30 June 2013

Government Sector

Victorian schools recognise that many of the factors that impact on student improvement are outside the school gate and have established programs to engage and enhance the involvement of parents, community and business in schools and students' learning.

Effort continues to be made in schools to involve the business and community groups to support students in developing their skills and knowledge. Examples include a Primary Vocational Education and Careers Program supported by an employment and training organisation. The program aims to increase the literacy and numeracy skills of students and reduce attrition rates by introducing them to a vocational education curriculum.

The four Extended Schools Hubs continue to develop partnerships in line with identified priority areas. These priority areas include encouraging family and community involvement in student learning. At one of the Hubs, parent volunteers are trained to support reading in the classroom, and at another site parent engagement is being addressed through a parent portal which gives parents access to student individual learning plans.

Another priority area for the Extended Schools Hubs is supporting school readiness and transitions. At one of the Hub sites, high achieving students in Years 8–12 are provided with opportunities to best prepare them for transitioning to university or other tertiary education. At other sites, school readiness is being addressed through activities such as story time for pre-schoolers and providing child health checks at maternal clinics.

Enhancing parent involvement in schools continues to be one of the focus areas for NP schools. A range of approaches is being employed to assist schools to assess, plan and implement effective strategies to promote increased family engagement. These include:

- family education programs to support students to connect learning at home and at school
- creating a Facebook page to notify parents of school events
- parent information sessions on reading, writing and the literacy curriculum conducted by the school coach and literacy consultants
- development of a multi-language approach for family/community communication to further engage African and Islander communities
- sharing strategies and approaches in dealing with ASD spectrum and associated behaviours.

Catholic Sector

In Archdiocesan schools, *Community Classrooms* have been designed to support classroom teachers to focus on the inclusion of family engagement as a part of curriculum planning and implementation. This initiative now includes a new cluster in the west with 12 teachers from five schools participating.

To date, 58 teachers from 15 schools and five NP clusters have participated in *Community Classrooms*. Teachers highlight the value of collegial conversations, the investment in time to gather as a group and the importance of sharing ideas across schools as well as in school as key to its success. But most importantly, they describe changing work habits to include families in all aspects of planning and delivery as a direct outcome of involvement in *Community Classrooms* and stronger partnerships with families directly relating to their child's learning.

Family Engagement in Learning Leaders have been appointed in a number of NP schools. This model sees schools creating a dedicated position of responsibility. The role description includes supporting reform, building teacher capacity and coordinating whole-school approaches to engage families in learning.

Cultural Development Project - Good Practice to Common Practice has concluded with the development of a report identifying 'good practice' and a set of recommendations that schools and CEOM can consider adopting to support the engagement of refugee and newly arrived students and their families in school communities. These good practices implemented more widely will help ensure family engagement strategies have a positive impact on refugee and newly arrived communities.

Learning Together – Engaging Parents and Families in School Learning was launched in early March, 2013, comprising a 22-minute movie and resource booklet designed to support school leaders in the development of whole-school approaches to engaging families in school learning. This resource has been made available in hard copy to all 35 Family School Partnership Initiative (FSP) schools and on-line to all CEOM school communities.

School leaders in the FSP, and others who have used this resource, have reported changing conversations around what family engagement in school learning means and what the implications in exploring this concept further are for their local community. Some schools are beginning to audit their current practices and develop different opportunities to understand their families' needs and aspirations more fully and respond strategically to these.

Community Hubs that support early childhood development and school readiness have been funded and developed in two Catholic schools in the Hume Local Government Authority. These hubs have had a significant impact on the schools, their capacity to reach out and engage with families and the schools connection with their communities.

At Caroline Chisholm Catholic College, Sunshine, adult education classes in areas including English, Information Technology classes and swimming lessons are being conducted in partnership with local providers, Victorian Services for Ethnic Groups and Adult Multi Cultural Education Services. The numbers of parents attending these sessions have increased throughout 2012–13 so that new classes have been added and different options provided as parents have voiced their particular needs.

In late May, St Mark's Primary School, Fawkner opened a new kindergarten on site. Built in partnership with state and local governments, this new facility increases the number kindergarten places available and ensures a strong partnership between the kindergarten, the school and local families.

At a system level, forums were conducted with participating schools to explore sustainability options. These forums were attended by school community leaders. Participants explored questions relating to sustaining FSP work at both the school and system level, reflecting on the kinds of support needed to sustain the ongoing work.

CEOM staff members are meeting with schools/clusters to explore and plan their long term sustainability options. Two clusters have already made a commitment to continue as a cluster focusing on FSP work. This includes using school resources to employ a facilitator to support the schools and cluster.

CEOM is developing a plan for sustaining FSP work at the system and school community levels. The plan will focus on the CEOM role in leading, supporting and enabling schools to continue the FSP work. CECV commissioned the ACU to produce a report on the FSP. This report acknowledges the achievements of the FSP initiative and makes a number of recommendations for system level consideration, with CEOM collating evidence and developing recommendations

for systemic support for transition of the FSP work.

CEOM initiative *Schools As Core Social Centres* (SACSC) which supports schools to focus on community building and family engagement is being strengthened with some financial support for existing clusters and the initiation of Professional Learning opportunities. FSP convenors are involved in the development of this professional learning and in providing support to clusters. FSP principals and school leaders have presented their stories of reform to engage families in learning. Two new SACSC Clusters have been formed in 2013.

The *Parent Engagement Tool* is in its final stages of development ready for system-wide use later in 2013. This resource enables school leaders and teachers to assess how well they are going with parent engagement and how to get even better.

Independent Sector

Each of the 42 NP schools has developed strategies to engage parents and build links with the community in consultation with their SWCE advisor. Schools have had a variety of responses to these Initiatives, depending on their individual priorities and their strategic plans. There has been an increase in the awareness of schools of the importance of good communication and building close relationships with parents and developing links and networks with the local community.

SWCE advisors maintained their visits to NP schools in Semester 1, supporting principals and school leaders to engage parents and extend links with the community. SWCE advisors spent 1,202 hours visiting schools from January to June 2013. These advisors also delivered 138 hours of professional development in schools, which is significantly less than in previous years (46 per cent of presentations in January to June, 2011). Schools are now more effective in managing parent and community engagement initiatives themselves.

The literacy/numeracy advisor for Little Yarra Steiner School ran an afternoon session to engage the parents of the Year 3 students in their reading program. Specific strategies were outlined for parents to use when listening to their children reading at home. The Pause, Prompt, Praise approach was explained and modelled, and the need to have genuine conversations about books to develop comprehension was encouraged. There was a strong emphasis on reading for pleasure, and the role parents can play in developing this practice.

In the primary years at Oakleigh Grammar, the teachers extended the 7 Habits program, introduced in 2012, to improve the focus on academic rigour this year. Using a two-week cycle, classes of students are rewarded according to their group's achievement in aspects of the academic program such as spelling, numeracy and reading hours to parents. The aim is to develop a heightened culture of learning in students, create high expectations of success and a love of learning. Parents have been trained in the 7 Habits so that they are reinforcing them at home and using the same language as the teachers are at school.

Support for Aboriginal and Torres Strait Islander Students - 1 January to 30 June 2013

Government Sector

One of the identified focuses in strengthening school-community engagement and extended schools is to improve outcomes for Aboriginal and Torres Strait Islander students. Effort continues to be made to implement strategies and programs such as:

- Koorie education support officers holding family and community engagement workshops and cultural sessions across the region. These activities are being delivered through a team approach with the support of community parents and interested persons
- partnerships with local community services to provide Koorie families with computers, internet access and training

- development of a directory for Koorie students that supports building of relationships and assist engagement of Koorie families in the activities across a particular school.

Independent Sector

The SWCE advisor supporting Worawa Aboriginal College spent 37.5 hours visiting and working with the principal and teachers from January to June 2013.

A section of the Stephanie Alexander Garden at Henderson College has been set aside to plant indigenous plants and to teach students about indigenous food.

A team of four leaders from Worawa received a Look, Learn, Lead Study Tour grant to assist them gather and share information with Hawaiian school leaders and educators about their Indigenous culture, language and learning programs. The team travelled in April 2013 and observed primary and secondary cultural and language programs in action at two independent Indigenous schools (Kamehameha School, Nawahiokalani'opu School) and discussed the significance of promoting Indigenous language with educators from the College of Hawaiian Language and the Hawaiian language centre at the University of Hawaii. The team also met with Values Curriculum and Civil Rights officials from the Education Department.

Key learnings for the team included:

- having a sound knowledge and understanding of the policies affecting Indigenous children is critical to implementing the policy
- a sense of cultural vibrancy is developed by incorporating cultural perspectives as part of every subject and classroom
- outward displays of culture lead to increased student confidence and empowerment
- having Indigenous teachers teaching Indigenous students is a powerful example of cultural strength and pride
- students' self-esteem and communal pride is boosted when cultural practice is integrated into daily school routines and historical accuracy is acknowledged.
- partnerships between institutions that link the education experiences from birth through to tertiary institutions ensure strength of identity and continuing cultural practices, knowledge and languages for students.

The study tour has reinforced the school's commitment to maintaining and continuing to build upon partnerships with home communities, schools, partner schools and tertiary institutions.

Support for Other Disadvantaged Student Cohorts – 1 January to 30 June 2013

Government Sector

Policies and strategies continue to be actioned to improve disadvantaged families' access to information about schools and to support them in making informed choices. These strategies make use of NP funds to use agencies such as Local Learning and Employment Networks to support at-risk refugee students.

In some schools, programs have been established using EAL transition officers to provide an after school homework club.

In one of the school communities, a Karen bilingual kindergarten program has been established in the Wyndham network and a bilingual Prep program has been implemented in a neighbouring primary school.

Catholic Sector

Our Lady Help of Christians Primary School, Wendouree, in the Ballarat Diocese has established school based adult literacy program in conjunction with and to compliment, the after school learning group. The program comprises two components, with the first component established

during Term 1 and transitioned from home to the school in Term 2. The components of the program include:

English for African Families - Providing assistance with literacy for parents/carers from the African community and has been established in partnership with the Ballarat Regional Multicultural Council (BRMC). A Memorandum of Understanding has been completed between Our Lady Help of Christians Primary School and BRMC. The program provides one-to-one tutoring for parents (5) of all the children at the school from the African community, with tutoring occurring on weekly basis.

English for All – The next phase of the program, will provide assistance for all other families, with initial priority to assist other families from culturally and linguistically diverse backgrounds and the Indigenous community. This component is to be established in partnership with the UB College with 4 staff members to date from Timkin Australia volunteering to be Tutors. A parishioner has also volunteered to be a Tutor for the program. Tutors will receive training from the University of Ballarat. Tutors and students across both components of the program receive an orientation program from the Family School Partnerships Convenor prior to commencement.

This has increased these families understanding of processes within the school and their confidence to join, ask questions and participate in family activities.

The Sandhurst Diocese has continued to engage in building the capacity of its senior leaders and parental participation via the implementation of three strategies across the four schools. Working in conjunction with George Otero, the following strategies have been implemented in Sandhurst.

- learning walks
- Community Conversations
- parent information sessions.

Community engagement in the Sandhurst Diocese will be highlighted further via the opportunity for one Principal with their School Board Chair/Nominated parent to attend a Santa Fe study tour in 2014. Applications are currently being processed, with first preference to the four Low SES schools participating in the tour.

Additionally, the Diocesan Parent Engagement Strategy, supported by the appointment of parent engagement officer, continued to address engagement with the local community in Sandhurst.

Independent Sector

Schools engage the parents of students with disabilities learning through regular parent support groups. These meetings involve classroom teachers, specialists, students and parents as they review progress, identify issues and plan appropriate on-going support and learning programs. The parents of students with IEPs are engaged in a similar manner.

Schools are making concentrated efforts to maintain communication with families from non-English speaking backgrounds. Parents with language backgrounds other than English receive newsletters and information about school programs, activities and functions in a range of multi-language translations.

Exemplary Schools - 1 January to 30 June 2013

Government Sector

Wodonga West Primary School

Wodonga West Primary School is situated in Wodonga on the Murray River in northern Victoria. The school has a small but significant enrolment of Koorie students and students from non-

English speaking backgrounds.

The school is focusing on family and community engagement, striving to have better connections with the school. The strategies being used include:

- regular parent and community events
- use of a kitchen garden and a strategy to bring parents into the school
- use of a school facebook page to engage parents and community
- developing a strong partnership with staff, parents and students from Wodonga Senior Secondary College to implement mentoring programs and a key hairdressing program that includes parents, students and staff.

The school is also working on improving aspirations amongst their students, implementing the Advancement Via Individual Determination (AVID) program which focuses on students and parents in low SES communities, and involves:

- training teachers in the AVID program – the school has trained 70 per cent of their staff to date
- teaching students how to be a learner
- encouraging parents to have higher aspirations for their children
- encouraging children to aspire to be the first person in their family to aim to attend university
- enlisting community members to support the program.

Independent Sector

Al-Taqwa College

Al-Taqwa College is a coeducational Prep–Year 12 Low SES Islamic school of 1360 students, located in the outer western suburbs of Melbourne.

In 2012, a team of leaders completed a process and performance management workshop at ISV as part of the Southern Cross project. The focus of their project was Families as Partners in Learning. In Term 1 2013, an action team was established at Al-Taqwa to begin the implementation of the school's program of improved parent engagement. The team met with the SWCE advisor and it was decided to have a different parent engagement focus in each term, to continually involve parents in student learning and school activities.

Two parent information sessions were held in Term 1, one in the afternoon for the parents who collected their children from school, and one in the evening. Two senior advisors ran the workshops, training the parents in the Pause, Prompt Praise method of helping children improve their reading. The sessions were well-attended and parents responded enthusiastically to the chance to be part of the reading program.

A homework club commenced in Term 1 and, in Term 2, parents were trained by members of the action team to participate as volunteers. The SWCE advisor consulted with the team about the processes involved. Parents were trained in the protocols expected by the school (confidentiality, positive speech, Working With Children Check etc.) and in basic literacy strategies. Parents were also trained to assist in classrooms as volunteers for the first time.

The SWCE advisor meets with the action team regularly, but the team is assuming increased responsibility for management of the program, thereby ensuring its sustainability.

The focus for Term 3 is numeracy and in Term 4, parent-student communication/learning using iPads.

Section 5 – Milestones

Reform Initiative 1 – Leadership and Teacher Capacity

Part 1 - Milestones not reported/not achieved/partially achieved in 2012 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>)

Part 2 - Milestones in Progress Report - (Achieved 1 January to 30 June 2013)

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 – 480 schools across all sectors have participated in a range of professional learning for leadership programs at local, regional and system levels.		
Initiative 2a: Building teacher capacity (in-school support/coaches) 140 schools supported by a Literacy and Numeracy specialist.	Milestone achieved – 480 schools have been supported by a Literacy and Numeracy specialist.		
Initiative 2b: Building teacher capacity (professional learning opportunities) 180 schools participating in targeted literacy and numeracy professional learning.	Milestone achieved – 184 schools participating in targeted literacy and numeracy professional learning.		
200 schools participating in professional learning through enhanced P&D processes.	Milestone achieved – 381 schools participating in professional learning through enhanced P&D processes.		

Part 3 - Milestones that will progress through the 2013 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>

Reform Initiative 3 – School-Community Engagement and Extended Schools

Part 1 - Milestones not reported/not achieved/partially achieved in 2012 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>)

Part 2 - Milestones in Progress Report - (Achieved 1 January to 30 June 2013)

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 10: Enable and enhance capacity of families to be engaged in learning Evaluations of extended school models undertaken.	Milestone achieved – evaluations of extended school models have been undertaken.		

Part 3 - Milestones that will progress through the 2013 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>)