Education State – Fact Sheets

The Education State is a broad-based reform agenda that sets ambitious targets for the Victorian education system over ten years - through the Department of Education and Training (DET) - in the target areas of: learning for life; happy, healthy and resilient kids; breaking the link; and building pride and confidence in our schools. These targets will only be achieved through tangible practice change at every level of the education system – by every teacher in every classroom, in every school.

The Education State initiatives include three key pieces of implementation architecture that will support this practice change across the education system. This key architecture is aligned to the three significant groups of change-agents that exist within our system – our teachers, our school leaders and our regions – and the critical role they have to play in realising the Education State vision:

- Professional Learning Communities (PLCs) provide the culture and structure our teachers need to effectively collaborate and improve professional practice
- The Communities of Practice (CoP) approach within networks will create a compelling space for school leaders to learn and share best practice together to drive improved learning outcomes for students
- Learning Places aligns our regional staff to deliver a stronger, more place-based system of support to meet the needs of all children and their families.

The Education State initiatives collectively build the capacity of Victorian schools to deliver more effective teaching, improved learning and improved student outcomes. The initiatives are based on robust evidence about what works to develop excellence in schools and reduce the impact of disadvantage across the state. Together, they make a contribution towards our achievement of the Education State targets.

For more information on the Education State, see:
Education State Launch at Wellington Secondary College

These fact sheets have been developed to provide an overview of the Education State initiatives, their purpose and progress. The fact sheets will be updated quarterly, providing a clear and current picture of our progress in implementing the Education State reform agenda.

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Professional Learning Communities

OVERVIEW

Evidence demonstrates that high-quality teaching and effective school leadership are essential to improving student learning outcomes. Research also shows that increasing teacher effectiveness is the most critical in-school driver to improve outcomes.

Professional Learning Communities (PLCs) provide the culture and structure that teachers need to effectively collaborate, reflect on and evaluate the impact of their teaching on student learning, and determine what they can do to improve their professional practice.

PLCs make it possible for teachers to learn from each other to develop and refine their practice and expertise, share pedagogical practices and curriculum knowledge, align their goals, and develop collective responsibility for improving student outcomes. Collectively teachers hone their skills by engaging in an inquiry learning process including: evaluating and diagnosing, prioritising and setting goals, developing and planning and implementing. This work is evaluated through teams reflecting on their practice with feedback from peers, expert practitioners and students.

Theory of change – PLCs

If we support schools to target school resources to make sure teachers have enough time to focus on professional learning that is school-based, targeted and is directly linked to the learning needs of their students

then we will build a high-quality professional learning culture and architecture in schools in which teachers and school leaders measure the impact of their teaching on students' learning and work together to ensure all students are progressing

so that we increase teachers' efficacy, expertise and collaboration and allow them to deploy relevant and targeted teaching strategies which improve the results of students in Victorian Government schools.

There are currently over 200 Victorian government schools participating in the PLC pilot and Intake 1. By 2020 over 600 schools will have been provided with professional learning to implement or strengthen the PLC approach in their schools.

Regional support teams will work within and across schools to support implementation of PLC fidelity across the system and support the identifying and sharing of good practice across schools and networks.

EVIDENCE BASE

Farrar, M. (2015). *Learning together: The power of cluster-based school improvement*, Centre for Strategic Education Paper 246.

Hattie, J. (2015) *What Works Best in Education: The Politics of Collaborative Expertise*, London, Pearson

Stoll, L., Bolam, R., McMahon, A., Wallace, M., Thomas, S. (2006), *Professional learning communities: A Review of the Literature*, Journal of Educational Change, 7, 221-258, 2006.

Timperley, H., Wilson, A., Barrar, H. & Fung, I. (2008) *Teacher Professional Learning and Development: A Best Evidence Iteration*.

FREQUENTLY ASKED QUESTIONS

What is a Professional Learning Community?

A Professional Learning Community (PLC) builds the collective efficacy of school leaders, teachers and education support staff to improve outcomes for all students. It is a way of reorganising schools to build professional learning into the everyday practice of teaching. A PLC also ensures teacher collaboration has a forensic focus on diagnosing and evaluating student learning needs and ensures the responsibility for student progress and improvement in practice is shared by the team.

What do teachers working in a PLC do?

They meet regularly to use a cycle of inquiry to drive improvement in teacher practice and student learning outcomes. They also use student data to determine differentiated and targeted curriculum and assessment to address the learning needs of all students. They identify evidenced-based instructional practices to deliver curriculum content, observe each other in classes and provide feedback, and tailor the learning and interventions to ensure progress for every student.

How will the PLC pilot be implemented?

Selected schools, across all four regions participated in the PLC pilot program in semester 2, 2016. The Department is supporting pilot schools to implement PLCs by providing:

- Two school leaders in each school with three days of professional learning and support to drive transformational change through adaptive leadership.
- Two to three PLC Instructional Leaders in each school with eight days of professional learning and support to lead teams of teachers and build internal capacity of staff in using collaborative practices.

The PLC Regional Managers will support a consistent approach to PLC implementation in pilot schools guiding participating schools in identifying areas of focus for the PLC and supporting schools to strengthen collaborative practices. The High Impact Resource focuses on the practices that have the greatest impact for student learning outcomes.

How is the PLC approach different to current collaborative professional learning?

The aim of the pilot and subsequent scale up is to build a consistent, high-quality PLC approach that is scalable by providing schools with support to target resources to make sure teachers have enough time to focus on professional learning that is school-based, targeted and is directly linked to the learning needs of their students.

PROGRESS TO DATE

Participating schools for PLC pilot selected	Jun 2016
Supplier selected to design and deliver the professional learning for pilot	Jun 2016
Pilot schools commenced professional learning program	Aug 2016
Supplier selected to design and deliver the evaluation for pilot	Oct 2016
Expression of Interest for 2017/18 PLC intake	Oct 2016
High Impact Resource released	Dec 2016
Professional learning delivery for pilot completed	Nov 2016
Baseline data for pilot evaluation collected	Jan 2017
PLC pilot schools commenced implementation	Jan 2017

Regional PLC Managers appointed in all regions	Mar 2017

UPCOMING ACTIVITIES AND MILESTONES

PLC pilot interim evaluation report due	Apr 2017
Intake 1 schools commence PLC training	Apr 2017
PLC Intake 1 schools receive Casual Relief Teacher (CRT) grants	Jun 2017
Intake 1 schools complete PLC training	Dec 2017
Over 80% of pilot schools have fully implemented PLC	Dec 2017
100% of pilot schools have participated in evaluation	Dec 2017

Delivering the new Victorian Curriculum

OVERVIEW

The Victorian Curriculum sets out the knowledge and skills we expect all students to learn and develop through their schooling. Together with the Victorian Early Years Learning and Development Framework, it specifies the skills children and young people need for success in work and life: literacy, numeracy, scientific knowledge and skills, resilience, respectful relationships, the use of digital technologies and the capacity for critical and creative thinking and expression.

The Victorian Government is investing $21.6 million over three years to improve the teaching and school leadership capabilities needed to effectively implement the new Victorian Curriculum.

This project will:

- Support school leadership teams to access and effectively use whole-school curriculum planning resources available via the Victorian Curriculum and Assessment Authority's (VCAA) website and the dedicated Curriculum Planning portal.
- Select, train and deploy 60 Specialist Teachers across Victoria to deliver professional learning in the priority areas.
- Develop and share high quality sample teaching and learning programs in the 10 priority areas demonstrating the essential elements of curriculum planning to optimise the implementation of the new curriculum and improve student outcomes.

The Curriculum Specialists will work in partnership with schools and networks to deliver professional learning across the following areas:

- STEM - science, technology, engineering and maths
- Digital coding
- Learning about religions
- Critical thinking
- Literacy in the early years
- Music
- Financial literacy
- Health education and personal and social capability, including respectful relationships
- Civic participation
- Ethical understanding in a global world

Schools will elect to access one or more of the specialist programs according to their self-assessed needs and focus.

Theory of change – Victorian Curriculum

If we develop a relevant, accessible and well-designed curriculum, and support schools and teachers with resources, training and time to plan and implement curriculum changes in the classroom

then we will enable schools to deliver more effective teaching and learning programs across the whole curriculum

so that we improve the learning outcomes of students across a range of priority areas and support Victorian students to acquire and apply the knowledge, skills and understandings that they require to thrive in life and work.

EVIDENCE BASE

Marzano, R.J. (2003) *What works in schools: Translating research into action*.

Defined as a combination of opportunity to learn and time to learn; a guaranteed and viable curriculum is the school level factor that has the most impact on student achievement.

Marzano, R. J., Waters, T., & McNulty, B. A. (2005) *School Leadership that Works*. Alexandria, VA: ACSD.

Great teachers don't rely just on textbooks or standard materials, but can adapt curriculum for the needs of the students and based on their knowledge of the subject.

KEY LINKS

For further information on the Victorian Curriculum, see:

- The Victorian Curriculum F – 10
- Education State student vox pops
- Victorian Early Years Learning and Development Framework

FREQUENTLY ASKED QUESTIONS

How do schools access the curriculum specialists?

Schools will be informed about the availability of professional learning sessions facilitated by the Specialist Teachers through the region. Specialist Teachers cannot be accessed directly by an individual teacher or school in the first instance.

The Specialist Teachers are a state wide resource. There is not a Specialist Teacher for each region or area, so it is important that the professional development sessions are planned strategically to enable the largest numbers of schools and teachers to access this support.

The professional learning sessions will begin to be offered in Term 1, 2017 and continue through until the end of Semester 1, 2018.

There isn't a specialist in each field for every school/area/region – how do we manage demand?

Demand for support from Specialist Teachers will be managed through the process described in the answer to Question 1. The management objective is to strategically and efficiently match the demand for support with the available supply of Specialist Teachers. Additional Specialist Teachers have been selected and they will start supporting professional learning sessions in Term 2, 2017.

How can we ensure that the Victorian Curriculum roll-out is integrated with school planning?

The Victorian Curriculum F-10 roll-out of implementation support will be integrated with curriculum planning in these ways:

- Principals and school leaders were comprehensively briefed during Semester 1 2016 about the Victorian Curriculum F-10
- Victorian Government schools will receive funding equivalent to half a day per teacher to facilitate curriculum planning based on the Victorian Curriculum F-10
- Victorian Government schools will identify the curriculum priority areas for which they seek support – identification of these areas will flow from and be consistent with school planning processes
- Teachers identified by schools will participate in targeted professional learning, provided by the Specialist Teachers, for the areas that the schools have designated as a priority.

PROGRESS TO DATE

First cohort of Specialist Teachers commenced	Feb 2016
Curriculum Leadership Program (CLP) delivered to every principal or designated curriculum leader of all government schools	Feb – May 2016
Victorian Curriculum F-10 implementation survey of school priority needs undertaken	Jul 2016
First cohort of Specialist Teachers commenced planning support to schools in the targeted priority areas	Oct 2016
Principals drive new curriculum planning including school-based curriculum and assessment plans	Mar – Dec 2016
Second cohort of Specialist Teachers selected	Dec 2016
All schools implement teaching and learning programs based on the new Victorian Curriculum F-10	Jan 2017

UPCOMING ACTIVITIES AND MILESTONES

Third cohort of Specialist Teachers to be appointed	Jun 2017
Specialist Teachers deliver professional learning sessions with teachers across the state	2017
40% of Victorian government schools have accessed Specialist Teacher support	Jun 2017
80% of Victorian government schools have accessed Specialist Teacher support	Dec 2017
All Victorian government schools have accessed Specialist Teacher support	Jul 2018

Insight Assessment Platform

OVERVIEW

The Insight Assessment Platform provides a range of quality online assessment tools across a range of learning areas, for teachers, students and school administrators at no cost. Insight opened for assessments in January 2017.

Insight captures data on students' progress and achievement, supporting analysis and interpretation to improve learning. Insight supports high quality assessment practices, providing teachers with specific information to target the learning needs of students. It also enables teachers to streamline the administration of assessments. Insight can be accessed from the Insight Assess Portal, which provides accessible information for school leaders on advances in assessment research and practices.

Insight's features include login automation, the automation of a nightly data refresh and migration of historical assessment data. Migrating the assessment instruments and their data onto Insight and aligning them to the Victorian F–10 Curriculum will assist schools with planning in preparation for the new school year.

Theory of Change – Insight Platform

If we provide Victorian school leaders and teachers access to quality online assessment tools

then we will generate more quality feedback about students' learning and the impact of our teaching

so that we deliver more targeted teaching practices that help accelerate all students' growth and development.

EVIDENCE BASE

Evidence shows that quality assessment practices are one of the highest effect intervention strategies teachers can use to positively impact upon student learning, irrespective of the age level and context.

KEY LINKS

A training calendar and support materials, including videos, tip sheets and user guides, are available for familiarisation and navigation of Insight and its assessments:

http://www.insight.vic.edu.au/insight-platform/insight-platform-support

For regularly updated FAQ about Insight and its assessments, see: https://edugate.eduweb.vic.gov.au/edrms/project/IAP/Pages/default.aspx

FREQUENTLY ASKED QUESTIONS

How do teachers conduct online assessments using Insight?

Teachers will be able to administer assessments via multiple devices, including laptops, mobiles and small screen devices. Insight is designed to provide detailed reports on assessment outcomes to best monitor student progress and development.

What assessment instruments are available on Insight?

There are currently five assessment instruments available:

- English Online Interview (EOI): Target student cohort: F – Year 2
- Diagnostic Assessment Tools in English (DATE): Target student cohort: K – Year 6
- Mathematics Online Interview (MOI): Target student cohort: F – Year 2
- Fractions and Decimals Online Interview (FDOI): Target student cohort: Year 5 – 10
- Abilities Based Learning and Education Support (ABLES)

Will other assessment instruments be added?

Yes, assessment instruments from across learning areas and stages of schooling will continue to be added to the Insight Assessment Platform. The next assessment instruments to be added in Term 2, 2017 will be:

- Transition Learning Development Statement (TLDS)
- TEAL – Reading and Vocabulary for English as an Additional Language (RVEAL): Target student cohort: Year 3-10

How are new students and teachers added?

Insight automatically refreshes staff and student data using CASES21 information each night in readiness for the next school day.

Will the assessment instruments be aligned to Victorian Curriculum F-10?

Yes, the alignment of the assessment instruments to the Victorian Curriculum F-10 for 2017 is complete.

What is the benefit of Insight to a student and to a school?

Insight delivers the following benefits:

- improved access to quality assessment instruments online, across a range of learning areas
- streamlined administration of assessments
- integrated assessment data reporting for teachers to tailor learning to students' needs
- capturing assessment data that can be shared online if/or when students change schools/locations

How do I log in to Insight?

From 2017, government and non-government schools will have access to Insight via the Insight Assess Portal:

http://www.insight.vic.edu.au/insight-platform/assessment_tools_privacy .

PROGRESS TO DATE

Insight Pilot with 250 schools commenced	May 2016
Pilot schools assessment of students on Insight commenced	Oct 2016
Government and non-government schools have access to Insight	Jan 2017
120,000 individual assessments undertaken on Insight	Mar 2017
100 training sessions offered for teachers	Mar 2017

UPCOMING ACTIVITIES AND MILESTONES

TEAL-RVEAL assessment to support English Literacy development of EAL students and Transition Learning Development Statement available on Insight	Apr 2017
MOI reference group established for Phase 2 enhancement work	May 2017

Communities of Practice (CoP) Approach

OVERVIEW

Schools will participate in a geographic network which will adopt a CoP approach to focus on local improvement opportunities. Networks will be expected to meet at least once a term to facilitate continuous learning and improvement.

By adopting the CoP approach networks will create a compelling space for principals to learn together, focus collectively on investing in evidence-based strategies to implement the Framework for Improving Student Outcomes (FISO), and share best practice to drive improved learning outcomes for students across their network and across the state.

Theory of change – Communities of Practice

If we support Victoria's school leaders and teachers to regularly interact with their colleagues in a manner focused on shared goals, and evidence based improvement activity

then we will harness the collective expertise in our system, accelerate the pace of professional learning and practice improvement, and develop a shared understanding of quality and capability to collaborate for improvement

so that we increase the repertoire of effective teaching strategies in every school, reduce the variability in classroom practice and improve the learning experience of every Victorian student.

EVIDENCE BASE

Farrar, M. (2015). *Learning together: The power of cluster-based school improvement*, Centre for Strategic Education Paper 246.

This article discusses the nature and relative merits of autonomous and accountable school-led systems; explores the benefits of cluster-based improvement; and uses examples from England and Australia to take a closer look at practice and to focus on peer review.

Hargreaves, A, Halasz G & Pont, B. (2007). *School leadership for systemic improvement in Finland*, OECD Study Report.

This report is part of a larger OECD study exploring school leadership policy issues. It aims to provide analysis on the particular Finnish approach to school leadership for systemic improvement that contributes to their educational success.

Fullan, M and Quinn, J (2016). *Coherence – The Right Drivers in Action for Schools, Districts and Systems*, Corwin.

This book focusses on schools, regions and systems using the right drivers for improvement using a Coherence Framework. The Coherence Framework has four components; focussing direction, cultivating collaborative cultures, deepening learning and securing accountability.

KEY LINKS

For information and resources on the Communities of Practice approach, including the self-assessment tool, see: Communities of Practice

FREQUENTLY ASKED QUESTIONS

How will we know networks are operating as a CoP?

Baseline data will be collected on the CoP self-assessment tool by Senior Education Improvement Leaders (SEILs) and Network Chairs/Executive teams using a common dashboard at half yearly intervals.

The diversity of practice across networks in Victoria means that they may be starting from very different places. Network maturity depends largely on the extent of collaborative work over the past three years and the amount of change in the new geographic networks. The supporting resources provided facilitate discussions that enable networks to grow and develop their CoP approaches at their point of need.

The Wise program for Network Chairs will emphasise the facilitation and development of CoP approaches towards growing network maturity.

The SEIL and area based teams will provide on-going support for CoP approaches to deepen and flourish.

How are Network Chairs chosen? Are they appointed or selected?

The appointment of the Network Chair is managed through the network itself, supported by the network SEIL. The selection process is open and transparent, with expressions of interest sought, a panel convened if necessary and selection criteria used as appropriate.

Network Chair appointments are for a period of up to 24 months, after which the Network Chair steps down and nominations for the role are reopened. This will enable willing and appropriately experienced principals to have the opportunity to perform the role. Succession planning strategies for the Network Chair role will be supported by network SEILs. The current Network Chair may of course reapply for the role.

What is the difference between a network and a FISO network?

A geographic network is a group of approximately 25 schools that has been organised to accommodate and benefit from the increased regional resources across the state. They are part of a broader group of geographic networks supported by an area based multi-disciplinary team.

FISO/Initiative networks or groups will be organised within and across geographic networks and will focus on FISO initiatives.

Should CoPs have a consistent focus? Who determines this?

CoP is the approach networks take towards deeper collaboration. The focus of the network will be determined by the network itself according to their common FISO priorities and selected initiatives. They will be supported by the regional area-based teams throughout this process.

How do we encourage data sharing across networks through a CoP approach?

The sharing of data is undertaken as professional trust is established. This is currently happening in many networks and is emerging as a critical practice in others. The support of SEILs as a challenge partner to shift network practices and embed collaboration and trust is a critical part of their role. Network Chairs through the WISE program will be supported to take a lead role in facilitating this development.

PROGRESS TO DATE

CoP resources available on website	Mar 2016
CoP workshops undertaken at principal forums and network meetings	May - Jun 2016
SEILs and Network Chairs completed first CoP Maturity Assessment	Jul – Aug 2016
Implementation support for CoP, including data collection	Mar – Dec 2016
Evaluation planning underway	Dec 2016
Network collaboration websites launched	Feb 2017
CoP implementation planning for 2017 underway	Jan – Mar 2017
Analysis of qualitative CoP program evaluation reports commenced	Jan – Mar 2017

UPCOMING ACTIVITIES AND MILESTONES

SEILs and Network Chairs complete second CoP Maturity Assessment	Jun – Jul 2017
Final day of the WISE System Leaders program	May 2017

Framework for Improving Student Outcomes (FISO)

OVERVIEW

The Framework for Improving Student Outcomes (FISO) is the unifying framework for improvement in Victorian schools.

The FISO uses contemporary school improvement and school effectiveness research to help schools focus their efforts on key areas that are known to have the greatest impact on improved student outcomes.

The FISO is made up of three elements. Together, these complement and reinforce the capacity of schools to deliver the Education State reforms and improve outcomes for all students:

- the Improvement Model, including six high-impact Improvement Initiatives;
- the Improvement Measures; and
- the Improvement Cycle.

The Improvement Model is made up of four state-wide priorities that are proven to have a strong bearing on the effectiveness of a school:

- excellence in teaching and learning
- professional leadership
- a positive climate for learning, and
- community engagement in learning.

Under this model, schools select one or two Improvement Initiatives that best match the specific needs of their students, families and communities. The Improvement Measures and Improvement Cycle are essential, practical tools that support schools to monitor and plan their improvement work.

FISO IMPROVEMENT INITIATIVES

Each of the six Improvement Initiatives, including their respective theories of change, are outlined in detail in the following pages. The six Improvement Initiatives are:

- Building practice excellence
- Curriculum planning and assessment
- Building leadership teams
- Empowering students and building school pride
- Setting expectations and promoting inclusion
- Building communities

1. Building Practice Excellence

Under this initiative, teachers, principals and education support staff work together across schools to build knowledge and expertise; develop, test and strengthen teaching and assessment approaches; master the use of learning interventions; and enhance feedback to students and staff.

Theory of change – Building Practice Excellence

If we privilege extended opportunities for collaborative learning with a focus on developing new pedagogical strategies and evaluative skills

then we will support the development and uptake of high-impact pedagogical strategies, encourage a culture of ongoing professional learning, and incorporate targeted feedback and continuous improvement in everyday teaching practice

so that we improve the precision of teaching practice and our collective capacity to meet every student's learning needs.

2. Curriculum planning and assessment

Under this initiative, schools embed a culture of curriculum planning and assessment of the impact of learning programs, adjusting task, content and practice to suit individual student needs to accelerate student progress and ensure all students can reach their potential.

Theory of change – Curriculum, Planning and Assessment

If we establish and embed continuous curriculum and assessment planning, research and documentation,

then we will ensure that what students learn is relevant, contemporary and targeted to their needs,

so that we maximise student engagement and help students to evaluate, understand and take increasing responsibility for their progress.

3. Building leadership teams

Under this initiative, schools will develop the capabilities of their leadership teams in using evidence and proven coaching and feedback methods, build a culture that is focused on improved performance, strengthen their succession planning and strengthen the induction of new teachers into the professional learning culture of their school.

Theory of change – Building Leadership Teams

If we strengthen the capabilities of school leadership teams to create a performance and development culture,

then we will enhance the capacity of Victoria's schools to continually challenge, support and improve practice

so that we make a greater positive difference to student outcomes and ensure Victoria's schools are challenging, empowering and professionally rewarding places to work, develop and lead.

4. Empowering students and building school pride

Under this initiative, the whole school community engages with students so they have a voice in the learning process, fully and proudly participate in school life and have a greater say in the decisions that affect their learning and their lives at school.

Theory of change – Empowering Students and Building School Pride

If we develop a culture where teachers and students work together, and where student voices are heard, respected and acted on,

then we will build students' confidence and a sense of self-worth, mastery and self-efficacy, **so that** students feel proud of and connected to their school, and develop responsibility for their learning and

5. Setting expectations and promoting inclusion

Under this initiative, schools work across their communities to implement a shared approach to supporting the health, wellbeing, inclusion and engagement of all students, including building teachers' understandings of positive behaviour support and engagement practices, and ensuring students have the tools and skills to develop positive and self-regulating behaviours.

Theory of change – Setting Expectations and Promoting Inclusion

If we embed students' individual and collective wellbeing in curriculum design and in the daily activities and experiences of each school,

then we will create a positive and inclusive learning environment that enables a stronger focus on learning

so that all students are supported to reach their full potential regardless of background or individual need.

6. Building communities

Research shows that parent and community involvement in school life and operations is one of the factors most closely associated with improved student learning outcomes.

Under this initiative, schools build relationships within their broader communities by partnering with organisations in the community sector to make fuller use of existing community resources and capabilities, and to increase the efficacy of services delivered 'inside the school gate'.

Theory of change – Building Communities

If we strengthen and focus collaborative partnerships between schools, families and the broader community

then we will create a more comprehensive network of support for students and promote proven 'protective' factors

so that we harness the full capacity of the community to support student learning and enhance student outcomes in all facets of their lives.

THE ESSENTIAL ELEMENTS

Strengthened regional services and support

- School Strategic Plan – Developed by the principal and school council. Endorsed by the Regional Director on behalf of the Secretary and refreshed annually (if required)
- Annual Implementation Plan: for improving student outcomes – endorsed by school council and region
- Performance and Development Plan – Aligned with School Strategic Plan and Annual Implementation Plan: For Improving Student Outcomes. Principal Performance and Development Plan endorsed by Senior Education Improvement Leader. Teacher Performance and Development Plan endorsed by principal.

School-level structures and practices

- Documented curriculum plan, assessment and shared pedagogical approaches
- School-based professional learning program developed and implemented that supports the school's identified improvement strategies
- School Improvement Team formed to develop, oversee and evaluate the effectiveness and impact of the Annual Implementation Plan
- Student voice, leadership and agency in own learning activated so students have positive school experiences and can act as partners in school improvement
- Whole school approach to health, wellbeing, inclusion and engagement
- Moderation of common student assessment tasks.
- Data collection, analysis and evaluation of student learning growth over time
- Explicit use of evidence based school improvement strategies and teacher professional practice activities.

Theory of change – Improvement cycle

If we use data to accurately diagnose the areas of our practice requiring the greatest improvement, then we can prioritise and set goals in a few key areas to intensively focus our attention, efforts and resources.

If we develop strategies and staged actions to implement our priorities and goals, and identify measures of success for these actions, we can then intentionally and rigorously monitor our progress towards improving student outcomes.

If we make routine the way we monitor and evaluate the impact of our actions, then we understand what has contributed to our successes, and diagnose issues and where further effort is required.

EVIDENCE BASE

A high threshold was set to determine the priorities and initiatives within the FISO.

An evidence hierarchy was used to include a mix of meta-analyses, systematic reviews of randomised control trials, as well as pre-post studies, quasi-experiments and evaluations of current programs used in Victoria.

To view the evidence base, see: How will it work?

KEY LINKS

To watch Deputy Secretary, Regional Services Group, Bruce Armstrong, talking about FISO, see:
Introduction to Improving Student Outcomes

For information on the evidence for learning, see:
Helping great practice become common practice

For information on the Continua of Practice see:

Continua of Practice for School Improvement

FREQUENTLY ASKED QUESTIONS

What's the big idea behind FISO?

The big idea behind FISO is that our system is more likely to deliver success for students if we approach our work using a common language, a common cycle of improvement and a common set of success criteria to define our improvement, all based on the best available evidence. From the classroom, to networks, to the system as a whole, the FISO supports us to improve **as a system**.

How does FISO interact with the other Education State priority projects?

FISO provides the evidence base, advice, guidelines, tools and resources to support schools as they implement the Education State initiatives to improve outcomes for all children and young people.

- **Leadership projects** will support school leaders to drive improvement through the *Professional leadership* priority of the Improvement Model.
- **Professional Learning Communities** provide a way of working that uses inquiry for schools to focus on the *Excellence in teaching and learning* priority of the Improvement Model, as they also implement the **Victorian Curriculum**.
- In order to further build system capability, networks apply a **Communities of Practice** approach to problem-solve, share best practice and work collaboratively on implementing the high-impact Improvement Initiatives of the Improvement Model.
- The *Positive climate for learning* and *Community engagement in learning* priorities of the Improvement Model support schools, **Navigator** services and **LOOKOUT** Education Support Centres to work closely together to meet the needs of disengaged learners and the children and young people in out-of-home care.

How do we strike a good balance between FISO and the use of other improvement frameworks?

There are many school improvement frameworks and FISO draws on the strengths of these to suit the Victorian context. FISO gives our government schools a common language to discuss, share and build system capacity for continuous improvement. Schools can make use of various tools and strategies to implement their selected initiatives from the Improvement Model.

How do regions and schools participate in the co-construction of the FISO initiative?

FISO draws on the latest research on student learning and global best practice to assist schools to focus their efforts on key areas that are known to have the greatest impact on school improvement.

Regional staff work closely and collaboratively with school leaders to support them to identify the improvement priorities and initiatives that the school will focus on, aligned to their diagnoses and circumstances.

Senior Education Improvement Leaders (SEILs), in particular, work closely with schools to build strong relationships and foundations for improvement, through conversations and actions that focus on the quality of Annual Implementation Plans, pre-review self-evaluations, the school review process, and new or refreshed School Strategic Plans. At every stage in these processes, SEILs work alongside schools to strengthen the focus on evidence-based school improvement, and provide advice and guidance as schools are planning, implementing and monitoring Improvement Initiatives.

Does equity funding play a role in implementing FISO?

A key Education State objective is to reduce the disparities in student achievement – or close the gaps that are evident between regions, between schools and between classes within schools. The successful use of equity funds will be seen in the leverage they provide for better use of core funds and in their direct application to the school's Improvement Initiatives.

Equity funding should be used by schools to improve the learning outcomes of all students. This funding should be used to support:

- A whole-school approach to supporting students from low socio-economic backgrounds and/or requiring individual targeted assistance, characterised by:
  - high-quality leadership;
  - a clear vision;
  - agreed goals and targets;
  - high expectations of students, teachers and parents in relation to each student's outcomes; and
  - strategic and coordinated use of these additional resources.

- A prime focus on individual students – to ensure that teachers know where each student is up to in their learning and can regularly monitor each student's progress as a basis for planning the next learning steps for this student.
- Ongoing evaluation and monitoring of student progress through systematic use of:
- data (e.g. literacy and numeracy outcomes data; student satisfaction and attendance data) to identify students at risk; and
- diagnostic and developmental assessment tools to identify student learning needs and to ensure that the programs being implemented are resulting in improved outcomes for individual students.
- Professional learning to strengthen teacher capacity to develop individual learning plans for students requiring the most intensive assistance; monitor their progress and adjust the learning plans, and their teaching strategies, accordingly.
- Development of programs that create and maintain positive and productive partnerships with families and community organisations.

PROGRESS TO DATE

Professional learning for regions and schools	Feb – Dec 2016
Mid-year review of AIPs by SEILs	Jul 2016
Evaluation of the implementation of FISO commenced	Aug 2016
Peer and Priority reviews underway	Sep 2016
End-year AIP review with SEIL and planning to develop 2017 AIP	Nov 2016
Materials released for the 2017 AIP process	Nov 2016
Draft continua of practice published and 2017 AIP resources released	Nov 2016
School Annual Reporting templates developed	Dec 2016
Teaching and Learning toolkit aligned with the FISO dimensions	Dec 2016
Principal Practice Survey undertaken	Jan – Mar 2017
Training delivered for Priority and Peer Review schools	Jan – Mar 2017
Continua of Practice (incorporating the Essential Elements) published	Jan – Mar 2017
Evaluation interim report delivered	Jan – Mar 2017
Equity funding online form released	Feb 2017
Annual Implementation Plans submitted	Mar 2017

UPCOMING ACTIVITIES AND MILESTONES

FISO public website update	Mar 2017
30 new FISO case studies published	Jun 2017

Principal Preparation Program

OVERVIEW

The Principal Preparation Program (PPP) is designed to significantly increase the pool of high-quality aspirant principals. The program develops the leadership capabilities and preparedness of aspirant principals before their first permanent principal role. The Unlocking Potential (UP) program is an eight-month course that incorporates an internship experience working alongside expert principals in schools. The PPP initiative will enhance the existing UP program by increasing the number of places for aspirant principals, extending the internship experience and establishing an assessment process to help make reliable assessments of aspiring principals' readiness for the principal role.

Theory of Change – Principal Preparation Program

If we expand the number of UP participants, extend their practical experience and establish an assessment process to make robust assessments of aspiring principals' readiness to move into principal roles

then we will increase the capacity and preparedness of future principals

so that we ensure that every school in the state is led by a high-quality principal.

EVIDENCE BASE

Branch, G., Hanushek, E., & Rivkin, S. (2013) *School leaders matter Education Next*, 13(2), 62–69.

Hattie, J. (2015) *High Impact Leadership Educational Leadership*, (February 2015), 36–40.

KEY LINKS

For information on the Bastow Institute of Educational Leadership's Principal Preparation program, see: Unlocking Potential – Principal Preparation

FREQUENTLY ASKED QUESTIONS

What is this initiative about?

This initiative will enhance the existing UP program by increasing the number of places for aspirant principals (from 80 to 160 participants per year), extending the internship experience (up to 60 days) and establishing an assessment process to help make reliable assessments of aspiring principals' readiness for the principal role.

Consistent with exemplary principal preparation programs, the principal preparation program (PPP) is designed to significantly increase the pool of high-quality aspirant principals. The program develops the leadership capabilities and preparedness of aspirant principals before their first permanent principal role. The UP program is a 12-month course that incorporates an internship experience working alongside expert principals in schools.

The distinct character of the UP program is that it:

- facilitates a school leader's development of self, with and through others
- optimises a school leader's engagement with research and inquiry
- builds school leaders to lead learning through their engagement with community

How are aspiring principals selected to participate in the program?

Aspiring principals can self-nominate / apply to participate in the program via the Bastow website.

When applications open, Senior Education Improvement Leaders (SEILS) are approached (via Area Executive Directors) to nominate suitable candidates for the program. Bastow approaches the nominated candidates and invites them to apply.

The four-stage selection process is as follows:

I. written application (scored and moderated by a panel made up of past and current principals)

II. phone interviews (scored and moderated by a panel made up of past and current principals)

III. referee checks (if required)

IV. principal endorsement / support of the aspirant to participant in all elements of the program

Why is there an 'assessment process'?

The aim of the assessment process is to validate aspiring principals' capability at the conclusion of the program.

PROGRESS TO DATE

Cohorts One and Two of aspiring principals complete program	Sep 2016
Cohort Three commenced program	May 2016
Cohort Four commenced program	Oct 2016
Design and development of assessment process commenced	Nov 2016
Cohort Three of aspiring principals complete program	Dec 2016

UPCOMING ACTIVITIES AND MILESTONES

Cohort Four of aspiring principals complete program	Jun 2017
Aspiring principals commence in Intakes 1 and 2 of 2017 program	By Jun 2017
Aspirant principal assessment process piloted	Sep 2017
Aspiring principals commence in Intakes 3 and 4 of 2017 program	By Dec 2017
Aspiring principals from Intakes 1, 2 and 3 complete 2017 program	Dec 2017
Aspiring principals from Intake 4 complete 2017 program	Mar 2018

Inspire: Building Local Leadership

OVERVIEW

The new Inspire Local Leaders Program is designed to support the development of school leaders across the state. It will do this by empowering existing principals to identify and build the leadership capability of future school leaders. The program provides a locally delivered leadership development program through a 'train the trainer' approach. As part of the program and by 2020, 200 principals and assistant principals will be trained to develop the leadership skills of up to 1,300 high-potential teachers.

inspire
BASTOW LOCAL LEADERS

Theory of Change – Local Leadership

If we train principals and assistant principals to build the leadership skills of high-potential leaders within their schools;

then we will increase the supply of future school leaders and their leadership capacity;

so that schools build strong leadership teams and the system increases the pipeline of high-quality leaders across all career stages, including at the principal level.

EVIDENCE BASE

Robinson, V., Hohepa, M., & Lloyd, C. (2009) *School Leadership and Student Outcomes: Identifying What Works and Why: Best Evidence Synthesis Iteration [BES].* Wellington: Ministry of Education, New Zealand.

Student outcomes are higher when teachers report that their school leaders are leading and participating in teacher learning and development. Effective leaders participate in teacher professional learning as a leader, a learner or both. They use their own knowledge of teaching and learning to help staff solve teaching problems.

KEY LINKS

To watch educational leaders discussing professional leadership, see: Professional Leadership

FREQUENTLY ASKED QUESTIONS

Who is the program for?

High-potential leaders, either selected or endorsed by their local principal, will be invited to participate in Inspire. This requires a sustained learning commitment over seven months.

Participants of Inspire can expect to develop an understanding of:

- a school leader's role and sphere of influence in regards to lifting student outcomes
- the basic principles and theory of leadership
- emotional intelligence and how it impacts on performance, self and leading and working in teams
- developing relationships to build the capacity of others to improve curriculum, pedagogy and assessment and work effectively with parents and the broader school community
- evidence and data, and how it can be used it to drive change in teacher practice and student outcomes
- leading change including managing resistance to change

Participants will be supported by an online portal, learning triads and a focus on career planning.

Why are schools interested in this?

Training principals and assistant principals to build the leadership skills of high-potential leaders within their schools will increase the supply of future school leaders and their leadership capacity. The program will enable networks and schools to build strong leadership teams while increasing the pipeline of high-quality leaders across all career stages, including the principalship.

Who will select the participants – facilitators and local leaders?

The Inspire program has two components – the facilitator training and the delivery to local leaders. Potential facilitators apply direct to Bastow, with support/endorsement from their region/area. Participants for the Inspire program apply/register with Bastow who pass applications on to networks. Bastow and regions select participants from the nominations for the facilitator training, and networks select participants for the Inspire program. Selection criteria for both facilitators and local leader participants are provided by Bastow to inform each process.

How does the Inspire Local Leaders program align to FISO and Education State priorities?

The program has been developed in consultation with the School Improvement Division to ensure that it aligns strongly with FISO and builds emerging leaders' knowledge, skills and capabilities to successfully support and lead the implementation of FISO in their school and network.

PROGRESS TO DATE

Local leaders selected (by networks with assistance from Bastow)	May 2016
First cohort of principal class completed the train the trainer program	Jun 2016
First cohort of local leaders commenced program	Jul 2016
Participant applications for 2017 Inspire network programs opened	Oct 2016
Second cohort of principal class commenced train the trainer program	Oct – Dec 2016
Inspire: Local Leaders Program 2016 pilot completed	Dec 2016
Participant applications for 2017 Inspire network programs closed	Feb 2017

UPCOMING ACTIVITIES AND MILESTONES

All networks provided with opportunity to train facilitators	By Apr 2017
80 of 200 school leaders complete the Inspire facilitator program	Jun 2017
45 of 57 networks complete Inspire Local Leaders training	Jun 2017
Ongoing delivery of program to cohorts through to 2020	Ongoing to 2020

WISE: System Leaders

OVERVIEW

The WISE: System Leaders professional development program (formerly known as the Expert Leaders of Education program) is providing training and support for up to 80 highly capable principals to become System Leaders who will work with and support other schools. This program will increase school-to-school collaboration across the state. The function of system leaders depends on whether they are engaged at a central or network level:

- Network Chairs lead school networks to design and implement school improvement projects, for example: FISO initiatives.
- School Improvement Partners engaged by the Department will work with other schools on specific improvement initiatives.

Theory of Change – WISE: System Leaders

If we identify, train and support 80 highly capable principals to facilitate networks and improve school performance

then we will create a consistent focus on collaborative effort for school improvement; and develop opportunities for schools to work together to improve their student learning outcomes

so that Education State targets are achieved in all network schools, including in schools who identify areas for improvement.

EVIDENCE BASE

Desimone, L. M. (2009) *Improving impact studies of teachers' professional development: Toward better conceptualizations and measures Educational Researcher*, 38(3), 181–199.

Collaboration can support new ideas and challenge existing ones which can be a powerful form of teacher learning.

KEY LINKS

To watch John Hattie - Professor of Education and Director of the Melbourne Education Research Institute at the University of Melbourne - discussing the importance of measuring and knowing the impact of teachers, see: Impact on Learning – Teachers should measure and know their impact

Impact on Learning - Teachers should measure and know their impact
Department of Education and Training, Victoria

FREQUENTLY ASKED QUESTIONS

What is the biggest challenge in the WISE: System Leaders program?

The success of this initiative is largely dependent upon the quality of the School Improvement Partners. Careful selection of and quality professional learning for these system leaders is essential for success.

The creation of a network culture that accepts and supports system leadership is of great importance. The involvement of Network Chairs in the WISE program will address this challenge.

What will achieve practice change – how will we get there?

Research has shown that an effective system leadership program (National Leaders in Education in the UK) resulted in a 10% improvement in primary student results over two years.

We will get there by creating system leaders who 'care about and work for the success of other schools as well as their own', whose leadership is accepted by other school leaders and who are supported by a system that has been traditionally accustomed to more 'top down' approaches.

How do regions and schools participate in co-construction of this initiative?

Design summits (see below for dates) for the WISE program have involved extensive regional and school participation.

The Network Chairs have been chosen by Network principals in some cases in consultation with SEILs.

PROGRESS TO DATE

Design summit held to finalise program content	May 2016
Network Chairs in place	Jul 2016
Network Chairs participated in program training at Bastow	Jul – Oct 2016
Global Perspectives webinars commenced	Nov 2016
Element 2 (School Improvement Partners) scoped by Bastow	Dec 2016

UPCOMING ACTIVITIES AND MILESTONES

On the job training continues in networks	Oct 2016 – Apr 2017
School Improvement Partners – Element 2 design confirmed	Mar – Apr 2017
Intake One training complete	Jun 2017
School Improvement Partners – Element 2 commences	Jul 2017
80 system leaders have completed the WISE program	Dec 2017

LOOKOUT Education Support Centres

OVERVIEW

The LOOKOUT Education Support Centres operate as a multidisciplinary team, working with schools, Child Protection Practitioners, case workers and carers to lift educational outcomes for children and young people in care. Centre staff support schools to monitor and evaluate educational progress of children and young people in care. Each DET region has a LOOKOUT Centre operational, providing state-wide support for students in statutory out-of-home care.

Theory of Change – LOOKOUT

If we strengthen collaboration between DET and DHHS to address the education and training needs of children and young people in out-of-home care and lift professional practice across care and education

then we will more effectively target education and training to the learning needs of children and young people in out-of-home care and monitor their progress towards clearly identified targets

so that we improve school attendance and educational outcomes for students in out-of-home care and more effectively support principals, teachers and care professionals to raise expectations of what our students can achieve.

EVIDENCE BASE

Ofsted (2012). *The impact of virtual schools on the educational progress of looked after children*

The virtual school approach is to work with children and young people in care as if they were in a single school, liaising with the schools they attend, tracking the progress they make and supporting them to set high aspirations and achieve them.

KEY LINKS

For further information on LOOKOUT on the Department of Education and Training's website, see:
LOOKOUT Education Support Centres

FREQUENTLY ASKED QUESTIONS

How will information be exchanged across government departments?

The LOOKOUT Centre student roll brings together DHHS data on out-of-home care status and Department enrolment data to provide greater visibility and ensure no student in out-of-home care is left behind. The student roll underpins and focuses the LOOKOUT Centre's efforts and has been established in full compliance with relevant Victorian legislation (*Privacy and Data Protection Act 2014* and *Health Records Act 2001).*

Now that LOOKOUT Centres are operational state-wide, do the LOOKOUT Centres assume statutory obligations for children and young people in care?

Responsibility for children and young people in out-of-home care is shared across government departments, agencies and contracted providers. In the context of a whole of community approach, Child Protection Practitioners (CPP) have a specific statutory role in protecting children and young people from harm and promoting their rights and healthy development.

LOOKOUT Centres do not replace any existing function or responsibility of CPP. Rather, LOOKOUT Centres offer an education response and are focused on monitoring the progress and transitions of students in out-of-home care ensuring all agencies are working in the best interests of the student to improve educational outcomes.

PROGRESS TO DATE

Launch LOOKOUT Centre in SWVR commenced operations	Apr 2016
Local Implementation Group established - SWVR	Jun 2016
Interim evaluation report received from KPMG	Aug 2016
Principal and centre staff recruitment in NWVR, NEVR and SEVR commenced	Sep 2016
Designated Teacher training in Victorian government schools in SWVR	Term 4 2016
Principals commenced in NEVR and SEVR	Nov 2016
Interim Principal commenced in NWVR	Jan 2017
LOOKOUT Centre staff commenced in NWVR, NEVR and SEVR	Jan 2017
LOOKOUT Centre Handbook finalised	Jan 2017
Process evaluation of the implementation of the SWVR LOOKOUT Centre finalised	Feb 2017

UPCOMING ACTIVITIES AND MILESTONES

Designated Teacher training in Victorian government schools in SEVR, NEVR and NWVR	Apr – Jun 2017

Navigator

OVERVIEW

The two-year Navigator pilot:

- provides intensive case management support to disengaged learners, aged 12 to 17 years old, and actively works with them and their support networks to return them to education
- provides tailored interventions for disengaged young people, providing referrals to specialist support services to address their barriers to engagement
- is delivered by community agencies, who will work closely with local schools and regional offices
- operates in eight DET areas: Central Highlands, Western Melbourne, Mallee, Hume Moreland, Goulburn, Ovens Murray, Bayside Peninsula and Southern Melbourne.

Theory of Change – Navigator

If we identify and support Victoria's disengaged learners and connect them with individualised and targeted services;

then we will develop a better understanding of vulnerable or at risk students' personal circumstance and the impact a young person's external context has on their ability to engage with their education;

so that we increase the numbers of young people connected to school and engaged in learning.

EVIDENCE BASE

Lamb, S., Jackson, J., Walstab, A. and Huo,S. (2015) *Educational opportunity in Australia 2015 Who succeeds and who misses out.* Mitchell Institute.

This study draws together information on the opportunities being provided to young Australians as they negotiate the various stages of education and training and attempt to establish themselves in the workforce during their transition to adulthood.

Dandolo Partners (2014). *Evaluation of the National Partnership on Youth Attainment and Transitions. A report for the Department of Education*

Evaluation of the National Partnership, including the Youth Connections program, which informed the design of the Navigator service.

KEY LINKS

For further information on Navigator on the Department of Education and Training's website, see:
Navigator Pilot Program

FREQUENTLY ASKED QUESTIONS

How will schools/areas/young people connect with the Navigator service in the eight pilot areas?

Young people aged between 12 and 17 years of age that have attended school less than 30 per cent of the time for 13 weeks or more and live or are enrolled in a school in one of the eight pilot areas are eligible for Navigator. Anyone can refer a young person, through the online referral form on the Department's website.

DET has a dedicated Navigator Coordinator in each Area Office, whose role includes handling the referrals, working with the Navigator provider and their partner organisations and liaising with local schools. If a school has young people they wish to refer or are working to support Navigator clients to re-engage with their school they may wish to contact their local Navigator Coordinator for further information and support.

How can we support our principals and SEILs to work effectively with Navigator providers and Coordinators, and to support the needs of students at risk of disengagement?

The key to this is effective communications relating to the Navigator service, and how it complements and supplements existing supports. Work is underway to provide clear communications around the range of supports available and how they fit together, including School Focused Youth Services, Local Learning and Employment Networks, Navigator and the Reconnect service. Communications will be both internal and public facing.

How is the Department managing data regarding disengaged young people?

The Department is developing the Youth Engagement System, which will be used to capture information on disengaged learners across the state including Navigator clients and their re-engagement outcomes. DET is supporting two projects in parallel:

- an interim system to meet immediate operating needs including tracking referrals and outcomes and reporting on these. This is currently in use.
- a project to build a more comprehensive YES that will bring together multiple sources of data including extracting data from CASES21 and Navigator referrals, and provide multilevel user access for Navigator providers and Area Offices.

PROGRESS TO DATE

Service providers contracted	Jun 2016
Program evaluator engaged	Sep 2016
Service delivery commenced	Jul 2016
Quarter one reporting period commenced	Sep 2016
Interim evaluation report received	Nov 2016
Quarter two data collected	Dec 2016
Over 447 disengaged young people supported through Navigator across the eight Areas with 151 young people already supported back to school.	Dec 2016

UPCOMING ACTIVITIES AND MILESTONES

Impact evaluation of Navigator pilot complete	Jul 2017
YES database user acceptance testing	Nov 2017 (indicative)
YES database go live	Jan 2018 (indicative)

Tech Schools

OVERVIEW

The Tech Schools initiative is part of the Victorian Government's commitment to creating the Education State by ensuring every Victorian has access to an excellent education. This initiative is investing $128 million to establish 10 Tech Schools across Victoria, to help prepare secondary students for the jobs of the future.

Tech Schools are not technical schools, nor will they operate like a traditional school. They will be high-tech shared learning environments, with innovative education programs, hosted by a university or TAFE, and linked with local industry. They will emphasise the skills vital for the 21st century, including science, technology, engineering and mathematics (STEM) skills. Tech Schools will enhance the programs that schools provide and help give students the skills they need to flourish in the rapidly changing global economy.

All partner secondary schools in the Tech School's local government area will be able to provide students with free access to an immersive high tech learning experience as part of their school year.

The Tech Schools will be located in:

- Ballarat, hosted by Federation University
- Banyule-Nillumbik, hosted by Melbourne Polytechnic
- Bendigo, hosted by La Trobe University
- Casey, hosted by Chisholm Institute
- Geelong, hosted by The Gordon Institute
- Gippsland, hosted by Federation Training
- Monash, hosted by Monash University (temporary facility at Federation Training, Chadstone from 2017)
- Whittlesea, hosted by Melbourne Polytechnic
- Wyndham, hosted by Victoria University
- Yarra Ranges, hosted by Box Hill Institute

EVIDENCE BASE

There is a shift going on right now in the Victorian and the global economy that requires a greater number of people with STEM skills. While Victoria's current educational achievement in STEM is generally strong, our overall performance has remained static over the past decade and is not keeping up with the highest-performing jurisdictions. It has been estimated that 75 per cent of the fastest growing occupations require STEM skills and knowledge.

For further information, see:

- Lifting our Science, Technology, Engineering and Maths (STEM) Skills (Australian Industry Group)
- NAPLAN National Report for 2015
- PISA 2012 Results: What Students Know and Can Do, student performance in mathematics, reading and science – volume 1.

KEY LINKS

For more information about the Tech School initiative, see: The Department of Education and Training Tech Schools website.

For more information about each of the Tech school locations, see: Victorian School Building Authority Tech Schools Project list

FREQUENTLY ASKED QUESTIONS

What is the role of my local school?

If your local school is in one of the 10 Tech School locations and has decided to be a part of the partnership, students enrolled at the school will have access to the Tech School programs free of charge. The timing and duration of this access will depend on local Tech School program design.

What can students expect to experience at their Tech School?

Students will engage with Tech Schools before they walk through the door. Tech Schools are planning to integrate their program with the curriculum at partner schools to maximise the opportunities for students when they undertake the Tech School programs.

At their local Tech School, students will be exposed to cutting-edge technology and equipment, normally only found in high-tech businesses and specialised courses. They will solve real world problems using the latest technology.

Students will learn from, talk to and work with experts and professionals from industries forecast to offer the greatest employment and economic growth in Victoria.

What can teachers expect?

Teachers are expected to be actively involved in the design and delivery of the Tech School Learning program. Teachers are expected to use the Tech School to improve their confidence to teach STEM, their understanding of content and classroom strategies.

How will Tech Schools be developed?

The Tech School initiative is progressing through stages of development, with each site completing project milestones at an individual pace. These new learning centres will be established in waves, with the first wave open in 2017 and the second in 2018. The end result will be 10 exciting, high-tech and unique learning centres that will give our students the 21st century skills and capabilities needed for their future.

What stakeholders and partnerships are involved?

The development of each Tech School is being led by a host institution and a partnership made up of local schools, TAFE institutions, universities, local government and industry representatives. They are making design, construction and operational decisions that best suit their local needs. Once built, each Tech School will be operated by the host in collaboration with a Tech School Committee made up of this diverse mix of stakeholders.

How will Tech Schools gain access to the latest in industry knowledge?

The Tech Schools STEM/Future Industries Advisory Panel provides high level advice to ensure that the entire initiative is informed by the latest industry, scientific and technological knowledge and research.

Locally, each Tech School has involvement from industry and a focus on one or more of the six highest growth industries for Victoria. This local involvement is helping to shape the Tech School offering for local students.

Combined, the Panel and the local industry involvement is ensuring that Tech Schools maintain a focus on the STEM knowledge and skills vital to both industry and students.

PROGRESS TO DATE

Tech School Summit	Apr 2016
Tech School funding announcement	May 2016
Tech School curriculum workshop	Jul 2016
Tech Schools design principles and functionality workshop	Aug 2016

Majority of Tech School Committees formed	Oct 2016
Architects now appointed across all projects	Oct 2016
Tech School – Yarra Ranges offering teacher professional development for local teachers	Jan 2017
Directors appointed for seven of the 10 Tech Schools	Mar 2017

EXPECTED OPENING DATES

Tech School – Yarra Ranges opens for students	Apr 2017
Tech School – Monash (temporary facility)	Mid 2017
Tech School – Ballarat operational	Early 2018
Tech School – Gippsland operational	Early 2018
Tech School – Banyule-Nillumbik operational	Mid 2018
Tech School – Bendigo operational	Mid 2018
Tech School – Casey operational	Mid 2018
Tech School – Geelong operational	Mid 2018
Tech School – Whittlesea operational	Mid 2018
Tech School – Wyndham operational	Mid 2018