

National School Reform Agreement

Victoria Bilateral Agreement: 2022 Progress Report

National School Reform Agreement – Bilateral Agreement Report – VIC – 2022

Executive Summary

Victoria agreed to 16 reform actions under 3 National School Reform Agreement (NSRA) directions with the aim of improving educational opportunities and outcomes for all Victorian students, foster greater collaboration between government and non-government sectors, and support Victoria's local policies and priorities under the states' Education State reform agenda.

This report outlines progress made towards the reform areas outlined in Victoria's Bilateral Agreement for the 2022 calendar year, noting that many reforms under Victoria's Bilateral Agreement are completed or ongoing. All reform actions have progressed and are on track for the proposed timing for implementation.

The report includes the following highlights for the 2022 calendar year:

- 95 scholarships were granted for the Graduate Certificate in Education (Learning Difficulties) under the Master of Inclusive Education Program
- over 2,200 students were supported to undertake an apprenticeship or traineeship through Head Start
- My Career Insights diagnostic tool and unpack interviews were delivered to assist government school students to make better career and pathway decisions
- 337 Victorian Aspiring Principal Assessment (VAPA) candidates were awarded a Statement of Readiness
- over 205 teachers having completed their training under the two-year Primary Mathematics and Science Specialists initiative
- all Catholic schools were allocated a Quality Assurance session conducted by a Catholic sector Nationally Consistent Collection of Data on School Students with Disability consultant; and
- 320 schools had fully implemented the Integrated Catholic Online Network.

The Victorian Government is progressing broad reforms to build a modern education system that fosters excellence, equity, and wellbeing. While Victoria has completed or is progressing work as outlined in the Bilateral Agreement, the great majority of Victorian school education reform and investment is being undertaken outside of the reform commitments made under the Bilateral Agreement. Victoria has delivered significant investment and reforms in evidence-based teaching and learning; student inclusion, health, and wellbeing; senior secondary schooling; and modern, vibrant school facilities.

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) |
|--|-------------|-----------|--|
| 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. | All Sectors | 2020 | <p>Implemented in 2020.</p> <ul style="list-style-type: none"> • The Digital Assessment Library (DAL) increased the number of assessments available for all sectors across 2022 to over 200. • This included additional content for: English, Mathematics, Science and Health and Physical Education. |
| Support students with disabilities and additional needs through providing scholarships for teachers to undertake postgraduate courses in special education. | Government | From 2019 | <p>Commenced and ongoing.</p> <p>Government Schools</p> <ul style="list-style-type: none"> • The Master of Inclusive Education Program has expended 701 Inclusive Education scholarships from 2018-2023 for teachers in Victorian |

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| | | | <p>government schools, and regional support employees to undertake postgraduate courses focused on inclusive education or applied behaviour analysis.</p> <ul style="list-style-type: none">○ There are 430 schools participating in the program with 616 recipients. The remaining 85 are regional support employees providing intervention and support for schools.● Announced in November 2020, the Disability Inclusion (DI) reform agenda provided expanded funding for the master’s program and an opportunity to develop a Graduate Certificate in Education (Learning Difficulties) course tailored to the Victorian context.● The Graduate Certificate program has expended 95 scholarships from 2022-2023:<ul style="list-style-type: none">○ There are 79 schools participating in the Graduate program with 86 recipients, the remaining 9 recipients are DI workforce providing coaching and support to schools. |
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| | | | <ul style="list-style-type: none"> ○ From 2024, specialist schools will be able to participate in the Graduate Certificate providing wider support to all students. ● To date, the initiative is on target for expending post-graduate qualifications to schools and region/area teams, with 326 graduates of the master’s program and 95 recipients of the Graduate Certificate expected to complete this course over the next 18-24 months. |
| <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> | <p>Government</p> | <p>From 2019</p> | <p>Implemented in 2019 (activities ongoing).</p> <p>Government Schools</p> <ul style="list-style-type: none"> ● My Career Insights diagnostic tool and unpack interviews were delivered via a mix of face-to-face and remote delivery. ● In 2022, more than 37,000 Year 9 students in government schools completed their Morrisby profile with 34,000 students also completing their |

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| | | | <p>unpack interviews with qualified career consultants who are also trained to deliver Morrisby.</p> <ul style="list-style-type: none"> In 2022, over 9,700 Year 9 government school students accessed My Career Portfolio. |
| <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> | <p>Government</p> | <p>From 2019</p> | <p>Commenced and ongoing.</p> <p>Government Schools</p> <ul style="list-style-type: none"> As at the end of 2022, Head Start has supported over 2,200 students to undertake an apprenticeship or traineeship alongside their senior secondary certificate since the program began in 2019. As at the end of 2022, 157 schools were actively engaged in the Head Start program. In 2023, the Head Start program is being expanded to all government schools offering the Victorian Certificate of Education, VCE |

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| | | | Vocational Major or the Victorian Pathways Certificate. |
| <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> | All Sectors | From 2019 | <p>Commenced and ongoing.</p> <p>All sectors</p> <ul style="list-style-type: none"> • The School Policy and Funding Advisory Council (SPFAC) provides advice to the Minister for Education on regulatory, policy and funding issues that affect government and non-government schools. • SPFAC previously endorsed cross-sectoral guidelines for collaborating across school sectors to explore the expansion of government school expulsion reforms to the non-government school sector. • The Department of Education is continuing to explore data linkages to enable enhanced follow up and measurement of student destinations at |

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| | | | key ages and stages. This includes strengthening exit and follow-up processes for early school leavers, including through the expanded use of the Victorian Student Number. |
| Participate in Getting it Right From the Start: a project to improve oral language and literacy outcomes in the first two years of school with a focus on equity intervention in low language performing schools. | Catholic | From 2019 | <p>Commenced and ongoing.</p> <p>Catholic Schools</p> <ul style="list-style-type: none"> • Catholic schools continued to collaborate with the Department of Education (DE), the Royal Children’s Hospital and key stakeholders to deliver this project. Baseline data has been collected from Phase 1 and 2 schools. • Phase 1 schools continued to support implementation of evidence-based practice in oral language. Phase 2 schools completed professional learning. |

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

| Actions | Sector(s) | Timing | Progress towards implementation of actions (including progress of non-government sector actions) |
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| <p>Develop and implement the Victorian Aspiring Principal Assessment (VAPA), a benchmark assessment for all aspiring principals. The VAPA will provide feedback to guide development of aspiring principals, and assess their suitability and readiness for the role.</p> | <p>Government</p> | <p>2022</p> | <p>Commenced and ongoing.</p> <p>Government Schools</p> <ul style="list-style-type: none"> In the 2022 calendar year, 313 Victorian Aspiring Principal Assessment (VAPA) candidates from government schools were awarded a Statement of Readiness. |
| <p>Strengthen STEM education through training additional teachers to become Primary Maths and Science Specialists, increasing STEM knowledge and capability within schools.</p> | <p>Government</p> | <p>2019-2021</p> | <p>Implemented in 2021 (activities ongoing).</p> <p>Government Schools</p> <ul style="list-style-type: none"> Cohort 6 of the two-year Primary Mathematics and Science Specialists initiative commenced in 2021 with over 205 teachers having completed their training in December 2022. |

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| Actions | Sector(s) | Timing | Progress towards implementation of actions (including progress of non-government sector actions) |
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| Introduce a Professional Practice Leader to support Koorie students' literacy and numeracy. | Government | 2019 | <p>Implemented in 2019.</p> <ul style="list-style-type: none"> N/A |
| Work in partnership with the Koorie community to roll out Community 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. | Government | From 2019 | <p>Commenced and ongoing.</p> <p>Government Schools</p> <ul style="list-style-type: none"> In 2022, the number of schools that received training was steady. At the end of Term 1, 2023, 1362 of 1570 schools (87 per cent) had completed CUST. At campus level, this |

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| | | | <p>included 1530 campuses out of 1779 (85 per cent).</p> <ul style="list-style-type: none">• Of the Victorian government schools that participated in a Department of Education survey in term three 2021:<ul style="list-style-type: none">○ 681 schools reported that they taught Aboriginal and Torres Strait Islander perspectives in the curriculum.○ 91% per cent of schools that responded reported they flew the Aboriginal flag.○ 99% per cent of schools that responded reported they conducted Acknowledgement of Country at assemblies and special events.○ 44% of schools that responded reported they reported holding celebrations and events in partnership with Koorie community or organisations. |
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| <p>The Commonwealth will work with Victoria to address identified teacher workforce supply needs (particularly in the areas of Maths and Science) including the development of a national teacher workforce strategy reflecting respective areas of responsibility.</p> | <p>All Sectors</p> | <p>2019</p> | <p>Implemented in 2019 (activities ongoing).</p> <ul style="list-style-type: none"> • Alongside other jurisdictions, Victoria helped to develop, and is now implementing, the National Teacher Workforce Action Plan. • Since 2019, the Victorian Government has invested over \$1.2 billion in school workforce development and supports. This includes: <ul style="list-style-type: none"> ○ more than \$360 million in teacher attraction and retention initiatives; ○ funding of \$779 million to recruit extra teachers so that government schools can provide teachers with more time for planning and collaboration; and ○ funding of \$148.2 million for the Victorian Academy of Teaching and Leadership. |

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| <p>Provide high-quality professional learning and training to teachers and school leaders to support school improvement in areas of identified need.</p> | <p>Non-government</p> | <p>From 2019</p> | <p>Commenced and ongoing.</p> <p>Catholic schools</p> <ul style="list-style-type: none"> • A suite of new professional learning programs in literacy and maths to support school improvement in these areas. • The Maths Sequences of Learning project supports teachers to extend and challenge learning in maths through productive struggle. • The Explicit Teaching in the Early Years program is designed for teachers and leaders working in F-2 classrooms. It aims to develop literacy pedagogical content knowledge, capacity and agency at the individual, school and system level. The program will support teachers to become critically empowered, so that they can better |

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| | | | <p>plan for, teach, assess and appraise literacy in their classroom.</p> <ul style="list-style-type: none"> • System wide coaching in Agile improvement planning has been conducted with leaders and Melbourne Archdiocese Catholic Schools (MACS) office staff to support school improvement implementation. <p>Independent Schools</p> <ul style="list-style-type: none"> • Professional learning programs delivered by ISV were targeted to address both the content-specific needs of teachers and school leaders and their developmental needs at the different stages of their career development. • Separate programs were targeted, for instance, to new Principals and beginning teachers. |

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| <p>Improve board governance in non- government schools through training and resource support.</p> | <p>Non-government</p> | <p>From 2019</p> | <p>Commenced and ongoing.</p> <p>Catholic Schools</p> <ul style="list-style-type: none"> • 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 2022. • In 2022, students continued to demonstrate increased capacity to demonstrate and maintain good governance, aligned with school- based policy, systemic and government compliance. <p>Independent Schools</p> <ul style="list-style-type: none"> • ISV developed and offered in person and online governance training for school leaders and governing board members in 2022. This |

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| | | | <p>training covered areas such as board roles and performance, expectations and obligations under Australian company law, risk management, funding processes and financial responsibilities.</p> <ul style="list-style-type: none"> • Additional resources were updated for school board members and senior school staff to access in 2022 with a focus on school compliance with Victorian Registration and Qualifications Authority (VRQA) minimum standards. • The Governance, Compliance and Risk areas of isConnect had more than 2,000 users with over 4,000 views. |

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| 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>Commenced and ongoing.</p> <p>Catholic Schools</p> <ul style="list-style-type: none"> • Overall, the ICON project continued in 2022 with an additional 11 schools migrated successfully onto ICON by the end of 2022. • At the conclusion of 2022, 320 schools had fully implemented ICON. • This included 264 primary schools within Melbourne Archdiocese Catholic Schools (MACS) that had 100% of schools serviced by a business manager. A total of 264 schools are using the ICON platform of which 256 are using ICON Shared Services. |
| Increase the number of independent schools trained in the Process and Performance Management (PPM) approach through the Southern Cross Project in order | Independent | 2019 | <p>Implemented in 2019.</p> <ul style="list-style-type: none"> • N/A |

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| to use the tools and techniques to improve student outcomes in areas of need, as identified by individual schools. | | | |

Reform Direction C – Enhancing the national evidence base

| Actions | Sector(s) | Timing | Progress towards implementation of actions (including progress of non-government sector actions) |
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| Support the transition to the Nationally Consistent Collection of Data on School Students with Disability (NCCD) through quality assurance and moderation of NCCD data. | Non-Government | From 2019 | <p>Commenced and ongoing.</p> <p>Catholic Schools</p> <ul style="list-style-type: none"> All Catholic schools were allocated a Quality Assurance session conducted by a Catholic sector NCCD consultant. During the QA session, evidence of school moderations processes was provided together with evidence required for the inclusion of 8 students in NCCD (4 per-identified |

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| | | | <p>students and 4 identified by the assessor on the day). This Quality Assurance process aligned to the recommendations made on the NCCD web portal.</p> <ul style="list-style-type: none"> • CECV also conducted professional learning sessions on the NCCD for new staff overseeing the NCCD at the school and moderation professional learning sessions across all dioceses in Victoria. • CECV conducted teacher focus groups on the evidentiary requirements of the NCCD to inform updated guidance to schools. Conducted a survey of selected schools to provide a more rigorous quality assurance process. <p>Independent Schools</p> <ul style="list-style-type: none"> • ISV undertook data benchmarking of sector NCCD data to identify schools with unusual data patterns. From this benchmarking, some schools received targeted support to identify the causes of these variances (e.g. an inconsistent application of NCCD or genuine differences). |
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| | | | <ul style="list-style-type: none">• ISV conducted a number of moderation workshops across Victoria.• ISV provided information sessions for staff who were new to the role of overseeing their school's NCCD process.• ISV worked with selected schools to help the schools understand the evidentiary requirements. |