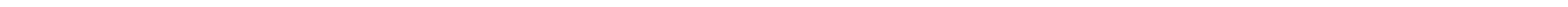


# **National School Reform Agreement**

## **Victoria Bilateral Agreement: 2020 Progress Report**



## National School Reform Agreement – Bilateral Agreement Report – Victoria – 2020

### Executive Summary

Victorian government and non-government schools made progress in implementing reforms under the National School Reform Agreement throughout 2020, while also transforming to enable children and young people to undertake remote and flexible learning due to the COVID-19 pandemic. Across the state, school leaders, teachers, families, students, and others that support them adopted new approaches to ensure the best possible outcomes within difficult circumstances.

All reforms remain on track for the proposed timing for implementation, as outlined below.

Education continues as a cornerstone for ensuring all Victorians have the skills and knowledge they need to actively participate in and contribute to our rapidly changing economy and society. Victoria has an ambitious school reform agenda, with Education State school targets that reflect our focus on excellence and equity.

In October 2020, a \$250 million tutor learning initiative was announced by the Victorian Government, to deploy more than 4,100 tutors across Victoria schools in 2021 to ensure no student is left behind. This investment is the single biggest boost to individual learning support in Victoria's history, and will make sure any student who may have fallen behind or become disengaged gets the help they deserve.

This key initiative, along with the reform priorities listed below, demonstrate Victoria's commitment to building a system that equips every student with the personal and practical skills to live the lives they want to live, and get the jobs they need.

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### Progress Against Each Reform Direction

#### Reform Direction A - Support students, student learning and achievement

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p>Strengthen teacher practice in Victoria by establishing a Digital Assessment Library, an online resource that will develop and make available new digital student assessment tools and teacher resources to improve student learning assessment.</p>	<p>All Sectors</p>	<p>2020</p>	<p><b>Implementation completed in 2020 (activities will be ongoing)</b></p> <ul style="list-style-type: none"> <li>• The <a href="#">Digital Assessment Library</a> was released to Victorian schools across all sectors in 2020.</li> <li>• A suite of assessments for Mathematics and English was made available.</li> <li>• Development of further content for English and Mathematics is ongoing, along with Science, Critical and Creative Thinking and Health and Physical Education.</li> </ul> <p><b>Catholic</b></p> <ul style="list-style-type: none"> <li>• 435 Catholic schools now have access to the Insight Assessment platform. In 2020, 81 Catholic Schools accessed English Online Interview (EOI) assessments, and 1315 Catholic schools accessed Maths Online Interview (MOI) assessments. This amounts to 934 EOI and 5392 MOI assessments delivered to Catholic schools to date.</li> </ul>

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> <li>The Catholic Education Commission of Victoria (CECV) delivered professional learning to their schools on effective use of Maths Online Assessment. Maths Online Assessment kits produced for schools.</li> </ul>
<p>Support students with disabilities and additional needs through providing scholarships for teachers to undertake postgraduate courses in special education.</p>	<p>Government</p>	<p>From 2019</p>	<p><b>Commenced and ongoing</b></p> <ul style="list-style-type: none"> <li>The <a href="#">Master of Inclusive Education</a> (MIE) program will provide 587 Master qualifications from 2018-2022 for teachers in Victorian government schools, and regional support employees (Student Support Services, Visiting Teachers and Regional Behaviour Coaches) to undertake a VIT endorsed postgraduate course focused on inclusive education or applied behaviour analysis.</li> <li>The MIE has distributed 540 Master courses to the teaching workforce from 2018 to date, with 53 students commencing study in 2020.</li> <li>Out of the 540 Master courses undertaken, 128 have completed study, 380 are currently studying and 32 deferred. In addition to the 540, 51 recipients withdrew.</li> <li>Over the remainder of the application rounds (2021-2022), the MIE will expend the remaining 47</li> </ul>

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			Master courses to schools in most need of a qualified practitioner in inclusive education.
<p>Assist government school students to make better career and pathway decisions through redesigning careers education to provide Year 9 students with access to a new Careers e-Portfolio, assisted by professional career diagnostic assessment and guidance, including one on one career guidance with accredited career professionals.</p>	Government	From 2019	<p><b>Implementation completed in 2019 (activities will be ongoing)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">My Career Portfolio</a> was developed and rolled out to Year 9 students in government schools in July 2019. The new career advisory service, <a href="#">My Career Insights</a>, was made available to Year 9 students in Victorian government schools from 2019. In 2020, the program was delivered online during periods of lockdown when students were learning from home.</li> </ul>
<p>Roll-out Head Start school-based apprenticeships and traineeships in secondary schools as a new flexible model in senior secondary schooling, involving an optional additional year of school to give secondary students an opportunity to learn their trade at school and get a job sooner.</p>	Government	Ongoing	<p><b>Commenced and ongoing</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Head Start</a> has expanded from the original 100 schools to 130 schools across 10 Cluster sites since 2019 and is being implemented by over 60 school-based staff.</li> <li>• Head Start apprenticeship and traineeship pathways are available in 44 qualifications which have been selected based on industry demand and regularly reviewed to reflect the changing economy.</li> </ul>

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p>Improve educational pathways for students expelled from school through developing and implementing cross-sectoral guidelines to support the transition of students expelled from a school into a new education, training, or employment setting.</p>	<p>All Sectors</p>	<p>From 2019</p>	<p><b>Commenced and ongoing</b></p> <ul style="list-style-type: none"> <li>• The School Policy and Funding Advisory Council (SPFAC) provides advice to the Minister for Education on regulatory, policy and funding issues that affect government and non-government schools.</li> <li>• SPFAC established the Access and Inclusion Working Group (AIWG) in November 2020 to develop options for addressing issues relating to students moving between schools and school sectors.</li> <li>• The scope of the AIWG includes: <ul style="list-style-type: none"> <li>○ overseeing the collation and analysis of cross-sector student data to identify students at risk of disengagement and students not enrolled in an appropriate education setting</li> <li>○ developing policy options to provide support to students at risk of disengagement and students moving between schools and other education settings, including for cases of expulsion.</li> </ul> </li> </ul>
<p>Participate in Getting it Right from the Start: a project to improve oral language and literacy outcomes in the first two</p>	<p>Catholic</p>	<p>From 2019</p>	<p><b>Commenced and ongoing</b></p>

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
years of school with a focus on equity intervention in low language performing schools.			<ul style="list-style-type: none"> <li>• Nine Catholic Education Melbourne schools continued their participation in 2020.</li> <li>• Implemented system wide professional learning, reading and spelling programs, Phonics in Context &amp; Word in Context programs, via webinars to 500 teachers and leaders as well as providing specialist professional learning support in Reading Recovery. Built online literacy resources housed in a new Portal “the Literacy Lab” including video resources with experts.</li> </ul>

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

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Develop and implement the <a href="#">Victorian Aspiring Principal Assessment (VAPA)</a> , a benchmark assessment for all aspiring principals. The VAPA will provide feedback to guide development of aspiring principals and assess their suitability and readiness for the role.	Government	2022	<p><b>Commenced and ongoing</b></p> <ul style="list-style-type: none"> <li>• In 2020, 189 aspiring principals were assessed. To date, a total of 275 aspiring principals have been assessed.</li> <li>• There is capacity to assess up to 400 aspiring principals each calendar year.</li> <li>• Candidates register for the VAPA online and undertake the assessment at their own pace; and can complete within five weeks.</li> </ul>

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> <li>Completion of the VAPA and provision of a statement of readiness is an eligibility requirement for appointment to a principal position in the Victorian teaching service for roles advertised on and from 1 January 2022.</li> </ul>
Strengthen STEM education through training additional teachers to become Primary Maths and Science Specialists, increasing STEM knowledge and capability within schools.	Government	2019-2021	<p><b>Commenced in 2019 (activities are ongoing)</b></p> <ul style="list-style-type: none"> <li>The Primary Mathematics and Science Specialists initiative was rolled out to over 200 teacher participants from 100 schools across Victoria in 2019. 2020 was the second year of the two-year program. A further cohort of participants will commence the two-year program in 2021.</li> </ul>
Introduce a Professional Practice Leader to support Koorie students’ literacy and numeracy.	Government	2019	<p><b>Implementation completed in 2019 (activities will be ongoing)</b></p> <ul style="list-style-type: none"> <li>One practice leader commenced in 2019 and was appointed for four years.</li> <li>Professional Development commenced in 2020 and will continue until 2023, including practical strategies for teachers to apply the teacher resources, developed in 2019, to support Koorie students.</li> <li>The Koorie English Professional Development Program was designed as one day of professional learning and a follow-up school visit from the Professional Practice Leader.</li> <li>The facilitation was adapted to respond to COVID-19 restrictions during 2020. Facilitation was provided online for nine full days, which was open to all regions and areas. After school sessions</li> </ul>



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			<p>were provided on a termly basis from Term 2 onwards. The three modules provide teachers with practical strategies for supporting and using Koorie English in the classroom.</p> <ul style="list-style-type: none"> <li>○ Module 1: What is Koorie English?</li> <li>○ Module 2: Language and Wellbeing (Engagement)</li> <li>○ Module 3: Koorie English and Literacy in the Classroom</li> </ul>
<p>Work in partnership with the Koorie community to roll out Community Understanding and Safety Training (CUST) (formerly Cultural Understanding and Safety Training) in Victorian government schools to increase school staff’s understanding of Aboriginal and Torres Strait Islander history, cultures, and experiences to ensure schools are inclusive, responsive, and respectful of Koorie learners.</p>	<p>Government</p>	<p>From 2019</p>	<p><b>Commenced in 2019 (activities are ongoing)</b></p> <ul style="list-style-type: none"> <li>• In 2020, CUST was provided to 137 Victorian government school campuses, bringing the overall proportion of government campuses that had received the training at the end of 2020 to over 60 per cent. Building ongoing relationships with local Aboriginal people is a key element of the training. In 2020, the number of campuses that received training was lower than 2019 due to COVID-19: the majority of training was delivered face-to-face due to challenges in fostering relationships remotely.</li> <li>• Data collected by the Department* indicate that: <ul style="list-style-type: none"> <li>○ The number of schools that acknowledge Traditional Owners through signage increased from 618 in 2019 to 646 in 2020.</li> <li>○ 96.5 per cent of schools that completed the survey reported having an Acknowledgement of Country at assembly and special events in 2020, increasing from 91.3 per cent in 2019.</li> </ul> </li> </ul>

## National School Reform Agreement – Bilateral Agreement Report – Victoria – 2020

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> <li>○ 90.5 per cent flew the Aboriginal and/or Torres Strait Islander flag during 2020, increasing from 82.7 per cent who responded in 2019.</li> <li>○ 1198 schools incorporated Aboriginal perspectives into the curriculum in 2020, and 97 Aboriginal and/or Torres Strait Islander students were school captains.</li> </ul> <p>*Data note: Due to COVID-19 and remote and flexible learning, the 2020 School Survey was not mandatory and not all schools participated.</p>
<p>The Commonwealth will work with Victoria to address identified teacher workforce supply needs (particularly in the areas of Maths and Science) including the development of a national teacher workforce strategy reflecting respective areas of responsibility.</p>	<p>All Sectors</p>	<p>2019</p>	<p><b>Implementation completed in 2019 (activities will be ongoing)</b></p> <ul style="list-style-type: none"> <li>● The Victorian Government participated in Commonwealth Government led workshops, through the Australian Institute for Teaching and School Leadership (AITSL), on the development of a national teacher workforce strategy.</li> <li>● Victoria is a participant on the Australian Teacher Workforce Data Strategy (ATWD) Working Group, which unites currently available data on the teacher workforce into a national database for an Australia-wide understanding of teacher workforce characteristics and supply.</li> <li>● The Victorian Government collaborates with the non-government school sectors on improving the quality and supply of school workforces through the School Policy and Funding Advisory Council (Council). In 2020, Council oversaw cross-sector collaboration on the Project Zero Conference and other</li> </ul>

## National School Reform Agreement – Bilateral Agreement Report – Victoria – 2020

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>professional development and leadership programs as part of its school leadership and workforce workplan priority.</p> <ul style="list-style-type: none"> <li>• The Victorian Government invested \$10 million in the 2020 November budget to fast-track teacher training programs for 500 graduates and professionals to train as teachers in government secondary and specialist schools across Victoria. This will help new graduates and people affected by the pandemic to train for a new career in teaching.</li> <li>• The Victorian Budget 2020/21 invested \$2.3 million to continue and expand the National Exceptional Teaching for Disadvantaged Schools program. This program will equip 300 high performing teaching students with skills to work in government schools in disadvantaged areas and, through its placement program, help to achieve a more equitable distribution of high achieving graduates in government schools.</li> <li>• The Department is continuing to undertake analysis and forecast modelling of future teacher supply challenges for government schools in year level, subject areas, and geographical locations.</li> <li>• The Victorian Government continues to fund targeted initiatives to attract more teachers to key locations and specialisms:             <ul style="list-style-type: none"> <li>○ A \$41.7 million funding boost in 2019 aims to attract excellent teachers to fill <a href="#">hard-to-staff positions</a> in government schools across the state, including in the curriculum areas of mathematics and science. This</li> </ul> </li> </ul>

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>funding continued to be expended in 2020 to provide support to teachers settling into their new roles.</p> <ul style="list-style-type: none"> <li>○ All 50 available incentivised roles were filled in the 2019-20 financial year, with 25 being in mathematics and science positions. A further 105 incentivised roles had been filled by December 2020 (out of 150 to be filled by June 2021), of which 42 were in mathematics and science positions.</li> <li>○ \$17.85 million has been provided through the Secondary Mathematics and Science Initiative for out-of-field teachers in 2019. This initiative was commissioned in 2020 to support over 270 out-of-field mathematics and science government school teachers to undertake a graduate certificate specifically designed and bespoke to the Victorian learning and teaching context. These graduate certificates were designed in 2020, to be delivered in 2021 by one of Victoria’s leading universities.</li> </ul>
<p>Provide high-quality professional learning and training to teachers and school leaders to support school improvement in areas of identified need.</p>	<p>Non-government</p>	<p>From 2019</p>	<p><b>Commenced and ongoing</b></p> <p><b>Catholic Schools</b></p> <ul style="list-style-type: none"> <li>• The Agile School Improvement project had a focus on building instructional capacity of education leaders, through improved data literacy and impact thinking.</li> </ul>

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> <li>• Four regions undertook regional school improvement networks using agile improvement tools. These networks were delivered remotely, in part, due to the impacts of restrictions to limit the spread of COVID-19 in Victoria. School leaders were supported with school improvement planning tools.</li> <li>• System leaders continued to work with 148 participating schools in 2020 to develop more impactful school improvement planning.</li> <li>• Participating school leaders had improved school improvement plans through more specific, actionable goals and impact planning.</li> </ul> <p><b>Independent Schools</b></p> <ul style="list-style-type: none"> <li>• Professional learning programs were targeted to address both the content-specific needs of teachers and school leaders and their developmental needs at the different stages of their career development.</li> <li>• Separate programs were targeted, for instance, to 21 new Principals and 12 beginning teachers.</li> <li>• ISV developed a number of online resources and discussion forums to assist teachers in managing remote delivery of their programs during 2020.</li> </ul>
Improve board governance in non-government schools through training and resource support.	Non-government	From 2019	<p><b>Commenced and ongoing</b></p> <p><b>Catholic Schools</b></p>

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> <li>• One of the dioceses, through the leadership development team, partnered with Australian Catholic University to offer sponsorship opportunities to 30 leaders in Catholic education to complete post graduate qualifications in 2019, which continued in 2020.</li> <li>• In order to provide a targeted opportunity for principals and senior leaders, the Master of Business Administration (Executive) (MBAE) was customised to address the unique nature of Catholic schools. This program continued in 2020.</li> <li>• In 2020, students continued to demonstrate increased capacity to demonstrate and maintain good governance, aligned with school-based policy, systemic and government compliance.</li> </ul> <p><b>Independent Schools</b></p> <ul style="list-style-type: none"> <li>• ISV developed and offered online governance training for school leaders and governing board members in 2020. This training covered areas such as board roles and performance, expectations and obligations under Australian company law, risk management, funding processes and financial responsibilities. 42 people participated in this training.</li> <li>• A video conference was held with the VRQA to address board compliance, Child Safe Standards and effective board meeting structure. 57 people participated in the live event and a further 32 watched the recording afterwards.</li> <li>• Only a limited number of schools received personalised training sessions in 2020 due to pandemic restrictions and personal safety</li> </ul>

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>for presenters. During the pandemic, ISV provided personalised trainings virtually, developed online training modules for governance modules, and continued to add to the suite of resources available on the ISV website.</p> <ul style="list-style-type: none"> <li>• Additional resources were updated for school board members and senior school staff to access in 2020 via ISV’s new platform isComply with a focus on school compliance with VRQA minimum standards.</li> <li>• The Governance, Compliance and Risk areas of isConnect had more than 2000 users with over 4000 views.</li> </ul>
Continue the transition of Catholic schools to the Integrated Catholic Online Network (ICON) in order to implement best practice administration in schools to meet ongoing government accountability requirements and support teachers and school leaders to analyse, monitor and review student learning gain and wellbeing data.	Catholic	From 2019	<p><b>Commenced and ongoing</b></p> <ul style="list-style-type: none"> <li>• Overall, the ICON project remains on track and on budget. An additional 95 schools migrated successfully onto ICON by the end of 2020.</li> <li>• In 2020, all schools implemented and transitioned to the shared services centre and 84 per cent of schools elected a business manager.</li> <li>• A total of 200 schools are using the ICON platform of which 143 are using ICON Shared Services.</li> </ul>
Increase the number of independent schools trained in the Process and Performance Management (PPM) approach through the Southern Cross Project in order to use the tools	Independent	2019	<p><b>Commenced and ongoing</b></p> <ul style="list-style-type: none"> <li>• Three schools undertook PPM training in 2020. The total number of schools trained since 2018 increased to 42, with an aim of</li> </ul>

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
and techniques to improve student outcomes in areas of need, as identified by individual schools.			<p>training up to 40 schools each year. Each school identified a particular issue to investigate, based on their respective teaching and learning needs.</p> <ul style="list-style-type: none"> <li>• Due to COVID-19 restrictions, ISV was unable to bring over a facilitator from the USA that was required to deliver this program face-to face (as originally intended).</li> <li>• ISV will fully transition this program from face-to-face delivery to remote delivery in 2021.</li> </ul>

### Reform Direction C – Enhancing the national evidence base

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Support the transition to the Nationally Consistent Collection of Data on School Students with Disability (NCCD) through quality assurance and moderation of NCCD data.	Non-government	From 2019	<p><b>Commenced in 2019 (activities are ongoing)</b></p> <p><b>Catholic Schools</b></p> <ul style="list-style-type: none"> <li>• Continued activities that were reported in the <a href="#">Victorian 2019 Progress Report</a> and adapted to the remote environment.</li> <li>• Developed presentations and additional Catholic Education Commission Victoria (CECV) resources for school leaders and NCCD teams referencing the <a href="#">2020 NCCD Guidelines and national materials</a>.</li> <li>• Maintenance of a CECV NCCD Google Community (1,105 members).</li> </ul>



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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> <li>• Delivered pre-recorded webinar and network and briefings remotely to school leadership teams and NCCD teams.</li> <li>• Conducted remote school consults focused on building the capacity of school leaders to identify, collect, analyse and moderate their NCCD.</li> <li>• Worked towards building the capacity of school leaders to utilise the CECV intervention framework to accurately identify and monitor students who may require adjustment in support, both academically and behaviourally.</li> <li>• Completed quality assurance with 100 per cent of CECV schools.</li> <li>• 100 per cent of CECV schools submitted NCCD dataset via CEVN NCCD Portal.</li> </ul> <p><b>Independent Schools</b></p> <ul style="list-style-type: none"> <li>• Undertook data benchmarking of sector NCCD data to identify schools with unusual data patterns. From this benchmarking, schools were identified to receive targeted support to identify the causes of these variances, and to determine whether they are a result of an inconsistent application of NCCD or genuine differences. Met with 30 schools to provide this targeted support.</li> <li>• Conducted six moderation workshops across Victoria, with 62 staff from 40 Independent schools participating. Numbers were lower than anticipated as schools were focused on responding to the significant impact on teaching and learning programs of the coronavirus pandemic.</li> </ul>

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> <li>• Provided information session for 44 staff who were new to the role overseeing their school’s NCCD process.</li> <li>• Worked with 18 schools that had been selected to participate in 2020 in a post-enumeration audit of the 2019 Census of Non-Government schools, to help the schools understand the evidentiary requirements.</li> <li>• Unable to run cross-sectoral moderation as schools in different sectors had different needs and starting points.</li> </ul>