



Australian Government

VICTORIAN



IMPLEMENTATION PLAN

Smarter Schools National Partnership Agreements
on

- Literacy and Numeracy
- Improving Teacher Quality
- Low Socio-Economic Status School Communities

January 2010



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1. Introduction



The Victorian Implementation Plan (VIP) is part of a broad strategy designed to implement significant reforms across a range of Victorian schools requiring improvement. This whole-of-system strategy integrates Commonwealth and State government funding to construct a Statewide Improvement Strategy.

Victoria's approach to the *Smarter Schools* National Partnerships (NPs):

- brings together multiple levels of activity, including at state, sector, region/diocesan, network and school levels;
- aims to maximise opportunities for the government, Catholic and independent sectors to work together and collaborate on reforms under the NPs, and particularly to share information, best practice and learning;
- provides flexibility for regions/dioceses, networks and schools to tailor their participation based on the local context and their needs;
- seeks to support specific cohorts of students who face additional challenges in improving educational outcomes, including Koorie students and students from English as a Second Language (ESL)/refugee backgrounds among others;
- seeks to draw on support and resources from outside the school gate including government agencies and non-government organisations, and partnerships with parents, communities and businesses; and
- draws on existing accountability arrangements for planning, monitoring, evaluation and reporting as far as possible in order to minimise any additional burden on schools.

2. Engagement and Implementation

Victoria's approach to the Smarter Schools NPs is one of collaboration and integration across the three schooling sectors and the three NPs. All three sectors have been active participants in the development of the VIP and the governance arrangements supporting this work, and have committed to continuing to work collaboratively on agreed projects throughout the life of the NPs.

Cross-sectoral collaboration will be further developed and strengthened through the life of the NPs. As the Low Socio-economic Status School Communities NP has a seven year lifespan, there are many opportunities for the sectors to learn from one another and to use this opportunity to develop ongoing collaborative practices.

Government school sector

Government schools participating in the NPs will be supported through a coordinated system, regional and network response targeting the individual needs of each school or group of schools. The Victorian Department of Education and Early Childhood Development (DEECD) has established 70 regional school networks with about 22 schools (including primary, primary/secondary, secondary, and special schools) in each regional network led by a Regional Network Leader.

System-wide approach

The resources of the Smarter Schools NPs and Victoria's System Improvement funding will be combined. From this pool, a small proportion of funds from the government sector share of each NP will be allocated to systemic and network-level initiatives supporting the aims of the NPs.

Strategic planning and reporting

The School Accountability and Improvement Framework provides the structure for schools to reflect on their performance through self-evaluation, and review and plan for further school improvement through their four-year school strategic plan and annual implementation plans. Based on this structure, network self-evaluation and strategic planning provide the key processes for identifying improvement strategies for schools in each network. Initiatives developed under the VIP will be reflected in network plans and will be either network-wide or targeted towards groups of schools or specific student cohorts.

Government schools will include VIP initiatives as part of the school strategic plan and Annual Implementation Plan (AIP). Schools will ensure that their AIP clearly outlines how strategies developed in response to the VIP will be implemented and monitored. This will include the identification of how the resources provided through the NPs will be combined with school resources in support of the strategies. Schools will be required to have an appendix to their AIP for each year that the school is being supported through the NPs.

Early childhood development

The formation of DEECD in 2007 established a framework for seamless service provision for Victorian children and youth from birth to adulthood. This provides a sound foundation for further strengthening the links and partnerships between schooling and early childhood services and programs through the Smarter Schools NPs.



Catholic school sector

The diocesan structure of the Catholic Education Commission of Victoria Limited (CECV) enables collaborative relationships with, and the provision of, direct support to schools. Catholic schools identified for targeted support through the NPs will be engaged through consultation with their local diocesan/regional office.

Each diocese requires their schools to engage in a School Improvement Framework over a four or five year cycle. This framework provides the structure for schools to reflect on their achievements through internal self-evaluation followed by an external school review, culminating in a broad four-year school improvement plan supported by more specific annual action plans.

Targeted strategic support to schools will be provided in response to school goals detailed in the Improvement plans and annual action plans. As the broad School Improvement Plan does not specify particular strategies, schools can include the VIP initiatives within their annual action plans, reflecting alignment with the school's broader goals.

Decisions concerning the engagement of schools in NP initiatives will also consider a school's capacity to initiate and manage change processes. Each diocesan office will directly support the monitoring and reporting process both at the school and diocesan level.

Independent school sector

Independent Schools Victoria (ISV) member schools cater for a wide range of educational, philosophical, religious, moral, social and family values reflecting the diversity of the Victorian community. Independent schools determine their own policies on enrolment, staffing, curriculum, co-curricular activities and student welfare in the context of the legislative requirements to meet or exceed minimum standards. The diversity and independence of ISV member schools necessitates a localised, school-based approach to the NPs.



School Improvement Approach

The ISV will adopt a whole school improvement approach to the Smarter Schools NPs with resources being devoted to deliver outputs targeted to specific NPs, and to building whole school capacity across both targeted NP schools and the sector more broadly.

ISV member schools involved in the NPs will be supported through a cluster based support structure. A NP school improvement structure has been specifically designed and consists of four Literacy and Numeracy and Low SES clusters, with each cluster consisting of approximately ten schools and led by a Cluster Leader. ISV has developed strong links across clustered schools and will build on these relationships to maximise the opportunities for improved student outcomes. An additional four clusters will be created to specifically address pre-service placement outcomes through a clinical specialist model.

Each independent school's approach to the NP will be reflected in school strategic plans, developed in partnership with the ISV cluster leaders, specialist mentors and underpinned by expertise from other ISV education personnel.

Supporting specific cohorts of students

The VIP will seek to support specific cohorts of students who face additional challenges in improving educational outcomes, including Koorie students, students from ESL/refugee backgrounds, and students with disabilities.

Indigenous students

While approximately 40 per cent of Victorian Koorie students will be participating in the NPs across the three sectors, the concentration of students in each participating school is very low, consistent with the low concentrations of the Indigenous population in Victoria more generally. Victoria will utilise both existing sectoral strategies such as *Warrnik – Education Strategy for Koorie Students* as well as additional NP resources to support improved Koorie outcomes.

Within the *Smarter Schools* NPs, there will be specific strategies to support Koorie students, teachers and their communities including:

- an increase in the number of Koorie engagement support officers across the system by 30%; and
- additional cultural training for literacy and numeracy coaches working with Koorie students.

Place-based initiatives

The *Smarter Schools* NPs will have a particular focus on place due to the strong relationship between socioeconomic status, educational disadvantage and geographic location. Place-based approaches will be implemented across the NPs through:

- dedicated school-community partnerships; and
- the partnering of local schools to provide a response on issues such as literacy and numeracy or homework assistance.

School-community partnerships

Victoria will establish a number of dedicated school-community partnerships by directing resources to groups or clusters of schools in geographic locations that have high levels of disadvantage. In these partnerships, the sectors will work with other government departments, local governments and the not-for-profit sector where possible to link into and leverage existing programs.

Participating Schools

In Victoria approximately 185,800 students are participating in the NPs across approximately 500 schools.

For a list of participating NP schools for the government, Catholic and independent sectors, see the *Smarter Schools* website at www.deewr.gov.au/Schooling/Programs/SmarterSchools.

School Plans

All participating Victorian schools will include NP information in their school plans. This will include information on:

- initiatives and activities schools are implementing;
- Commonwealth funding; and
- school resources applied to the NPs.

School plans will be made publicly available on school websites by March in each school year.

3. Performance Monitoring and Evaluation



Victoria has developed a Performance Measures Matrix to monitor the success of the NP initiatives in achieving long-term, sustainable improvement in student outcomes. Its key elements are:

Outputs

The most appropriate measures of reform in the early stages of implementation are outputs. These are specific to each initiative and include measures such as the number of new teaching positions and number of students with individual learning plans. These measures monitor the progress of implementation against agreed milestones.

Leading measures

Some factors from the staff, parent and student surveys undertaken in both government and Catholic schools provide appropriate leading measures of change. The Independent school sector collects similar information via the ISV Parent, Staff and Student Satisfaction Surveys and its Governance Survey.

Victoria will monitor progress against the following leading measures:

- staff perception (survey) – factors include school morale, goal congruence, student motivation and student misbehaviour;
- student perceptions (survey) – factors include student morale and student distress; and
- student absence.

Achievement measures

Victoria will use the proposed Year 12 or equivalent completion measure and NAPLAN data to measure student improvement. Analysis of the NAPLAN data will include:

- data from the interventions over time;
- comparative data between participating schools with the rest of the state; and
- data on participating Literacy and Numeracy and Low SES schools, both separately and combined.

In addition, Victoria will also assess data on the following achievement measures for government schools: Teacher judgments, and the English Online Interview (P-2).

Rewards Framework – literacy and numeracy

The Victorian Rewards Framework has a set of targets for participating schools, including:

1. 32 NAPLAN targets consisting of measurement of years 3, 5, 7, and 9 against:
 - all students above the national minimum standard;
 - all students at or above the national minimum standard;
 - the mean scale score; and
 - Indigenous students at or above national minimum standards.
2. Two local measures:
 - Learning Environment Factor (measure drawn from Staff Opinion Survey); and
 - Teaching and Learning Index (composite measure from Attitudes to School Survey).

This is consistent with Victoria's whole-of-system approach to school improvement through the NPs.



Victoria has agreed to the following rewards targets for literacy and numeracy:

Mandated NACNAN Measures	Area	Target Group	Target 2010	Target 2011
All Students Above Minimum Standard - Reading and Numeracy	Reading	Year 3	83.05%	84.70%
		Year 5	76.08%	78.35%
		Year 7	75.93%	78.35%
		Year 9	70.68%	73.95%
	Numeracy	Year 3	78.63%	80.55%
		Year 5	76.10%	78.30%
		Year 7	77.13%	79.35%
		Year 9	77.55%	80.00%
All Students At or Above National Minimum Standard - Reading and Numeracy	Reading	Year 3	92.90%	93.60%
		Year 5	90.23%	91.25%
		Year 7	92.30%	93.10%
		Year 9	88.95%	90.30%
	Numeracy	Year 3	91.10%	92.00%
		Year 5	93.50%	94.20%
		Year 7	92.25%	94.80%
		Year 9	94.55%	95.10%
Mean Scale Score (All students) - Reading and Numeracy	Reading	Year 3	412.45	418.9
		Year 5	489.180	494.95
		Year 7	529.448	535.65
		Year 9	568.50	575.30
	Numeracy	Year 3	395.63	400.95
		Year 5	482.63	487.55
		Year 7	533.20	539.10
		Year 9	579.15	585.60
Indigenous Students At or Above Minimum Standard - Reading and Numeracy	Reading	Year 3	86.05%	88.10%
		Year 5	81.78%	84.25%
		Year 7	82.95%	85.80%
		Year 9	80.03%	82.55%
	Numeracy	Year 3	84.13%	86.15%
		Year 5	87.55%	89.30%
		Year 7	85.30%	88.10%
		Year 9	88.38%	90.25%
Weighting			40%	70%
Local Measures	Target Group	Target 2010	Target 2011	
Learning Environment Factor	Staff from participating Literacy and Numeracy and Low SES NP schools	1.4% improvement on 2009 base	1.5% improvement on 2010 actual	
Teacher and Learning Index	Students from participating Literacy and Numeracy and Low SES NP schools	1.2% improvement on 2009 base	1.3% improvement on 2010 base	
Weighting			60%	30%

Rewards Framework - teacher quality

All sectors will address at least four reforms including Reward Reform Area 6 - Indigenous teachers' and school leaders' engagement with community members.

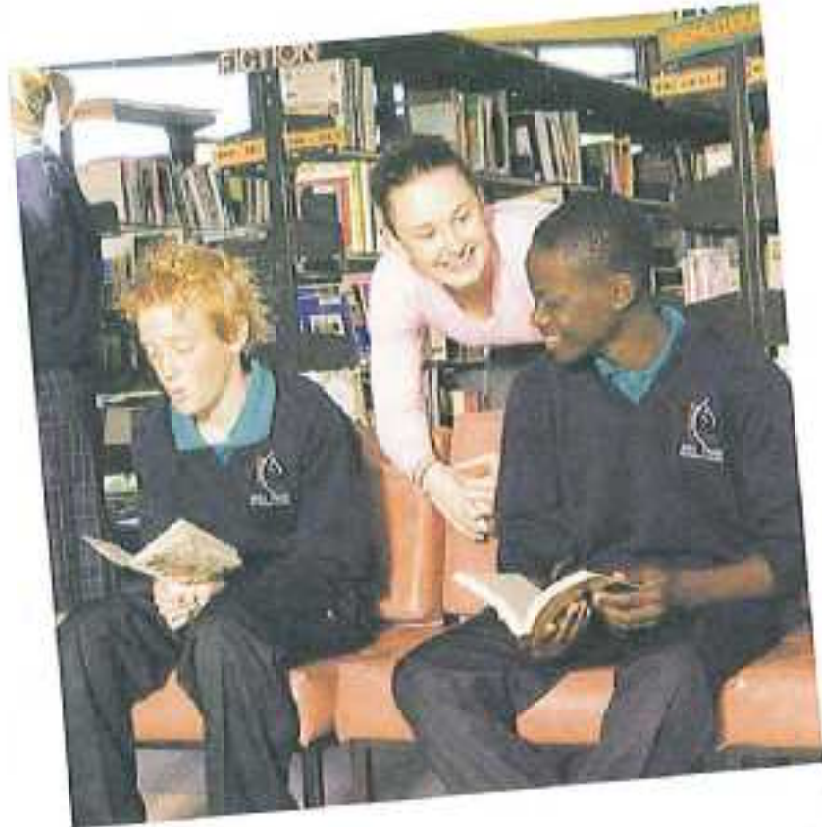
Examples of possible achievements attracting reward payments in Victoria include:

- *Improved pay dispersion to reward quality teaching* – conducting Rewarding Teacher Excellence model trials in 2010-2012;
- *Improved reward structures for teachers and school leaders who work in disadvantaged, Indigenous, rural/remote and hard-to-staff schools* – attracting and appointing high-performing principals to use their leadership skills and experience to lift performance in disadvantaged schools, and providing graduate teachers in priority schools and hard-to-staff areas/subjects with payments for each continuous year of employment in a rural/remote government school;
- *Improved in-school support for teachers and leaders, particularly in disadvantaged, Indigenous, remote and hard-to-staff schools* – conducting field trials in schools that will explore models for teachers to work with other professionals and paraprofessionals to deliver a wider range of learning experiences and to allow teachers to focus on areas where they have unique skills;
- *Increased school-based decision-making about recruitment, staffing, budget* – implementing an enhanced approach to school improvement and a performance culture, including: clear standards, strong accountabilities, and urgent assistance for schools where students are not meeting expected standards;
- *Continual improvement program for all teachers* - broaden and deepen existing performance and development culture initiatives and deployment of ICT tools;
- *Indigenous teachers' and school leaders' engagement with community members* – redesigning the roles and responsibilities of the Koorie workforce to ensure high-level support for individual Koorie students and families, with a particular focus on school-family engagement.

Evaluation

Victoria will undertake specific evaluations of initiatives relating to the key reform areas under the Bilateral Agreement. The results will contribute to continued evidence-based reform in Victoria, and the dissemination of best-practice to the Australian Government and other states and territories. Victoria will also support and contribute to the national evaluation of the Smarter Schools NPs.

4. Reform Priorities



As far as possible, Victoria has sought to integrate the partnership initiatives across the Smarter Schools NPs to create a cohesive and comprehensive approach to school improvement. To achieve this, Victoria has focused on three key reform priorities:

Leadership and teacher capacity

Ensuring success in delivering improved outcomes across the VIP is reliant on the involvement of people with expertise. The delivery of high-leverage, high impact initiatives across the NPs requires specialist skills and knowledge, ranging from literacy and numeracy experts, to leadership, mentoring and coaching expertise, assessment and data managers, community engagement experts and others. The VIP therefore includes a significant emphasis on workforce capability strategies at state and sector levels to ensure quality delivery at the network and school level.

Recognition and response to individual learning needs

The VIP reflects the importance of all students being engaged in their learning. By recognising and responding to individual learning needs, student outcomes can be improved across the participating NP schools. The delivery of initiatives such as offering programs which meet the needs and interests of students, enabling students to be active participants in their learning and learning that is connected to the wider community outside the school, are critical in improving student outcomes across the NPs.

School-community engagement and extended schools

While many of the factors that impact on student improvement are outside the school gate, there is a growing body of evidence on the positive effects of collaborative approaches between schools and their communities. The NPs will have a particular focus on engaging parents, community and business in schools and students' learning.

National reform initiatives

Victoria is well advanced in a number of reform areas within each of the NPs, and expects to continuously improve rather than introduce major initiatives. However, in other reform areas Victoria will benefit from a more intensive reform focus.

In the Teacher Quality NP in particular, there are a number of initiatives identified for national reform effort, including:

- nationally agreed process for accrediting/certifying Accomplished and Leading Teachers;
- national Teacher Professional Standards Framework for teachers and school leader standards;
- national consistency in pre-service teacher education course accreditation; and
- national consistency in the initial registration of graduate teachers.

Victoria is leading the National Standards Sub-group which is providing advice to Ministers and the new Board of the Australian Institute for Teaching and School Leadership on these priority areas. Victoria is also providing advice on strategies to facilitate quality professional experience (practicum) placement systems and the establishment of school centres for teacher excellence.

Victoria and Queensland are co-hosting the Australian Institute for Teaching and School Leadership. The Institute will have strong links with the leadership institutes of all other jurisdictions and sectors including the Victorian Eastwood Institute for Educational Leadership.

In addition, Victoria will also be involved in the national reform work on:

- school performance improvement;
- strategies to engage parents in schooling in low SES schools;
- the extended school service model;
- diagnostic assessment of literacy/numeracy; and
- leadership development strategies.

5. Smarter Schools Initiatives



Leadership and teacher capacity

Building leadership capacity (coaching, professional learning)

The three school sectors agree that school improvement needs school leaders with strong knowledge of effective teaching methods.

Current and aspiring school leaders will participate in professional learning leadership programs on literacy and numeracy leadership, effective use of data, school partnerships, different approaches for targeted school groups, and cross-cultural communication and understanding. They will also participate in post-graduate leadership study and work with principal leadership coaches.

Building teacher capacity (in-school support/coaches)

All three school sectors have a common commitment to developing pedagogical knowledge and the skills of teachers and curriculum leaders. Opportunities for coaching and support will be provided in all sectors to strengthen the capacity of teachers to engage with the particular learning and development needs of their school community.

The government school sector will focus on the training and deployment of school-based literacy and numeracy coaches. Coaches will work with classroom teachers and literacy and numeracy leaders in schools. The focus of the initiative will be on building the capacity of classroom teachers to effectively assess and monitor student progress and to deliver programs that are differentiated according to student need.

In the Catholic school sector, coaches will work with principals, leadership teams, school literacy/numeracy leaders, and classroom teachers to support and facilitate improvements in teaching and learning of literacy/numeracy. Their work will include supporting school leadership teams in school improvement planning and implementation processes for literacy/numeracy with a focus on parental engagement, supporting literacy/numeracy leaders and teachers in tracking and monitoring students' progress and planning for student needs.

The independent school sector will provide in-school coaching/mentoring support and professional learning opportunities for school-based curriculum leaders and teachers. Literacy/numeracy and student wellbeing/community engagement mentors will coordinate classroom support and action research projects.



Building teacher capacity (professional learning opportunities)

Effective and well-trained teachers can support all students to make progress in literacy and numeracy. Each school sector will provide professional learning opportunities to develop teacher capacity.

In the government sector, school activity will be coordinated at regional network level with identified schools targeted for support. Funds for teacher release will support teachers' participation in school or network-based professional learning and planning. This will include working in professional teams to plan for future teaching, attending local, on-going professional development, and working with literacy and/or numeracy experts at the school to build discipline and pedagogical content knowledge.

In the Catholic sector, professional learning opportunities include in-school, out-of-school and cluster-based activities. These programs will focus on the specific needs of students at different stages of schooling. Teachers will develop and refine their knowledge of teaching methods to improve learning outcomes in their classrooms.

The independent sector will provide targeted professional learning to equip teachers with the knowledge, skills and confidence to meet the needs of all students, particularly Indigenous and ESL students and students with disabilities.

Improve school access to high quality teachers

Schools, particularly those from low SES communities, will be provided with improved access to quality teachers. This initiative will provide increased opportunities to employ, reward and retain high quality teachers, and school-university partnerships to access high performing low SES schools for mentoring and professional learning activities.

All sectors will participate in school-university partnerships to improve pre-service teacher education. These partnerships will provide a strong foundation for all sectors to develop and support selected schools as School Centres for Excellence to produce a new generation of interventionist teachers, capable of using data to address the needs of individual learners.

The Catholic sector will work to develop a partnership with the Australian Catholic University, and the independent sector will access high quality teachers through partnerships with Victorian universities, and ISV's Teacher Performance-based pay project.

In the government sector, the Teach for Australia program will recruit high-calibre graduates who would not otherwise have considered teaching to make a two-year commitment to teaching in areas of disadvantage.

National standards and accreditation

Victoria is leading national work on the development of national standards for teachers and school leaders, a nationally agreed assessment process for accrediting high quality teachers, and options for a national accreditation system for pre-service teacher education. This national work will also develop strategies for quality professional experience (practicum) placement systems, the establishment of school centres for teacher excellence to support pre-service and entry-level teachers and the development of nationally consistent registration across all levels of teaching.

Rewarding excellence – teacher performance pay

Victoria plans to trial three models of school-based and teacher-based rewards over the 2010-2013 school years in government and independent schools:

- a Teacher Rewards model where an annual bonus would be paid to top performing teachers (government sector);
- a Teacher Rewards model which builds on a 2009 pilot, where candidates from participating schools would be assessed against criteria by an external panel (independent sector); and
- a School Rewards model where payments would be made to the top 20 per cent of Victorian government schools that demonstrate the greatest improvement on a broad-based measure of performance over the assessment period (government sector).

Pathways into teaching

Building on existing Victorian programs and previous experience, a series of programs will create new pathways into teaching and address teacher shortages in particular subjects and locations.

The Career Change initiative enables 90 professionals and tradespeople with relevant experience to enter teaching in Victorian Government schools over the next three years.

Special Education scholarships will address the shortage of qualified special education teachers, enabling current and graduating teachers to complete an approved teaching qualification in Special Education.

Graduate Pathways will provide outstanding eligible graduates with appropriate study in a subject area of need with scholarship support and employment opportunities.

The Indigenous Education Workers Enhancement Program responds to an ongoing shortage in the supply of Indigenous teachers. It will provide a career enhancement pathway for education workers, including recognition of qualifications, work experience, and appropriate support to complete a teaching qualification.

Indigenous Scholarships will also provide supported pathways for outstanding candidates enrolled in a pre-service education course.

Wider workforce trials

This initiative will examine different approaches to workforce reform through the use of a wider, more efficient and more skilled workforce. It will investigate innovative and sustainable models of workforce organisation and improved teaching effectiveness.

Field trials will be conducted in 35 government primary, secondary and special schools. These will explore models for teachers to work with other professionals and paraprofessionals to deliver a wider range of learning experiences and allow teachers to focus on areas where they have unique skills.



Recognition and response to individual learning needs

Improved monitoring of student performance information

Schools will be assisted to more effectively monitor individual student performance and to decide when and how best to intervene before a student falls behind expected outcomes or becomes at risk of early school leaving. This initiative will improve the use of literacy and numeracy performance information to identify where support is needed at all levels.

Across all three school sectors, this initiative will equip leaders, principals, and teachers with strategies to monitor student progress and identify and assess students at risk of academic and school disengagement. In the government sector, this will support more accurate targeting of resources to schools and students with the highest need, while in the Catholic and independent sectors, particular attention will be given to implementing evidence-based assessment and intervention strategies.

Timely student intervention and support

Schools will be assisted to develop individual education and pathway strategies focussed on the needs and circumstances of students at educational risk, at risk of homelessness or homeless, refugee students, Indigenous students, and students with complex needs.

In the government sector, a variety of school-based interventions will be trialled.

In the Catholic school sector, a numeracy intervention strategy will provide advice and professional learning opportunities for teachers in year P-4, and the implementation of evidence-based early intervention literacy strategies, such as Reading Recovery, will accelerate students' literacy learning and support students identified to be at greatest risk.

The independent school sector will consider a range of best-practice, evidence-based literacy and numeracy interventions, according to their appropriateness for particular school and student groups. Possible intervention programs will have been trialled in pilot programs implemented across independent schools prior to 2010-2011.

School-community engagement and extended schools

Enable and enhance the capacity of families to be engaged in learning

Research shows that greater parental involvement in education encourages more positive attitudes towards school, improves homework habits, reduces absenteeism and dropout, and enhances academic achievement. Accordingly, advice will be developed on how parents can support the literacy and numeracy development of their children, maximising the involvement of families in their child's learning and enhancing both the school and home as learning environments. All sectors will collaborate to share knowledge and experiences in this area, and work on common projects across clusters, areas, and regions.

In the government sector, this initiative will concurrently build the capacity of schools to develop strategies that will better engage families to be more involved in learning, including using the Extended School Hub model to pilot a focused effort in at least one site.



The Catholic sector will appoint Family School Partnership Convenors to work across schools to promote enhanced school/parent relationships. Convenors will seek partnerships with community-based agencies, businesses, and the tertiary sector to create opportunities to foster school/family connections, and facilitate school/family partnership activities.

The independent sector will employ student well-being and community engagement mentors to enhance and extend opportunities to engage families in the learning experiences of their children and provide opportunities for all family members to access and engage with learning experiences.

Enable and strengthen school-community/business partnerships to maximise learning opportunities and outcomes to extend schools

Community/business partnerships can provide co-ordinated and comprehensive approaches to redressing disadvantage experienced by students both within schools and the broader community.

Working in partnership, schools will be connected with businesses and the community to address barriers to students achieving their educational potential. Collaboration across school sectors will enable sharing of successful partnership strategies, and the identification of opportunities to work together with agencies, organisations and businesses in various clusters, areas and regions on cross-sector projects.

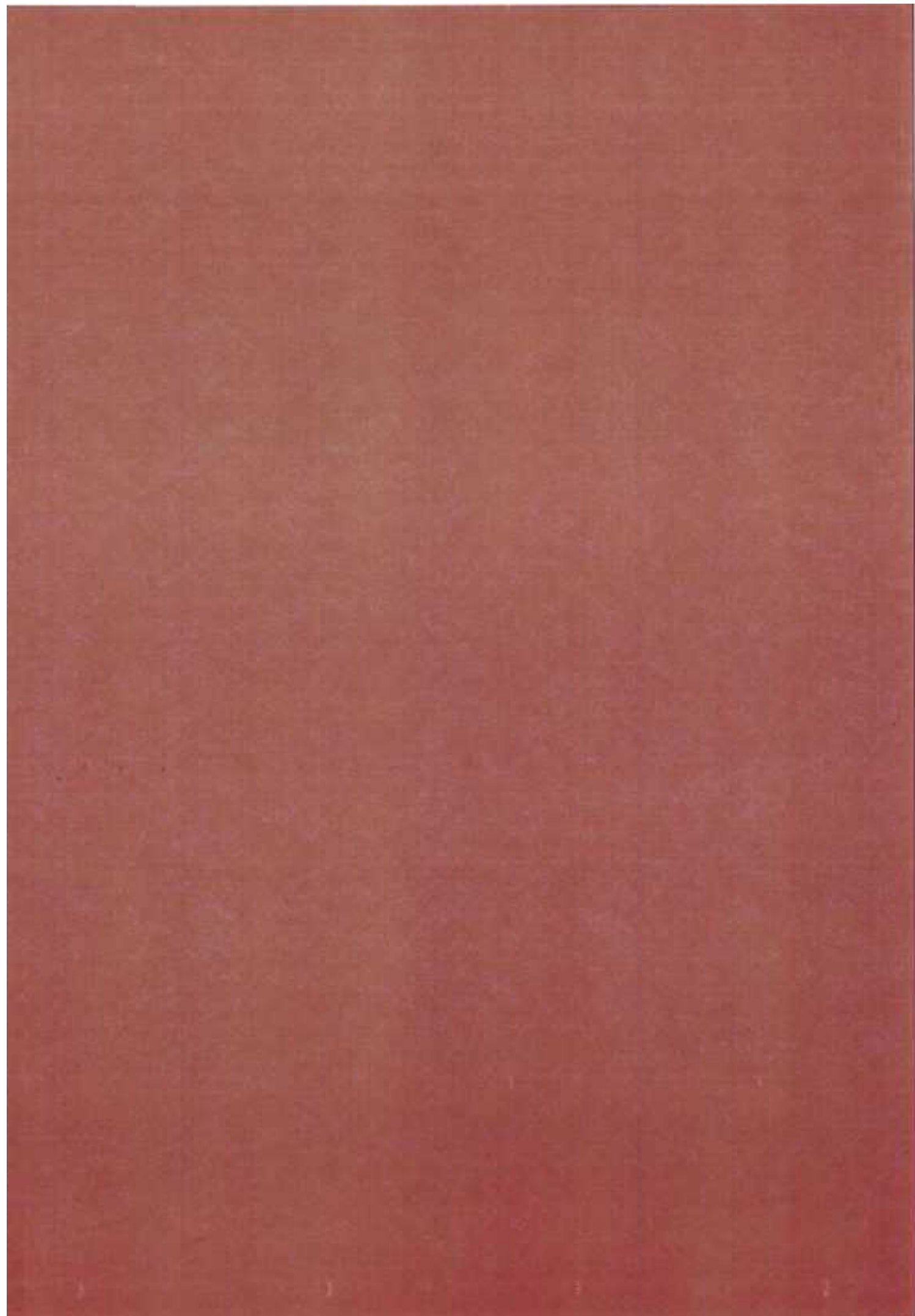
The government sector will develop strategic partnerships with business and non-government organisations, employ a Network Partnership Coordinator and Network Outreach Worker, and pilot a model of extended school hubs that will coordinate partnerships with business, local government and community agencies.

In the Catholic sector, this initiative will enhance the capacity of families to be engaged in learning. It provides further opportunities to develop models, including the School as Core Social Centre model, and direct the approach to targeted schools and clusters. Family School Partnership Convenors will be appointed, to be centrally coordinated by School Community Partnerships Coordinators.

In the independent sector, schools will strengthen and extend relationships with community organisations, businesses, and tertiary institutions, supported by student well-being and community engagement mentors working in each school cluster.

For sector specific information on the Victorian approach to the *Smarter Schools National Partnerships*, go to:

<http://www.education.vic.gov.au/about/directions/nationalpartnerships/default.htm>







Victoria—National Partnership Schools

The schools listed below have been identified as participating in the Low-SES NP and/or the Literacy and Numeracy NP. The Teacher Quality NP does not identify individual participating schools as it targets all teachers with an emphasis on strategies to attract, train, place, develop and retain quality teachers and leaders*

Key

LOW_SES_NP Low Socio-Economic Status School Communities National Partnership

LN_NP Literacy and Numeracy National Partnership

Government

School	Suburb	Sector	Partnership Type
Abbotsford Primary School	ABBOTSFORD	Government	Low SES_NP
Albanvale Primary School	ST ALBANS	Government	Low SES_NP
Albion North Primary School	SUNSHINE NORTH	Government	Low SES_NP
Albion Primary School	ALBION	Government	Low SES_NP
Aldercourt Primary School	FRANKSTON NORTH	Government	Low SES_NP
Altona Green Primary School	ALTONA MEADOWS	Government	LN_NP
Altona Meadows Primary School	ALTONA MEADOWS	Government	LN_NP
Altona North Primary School	ALTONA NORTH	Government	LN_NP
Araluen Primary School	SALE	Government	LN_NP
Ararat North Primary School	ARARAT	Government	Low SES_NP
Ararat Primary School	ARARAT	Government	LN_NP
Ardeer Primary School	ARDEER	Government	Low SES_NP
Bacchus Marsh College	BACCHUS MARSH	Government	LN_NP
Bainbridge College	HAMILTON	Government	LN_NP
Bairnsdale West Primary School	BAIRNSDALE	Government	Low SES_NP
Ballarat Secondary College	BALLARAT EAST	Government	LN_NP

Baillert Murrumbidgee Community College	GLENROY	Government	Low SES_MP
Banksia/La Trobe Secondary College **	BELLFIELD	Government	LN_MP
Baringa Special School	MOE	Government	Low SES_MP
Bass Valley Primary School	CORNELLA	Government	Low SES_MP
Bayside P-12 College	ALTONA NORTH	Government	Low SES_MP
Bayswater Secondary College	BAYSWATER	Government	Low SES_MP
Beechworth Secondary College	BEECHWORTH	Government	LN_MP
Belle Vue Park Primary School	GLENROY	Government	Low SES_MP
Bellfield Primary School **	IVANHOE	Government	Low SES_MP
Bendigo North Primary School	BENDIGO	Government	Low SES_MP
Bethal Primary School	MEADOW HEIGHTS	Government	Low SES_MP
Boronia Heights College	BORONIA	Government	LN_MP
*Box Forest Secondary College ** (now known as Glenroy Secondary College)*	GLENROY	Government	Low SES_MP
Braybrook College	BRAYBROOK	Government	Low SES_MP
Brimbank College **	ST ALBANS	Government	Low SES_MP
Broadmeadows Primary School	BROADMEADOWS	Government	Low SES_MP
Broadmeadows Valley Primary School	BROADMEADOWS	Government	Low SES_MP
Campbellfield Heights Primary School	CAMPBELLFIELD	Government	Low SES_MP
Canadian Lead Primary School	BALLARAT EAST	Government	Low SES_MP
Cann River P-12 College	CANN RIVER	Government	LN_MP
Carlton Primary School	CARLTON	Government	Low SES_MP
Caroline Springs College	CAROLINE SPRINGS	Government	Low SES_MP
Carrum Downs Secondary College	CARRUM DOWNS	Government	LN_MP
Carwatha College P-12	NOBLE PARK	Government	Low SES_MP
Caulfield Park Community School	CAULFIELD NORTH	Government	Low SES_MP
Chaffey Secondary College	MILDURA	Government	Low SES_MP
Chandler Primary School **	KEYSBOROUGH	Government	Low SES_MP
Chiltem Primary School	CHILTERN	Government	LN_MP
Churchill North Primary School	CHURCHILL	Government	Low SES_MP
Clunes Primary School	CLUNES	Government	Low SES_MP
Cobram Primary School	COBRAM	Government	Low SES_MP

Coburn Primary School	MELTON SOUTH	Government	Low SES_NP
Colac Secondary College	COLAC	Government	LN_NP
Colac West Primary School	COLAC	Government	Low SES_NP
Collingwood College	COLLINGWOOD	Government	LN_NP
Cornet Hill Primary School	BENDIGO	Government	Low SES_NP
Commercial Road Primary School - Morwell	MORWELL	Government	Low SES_NP
Coolaroo South Primary School	COOLAROO	Government	Low SES_NP
Coomoora Primary School **	SPRINGVALE SOUTH	Government	Low SES_NP
Copperfield College	SYDENHAM	Government	Low SES_NP
Corio Bay Senior College	CORIO	Government	Low SES_NP
Corio Primary School	CORIO	Government	Low SES_NP
Corio South Primary School	CORIO	Government	Low SES_NP
Corio West Primary School	CORIO	Government	LN_NP
Craigieburn Primary School	CRAIGIEBURN	Government	LN_NP
Craigieburn Secondary College	CRAIGIEBURN	Government	LN_NP
Craigieburn South Primary School	CRAIGIEBURN	Government	LN_NP
Cranbourne Park Primary School	CRANBOURNE	Government	Low SES_NP
Cranbourne Secondary College	CRANBOURNE	Government	LN_NP
Cranbourne West Primary School	CRANBOURNE	Government	LN_NP
Crusoe Secondary College	KANGAROO FLAT	Government	LN_NP
Dallas North Primary School	DALLAS NORTH	Government	Low SES_NP
Dallas Primary School	DALLAS NORTH	Government	Low SES_NP
Dandenong North Primary School	DANDENONG	Government	Low SES_NP
Dandenong Primary School	DANDENONG	Government	Low SES_NP
Dandenong South Primary School	DANDENONG	Government	Low SES_NP
Dandenong West Primary School	DANDENONG	Government	Low SES_NP
Debney Meadows Primary School	FLEMINGTON	Government	Low SES_NP
Debney Park Secondary College	FLEMINGTON	Government	Low SES_NP
Deer Park West Primary School	DEER PARK	Government	Low SES_NP
Delacombe Primary School	DELACOMBE	Government	LN_NP
Diggers Rest Primary School	DIGGERS REST	Government	Low SES_NP
Dinjerra Primary School	BRUYERBROOK	Government	Low SES_NP

Doveton Heights Primary School **	DOVETDN	Government	Low SES_NP
Doveton North Primary School **	DOVETDN	Government	Low SES_NP
Dromana Secondary College	DROMANA	Government	LN_NP
Dunolly Primary School	DUNOLLY	Government	Low SES_NP
Eaglehawk Primary School	EAGLEHAWK	Government	Low SES_NP
Eaglehawk Secondary College	EAGLEHAWK	Government	LN_NP
East Gippsland Specialist School	BAIRNSDALE	Government	Low SES_NP
Echuca College	ECHUCA	Government	LN_NP
Echuca East Primary School	ECHUCA	Government	LN_NP
Echuca Primary School	ECHUCA	Government	LN_NP
Elisabeth Murdoch College	LANGWARRIN	Government	LN_NP
Emerald Secondary College	EMERALD	Government	LN_NP
Endeavour Hills Secondary College	ENDEAVOUR	Government	LN_NP
Eumemmerring Primary School	EUMEMMERRING	Government	Low SES_NP
Exford Primary School	EXFORD	Government	Low SES_NP
Fawkner Primary School	FAWKNER	Government	Low SES_NP
*Fawkner Secondary College ** (now known as John Fawkner Secondary College)*	FAWKNER	Government	Low SES_NP
Fitzroy Primary School	FITZROY	Government	Low SES_NP
Flinders Peak Secondary College	CORIO	Government	Low SES_NP
Footscray City Primary School	FOOTSCRAY	Government	LN_NP
Footscray North Primary School	FOOTSCRAY	Government	Low SES_NP
Footscray Primary School	FOOTSCRAY	Government	LN_NP
Forest Street Primary School	WENDOUREE	Government	LN_NP
Fountain Gate Primary School	NARRE WARREN SOUTH	Government	LN_NP
Fountain Gate Secondary College	NARRE WARREN SOUTH	Government	LN_NP
Furlong Park School For Deaf Children	SUNSHINE NORTH	Government	Low SES_NP
Geelong East Primary School	GEELONG EAST	Government	LN_NP
George Street Primary School - Hamilton	HAM	Government	Low SES_NP
Gillmore College For Girls	FOOTSCRAY	Government	Low SES_NP
Gisborne Secondary College	GISBORNE	Government	LN_NP
Gladstone Park Primary School	TULLAMARINE	Government	LN_NP

Gladstone Park Secondary College	GLADSTONE PARK	Government	Low SES_NP
Glenaeles Secondary College	ENDEAVOUR	Government	LN_NP
Glenagal/Sunshine West Primary School	SUNSHINE	Government	Low SES_NP
Glenroy North Primary School **	GLENROY	Government	Low SES_NP
Glenroy Primary School **	GLENROY	Government	Low SES_NP
Goongerah Primary School	GOONGERAH	Government	Low SES_NP
Govrie Street Primary School	SHEPPARTON	Government	Low SES_NP
Guthridge Primary School	SALE	Government	LN_NP
Heig Street Primary School **	HEIDELBERG HEIGHTS	Government	Low SES_NP
Hellam Primary School	HALLAM	Government	Low SES_NP
Hellam Secondary College	HALLAM	Government	LN_NP
Hampton Park Primary School	HAMPTON PARK	Government	Low SES_NP
Hampton Park Secondary College	HAMPTON PARK	Government	Low SES_NP
Harrisfield Primary School	NOBLE PARK	Government	Low SES_NP
Hastings Westpark Primary School	HASTINGS	Government	Low SES_NP
Heathcote Primary School	SPRINGVALE	Government	Low SES_NP
Heyfield Primary School	HEYFIELD	Government	Low SES_NP
Hoppers Crossing Secondary College	HOPPERS CROSSING	Government	LN_NP
Horsham North Primary School	HORSHAM	Government	Low SES_NP
Hume Central Secondary College	BROADMEADOWS	Government	Low SES_NP
Iramoo Primary School	WYNDHAM VALE	Government	LN_NP
Jackson School	ST ALBANS	Government	Low SES_NP
Jeparit Primary School	JEPARIT	Government	Low SES_NP
Kambrya College	BERWICK	Government	LN_NP
Kangaroo Flat Primary School	KANGAROO FLAT	Government	Low SES_NP
Karingal Primary School	FRANKSTON	Government	LN_NP
Kealba Secondary College	KEALBA	Government	Low SES_NP
Kensington Community High School	KENSINGTON	Government	Low SES_NP
Keysborough Secondary College	KEYSBOROUGH	Government	Low SES_NP
Kilmore Primary School	KILMORE	Government	LN_NP
Kings Park Primary School	ST ALBANS	Government	Low SES_NP
Koo Wee Rup Primary School	KOO WEE RUP	Government	LN_NP

Koo Wee Rup Secondary College	KOO WEE RUP	Government	LN_NP
Kurunjang Primary School	MELTON	Government	LN_NP
Kurunjang Secondary College	MELTON	Government	LN_NP
Lakes Entrance Primary School	LAKES ENTRANCE	Government	LN_NP
Lakes Entrance Secondary College	LAKES ENTRANCE	Government	LN_NP
Lakeside Secondary College **	RESERVOIR	Government	LN_NP
Lalor East Primary School	THOMASTOWN	Government	Low SES_NP
Lalor North Primary School	LALOT	Government	LN_NP
Lalor North Secondary College	EPHING	Government	Low SES_NP
Lalor Park Primary School **	LALOR	Government	Low SES_NP
Lalor Primary School	LALOR	Government	LN_NP
Lalor Secondary College	LALOR	Government	Low SES_NP
Lalor West Primary School **	LALOR	Government	Low SES_NP
Lara Primary School	LARA	Government	LN_NP
Laverton P-12 College	LAVERTON	Government	Low SES_NP
Lindenow South Primary School	LINDENOW SOUTH	Government	Low SES_NP
Longwarry Primary School	LONGWARRY	Government	Low SES_NP
Lowanna College	NEWBOROUGH	Government	LN_NP
Lynhall Hill Community School	RICHMOND	Government	Low SES_NP
Lyndale Primary School **	DANDENONG	Government	Low SES_NP
Lyndale Secondary College	DANDENONG NORTH	Government	Low SES_NP
Lyndhurst Secondary College	CRANBOURNE	Government	LN_NP
Macarthur Street Primary School	BALLAPAT EAST	Government	Low SES_NP
Mackellar Primary School	DELAHEY	Government	Low SES_NP
Macleod College	MACLEOD	Government	LN_NP
Magpie Primary School	MAGPIE	Government	Low SES_NP
Mahogany Rise Primary School	FRANKSTON NORTH	Government	Low SES_NP
Mansfield Primary School	MANSFIELD	Government	LN_NP
Maralinga Primary School **	KEYSBOROUGH	Government	Low SES_NP
Maryborough Education Centre	MARYBOROUGH	Government	Low SES_NP
McGuire College	SHEPPARTON	Government	Low SES_NP
Meadow Heights Primary School	MEADOW HEIGHTS	Government	Low SES_NP

Meadowglen Primary School	EPPING	Government	LN_NP
Meadows Primary School	ST ALBANS	Government	Low SES_NP
Melrose Primary School	WODONGA	Government	Low SES_NP
Melton Primary School	MELTON	Government	LN_NP
Melton Secondary College	MELTON	Government	LN_NP
Melton Specialist School	MELTON	Government	Low SES_NP
Melton West Primary School	MELTON	Government	Low SES_NP
Merrlands College **	RESERVOIR	Government	Low SES_NP
Mildura Primary School	MILDURA	Government	Low SES_NP
Mildura West Primary School	MILDURA	Government	LN_NP
Mill Park Secondary College	MILL PARK	Government	LN_NP
Moe (Albert Street) Primary School	MOE	Government	Low SES_NP
Moe (South Street) Primary School	MOE	Government	Low SES_NP
Moe Primary School	MOE	Government	Low SES_NP
Monterey Secondary College	FRANKSTON NORTH	Government	LN_NP
Moomba Park Primary School	FAIRMER	Government	Low SES_NP
Mooroopna Park Primary School	MOOROPNA	Government	Low SES_NP
Mooroopna Primary School	MOOROPNA	Government	LN_NP
Mooroopna Secondary College	MOOROPNA	Government	LN_NP
Moreland Primary School	MORELAND	Government	Low SES_NP
Mornington Park Primary School	MORNINGTON	Government	Low SES_NP
Morwell Park Primary School	MORWELL	Government	Low SES_NP
Morwell Primary School	MORWELL	Government	Low SES_NP
Mount Erin Secondary College	FRANKSTON	Government	LN_NP
Moveille Primary School	ST ALBANS	Government	Low SES_NP
Narracan Primary School	NARRACAN	Government	Low SES_NP
Narre Warren South P-12 College	NARRE WARREN SOUTH	Government	LN_NP
Newcomb Park Primary School	NEWCOMB	Government	Low SES_NP
Newlands Primary School	EAST COBURG	Government	Low SES_NP
Newport Gardens Primary School	NEWPORT	Government	Low SES_NP
Nilma Primary School	NILMA	Government	Low SES_NP
Noble Park Primary School	NOBLE PARK	Government	Low SES_NP

Noble Park Secondary College	NOBLE PARK	Government	Low SES_NP
Noojee Primary School	NOOJEE	Government	Low SES_NP
Norlane High School	NORLANE	Government	Low SES_NP
Norlane West Primary School	NORLANE	Government	Low SES_NP
Norris Bank Primary School	BUNDODRA	Government	LN_NP
North Geelong Secondary College	NORTH GEELONG	Government	Low SES_NP
North Shore Primary School	NORLANE	Government	Low SES_NP
Northland Secondary College	PRESTON EAST	Government	Low SES_NP
Nowa Nowa Primary School	NOWA NOWA	Government	Low SES_NP
Numurkah Secondary College	NUMURKAH	Government	LN_NP
Nungurner Primary School	NUNGURNER	Government	Low SES_NP
Olympic Village Primary School **	HEIDELBERG WEST	Government	Low SES_NP
Orbost North Primary School	ORBOST	Government	Low SES_NP
Orbost Secondary College	ORBOST	Government	LN_NP
Pakenham Secondary College	PAKENHAM	Government	LN_NP
Pascoe Vale Girls Secondary College	PASCOE VALE	Government	Low SES_NP
Penders Grove Primary School	THORNBURY	Government	Low SES_NP
Penshurst Primary School	PENSHURST	Government	Low SES_NP
Peter Lalor Secondary College **	LALOR	Government	Low SES_NP
Portland Primary School	PORTLAND	Government	Low SES_NP
Preston Girls Secondary College	PRESTON	Government	Low SES_NP
Preston North East Primary School	PRESTON EAST	Government	Low SES_NP
Preston Primary School	PRESTON	Government	LN_NP
Pyalong Primary School	PVALONG	Government	Low SES_NP
Ranfurlly Primary School	MILDURA	Government	LN_NP
Redan Primary School	SEBASTOPOOL	Government	Low SES_NP
Reservoir District Secondary College	RESERVOIR	Government	Low SES_NP
Reservoir East Primary School	RESERVOIR	Government	Low SES_NP
Reservoir Primary School	RESERVOIR	Government	Low SES_NP
Reservoir West Primary School	RESERVOIR	Government	LN_NP
Richmond West Primary School	RICHMOND	Government	Low SES_NP
Robinvale Consolidated School **	ROBINVALE	Government	Low SES_NP

Robinvale Secondary College **	ROBINVALE	Government	Low SES_NP
Rockbank Primary School	ROCKBANK	Government	Low SES_NP
Rosamond Special School	MAIDSTONE	Government	Low SES_NP
Roxburgh College	ROXBURGH PARK	Government	Low SES_NP
Roxburgh Homestead Primary School	ROXBURGH PARK	Government	LN_NP
Roxburgh Park Primary School	ROXBURGH PARK	Government	Low SES_NP
Roxburgh Rise Primary School	ROXBURGH PARK	Government	Low SES_NP
Ruthven Primary School **	RESERVOIR	Government	Low SES_NP
Sale College	SALE	Government	LN_NP
Sebastopol College	SEBASTOPOL	Government	LN_NP
Sebastopol Primary School	SEBASTOPOL	Government	Low SES_NP
Seymour Special School **	SEYMOUR	Government	Low SES_NP
Silverton Primary School	NOBLE PARK NORTH	Government	Low SES_NP
Somerville Secondary College	SOMERVILLE	Government	LN_NP
Southvale Primary School **	NOBLE PARK	Government	Low SES_NP
Specimen Hill Primary School	GOLDEN SQUARE	Government	Low SES_NP
Spring Valley Primary School **	SPRINGVALE SOUTH	Government	Low SES_NP
Springvale Heights Primary School **	SPRINGVALE	Government	Low SES_NP
Springvale Primary School **	SPRINGVALE	Government	Low SES_NP
Springvale South Primary School **	SPRINGVALE SOUTH	Government	Low SES_NP
Springvale West Primary School **	SPRINGVALE	Government	Low SES_NP
St Albans East Primary School	ST ALBANS	Government	Low SES_NP
St Albans Heights Primary School	ST ALBANS	Government	Low SES_NP
St Albans Meadows Primary School	ST ALBANS	Government	Low SES_NP
St Albans North Primary School	ST ALBANS	Government	Low SES_NP
St Albans Primary School	ST ALBANS	Government	Low SES_NP
St Albans Secondary College	ST ALBANS	Government	Low SES_NP
**St Albans South Primary School ** (now known as University Park Primary School)*	ST ALBANS	Government	Low SES_NP
St Georges Road Primary School	SHEPPARTON	Government	LN_NP
Stoughton College	MELTON SOUTH	Government	Low SES_NP
Stevensville Primary School	ST ALBANS	Government	Low SES_NP

Sunbury Heights Primary School	SUNBURY	Government	LN_NP
Sunshine College	SUNSHINE WEST	Government	Low SES_NP
Sunshine Harvester Primary School	SUNSHINE	Government	Low SES_NP
Sunshine North Primary School	SUNSHINE NORTH	Government	Low SES_NP
Sunshine Special Developmental School	SUNSHINE	Government	Low SES_NP
Swan Hill College	SWAN HILL	Government	LN_NP
Swan Hill North Primary School	SWAN HILL	Government	LN_NP
Swan Hill Primary School	SWAN HILL	Government	LN_NP
Talbot Primary School	TALBOT	Government	Low SES_NP
Tate Street Primary School Geelong	GEELONG EAST	Government	Low SES_NP
Thomastown East Primary School	THOMASTOWN	Government	Low SES_NP
Thomastown Meadows Primary School	THOMASTOWN	Government	LN_NP
Thomastown Primary School	THOMASTOWN	Government	Low SES_NP
Thomastown Secondary College **	THOMASTOWN	Government	Low SES_NP
Thomastown West Primary School **	THOMASTOWN	Government	Low SES_NP
Thoona Primary School	THOONA	Government	Low SES_NP
Timor Primary School	TIMOR	Government	Low SES_NP
Tobruk Street Primary School	MORWELL	Government	Low SES_NP
Tooborac Primary School	TOOBORAC	Government	Low SES_NP
Traralgon (Liddiard Road) Primary School	TRARALGON	Government	LN_NP
Upfield Primary School	BROADMEADOWS	Government	Low SES_NP
Upper Yarra Secondary College	YARRA JUNCTION	Government	LN_NP
Upwey South Primary School	UPWEY	Government	LN_NP
Verney Road School	SHEPPARTON	Government	Low SES_NP
Wales Street Primary School	THORNBURY	Government	LN_NP
Wallan Secondary College	WALLAN	Government	LN_NP
Wallarano Primary School	NOBLE PARK	Government	Low SES_NP
Wangaratta West Primary School	WANGARATTA	Government	LN_NP
Warburton Primary School	WARBURTON	Government	Low SES_NP
Warragul Primary School	WARRAGUL	Government	LN_NP
Warringa Park School	HOPPERS CROSSING	Government	Low SES_NP

Warrnambool West Primary School	WARRNAMBOOL	Government	Low SES_NP
Wedderburn College	WEDDERBURN	Government	Low SES_NP
Weeroona College Bendigo	BENDIGO	Government	LN_NP
Wellington Secondary College	MULGRAVE	Government	Low SES_NP
Welshpool and District Primary School	WELSHPOOL	Government	Low SES_NP
Wendouree Primary School	WENDOUREE	Government	Low SES_NP
Wesburn Primary School	WESBURN	Government	Low SES_NP
Westall Primary School	CLAYTON	Government	Low SES_NP
Westall Secondary College	CLAYTON SOUTH	Government	Low SES_NP
Westbreen Primary School	PASCOEVALE	Government	LN_NP
Western English Language School	BRAYBROOK	Government	Low SES_NP
Western Port Secondary College	HASTINGS	Government	LN_NP
Westmeadows Heights Primary School**	WESTMEADOWS	Government	Low SES_NP
Whittington Primary School	WHITTINGTON	Government	Low SES_NP
Whittlesea Secondary College	WHITTLESEA	Government	LN_NP
Wilmut Road Primary School	SHEEPARTON	Government	Low SES_NP
Wodonga Middle Years College	WODONGA	Government	LN_NP
Wodonga West Primary School	WODONGA	Government	Low SES_NP
Wooranna Park Primary School	DANDENONG	Government	Low SES_NP
Woori Yallock Primary School	WOORI YALLOCK	Government	Low SES_NP
Wurruk Primary School	WURRUK	Government	Low SES_NP
Yarra Junction Primary School	YARRA JUNCTION	Government	Low SES_NP
Yarraman Oaks Primary School	NOBLE PARK	Government	Low SES_NP
Yarrunga Primary School	WANGARATTA	Government	Low SES_NP
Yuille Park P-8 Community College	WENDOUREE	Government	Low SES_NP

Victoria—National Partnerships

Catholic

School	Suburb	Sector	Partnership Type
Annunciation School	BROOKLYN	Catholic	LN_NP
Caroline Chisholm Catholic College	BRAYBROOK	Catholic	Low SES_NP
Catholic Regional College	ST ALBANS	Catholic	Low SES_NP
Christ Our Holy Redeemer School	OAKLEIGH EAST	Catholic	LN_NP
Christ the King Primary School	BRAYBROOK	Catholic	Low SES_NP
Christ the King School	NEWCOMB	Catholic	LN_NP
Christian Brothers' College	ST KILDA EAST	Catholic	LN_NP
Corpus Christi Primary School	GLENROY	Catholic	Low SES_NP
Frayne College	BARANDUDA	Catholic	LN_NP
Gallen Catholic College	WANGARATTA	Catholic	LN_NP
Holy Child Primary School	DALLAS	Catholic	Low SES_NP
Holy Eucharist School	ST ALBANS SOUTH	Catholic	Low SES_NP
Holy Family School	DOVETON	Catholic	Low SES_NP
Holy Rosary School	HEATHCOTE	Catholic	Low SES_NP
Killester College	SPRINGVALE	Catholic	Low SES_NP
Lumen Christi School	DELAGOMBE	Catholic	LN_NP
Mother of God Primary School	IVANHOE EAST	Catholic	LN_NP
Mother of Good Primary School	ARDEER	Catholic	Low SES_NP
Notre Dame College	SHEPPARTON	Catholic	LN_NP
Our Lady Help of Christians Primary School	MURTOA	Catholic	LN_NP
Our Lady Help of Christians School	WENDOURIEE	Catholic	Low SES_NP
Our Lady of Immaculate Conception	SUNSHINE	Catholic	Low SES_NP
Our Lady of Lourdes School	BAYSWATER	Catholic	LN_NP
Our Lady of Mount Carmel School	SUNBURY	Catholic	LN_NP
Our Lady of Victories Parish School	CAMBERWELL	Catholic	LN_NP
Our Lady's Primary School	WANGARATTA	Catholic	LN_NP
Sacred Heart Primary School	PRESTON	Catholic	LN_NP
Sacred Heart Primary School	YEA	Catholic	LN_NP

Sacred Heart Primary School	CASTERTON	Catholic	LN_NP
Sacred Heart Primary School	MOIRWELL	Catholic	Low SES_NP
Sacred Heart Primary School	ST ALBANS	Catholic	Low SES_NP
Sacred Heart School	FITZROY	Catholic	Low SES_NP
Simonds Catholic College	WEST MELBOURNE	Catholic	Low SES_NP
St Aloysius' School	REDAN	Catholic	LN_NP
St Aloysius' School	CAULFIELD	Catholic	LN_NP
St Anthony's Primary School	MELTON SOUTH	Catholic	LN_NP
St Anthony's School	NOBLE PARK	Catholic	Low SES_NP
St Augustine's College	KYABRAM	Catholic	LN_NP
St Augustine's School	CRESWICK	Catholic	LN_NP
St Augustine's School	FRANKSTON SOUTH	Catholic	LN_NP
St Augustine's School	MARYBOROUGH	Catholic	Low SES_NP
St Bernadette's School	SUNSHINE NORTH	Catholic	Low SES_NP
St Bernard's School	BACCHUS MARSH	Catholic	LN_NP
St Brendan's Primary School	SOMERVILLE	Catholic	LN_NP
St Brendan's School	CORAGULAC	Catholic	LN_NP
St Brendan's School	LAKES ENTRANCE	Catholic	LN_NP
St Brendan's School	SHEPPARTON	Catholic	LN_NP
St Brendan's School	FLEMINGTON	Catholic	Low SES_NP
St Catherine's Primary School	LALOR WEST	Catholic	LN_NP
St Clare's School	THOMASTOWN WEST	Catholic	Low SES_NP
St Columba's School	BALLARAT NORTH	Catholic	LN_NP
St Dominic's Primary School	MELTON	Catholic	LN_NP
St Dominic's School	BROADMEADOWS	Catholic	Low SES_NP
St Francis' School	NATHALIA	Catholic	LN_NP
St Francis Xavier's School	CORIO	Catholic	Low SES_NP
St Ita's Catholic Primary School	DROUIN	Catholic	LN_NP
St James' School	SEBASTOPOL	Catholic	LN_NP
St Joachim's Catholic Primary School	CARRUM DOWNS	Catholic	LN_NP
St John's Primary School	EUROA	Catholic	LN_NP
St John's School	DENNINGTON	Catholic	LN_NP

St John's School	FOOTSCRAY WEST	Catholic	Low SES_NP
St Joseph's Parish Primary School	SPRINGVALE	Catholic	Low SES_NP
St Joseph's Primary School	MALVERN	Catholic	LN_NP
St Joseph's Primary School	RED CLIFFS	Catholic	LN_NP
St Joseph's School	BENALLA	Catholic	LN_NP
St Joseph's School	CHARLTON	Catholic	LN_NP
St Joseph's School	HOPETOUN	Catholic	LN_NP
St Joseph's School	KORUMBURRA	Catholic	LN_NP
St Joseph's School	WONTHAGGI	Catholic	LN_NP
St Joseph's School	ROCHESTER	Catholic	LN_NP
St Joseph's School	COLERAINE	Catholic	LN_NP
St Joseph's School	ORBOST	Catholic	Low SES_NP
St Joseph's School	COLLINGWOOD	Catholic	Low SES_NP
St Kieran's Primary School	MOE	Catholic	Low SES_NP
St Killian's Primary School	BENDIGO	Catholic	LN_NP
St Laurence O'Toole Primary School	LEONGATHA	Catholic	LN_NP
St Leo the Great School	ALTONA NORTH	Catholic	LN_NP
St Macartan's Primary School	MORNINGTON	Catholic	LN_NP
St Margaret Mary's School	SPOTSWOOD	Catholic	LN_NP
St Mark's Primary School	FAWKNER	Catholic	Low SES_NP
St Martin de Porres' Primary School	LAVERTON	Catholic	Low SES_NP
St Mary Magdalen's School	CHADSTONE	Catholic	LN_NP
St Mary's School	HASTINGS	Catholic	LN_NP
St Mary's College	SEYMOUR	Catholic	LN_NP
St Mary's Primary School	DANDEONG	Catholic	Low SES_NP
St Mary's School	WARRACKNABEAL	Catholic	LN_NP
St Mary's School	WHITTLESEA	Catholic	LN_NP
St Mary's School	RUSHWORTH	Catholic	LN_NP
St Mary's School	HAMILTON	Catholic	LN_NP
St Mary's School	THORNHURTY	Catholic	LN_NP
St Mary's School	MAFFRA	Catholic	LN_NP
St Mary's School	SALE	Catholic	LN_NP

St Mary's School	MANFIELD	Catholic	LN_NP
St Mary's School	ALEXANDRA	Catholic	LN_NP
St Mary's School	ECHUCA	Catholic	LN_NP
St Mary's School	INGLEWOOD	Catholic	Low SES_NP
St Matthew's Primary School	FAWKNER NORTH	Catholic	Low SES_NP
St Mel's School	SHEPPARTON SOUTH	Catholic	LN_NP
St Michael & St John's Primary School	MORSHAM	Catholic	LN_NP
St Michael's School	BERWICK	Catholic	LN_NP
St Michael's School	NORTH MELBOURNE	Catholic	Low SES_NP
St Monica's Primary School	FOOTSCRAY	Catholic	Low SES_NP
St Monica's School	KANGAROO FLAT	Catholic	LN_NP
St Patrick's School	STRATFORD	Catholic	LN_NP
St Patrick's School	NHELL	Catholic	LN_NP
St Patrick's School	ST ARNAUD	Catholic	Low SES_NP
St Patrick's School	PYRAMID HILL	Catholic	Low SES_NP
St Paul's Primary School	MILDURA	Catholic	LN_NP
St Paul's Primary School	SUNSHINE WEST	Catholic	Low SES_NP
St Peter Apostle Primary School	HOPPERS CROSSING	Catholic	LN_NP
St Peter's Primary School	SUNSHINE SOUTH WEST	Catholic	Low SES_NP
St Peter's School	BENDIGO NORTH	Catholic	Low SES_NP
St Pius X School	WEST HEIDELBERG	Catholic	Low SES_NP
St Stephen's School	RESERVOIR	Catholic	Low SES_NP
St Theresa's School	ALBION	Catholic	Low SES_NP
St Therese's School	CRANBOURNE NORTH	Catholic	LN_NP
St Thomas Aquinas School	MORLAINE	Catholic	Low SES_NP
St Vincent de Paul School	MORWELL	Catholic	Low SES_NP
Stella Maris Catholic Primary School	POINT COOK WEST	Catholic	LN_NP
Trinity Catholic School	RICHMOND NORTH	Catholic	Low SES_NP
Trinity College Colac Inc	COLAC	Catholic	LN_NP

Victoria—National Partnerships

Independent

School	Suburb	Sector	Partnership Type
Adass Israel School	ELSTERNWICK	Independent	LN_NP
Al Siraat College	EPPING	Independent	Low SES_NP
Albury Wodonga Community College	WODONGA	Independent	Low SES_NP
Al-Tauqwa College	HOPPERS CROSSING	Independent	Low SES_NP
Australian International Academy of Education	NORTH COBURG	Independent	Low SES_NP
Bayview College	PORTLAND	Independent	Low SES_NP
Belgrave Heights Christian School	BELGRAVE HEIGHTS	Independent	LN_NP
Chairo Christian School - Drouin and Pakenham Campuses	DROUIN/PAKENHAM	Independent	LN_NP
Christ the King Anglican College	COBRAM	Independent	Low SES_NP
Covenant College	BELL POST HILL	Independent	LN_NP
Creek Street Christian College	BENDIGO	Independent	LN_NP
Darul Ulum College of Victoria	NORTH FAWNIER	Independent	Low SES_NP
East Preston Islamic College	EAST PRESTON	Independent	Low SES_NP
Geelong Baptist College	LOVELY BANKS	Independent	Low SES_NP
Gilson College	TAYLORS HILL	Independent	LN_NP
Good News Lutheran School	TARNETT	Independent	LN_NP
Good Shepherd College	HAMILTON	Independent	LN_NP
Henderson College	BRYMPLE	Independent	Low SES_NP
Heritage College	NARRE WARREN SOUTH	Independent	LN_NP
Highview Christian Community College	MARYBOROUGH	Independent	Low SES_NP
Ilim College of Australia	BROADMEADOWS	Independent	Low SES_NP
Isiit College Dandenong	KEYSBOROUGH	Independent	Low SES_NP
Isiit College Eastmeadows	EASTMEADOWS	Independent	Low SES_NP
Isiit College Upfield	UPFIELD	Independent	Low SES_NP
Lighthouse Christian College Cranbourne	CRANBOURNE	Independent	Low SES_NP
Lighthouse Christian College Kiaysborough	KEYSBOROUGH	Independent	LN_NP

Little Yarra Steiner School	YARRA JUNCTION	Independent	Low SES_NP
Melton Christian College	MELTON SOUTH	Independent	LN_NP
Minaart College	SPRINGVALE	Independent	Low SES_NP
Mt Hira College	KEYSBOROUGH	Independent	Low SES_NP
Newhaven College	NEWHAVEN	Independent	Low SES_NP
Northside Christian College	BUNDOORA	Independent	LN_NP
Oakleigh Greek Orthodox College	OAKLEIGH	Independent	LN_NP
South Coast Christian College	LEONGATHA	Independent	Low SES_NP
St Anthony's Coptic Orthodox College	FRANKSTON NORTH	Independent	LN_NP
St John's Greek Orthodox College	PRESTON	Independent	LN_NP
St John's Lutheran Primary School	PORTLAND	Independent	Low SES_NP
St Mary's Coptic Orthodox College	COOLAROO	Independent	Low SES_NP
Sunshine Christian School	SUNSHINE NORTH	Independent	Low SES_NP
The B.E.S.T. Centre - Morwell and Noble Park Campuses	MORWELL/NOBLE PARK	Independent	Low SES_NP
Trinity Lutheran College	MILDURA	Independent	Low SES_NP
Victory Christian College	BENDIGO	Independent	LN_NP
Worawa Aboriginal College	HEALESVILLE	Independent	Low SES_NP

Victoria total by National Partnership and Sector

Literacy/Numeracy NP	Sector	Schools
	Government	101
	Catholic	75
	Independent	16
Total Literacy/Numeracy NP		192
Low-SES NP	Sector	Schools
	Government	224
	Catholic	46
	Independent	27
Total Low-SES NP		297
Both Low SES and Literacy and Numeracy National Partnership	Sector	Schools
	Government	0
	Catholic	0
	Independent	0
Total Low-SES and Literacy/Numeracy NP		0
Total VIC NP Schools		489

*Note – The schools list is correct at time of publishing and may be subject to change.

** Schools are in the process of merging or reorganisation.

**BILATERAL AGREEMENT BETWEEN THE
COMMONWEALTH OF AUSTRALIA AND THE
STATE OF VICTORIA**

**FOR
NATIONAL PARTNERSHIP AGREEMENTS ON
LITERACY AND NUMERACY
LOW SOCIO-ECONOMIC STATUS SCHOOL COMMUNITIES
IMPROVING TEACHER QUALITY**

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Purpose

This Bilateral Agreement builds on the multilateral National Partnership (NP) Agreements on Literacy and Numeracy, Low Socio-economic Status (SES) School Communities and Improving Teacher Quality agreed by all governments at the meeting of the Council of Australian Governments (COAG) on 29 November 2008. It details the specific agreements made between Victoria and the Commonwealth in relation to the pursuit of reforms in Victoria and at the national level under these National Partnerships (NPs).

Consistent with Victoria's approach to learning and development from within a birth-to-adulthood framework, this Agreement is aligned with other relevant work agreed via COAG, including the Early Childhood Education National Partnership, and the National Partnership on Youth Attainment and Transitions.

Victoria is committed to achieving the agreed COAG education outcomes and targets and the goals set out in the December 2008 *Melbourne Declaration on Educational Goals for Young Australians*. This Bilateral Agreement and the Victorian Implementation Plan (VIP) for the *Smarter Schools* NPs provide an opportunity to develop and implement focused reform based initiatives which will deliver on these outcomes.

Context

The Victorian Government's strategic directions for school education are outlined in the *Blueprint for Education and Early Childhood Development 2008*. The *Blueprint* is an integrated reform agenda designed to improve performance and promote excellence across Victorian schools and early childhood services. The *Blueprint* is characterised by a system reform focus in a devolved context and is supported by a successful history of education reform within Victoria.

The Bilateral Agreement and VIP are aligned with the *Blueprint* priorities, in particular:

- Strengthening public confidence in a world-class school education system;
- Improving outcomes for disadvantaged young Victorians; and
- Integrating services for children and families.

Both the Bilateral Agreement and VIP will build on *Blueprint* initiatives and in particular the strategies for reform, which are:

Partnerships with parents and communities

The partnerships strategy includes working with families, communities and business to provide parenting support, community hubs and to develop business partnerships. It also means taking action to enhance opportunities for all Victorians through place-based approaches and meeting diverse needs.

System improvement

System improvement aims to deliver excellent school education through school improvement, quality teaching and learning, and cross-sectoral strategies. It also includes a focus on co-location and integration of early childhood and education services, and support for improved transitions to and from school.

Workforce reform

Workforce reform emphasises modern careers and workplaces, and a culture of strong leadership and professional learning. This strategy aims to attract the best people to teaching, and to develop and support high-performing school workforces.

Government

A key action of the *Blueprint* is an enhanced role for regional networks as a means to better target government school improvement efforts. To support this, the role and nature of networks in the government sector has been redefined, and a workforce of 70 Regional Network Leaders has been introduced to lead school improvement. This regional network structure provides a focus for NP activity through the development and implementation of strategic plans for schools in each network. The VIP will complement and partner with Network Strategic Plans and school-based plans. Regional Network Leaders will support all schools in the network to improve and achieve better outcomes for students.

The *Blueprint* also promotes partnerships between government and non-government schools, including consistent accountability frameworks and greater transparency about performance and provision from all schools regardless of sector. The non-government school sector is a key partner in achieving the educational outcomes outlined in the NPs.

Catholic Sector

In the Catholic education sector, education priorities and policies are very closely aligned to those of the Victorian and Australian governments, with an emphasis on teacher quality, transparency and school accountability, early childhood development and targeting of resources based on need. The Catholic education sector embraces these priorities, and supports a number of policies and initiatives in pursuit of them, including:

- Distribution of school funding which favours high 'need' schools and students;
- A robust School Improvement Framework;
- Literacy and numeracy strategies; and
- Professional learning and school leadership initiatives.

Independent Sector

Victoria's independent schools have been working in partnership with the other Victorian school sectors and the Australian Government in the area of education reform. Through Independent Schools Victoria (ISV) and individual member schools, there has been a strong emphasis on school improvement strategies, including:

- Building the capacity of the teaching workforce;
- Supporting the development of strong school leadership at both the senior executive level and the school governance level;
- Designing research-based performance indicators; and
- Improving the skills of schools to collect and analyse data.

There is a natural synergy between these improvement strategies and the reform initiatives of the Australian and Victorian Governments and other school sectors.

Key reform areas and indicative actions

This Bilateral Agreement will address the key reform areas agreed in the NP Agreements on Literacy and Numeracy, Low SES School Communities and Improving Teacher Quality, which are reproduced in **Appendix A**.

The specific indicative actions (hereafter referred to as 'initiatives') within these reform areas and the schools targeted are identified in the VIP (Attachment A). Victoria used a set of guiding principles for the selection of initiatives within the reform areas, to ensure that these remain aligned with the core intent of the NPs. The principles are that initiatives:

- Are high-quality and based on sound evidence;
- Are high intensity, including provision of support and funds allocation to schools;
- Deliver in-school support based on needs analysis at the school level;
- Balance efforts to build long-term capacity while at the same time providing direct support where it is most needed; and
- Incorporate promising innovation (i.e. emerging, successful practice from activities within Australia and overseas that can be adopted) and explore area and network-based approaches and opportunities to integrate services.

These initiatives will be supported by strategies that will strengthen chances of success, including:

- Appropriate, targeted engagement with parents and the community;
- Development of strategic partnerships with business and non-government organisations;
- Appropriate linkages with other government agencies and departments; and
- Extended schooling and links with early childhood services.

Major reform vs. continuous improvement

Within each of the NPs, there are reform areas where Victoria is well advanced and expects to continuously improve rather than introducing major initiatives. However, there are other reform areas where Victoria will benefit from a more intensive reform focus. For example, Victoria has already implemented school-based decision making about recruitment, staffing mix and budget, which is identified as one of the reforms in the NP Agreement on Improving Teacher Quality. Victoria will, therefore, seek recognition for building on an early and successful reform focus in this area and for initiatives to enhance the existing model, and will focus more intensely on other reform areas, such as new and better pathways into teaching and improved pay dispersion to reward quality teaching.

National reform initiatives

For each of the NPs, there may also be opportunities to work across jurisdictions on national reforms. This may include sharing best practice and learning in such areas as strategies for parental engagement, strategies to support small and remote schools, and strengthening school leadership.

In the Teacher Quality NP in particular, there are a number of initiatives identified for national reform effort, including:

- Nationally agreed process for accrediting/certifying Accomplished and Leading Teachers;
- National Teacher Professional Standards Framework for teachers and school leader standards;
- National consistency in pre-service teacher education course accreditation; and
- National consistency in the initial registration of graduate teachers.

Victoria is leading the National Standards Sub-group which is responsible for providing advice to AEEYSOC and Ministers on these priority areas, as well as strategies to facilitate quality professional experience (practicum) placement systems and the establishment of school centres for teacher excellence. Victoria is also part of the small working group developing a proposal for Ministers on the role, functions, governance arrangements and budget for the Australian Institute for Teaching and School Leadership.

In addition, Victoria will also be involved in the national reform work on:

- School performance improvement;
- Strategies to engage parents in schooling in low SES school communities;
- Extended service school model; and
- Diagnostic assessment of literacy/numeracy.

In making this commitment to national reform efforts, Victoria acknowledges that each of the initiatives listed above is at a different stage of development, with some more advanced and well-developed, and others requiring further scoping and consultation to set the parameters for reform effort. The impetus for these initiatives is therefore contingent upon appropriate scoping and consultation where required, and further opportunities for all jurisdictions to shape these initiatives and to determine approaches to implementation appropriate to their own contexts.

Respective roles and responsibilities

In order to facilitate the achievement of the stated reforms the Commonwealth will have responsibility for:

- Agreeing complementary initiatives that might be required to support this Agreement and the VIP;
- Ensuring efficient payment of agreed Commonwealth facilitation and reward payments, under the terms and conditions set out in this Agreement; and
- Agreeing to the reform initiatives in the VIP, and Victorian co-investments, as a basis for determining the Commonwealth's facilitation payment schedule.

In order to facilitate the achievement of the stated reforms Victoria will have responsibility for:

- Ensuring full and timely implementation of agreed strategies as set out in the bilateral agreement and the VIP, including supporting the participating sectors, schools and school communities;
- Ensuring the full and timely payment of agreed Victorian co-investment as set out in this bilateral agreement;
- Providing regular reports to the Commonwealth on progress in implementing the agreed reform agenda outlined in the bilateral agreement and the VIP;
- Provision of information in line with performance and reporting requirements detailed in the multilateral NP Agreements; and
- Cooperating with any auditor the Commonwealth appoints to ensure compliance with the terms of the bilateral agreement.

The Commonwealth and Victoria will share responsibility for:

- Contributing to the development and delivery of the joint national elements of any reforms;
- Monitoring achievements against the VIP and providing information to the COAG Reform Council where appropriate; and
- Facilitating the sharing of best-practice case studies, materials and resources.

Budget

Facilitation payments

This section sets out the Commonwealth facilitation payments and Victorian co-investments to be made in support of these reforms.

	08/09 (\$m)	09/10 (\$m)	10/11 (\$m)	11/12 (\$m)	12/13 (\$m)	13/14 (\$m)	14/15 (\$m)	Total (\$m)
Literacy and Numeracy								
Commonwealth	12.52	14.31	0.00	0.00	0.00	0.00	0.00	26.83
Victoria	112.83	103.6	0.00	0.00	0.00	0.00	0.00	216.43
Total facilitation	125.35	117.91	0.00	0.00	0.00	0.00	0.00	243.26
Low SES								
Commonwealth	2.06	27.87	37.62	68.81	66.75	40.94	31.20	275.25
Victoria	110.95	109.73	109.73	109.73	93.78	TBD	TBD	533.92
Total facilitation	113.01	137.60	147.35	178.54	160.53	40.94	31.20	809.17
Teacher Quality								
Commonwealth	1.53	3.31	8.65	10.43	0.00	0.00	0.00	23.92
Victoria	26.84	26.62	26.62	0.00	0.00	0.00	0.00	80.08
Total facilitation	28.37	30.00	35.27	10.42	0.00	0.00	0.00	104.00
All three NPs								
Total facilitation	266.73	285.51	182.64	188.96	160.53	40.94	31.20	2724.89

Facilitation Payment Timelines

Due date	Facilitation Payment point	Facilitation Payment
Literacy and Numeracy		
June 2009	Signing of Bilateral Agreement and Preliminary VIP.	\$12.52m
October 2009	Signing of final Bilateral Agreement and VIP	\$3.58m
June 2010	Facilitation milestones met – Interim report provided.	\$10.73m
Low SES		
June 2009	Signing of Bilateral Agreement and Preliminary VIP	\$2.06m (FY08/09 facilitation payment)
October 2009	Signing of final Bilateral Agreement and VIP	\$13.95 (FY09/10 facilitation payment)
April 2010	Activity Report	\$13.95 (FY09/10 facilitation payment)

Due date	Facilitation Payment point	Facilitation Payment
October 2010	Annual review of VIP (see <i>Monitoring and Reporting Arrangement</i> for details)	\$18.81m (FY10/11 facilitation payment)
April 2011	Activity Report	\$18.81m (FY10/11 facilitation payment)
October 2011	Annual review of VIP	\$34.41m (FY11/12 facilitation payment)
April 2012	Activity Report	\$34.41m (FY11/12 facilitation payment)
October 2012	Annual review of VIP	\$33.38m (FY12/13 facilitation payment)
April 2013	Activity Report	\$33.38m (FY12/13 facilitation payment)
October 2013	Annual review of VIP	\$20.47 (FY13/14 facilitation payment)
April 2014	Activity Report	\$20.47 (FY13/14 facilitation payment)
October 2014	Annual review of VIP	\$15.60m (FY14/15 facilitation payment)
April 2015	Activity Report	\$15.60m (FY14/15 facilitation payment)
Teacher Quality		
June 2009	Signing of Bilateral Agreement and Preliminary VIP	\$1.53m (FY08/09 facilitation payment)
October 2009	Signing of final Bilateral Agreement and VIP	\$1.66m (FY09/10 facilitation payment)
April 2010	Activity Report	\$1.66m (FY09/10 facilitation payment)
October 2010	Annual review of VIP	\$4.33m (FY10/11 facilitation payment)
April 2011	Activity Report	\$4.33m (FY10/11 facilitation payment)
October 2011	Annual review of VIP	\$5.22m (FY11/12 facilitation payment)
April 2012	Activity Report	\$5.22m (FY11/12 facilitation payment)

Reward payments

This section sets out the maximum allocation available to Victoria subject to the achievement of agreed reward milestones.

	08/09 (\$m)	09/10 (\$m)	10/11 (\$m)	11/12 (\$m)	12/13 (\$m)	13/14 (\$m)	14/15 (\$m)	Total (\$m)
Literacy and Numeracy								
Commonwealth	0.0	0.0	31.3	31.3	0.0	0.0	0.0	62.6
Low SES								
Commonwealth	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Teacher quality								
Commonwealth	0.0	0.0	0.0	44.5	44.5	0.0	0.0	89.0
Total reward (3 NPs)	0.0	0.0	31.3	75.5	44.5	0.0	0.0	151.6

Reward Payment Milestones

Details of reward payment milestones will be detailed in the relevant sections of the VIP. Victoria proposes that the process for assessment of rewards be aligned with the process for annual review of the VIP. However, Victoria acknowledges that there may be a requirement to provide a limited amount of additional information depending on the methodology for calculation of rewards developed by the COAG Reform Council.

Due date	Milestone	Reward Payment
Literacy and Numeracy		
October 2010	Annual review of VIP	\$31.3m (FY10/11 reward)
October 2011	Annual review of VIP	\$31.3m (FY11/12 reward)
Teacher Quality		
October 2011	Annual review of VIP	\$44.5m (FY11/12 reward)
October 2012	Annual review of VIP	\$44.5m (FY12/13 reward)

Non-government sector participation

Victoria is committed to adopting a cross-sectoral approach to enhancing educational outcomes for all Victorian students as articulated in Victoria's *Blueprint for Education and Early Childhood Development*. This is expected to include new partnerships between government and non-government schools to enhance local school collaboration especially in school communities in low SES areas.

Victoria's non-government sector has been fully involved in the development of this Agreement and the VIP. The two relevant peak bodies, the Catholic Education Commission of Victoria (CECV) and Independent Schools Victoria (ISV), are integrated into Victoria's governance arrangements for the NPs.

As part of this process Victoria's independent, Catholic and government sectors have:

- Made a commitment to work together collaboratively in the development and implementation of this agreement and the VIP;
- Identified specific initiatives within each of the three national partnerships that will benefit from a cross-sectoral approach; and

- Agreed that where it is more appropriate for reforms to be pursued by sectors individually, sectors will undertake to share relevant information, including evidence, planning and proposed approaches.

Facilitation payments

Victoria has consulted ISV and CECV on the proposed distribution of Commonwealth facilitation payments. The funding share for each sector for each NP is detailed in the table below. Where possible, Victoria has used the applicable methodology used by the Commonwealth in calculating the funding shares between States and Territories for the NP multilateral agreements.

Where funds are required to pursue cross-sectoral reforms, which are either specific to individual NPs or apply across the *Smarter Schools* NPs, it is proposed that this amount will be deducted proportionally from the notional sector funding shares. For example, under the Literacy and Numeracy NP, all sectors have expressed interest in working together to build the capacity of literacy and numeracy coaches/in-school support for teachers and leaders. If this was agreed and the budget for this work was estimated at \$250,000, then each sector would contribute to the costs in proportion with their notional share of the Literacy and Numeracy NP facilitation funding. ie: The government sector would contribute 76.11% of the total budget (\$190,275); the Catholic sector would contribute 17.71% (\$44,275); and the independent sector would contribute 6.17% (\$15,450).

Partnership	Government Sector		Non-Government Sector			
			Catholic		Independent	
Literacy & Numeracy ¹	76.11%	\$20.42m	17.71%	\$4.75m	6.17%	\$1.65m
Low SES ²	76.00%	\$214.70m	18.72%	\$51.53m	3.28%	\$9.02m
Teacher Quality ³	62.01%	\$14.82m	20.63%	\$4.94m	17.36%	\$4.16m
Total		\$249.94m		\$61.22m		\$14.83m

Co-investment

Victoria's co-investment is included in the facilitation payment budget in this Agreement.

Victoria's approach to co-investment is organised around:

- New funding for relevant initiatives (e.g. *Blueprint*);
- Reprioritisation of school-based allocations; and
- Identification of relevant system-wide initiatives and support.

A summary of co-investment in each NP is provided below.

¹ Notional sector share determined as per Commonwealth offer (split by share of total number of students AT or BELOW minimum standard in reading and numeracy in NAPLAN 2008).

² Notional sector share determined as per Commonwealth offer.

³ Notional sector share determined as per Commonwealth (split by FTE teaching staff numbers - 2008 data used).

Co-investment Summary – Literacy and Numeracy NP

	08/09	09/10
Total funding	\$112.83m	\$103.6m

Victoria can adequately match the required co-investment. Victoria has invested significant resources into improving literacy and numeracy outcomes which has been reflected in our NAPLAN results. Schools will be held accountable for their co-investment funding through the inclusion of an appendix to their School Annual Implementation Plans.

Co-investment Summary – Low SES NP

	08/09	09/10	10/11	11/12	12/13
Total reprioritised funding	\$93.78m	\$93.78m	\$93.78m	\$93.78m	\$93.78m
Total new funding	\$17.17m	\$15.95m	\$15.95m	\$15.95m	n/a
Total	\$110.95m	\$109.73m	\$109.73m	\$109.73m	\$93.78m

* Spending on programs has been averaged for the five-year period.

Victoria can more than meet its investment for the low SES school communities NP through existing and new initiatives. Recurrent funding in participating school budgets and identified targeted initiatives will support the outcomes agreed for the Low SES School Communities NP.

Co-investment Summary – Improving Teacher Quality NP

	08/09	09/10	10/11
Recurrent funding	\$14.89m	\$14.89m	\$14.89m
New funding	\$11.95m	\$11.73m	\$11.73m
Total	\$26.84m	\$26.62m	\$26.62m

*Spending on programs has been averaged over the three years.

Victoria can adequately match the co-investment required for the Teacher Quality NP. Victoria has a strong workforce reform focus, particularly through the 2008 Blueprint, and is in a good position to lead new and innovative approaches to teacher quality.

Performance Indicators

This Agreement and the VIP will contribute to the relevant outcomes identified in the NP agreements and the National Education Agreement (NEA). For the purposes of this agreement Victoria will, therefore, adopt the outcome-related performance indicators specified in relevant sections of the NP multilateral agreements.⁴

⁴ Performance indicators will relate to both State specific reforms and also performance indicators as specified in the National Partnerships.

Principles for development of performance measures

Victoria has identified a set of guiding principles for the Victorian performance measures. Performance measures for the VIP:

- Are consistent with COAG and MCEECDYA frameworks;
- Use existing data sets as far as possible;
- Use a mix of process, output and outcome indicators ;
- Support cross-sectoral collaboration and State reporting as far as possible;
- Use performance data that incorporates the characteristics outlined in the Intergovernmental Agreement (IGA) on Federal Financial Relations (Schedule C, C8) and reproduced below:
 - Meaningful
 - Understandable
 - Timely
 - Comparable
 - Administratively simple and cost-effective
 - Accurate
 - Hierarchical
- Acknowledge the time involved in the life of the NPs by moving progressively from process, to output, to outcome indicators;
- Acknowledge that additional burdens on schools in relation to data collection, collation and reporting should be minimised and that any reporting should be part of the regular reporting cycle already in place at the school level wherever possible;
- Avoid 1:1 matching of indicators to specific reform areas by using aggregation wherever possible; and
- Ensure sufficiently robust indicators to assist in determining eligibility for rewards (in partnership with DEEWR).

Victoria has developed a Performance Measures Matrix for the NPs which provides the overall monitoring and evaluation framework for the three schools NPs. This is included in the VIP.

Monitoring and reporting arrangements

Victoria will provide reports to the Commonwealth and the COAG Reform Council on an agreed basis that detail progress against the agreed reform milestones and timelines as set out in the VIP. Summaries of the Victorian reports will be published.

Monitoring and reporting arrangements will reflect the requirements of Schedule C to the *Intergovernmental Agreement on Federal Financial Relations*.

VIP Progress Reports

As agreed, Victoria will report to each MCEECDYA and AEEYSOC meeting on progress in relation to the key, high-leverage initiatives within each of the three schooling NPs, using the traffic light reporting template. If either AEEYSOC or MCEECDYA meets more than four times in a calendar year, Victoria will report to alternate meetings, subject to agreement with other jurisdictions on reporting arrangements.

VIP Annual Review Report

Victoria will provide a VIP annual review report in October of each year throughout the life of the VIP, commencing in October 2010. This report will include information in relation to:

- Progress in implementing the agreed reforms in the VIP, in line with clause C11 in Schedule C to the *Intergovernmental Agreement on Federal Financial Relations*;
- Progress against facilitation and reward milestones, according to the timelines set out in the VIP;
- Co-investment;
- Progress against Victoria's Performance Measures Matrix; and
- Information on any lessons learned, promising innovation and best practice emerging from VIP implementation.

VIP Activity Report

Victoria will provide a VIP Activity report in April of each year throughout the life of the VIP, commencing in April 2010. This report will include information in relation to:

- Information on any proposed changes or adjustments to the VIP for the current year, such as those identified through continuous improvement mechanisms, and derived from sharing and learning from best practice across sectors and jurisdictions; and
- proposed achievements for the current year.

Victoria will also support and contribute to any annual review of national initiatives within the *Smarter Schools NPs*.

Schools participating in NPs under this Bilateral Agreement will report on progress in annual reports consistent with existing sectoral accountability arrangements. As part of the engagement of schools, specific performance information to monitor progress in reform areas will be identified for inclusion in their annual reports.

Victoria will meet the requirements of the MCEECDYA Measurement Framework for National Key Performance Measures, which sets out the basis for reporting progress towards the achievement of the National Goals for Schooling in the Twenty-First Century and the new Melbourne Declaration on Educational Goals for Young Australians agreed in December 2008.

COAG Reform Council

Victoria will provide agreed information to enable the COAG Reform Council to assess performance indicators under this Agreement that contribute to the objectives and outcomes of the NEA, in the context of its analysis and report on the NEA and its subsidiary NP agreements.

Where individual school data is provided, and the NP agreements do not provide for that level of analysis to be published, standard privacy issues will prevail.

Disseminating best practice

In the spirit of collaborative federalism, Victoria is committed to sharing and disseminating best practice to the Commonwealth and other States and Territories.

Victoria will use the following mechanisms for the sharing of information on all successful initiatives within reform areas implemented under this agreement:

National teleconferences and meetings on NPs

- Victoria will contribute to regular teleconferences with senior officials from all jurisdictions on the development and implementation of the NPs and multilateral/bilateral agreements (Victoria proposes that these be continued on a quarterly basis to enable sharing and learning.)

NPs email distribution list/ NPs portal

- Victoria proposes establishing an NP email distribution list to enable jurisdictions to share implementation plans at State, sector and school levels. Alternatively, DEEWR could host a portal where jurisdictions can post relevant information.

Sharing of VIP Annual Review Report

- Victoria proposes sharing its VIP Annual Review Reports with other jurisdictions and publishing key extracts where appropriate.

AAEYSOC/ MCEECDYA

- Victoria proposes that 'NP best practice' be a standing item on the agenda of AAEYSOC/MCEECDYA meetings from June 2010 onwards, with jurisdictions invited to share relevant information on a rotating basis.

Australian Education Ministers' Biennial Forum

- All Australian Governments jointly convene this national forum to showcase best practice across jurisdictions and sectors. The next forum, due in 2010, will provide an ideal opportunity to share information on successful reforms.

As noted previously in the section on **Non-government Sector Participation**, Victoria's Independent, Catholic and government sectors have made a commitment to work together collaboratively in the development and implementation of this Agreement and the VIP. In some instances sectors will take a cross-sectoral approach in relation to key initiatives and wherever possible will share relevant information, including disseminating best practice.

Evaluation

Victoria will undertake specific evaluations of high-leverage initiatives relating to the key reform areas under this Agreement. This will be an input into best practice dissemination as discussed above. Selection of initiatives for targeted evaluation will be determined over the life of the VIP.

Victoria will also support and contribute to the national evaluation of the *Smarter Schools* NPs, including development of the overarching evaluation framework, as proposed by the Commonwealth. This will include:

- Yearly formative evaluation across the three NPs and at the individual NP level, supporting ongoing refinement and continuous improvement of the VIP and national reform initiatives within the NPs; and
- Final evaluation at the conclusion of the NPs.

Publications and communications

Victoria will acknowledge the Bilateral Agreement as a joint Commonwealth-Victorian initiative in all publications, promotional and advertising materials, public announcements and activities or any products, processes or inventions developed as a result of the implementation of the Bilateral Agreement.

Audit arrangements

Appropriate auditing arrangements will be put in place as required to ensure compliance with the terms of the Bilateral Agreement. This will take account of any relevant instructions from State and Federal Treasury.

Governance arrangements

Victoria's has established appropriate cross-sectoral governance arrangements for development and implementation of the VIP. These arrangements will be monitored and any necessary adjustments made as implementation of the VIP proceeds.

In particular, a National Partnerships Cross-Sectoral Group has been established, chaired by the Secretary and involving the Chief Executive Officers of ISV and CECV; the Deputy Secretary, Office of Government School Education (OGSE); and the Deputy Secretary, Office for Policy, Research and Innovation (OPRI). This group provided the final recommendations and sectoral endorsement of the Bilateral Agreement and the VIP.

In addition to the National Partnerships Cross-Sectoral Group there are a range of other cross-sectoral and sector-based working groups and governance arrangements in place supporting the implementation of the VIP.

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The Parties have executed this agreement as follows:

Signed for and on behalf of the
Commonwealth of Australia by



Title DEPUTY PRIME MINISTER

Date 10/2/10

Signed for and on behalf of the
State of Victoria by



Title Minister for Education, Bronwyn Pike MP

Date

January 19th 2010