

National School Reform Agreement

Victoria Bilateral Agreement: 2024 Progress Report

National School Reform Agreement – Bilateral Agreement Report – VIC – 2024

Executive Summary

Victoria agreed to 16 reform actions under 3 National School Reform Agreement 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' reform agenda.

This report outlines progress made towards the reform areas outlined in Victoria's Bilateral Agreement for the 2024 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 2024 calendar year:

- In 2024 approximately 1,933 Victorian Government school students commenced a School-Based Apprenticeship and Traineeship.
- 219 Victorian Aspiring Principal Assessment (VAPA) candidates were awarded a Statement of Readiness across all sectors.
- To date, school staff at 1,504 Victorian government schools (95 per cent) have undertaken Community Understanding and Safety Training (CUST) to better support Koorie learners, including through developing more culturally inclusive practices.
- In 2024, the Career Start program continued to support 1,146 graduates with 895 mentors across 395 schools through mentoring, time release, networking opportunities with peers and additional professional supports.
- 192 Catholic schools participated in Mental Health in Primary Schools (MHiPS), and the development of Consent and Respectful Relationships training materials and resources for schools.
- My Career Insights diagnostic tool (Morrisby) and unpack interviews were delivered via a mix of face-to-face and remote delivery. In 2024, 39,364 (87%) Year 9 students in government schools completed their Morrisby profile, and 35,853 students completed an unpack interview with a qualified career consultant trained to deliver Morrisby.
- The Department of Education has developed a dashboard to track early school leavers aged 16 and under and to enhance follow-up support.

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- All Catholic schools were allocated a Quality Assurance session conducted by a Catholic sector Nationally Consistent Collection of Data on School Students with Disability; and level of adjustment.
- Independent Schools Victoria (ISV) delivered a suite of professional learning programs focused on addressing the content-specific needs of school leaders and their developmental needs at different stages of their career. Programs were targeted at principals, new principals, deputy principals and other senior leaders.

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> <p>All Sectors</p> <ul style="list-style-type: none">The Digital Assessment Library increased the number of assessments available for all sectors across 2024 to over 380.This increase included additional assessments aligned to the newly released Victorian Curriculum F-10 Version 2.0 for Mathematics.
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 ongoing¹.</p> <p>Government Schools</p> <ul style="list-style-type: none">The Master of Inclusive Education Program has expended 812 Inclusive Education scholarships from 2018-2025, for teachers in

¹ References to 'ongoing' throughout this document refer to the implementation status of the item at the conclusion of the NSRA. This does not necessarily reflect further work that may have occurred since the Agreement's expiry.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>Victorian 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 514 schools participating in the program with 706 recipients. The remaining 106 recipients are regional and central support employees providing intervention and support for schools.• Announced in November 2020, the Disability Inclusion 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 183 scholarships from 2022-2025. There are 149 schools participating in the Graduate program with 170 recipients; the remaining 13 recipients are regional workforce providing coaching and support to schools.• To date, the initiative is on target for expending postgraduate qualifications to schools and region/area teams, with 486 graduates of the Master of Inclusive Education Program and 36 graduates of the Graduate Certificate in Education (Learning Difficulties) program.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<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>Implemented in 2019 (activities ongoing).</p> <p>Government Schools</p> <ul style="list-style-type: none"> • My Career Insights diagnostic tool (Morrisby) and unpack interviews were delivered via a mix of face-to-face and remote delivery. • In 2024, 39,364 (87%) Year 9 students in government schools completed their Morrisby profile, and 35,853 students completed an unpack interview with a qualified career consultant trained to deliver Morrisby. • In 2024, 8,785 Year 9 government school students accessed My Career Portfolio.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<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	From 2019	<p>Commenced and ongoing.</p> <p>Government Schools</p> <ul style="list-style-type: none"> The statewide expansion was officially launched on 20 April 2023 by the Premier and the Minister for Education. There are now 12 Head Start hubs across Victoria, covering all government secondary schools, ensuring all students have access to the program. As at February 2025, 312 government schools had active School-Based Apprenticeships and Traineeships (SBATs), this is above the Head Start target of 280 schools. In 2024, approximately 1,933 Victorian Government school students commenced an SBAT. <p>Source: Victorian Registration and Qualifications Authority, compared with matched Head Start reported data to February 2025. Point in time data, SBAT commencements are subject to change and may vary.</p>

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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>	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 has developed a dashboard to track early school leavers aged 16 and under and to enhance follow-up support. The department continues to explore data linkages between education, training, and Commonwealth settings to be able to measure student destinations at key ages and stages. This includes strengthening system oversight for students leaving school prior to age 17.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p>Participate in Getting it Right From the Start: a project to improve oral language and literacy outcomes in the first two years of school with a focus on equity intervention in low language performing schools.</p>	<p>Catholic and government</p>	<p>From 2019</p>	<p>Commenced and ongoing.</p> <p>Catholic and government schools</p> <ul style="list-style-type: none"> • Catholic and government schools in phase 1 and 2 of "Getting it Right From the Start" have now completed the implementation period and student outcome data has been collected in 14 out of 16 schools. • The government sector and the Murdoch Children's Research Institute are continuing to work with one school who withdrew from the study at the end of 2024, to allow for the collection of the final student outcomes data. • Expected completion of the collection of student data outcome is the first half of 2025. Data analysis is expected to commence in the early second half of 2025. • Both sectors continue to collaborate with the Murdoch Children's Research Institute, university partners and key stakeholders to deliver

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			<p>the project outcomes and gather information regarding the projects implementation and sustainment</p> <ul style="list-style-type: none">• Catholic and government schools completed project implementation including participation in self-directed online learning modules in the following areas:<ul style="list-style-type: none">• Differentiation• Multi-tiered systems of support/interventions• Using research evidence• Data based decision making• Progress monitoring and evaluation.• Both Catholic and Government schools partook in interviews providing information and feedback regarding the training, the RTI model and the role of the Implementation Support Partners (ISPs).• Implementation Support Partners (ISP's) in both school sectors completed the following:<ul style="list-style-type: none">• Met with schools for peer support and professional learning including RTI rubric design and implementation, explicit vocabulary instruction for Tier 1 and tier 2 evidence based language programs/interventions.• The RTI implementation rubric and plan with schools prior to finishing their role.• Interviews to understand their experience and provide suggestions for improvement.
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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">• A mid-year survey to share their experiences and to suggest ways the project can continue to support them.• The project is a step-wedge design with evaluation and data gathering across each phase. Publications and papers are being written on improving early reading outcomes, the implementation process, tier 2 interventions within a Response to Intervention (RTI) framework and barriers and enablers of successful implementation and case studies. Additional avenues of the translation of outcomes are being discussed.

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

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p>Develop and implement the Victorian Aspiring Principal Assessment (VAPA), a benchmark assessment for all aspiring principals. The VAPA will provide feedback to guide development of aspiring principals, and assess their suitability and readiness for the role.</p>	All Sectors	2022	<p>Commenced and ongoing.</p> <p>All Sectors</p> <ul style="list-style-type: none"> In the 2024 calendar year, 219 VAPA candidates were awarded a Statement of Readiness. This included representation from across government (211), Catholic (3), and independent (5) schools, and international settings (0).
<p>Strengthen STEM education through training additional teachers to become Primary Maths and Science Specialists, increasing STEM knowledge and capability within schools.</p>	Government	2019-2021	<p>Implemented in 2021 (activities ongoing).</p> <p>Government Schools</p> <ul style="list-style-type: none"> Cohort 7 of the 2-year Primary Mathematics and Science Specialist initiative started in 2023 with participants completing the second year of the initiative in 2024.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Introduce a Professional Practice Leader to support Koorie students' literacy and numeracy.	Government	2019	<p>Implemented in 2019.</p> <p>Government Schools</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"> • Community Understanding and Safety Training (CUST) is delivered to all government school staff to assist schools to better support Koorie learners, including through developing more culturally inclusive practices. To date, school staff at 1,504 Victorian government schools (95 per cent) have undertaken this training. • The delivery of CUST continues to focus on schools who have not yet completed the training, including new schools. Regions continue

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			<p>to offer local opportunities for new and existing staff who had not previously undertaken the training.</p> <ul style="list-style-type: none">• The number and proportion of government schools having undertaken CUST:<ul style="list-style-type: none">• Schools undertaking CUST each year:<ul style="list-style-type: none">○ 2018 – 356○ 2019 – 536○ 2020 – 135○ 2021 – 281○ 2022 – 181○ 2023 – 58○ 2024 – 49• Cumulative total number of schools:<ul style="list-style-type: none">○ 2018 – 356 (22%)○ 2019 – 892 (56%)○ 2020 – 1,027 (65%)○ 2021 – 1,308 (83%)○ 2022 – 1,489 (95%)○ 2023 – 1,547 (98%)○ 2024 – 1,504 (95%) *
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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<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>	All Sectors	2019	<p>Implemented in 2019 (activities ongoing).</p> <p>All Sectors</p> <ul style="list-style-type: none"> • Alongside other jurisdictions, Victoria helped to develop, and is now implementing, the National Teacher Workforce Action Plan. • There were approximately 12,000 more registered school teachers in Victoria in June 2024 than in June 2020. • Key workforce initiatives implemented in 2024 include: • The Secondary Teaching Scholarships initiative, which provides scholarships to support students enrolling in a secondary school teaching degree in 2024 and 2025. This initiative contributed to a 23% increase in the number of people enrolling in undergraduate level secondary teaching degrees through the Victorian Tertiary Admission Centre in 2024 compared to 2023. • The Teach Today and Teach Tomorrow programs, which provide employment-based teaching degrees. These programs reduce financial barriers to studying teaching and help address staffing needs for schools. Across cohorts commencing in 2023, 2024 and

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			<p>2025, these programs will provide up to 1,200 places for teaching degree students.</p> <ul style="list-style-type: none">• The Teacher Financial Incentives program, which supports teachers to take up hard to staff roles in Victorian government schools. Since 2019, the Teacher Financial Incentives program has supported over 700 teachers to move to hard to staff roles in government schools, with more than 70% of these positions in rural and regional schools• The Career Start initiative, which supports early career teachers through mentoring, time release, networking opportunities with peers and additional professional supports. The 3-year pilot of Career Start concluded in 2023 and supported over 900 graduates with more than 650 mentors in 200 schools. In 2024, the program continued to support 1,146 graduates with 895 mentors across 395 schools.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<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"> • Ongoing development of strategic initiatives to strengthen educational practice. • Ongoing development and delivery of professional learning programs and access to learning materials and resources designed to uplift mathematics and literacy performance. • Brokered access to evidence-based, knowledge rich curriculum, and teaching and learning resources particularly in Mathematics and Literacy. • Development and implementation of resources for school leaders and teachers in evidence-based practice and explicit instruction. • Lead cross-sector forums to document strategic initiatives to strengthen culturally safe practices for Aboriginal and Torres Strait Islander students. • Support Mental Health and Wellbeing approaches through implementation of strategic initiatives e.g. 192 schools participated in Mental Health in Primary Schools (MHiPS), and development of

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>Consent and Respectful Relationships training materials and resources for schools.</p> <p>Independent Schools</p> <ul style="list-style-type: none">• A suite of professional learning programs delivered by ISV in 2024 focused on addressing the content-specific needs of school leaders and their developmental needs at different stages of their career. Programs were targeted at principals, new principals, deputy principals and other senior leaders and included: <ul style="list-style-type: none">• The Principals' Executive Network• New Business Managers' Program• Idea into Action• Agile Principals Project

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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"> • Catholic School Leaders were provided with further targeted opportunities to strengthen governance practice customised to address the unique nature of Catholic schools. • Participants that completed the program reported on the overall benefits and their increased capacity to demonstrate and maintain good governance, aligned with school-based policy, systemic and government compliance. • VCEA has presented the governance and not-for-profit requirements to Catholic school proprietors through Catholic Religious Institute

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		<p>and Ministerial Public Juridic Person (CRMV Ltd) which represents the interests of proprietors in Catholic schools in Victoria.</p> <ul style="list-style-type: none">• VCEA promotes the requirement for governance and not for profit indicated in the Education Training Reform Regulations 2017.• VCEA opened governance and compliance reviews of several Catholic School proprietors in 2024. <p>Independent Schools</p> <ul style="list-style-type: none">• ISV continued development of resources and offered in person and online governance training for school leaders and governing board members in 2024. This training covered established content such as board roles and performance, expectations and obligations under Australian company law, risk management, funding processes and financial responsibilities and emerging new content. ISV continually reviewed and updated resources for school board members and senior school staff to access via isConnect and isComply.• By the end of 2024, 4,000 documents were downloaded via isConnect and isComply in the key areas of: vision and strategy, governance and strategy, compliance and risk, learning and wellbeing, facilities, finance and operations, people, culture, communications and relationships.
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			<ul style="list-style-type: none">• Every Victorian Independent school has signed up as an active school account to isConnect resulting in 6,000 individual users registered.• In 2024:<ul style="list-style-type: none">• 4 personal school board sessions were held and attended by 36 board members• A one-day governance workshop was held and attended by 24 board members• 20 people attended a governance online course (4 modules)• Board members and senior school representatives are frequently advised on the following via ISV's governance 'help desk':<ul style="list-style-type: none">○ School constitution○ Compliance○ Principal reviews/appointments○ Chair succession○ Board meeting structure○ Board structure○ Board reviews○ Sample policies○ Conflict of interest○ Whistleblowers
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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"> ○ Succession planning ○ Board committees ○ School closure protocols ○ VRQA reviews ○ Director IDs ○ Financial advice
<p>Continue the transition of Catholic schools to the Integrated Catholic Online Network (ICON) in order to implement best practice administration in schools to meet ongoing government accountability requirements and support teachers and school leaders to analyse, monitor and review student learning gain and wellbeing data.</p>	Catholic	From 2019	<p>Commenced and ongoing.</p> <p>Catholic Schools</p> <ul style="list-style-type: none"> • In 2024 a new phase of this project commenced to replace the existing Integrated Catholic Online Network (ICON). Digital Re-imagination (DRI) is a collaborative technology platform across 12 school operational taxonomies: strategy management, curriculum, assessment and teaching management, student support services management, operations management, student and stakeholder management, human capital management, ICT and data management, finance and payroll management, facility

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>management, risk management, external relationship management, and capabilities management.</p> <ul style="list-style-type: none"> The procurement strategy commenced in 2024 comprising: <ul style="list-style-type: none"> Q1: RFP Phase released to 10 shortlisted parties Q2: Top 5 vendors selected and approved; vendor demonstrations planned and kick off planning and cross diocesan discussion on DRI delivery approach. Q3: Vendor evaluations collated and calibrated for participating entities; over 95 evaluation meetings, top 3 vendors selected, DRI delivery approach discussions continue, pre-design workshops commenced, kick off pre design discussions with relevant proprietors to establish future state. Q4: Top 2 vendors confirmed, with probity and legal reviews conducted, pre-design discussions continue to understand operating model differences between proprietors. VCEA continued to provide sponsorship across the DRI program until the end of 2024.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p>Increase the number of independent schools trained in the Process and Performance Management (PPM) approach through the Southern Cross Project in order to use the tools and techniques to improve student outcomes in areas of need, as identified by individual schools.</p>	Independent	2019	<p>Independent Schools</p> <p>N/A – Program concluded in 2023.</p>

Reform Direction C – Enhancing the national evidence base

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p>Support the transition to the Nationally Consistent Collection of Data on School Students with Disability (NCCD) through quality assurance and moderation of NCCD data.</p>	Non-Government	From 2019	<p>Commenced and ongoing.</p> <p>Catholic Schools</p> <ul style="list-style-type: none"> • All Catholic schools participate in an annual Quality Assurance activity conducted by a Catholic sector Disability Education Officer to

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		<p>review evidentiary requirements, category of disability and level of adjustment.</p> <ul style="list-style-type: none">• Catholic schools are provided with templates and resources to support implementation of NCCD including a Key Timeframes and Activities guide to support schools to meet the evidentiary requirements in a timely manner, moderation tool and guides to support school moderation, and templates for recording Personalised Learning Plans for students.• All Victorian Catholic schools are asked to complete a high level NCCD expenditure survey annually detailing how NCCD funding was used to support access and participation in education for students with disability.• VCEA conducted webinars and PL to support NCCD implementation include sessions specifically targeting new NCCD school coordinators. <p>Independent Schools</p> <ul style="list-style-type: none">• Assistance has been provided to all Victorian Independent schools through access to telephone support, face to face, online meetings and presentations to provide valuable information and resources that boost understanding of NCCD data• In 2024:
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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">• 9 network meetings were held attended by 95 participants• 5 moderations workshops were attended by 97 participants• 5 Zoom meetings were held with content recorded and made available to all independent schools in Victoria.• 1 professional learning event was provided for staff new to the role of working with students with individual needs. Attended by 56 school representatives.• 19 face-to-face presentations were made at individual schools to whole staff groups, individual needs teams, senior management and individual needs coordinators.• 185 staff attended additional face to face learning events at ISV• 66 staff from 6 special schools attended a program aimed to assist them in understanding the needs of students with severe disabilities.