

# Victoria's Implementation Plan for the More Support for Students with Disabilities Initiative

## NATIONAL PARTNERSHIP AGREEMENT FOR MORE SUPPORT FOR STUDENTS WITH DISABILITIES

### PART 1 - PRELIMINARIES

1. This Implementation Plan is created subject to the provisions of the **National Partnership Agreement for More Support for Students with Disabilities** and should be read in conjunction with that Agreement. The objective of the **National Partnership Agreement for More Support for Students with Disabilities** is 'Australian schools and teachers are better able to support students with disabilities, contributing to improved student learning experiences, educational outcomes and transitions to further education or work.'
2. In common with the Commonwealth's stated goal for this agreement, our reforms, collectively, are intended to ensure our system and school communities are better able to support students with disabilities, contributing to improved student learning experiences, educational outcomes and transitions to further education or work.
3. Victoria's National Partnership Agreement will deliver to students, schools and our workforces, sustainable improved access to programs, specialist equipment, curriculum, professional learning and resourcing. Deliverables under the initiative will build the capacity of all schools to deliver improved outcomes for students with disabilities. The initiatives will not replace current work but where appropriate build upon it and extend its potential and delivery.
4. Victoria's National Partnership Plan's selected outputs and corresponding initiatives provide a strong and comprehensive reform agenda that will build on the State's record of success and innovation for students with disabilities, address new opportunities and challenges and deliver within the Department's key reform directions and policy objectives.
5. Details of Victoria's selected outputs for implementation, strategies for delivery and contribution towards the National Partnership's objective and outcomes are detailed within Part 3.

### PART 2 - TERMS OF THIS IMPLEMENTATION PLAN

6. This Implementation Plan will commence as soon as it is agreed between the Commonwealth of Australia, represented by the Minister Assisting for School Education, , and the State of Victoria, represented by the Minister for Education.
7. The purpose of this Implementation Plan is to provide information on bilateral commitments under the National Partnership agreement and to provide the public with information about how the underlying project will be delivered at a jurisdictional level.
8. This Implementation Plan will cease on completion of the project as specified in this Implementation Plan, including the Commonwealth's acceptance of the final progress report (Progress Report 3) and processing of related final payments.

9. This Implementation Plan may be varied by written agreement between the Ministers.
10. The Parties to this Implementation Plan do not intend any of the provisions to be legally enforceable. However, that does not lessen the Parties' commitment to this Implementation Plan.

## PART 3 - STRATEGY FOR VICTORIA'S IMPLEMENTATION

### State Context

(a) *the results of an environmental scan and needs analysis of students with disabilities and their schools within the jurisdiction including a copy of the current State plan for social inclusion and education of students with disabilities (e.g. strategic plan);*

11. Victoria is a large education jurisdiction which provides schooling to approximately 540,914 (full time equivalent) students enrolled in 1,539 schools operated by the Department<sup>1</sup>. The range of schooling options includes 1,142 primary schools, 71 primary-secondary schools, 246 secondary schools, 76 special schools, and 4 language schools. Schools are allocated resources within this budget to allow the development and delivery of teaching and learning programs for all students, including students with disabilities.
  12. The department provides a comprehensive set of policies, programs, resourcing, workforces and other provisions to schools to assist them to support students with disabilities, , and improve student learning experiences, educational outcomes and transitions, including to post school pathways.
  13. The proposed outputs from this initiative have been informed by a number of systemic environmental scans and data collection and analysis processes.
  14. These data have identified some key challenges for our Department in continuing to improve our services. Our data and reviews clearly indicated the following areas as opportunities to meet arising trends in our student population, build on existing earlier reforms to significantly enhance their impact and sustainability and address gaps in current provision.
  15. The areas that Victoria has identified, consistent with the outcomes and objectives within the project, include:
    - Meeting the needs of the rising number of students in schools who are diagnosed with autism.
    - Ensuring that our teaching workforce has access to contemporary knowledge and evidence related to effective pedagogy for all students with learning disabilities, and that we have in place professional learning approaches that meet the needs of teachers while delivering positive and sustainable increases in our workforce capacity to meet the needs of this large group of students.
    - Using the new technologies to improve access and achievement for students with disabilities, in particular those with sensory disabilities, and address the challenges faced by rural and country schooling communities.
    - Improving mainstream schooling access to specialist support and advice for individual students as well as for general learning.
- <http://www.education.vic.gov.au/studentlearning/programs/lsp/default.htm>
- Capturing the opportunity presented by the Commonwealth Review of the Education Standards to provide school leadership and school communities with refreshed information and support about inclusion, anti-discrimination and the Federal legislative requirements.

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<sup>1</sup> Summary Statistics for Victorian Schools, July 2011 <https://portal.eduweb.vic.gov.au/datazone/Data/Schools/Summary%20stats%20brochure.pdf>

- Build on Victoria's national leadership in the development of an inclusive curriculum for students with disabilities and, in particular, those with an intellectual disability and/or autism.

<http://www.education.vic.gov.au/studentlearning/teachingresources/velslv11.htm>

- Reflect the Department's responsibility for children from their early years to post school options and training, through a focus on early intervention and enhanced and seamless transitions.

The state's Disability Action Plan can be accessed online:

<http://www.eduweb.vic.gov.au/edulibrary/public/hr/equalop/Disability-Action-Plan.pdf>

*(b) evidence of consultation with peak parent representatives, disability organisations and teacher representatives on the outputs to be implemented under this project;*

16. The short development timeline for this national partnership has meant that we have adopted a range of methodologies to ensure our planning is informed by all stakeholders. These include face to face meetings, presentations, research on previous papers and association positions and using existing consultation processes and forums.

17. The development of this agreement involved consultation with State Disability peak representative groups, including Autism Victoria, Association for Children with a Disability, Autism Family Support Association and Down Syndrome Victoria. Consideration was also given to information provided by the deaf community in a previous Review of Deaf Education and the advice that has been provided to the Department by two broad stakeholder groups through a current whole of Department consultation process seeking advice on the Government's new disability policy agenda. In addition, advice has been sought from the specialist workforces who support our children and young people with disabilities, including regional disability coordinators, visiting teachers, state office senior policy and program officers with related areas of responsibility and expertise.

*(c) if applicable, details of any collaboration to be undertaken with other government or non-government education authorities for the delivery of this project; and*

18. A working party will be established with non-government education authorities (Catholic Education Office Victoria and Association for Independent Schools Victoria) to identify synergies, opportunities for collaboration and achievement of shared goals.

*(d) if available, a list of schools identified as participating and the outputs occurring in participating schools. If this is not available at the time of agreement to the implementation plan then it must be provided at a later date.*

19. Across the range of proposed initiatives, participating schools comprise potentially every Victorian government school (1,539 in total). The outputs and their contributing strategies will impact to some measure on every school and these are detailed in the relevant tables of this proposal.

Table 1: Participating schools

DEEWR ID	Participating school name	Participating school suburb	Participating school to receive the following outputs
	<p>All Victorian government schools will have access to these strategies and the supports and benefits they deliver.</p>	<p>To be provided when available.</p>	<ul style="list-style-type: none"> <li>• Assistive technology and access to training/support in its use               <ul style="list-style-type: none"> <li>○ Vision assistive technology and deaf captioning</li> </ul> </li> <li>• Teacher collaboration, coaching and access to professional expertise and consultation               <ul style="list-style-type: none"> <li>○ Autism and Down Syndrome</li> <li>○ Deaf education</li> </ul> </li> <li>• Professional learning and training courses               <ul style="list-style-type: none"> <li>○ Learning Difficulties On-Line Learning Program</li> <li>○ Abilities Based Learning and Education Support (ABLES) – Assessment and Curriculum Initiative</li> <li>○ Disability Discrimination Act / Disability Standards for Education Training</li> <li>○ Teacher specialisation through provision of scholarships (autism, deaf)</li> </ul> </li> <li>• School and school leadership team support               <ul style="list-style-type: none"> <li>○ Learning Difficulties School Support Program</li> <li>○ Supporting leadership capacity of specialist school principals</li> <li>○ Specialist schools – managing extreme and challenging behaviour</li> </ul> </li> </ul>

## Project information

(a) *a clear and detailed description of each of the outputs to be implemented under the project including the strategy for delivering each output;*

(b) *further information on the strategies for delivering outputs including:*

- a. *the benefits that would be expected and the evidence that supports this expectation;*
- b. *importance of each strategy in meeting the objective and outcomes of the National Partnership Agreement for More Support for Students with Disabilities;*
- c. *timelines for the implementation of each strategy; and*
- d. *the potential positive impact of the strategies on the outcomes of students with disabilities with characteristics that may result in additional need (e.g. Aboriginal and Torres Strait Islander, language background other than English, rural and remote).*

20. The following table details key benefits, evidence and importance of the strategies proposed for implementation under the MSSD initiative in Victoria.

Strategy descriptions are provided under *Part 1*, and corresponding nominated outcomes are specified in *Table 3*.

Key deliverables, evidence and intended long term impacts for Victoria's MSSD strategies:

Output	Strategy	Benefits	Evidence and significance of strategy	Importance	Reform Direction Alignment
1 - Providing assistive technology (e.g. computer software, low vision aids, communication tools) to support the teaching and participation of students with disabilities.	Assistive Technology	<ul style="list-style-type: none"> <li>Assistive technology (devices and software) accessible by schools supporting students with visual impairments and hearing impairments.</li> <li>Improved access to classroom programs.</li> <li>Effective captioning approaches in use within classroom settings.</li> </ul>	<ul style="list-style-type: none"> <li>Students with visual impairments and hearing impairments require assistance in accessing classroom teaching and activities.</li> <li>Assistive technology significantly enhances the access to learning opportunities for students with visual impairments and hearing impairments.</li> <li>Live deaf captioning (using new and existing classroom technology) is an innovative approach that warrants trialling and evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>A strategic and coordinated approach to these technology items will ensure long term availability and flexibility to adapting to future areas of need.</li> <li>Determination of how live captioning can be utilised in schools settings seeks to provide sustainable options for ensuring students with hearing impairments have access to classroom programs, irrespective of rurality and access to staff.</li> </ul>	UTILISING TECHNOLOGY
2 - Providing training for teachers to strengthen their skills in the use of assistive technology in the classroom.	Assistive Technology Teacher Training	<ul style="list-style-type: none"> <li>Provision of targeted training and a resource for teachers in the utilisation of assistive technology in working with students with visual impairments (corresponding with investment in technology against Output 1).</li> </ul>	<ul style="list-style-type: none"> <li>To ensure available technology is effectively utilised, training will be provided to up-skill teachers in its application.</li> </ul>	<ul style="list-style-type: none"> <li>Staff training and the availability of a targeted training resource is intended to ensure the strategy's impact exceeds MSSD timeframes.</li> </ul>	
3 - Developing support centres which serve as a centre of expertise in the educational needs of students with disabilities and provide expert support to a group of other schools that may not have this expertise	Professional Expertise and Consultation	<ul style="list-style-type: none"> <li>Targeted consultation and support for teachers through linkages with key groups including Autism Victoria, Downs Syndrome Victoria and Victorian Deaf Education Institute.</li> <li>Increased knowledge and development of effective practices amongst teachers, parents/carers, school leaders and the wider community</li> </ul>	<ul style="list-style-type: none"> <li>Though connections with key organisations, there is great potential for enhanced knowledge and practices within schools and their communities.</li> <li>Targeted consultation will support students starting school, and it is expected to have a significant impact on practices and relationships.</li> </ul>	<ul style="list-style-type: none"> <li>To create relationships between schools, communities and key organisations that build on existing supports available for schools and students with disabilities.</li> </ul>	BUILDING SCHOOL CAPACITY
5 - Providing training for pre-service and/or practicing teachers to build their skills in special education.	Teacher Training – Special Education	<ul style="list-style-type: none"> <li>The provision of a state-wide online professional learning approach to enhance knowledge and practices in supporting students with disabilities and additional needs.</li> <li>In addition, cohort of teaching staff will attain specialised qualifications in teaching students with autism and students with hearing impairments.</li> </ul>	<ul style="list-style-type: none"> <li>School leaders and teachers have communicated pressures experienced in providing inclusive, effective programs that support the range of student need in their schools.</li> <li>An online professional learning approach has the potential to provide effective, accessible professional learning that will directly impact teaching practices</li> <li>Additionally, significant demand exists for staff with specialised training in teaching students with autism and with hearing impairments.</li> </ul>	<ul style="list-style-type: none"> <li>To improve the knowledge and practices of teachers in supporting students with disabilities and additional needs and build capacity across the broader teaching sector beyond the MSSD initiative.</li> <li>To establish and build on critical and specialised workforces supporting students with autism and with hearing impairment.</li> </ul>	
6 - Providing training for all school staff to improve understanding of their obligations under the Disability Standards for Education 2005 and how to meet those obligations	DDA/Standards – Professional Learning	<ul style="list-style-type: none"> <li>A cohort of school staff with improved knowledge and practices regarding their obligations under the DSE 2005.</li> <li>A training program that enhances the knowledge and practices of school staff regarding their obligations under the DSE 2005.</li> </ul>	<ul style="list-style-type: none"> <li>This strategy strongly aligns the MSSD objective and corresponding outcomes. It underpins all schools' capacity to respond to and meet the needs of students with disabilities and additional needs.</li> </ul>	<ul style="list-style-type: none"> <li>To ensure our school workforce has the necessary knowledge, values and commitment to meet obligations under the DSE 2005, achieving this through a training program that will be available to all schools beyond the MSSD initiative.</li> <li>This strategy is intended to have a broad impact, extending to practices that support the needs of all students with additional needs.</li> </ul>	
7 - Supporting school principals and/or school leadership teams to strengthen teachers' ability to assist students with disabilities.	Support for School Leadership – Strengthening Teachers' Ability to Support Students with Disabilities	<ul style="list-style-type: none"> <li>Professional learning programs to build capacity of specialist school leadership, and enable schools to better support the needs of students with extreme and challenging behaviour.</li> <li>In addition, schools will receive fixed term additional funding to facilitate professional learning on effective and inclusive practices for students with learning difficulties and disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>Specialist schools have expressed concerns in their capacity to effectively respond to challenging and extreme behaviour. The variable approaches being taken currently, indicate the significant positive impact of a collaboratively developed state-wide approach.</li> <li>Leadership capacity of specialist school principals is an essential component in having effective specialist school options, and extending their specialist knowledge and support to mainstream schools.</li> <li>Fixed term funding provided to schools will directly enable schools to link in with the range of strategies delivered under the MSSD initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>To improve the knowledge and practices of teachers and school leaders.</li> <li>To provide a consistent, best practice approaches that can be readily utilised beyond the MSSD initiative.</li> <li>To create new approaches and innovation in mainstream school practices, with links established into the range of MSSD strategies and their corresponding goals.</li> </ul>	STRENGTHENING OPTIONS

Output	Strategy	Benefits	Evidence and significance of strategy	Importance	Reform Direction Alignment
8 - Supporting school staff to assess the current learning of students with disabilities, adapt the teaching curriculum to suit their current level of ability and report on student progress in progressing through their adapted curriculum.	Assessment and Curriculum Initiative – Abilities Based Learning and Education Support (ABLES)	<ul style="list-style-type: none"> <li>• A fixed term professional learning approach for teachers in utilising the ABLES assessment and curriculum framework.</li> <li>• Engagement and participation in the state-wide initiative, with increased knowledge to (in a consistent framework) report on student progress and learning achievement, identify next steps, and utilise appropriate strategies and resources</li> </ul>	<ul style="list-style-type: none"> <li>• ABLES is a significant assessment and curriculum development for DEECD. The provision of a professional learning will ensure schools effectively utilise the resources</li> </ul>	<ul style="list-style-type: none"> <li>• To enable schools to better meet the needs of students with disabilities, facilitating accurate and consistent reporting and applying this knowledge in effective curriculum development.</li> <li>• The impact of the professional learning approach will extend beyond the MSSD initiative.</li> </ul>	FOCUS ON TEACHING AND LEARNING
10 - Supporting teachers to meet the needs of students with disabilities through collaborative teaching practices (aka team teaching).	Strengthening Collaborative Teaching Practices for Students with Disabilities	<ul style="list-style-type: none"> <li>• The trial of teaching coaches specialising in autism will provide targeted support to selected schools with high numbers of students with autism.</li> <li>• The trial of autism inclusion support coordinators will work with students and teachers to demonstrate effective teaching practices for students with autism.</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted support from autism specialists is expected to create effective whole school practices.</li> <li>• Schools with high numbers of students with autism experience significant challenges in providing effective, inclusive programs that meet the needs of the range of students enrolled.</li> <li>• Autism Inclusion Support Programs (ISPs) in mainstream represent a key policy direction for provision in Victoria.</li> <li>• The MSSD initiative allows for this direction to be extended, through the provision of coordinator roles in 15 schools with Autism ISPs.</li> </ul>	<ul style="list-style-type: none"> <li>• The impact of support provided by teaching coaches specialising in autism is effective whole school practices, sustainable beyond the MSSD initiative.</li> <li>• The trial of these coordinator roles will provide valuable information at a systemic level about future provision for students with autism.</li> </ul>	STRENGTHENING OPTIONS

Table 2: Timeline for implementation

Please note: The completion dates identified below are subject to change, pending approval and timing of the initial payment.

Assistive Technology (Output 1)

Task	Completion date
Identify students with vision or hearing impairment and the educational settings who would benefit from access to assistive technology and match the assistive technology to need.	May 2012
Acquire appropriate technology/equipment, train relevant staff /teachers for individual students and assign specific assistive technology to students and sites.	May 2012
Implement captioning systems for students who are deaf in phase 2 schools.	July 2012
Progress review and report	December 2012
Status review and ongoing implementation – start 2013.	March 2013
Final review	November 2013

Assistive Technology Teacher Training (Output 2)

Task	Completion date
Position description developed and appointment made	May 2012
Teacher support and training ongoing	May 2012

Professional Expertise and Consultation (Output 3)

Task	Completion date
Service agreements signed with relevant disability services agencies and Victorian Deaf Education Institute	May 2012
Schools notified and service delivery begins	May 2012
Progress report	June 2012
Progress report and program ongoing	December 2012
Progress Report	July 2013



## Teacher Training – Special Education (Output 5)

Task	Completion date
Online professional learning licensing arrangement determined	May 2012
Online professional learning preliminary tutoring staff training commences	May 2012
Teacher Scholarship courses Autism and Hearing Impairment design and development completed	June 2012
Online professional learning preliminary tutoring and training completed	June 2012
Online professional learning training approaches prepared and training commences	July 2012
Scholarship courses Autism and Hearing Impairment offered and 2012 participants selected	July 2012
Scholarship courses Autism and Hearing Impairment commenced	July/August 2012
Progress report	September 2012
2013 scholarship course participants selected	November 2012
2013 scholarship course commences	February 2013
2012 scholarship courses completed	August 2013
All remaining Scholarships completed	December 2013
Progress report	December 2013

## DDA/Standards – Professional Learning (Output 6)

Task	Completion date
Resource development procurement process for <i>DDA/Standards – Professional Learning</i> commenced through collaboration with other jurisdictions in development of a national professional development resource	May 2012
Resource development procurement process for <i>DDA/Standards – Professional Learning</i> finalised and course development commenced	June 2012
<i>DDA/Standards – Professional Learning</i> course development completed and available for participants	September 2012
Professional learning delivery commenced	September 2012

Support for School Leadership – Strengthening Teachers’ Ability to Support Students with Disabilities (Output 7)

Task	Completion date
Funding program purpose and expectations established.	May 2012
Leadership course development	May 2012
2012 leadership course participants recruited	May 2012
2012 leadership course participants commence	June 2012
Funding distributed (2012)	June 2012
Requirements for challenging behaviour professional learning program (challenging/extreme behaviour) scoped and service agreement established for program and resource specification	July 2012
Challenging behaviour professional learning program and training plan finalised.	September 2012
Challenging behaviour professional learning program undertaken with pilot group	November 2012
Progress report	February 2013
Challenging behaviour professional learning program available statewide	February 2013
2012 leadership course participants recruited	February 2013
2012 leadership course participants commence	March 2013
Funding distributed (2013)	June 2013
Progress report	June 2013

Assessment and Curriculum Initiative – Abilities Based Learning and Education Support (ABLES) (Output 8)

Task	Completion date
Professional learning plan modules developed	May 2012
Professional learning plan implementation commences with ongoing data collection and reporting	May 2012
Professional learning plan completed	December 2013

## Strengthening Collaborative Teaching Practices for Students with Disabilities (Output 10)

Task	Completion date
Position descriptions developed	May 2012
Target schools identified	May 2012
Positions advertised and appointed	May 2012
Support to schools commences and program ongoing	May 2012

Table 3: Project logic

Strategies for delivering outputs	Outputs	Outcomes	Objective	Responsible parties
Assistive Technology	1 - Providing assistive technology (e.g. computer software, low vision aids, communication tools) to support the teaching and participation of students with disabilities	(a) (b) and (c)	Australian schools and teachers are better able to support students with disabilities, contributing to improved student learning experiences, educational outcomes and transitions to further education or work.	DEECD
Assistive Technology Teacher Training	2 - Providing training for teachers to strengthen their skills in the use of assistive technology in the classroom	(a) (b) and (e)		DEECD
Professional Expertise and Consultation	3 - Developing support centres which serve as a centre of expertise in the educational needs of students with disabilities and provide expert support to a group of other schools that may not have this expertise	(a) (b) (e) and (g)		DEECD
Teacher Training – Special Education	5 - Providing training for pre-service and/or practicing teachers to build their skills in special education	(a) (b) (c) (d) (e) and (g)		DEECD
DDA/Standards – Professional Learning	6 - Providing training for all school staff to improve understanding of their obligations under the Disability Standards for Education 2005 and how to meet those obligations	(a) and (b)		DEECD

Strategies for delivering outputs	Outputs	Outcomes	Objective	Responsible parties
Support for School Leadership – Strengthening Teachers’ Ability to Support Students with Disabilities	7 - Supporting school principals and/or school leadership teams to strengthen teachers’ ability to assist students with disabilities	(a) (b), (c), (d) and (g)	Australian schools and teachers are better able to support students with disabilities, contributing to improved student learning experiences, educational outcomes and transitions to further education or work.	DEECD
Assessment and Curriculum Initiative – Abilities Based Learning and Education Support (ABLES)	8 - Supporting school staff to assess the current learning of students with disabilities, adapt the teaching curriculum to suit their current level of ability and report on student progress in progressing through their adapted curriculum	(a), (b), (c) (d) and (g)		DEECD
Strengthening Collaborative Teaching Practices for Students with Disabilities	10 - Supporting teachers to meet the needs of students with disabilities through collaborative teaching practices (aka team teaching).	(a) (b) (c) (e) (f) and (g)		DEECD

## Links with existing reforms or projects

(a) *include confirmation that the strategies for delivering on outputs are new or enhance and expand on strategies already occurring in schools ensuring no displacement of effort; and*

(b) *if applicable, provide information on how each strategy may potentially build on/compliment strategies already occurring in schools.*

Table 4: Links with existing strategies

Strategies for delivering outputs	Existing strategies	Details of overlap or complementary nature of strategies
Output: 8 - Supporting school staff to assess the current learning of students with disabilities, adapt the teaching curriculum to suit their current level of ability and report on student progress in progressing through their adapted curriculum	ABLES: The Department has invested significantly in the development of this teaching and learning resource. It provides assessment, curriculum and reporting resources for students with intellectual and developmental disabilities and was developed through research with teachers.	<p>This strategy will complement the ABLES work to date by enabling a concerted, and systemic professional learning program for teachers of students with disabilities.</p> <p>This initiative will ensure that the teachers gain the necessary knowledge, ability and IT skills to use the ABLES resource to assess student progress and report achievement to parents and the Department within a common curriculum framework.</p>
Output: 10 - Supporting teachers to meet the needs of students with disabilities through collaborative teaching practices (aka team teaching).	One region in Victoria has been trialling autism teacher coaches for 18 months as a way of strengthening the capacity of schools to support students with autism. Information and responses to the trial have been very positive. Additionally, a metropolitan regional community consultation process with autism stakeholders and parents identified coaches as a preferred strategy for strengthening autism provision.	This strategy will enable our Department to undertake a two year trial on a state-wide basis of autism coaches to inform longer term policy and planning for supporting schools and students. It is intended that the two years will also enable the coaches to make a sustainable difference to the targeted school communities they will support. These schools will then be positive models of practice for their neighbouring schools in the region. It is expected that the coaches will also develop a range of exemplary material that can be accessed by all schools around teaching and learning, autism friendly environments and parent engagement.

Strategies for delivering outputs	Existing strategies	Details of overlap or complementary nature of strategies
<p><b>Output: 5</b> - Providing training for pre-service and/or practicing teachers to build their skills in special education</p>	<p>Victoria offers a range of teacher scholarships each year. Autism is one category in which scholarships are currently offered and a significant investment has been made by the State in two year, certified trading of our teaching workforce. The model currently used requires a two year commitment and is fully subscribed for the next year.</p>	<p>This strategy has two significant deliverables. It builds upon our commitment to a highly trained and skilled workforce and delivers a one year scholarship that will be attractive to mainstream teachers. This is where we need to build our expertise as the current scholarship program has significantly impacted upon teachers in specialist settings. While that is desirable, our system also needs to deliver more expertise to mainstream teachers as increasing numbers of students with autism (including HFA and Aspergers) enrol in mainstream settings.</p> <p>The other intention of the one year intensive scholarships is to ensure we have the necessary training provision to meet the professional learning needs that will be created by the implementation of other strategies in this national partnership related to autism (e.g. coaches and inclusion support coordinators). The proposed course will be run by the Autism Teaching Institute and designed specifically for teachers who have leadership responsibilities or are teaching students in mainstream settings.</p>

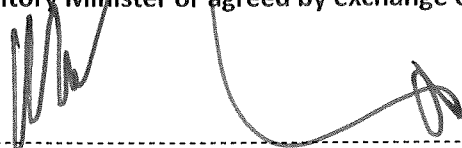
## Performance indicators and benchmarks

21. Performance indicators and benchmarks for this project are listed at Attachment A.

## Sign off

The Parties have confirmed their commitment to this agreement as follows:

Signature  Date 18/6/12.  
 [By state/territory Minister or agreed by exchange of letters]

 Date 8/5/12.  
 Signature Date  
 [By Commonwealth Minister or agreed by exchange of letters]

# Victoria's Outputs, Payment Weightings, Performance Indicators and Performance Benchmarks

## Outputs, payment weightings, performance indicators and performance benchmarks

- The outputs to be implemented in Victoria under the [National Partnership Agreement for More Support for Students with Disabilities](#) and related payment weightings are listed in Table 1. The performance indicators, baseline data and performance benchmarks are listed in Table 2. The payment percentages allocated to outputs in Table 1 will be paid to the States on the Commonwealth's acceptance of the related progress report, demonstrating progress in meeting performance benchmarks outlined in Table 2. This is the case for all payments except those against reporting period 1 which are paid in advance in recognition of the requirement for working capital to assist with the implementation of outputs.

Table 1: Outputs and payment weightings<sup>2</sup>

Outputs	Reporting Period 1 (30 November 2011 – 30 June 2012)	Reporting Period 2 (1 July 2012 – 1 March 2013)	Reporting Period 3 (2 March 2013 – 31 December 2013)	Total
1 - Providing assistive technology (e.g. computer software, low vision aids, communication tools) to support the teaching and participation of students with disabilities	2.9%	2.9%	1.4%	7.2%
2 - Providing training for teachers to strengthen their skills in the use of assistive technology in the classroom.	0.7%	0.7%	0.4%	1.8%
3 - Developing support centres which serve as a centre of expertise in the educational needs of students with disabilities and provide expert support to a group of other schools that may not have this expertise	2.2%	2.2%	1.1%	5.5%
5 - Providing training for pre-service and/or practicing teachers to build their skills in special education	4.4%	4.4%	2.2%	11.0%
6 - Providing training for all school staff to improve understanding of their obligations under the Disability Standards for Education 2005 and how to meet those obligations	0.7%	0.7%	0.3%	1.7%
7 - Supporting school principals and/or school leadership teams to strengthen teachers' ability to assist students with disabilities	18.8%	18.8%	9.4%	47.0%
8 - Supporting school staff to access the current learning of students with disabilities, adapt the teaching curriculum to suit their current level of ability and report on student progress in progressing through their adapted curriculum	1.8%	1.8%	0.9%	4.5%
10 - Supporting teacher to meet the needs of students with disabilities through collaborative teaching practices (aka team teaching).	8.5%	8.5%	4.3%	21.3%
Total	40%	40%	20%	100%

<sup>2</sup> Percentages have been rounded for presentation purposes. Actual percentages of total allocation received on acceptance of related progress report will differ slightly acknowledging that the total amount received in a financial year cannot exceed the amounts in Table 3 of the [National Partnership Agreement for More Support for Students with Disabilities](#).



Table 2: Performance indicators, baseline data and performance benchmarks

Outputs	Performance Indicators	Baseline date or Period	Performance Indicator as at Baseline	Performance Benchmarks as at 30 June 2012	Performance Benchmarks as at 1 March 2013	Performance Benchmarks as at 31 December 2013
1 - Providing assistive technology (e.g. computer software, low vision aids, communication tools) to support the teaching and participation of students with disabilities	Number and/or numerical range of assistive technology items provided to schools to support the teaching of students with disabilities.	January 2012	0	33	156	256
	Number and/or numerical range of schools provided with assistive technology items.	January 2012	0	13	36	56
2 - Providing training for teachers to strengthen their skills in the use of assistive technology in the classroom.	Number and/or numerical range of teachers that attended training in the use of assistive technology.	January 2012	0	10	30	50
3 - Developing support centres which serve as a centre of expertise in the educational needs of students with disabilities and provide expert support to a group of other schools that may not have this expertise	Number and/or numerical range of support centres providing support to the school system.	January 2012	0	3	3	3
	Number and/or numerical range of schools supported by support centres.	January 2012	0	35	260	350
5 - Providing training for pre-service and/or practicing teachers to build their skills in special education	Number and/or numerical range of pre-service and/or practicing teachers that attended <sup>3</sup> training to build their skills in special education.	January 2012	0	10	600	1360
6 - Providing training for all school staff to improve understanding of their obligations under the Disability Standards for Education 2005 and how to meet those obligations	Number and/or numerical range of school staff that attended training to improve their understanding of their obligations under the Disability Standards for Education 2005 and how to meet those obligations.	January 2012	0	0	0	1300
7 - Supporting school principals and/or school leadership teams to strengthen teachers' ability to assist students with disabilities	Number and/or numerical range of principals and/or school leadership team staff supported <sup>4</sup> to strengthen teachers' ability to assist students with disabilities	January 2012	0	1440	1460	1500
8 - Supporting school staff to access the current learning of students with disabilities, adapt the teaching curriculum to suit their current level of ability and report on student progress in progressing through their adapted curriculum	Number and/or numerical range of school staff supported <sup>5</sup> in assessing students with disabilities, adapting curriculum to their needs and reporting on student progress against adapted curriculum.	January 2012	0	100	600	1200
10 - Supporting teacher to meet the needs of students with disabilities through collaborative teaching practices (aka team teaching).	Number and/or numerical range of teachers supported to meet the needs of students with disabilities through collaborative teaching practices.	January 2012	0	10	140	210

<sup>3</sup> For Output 5, 'attended training' refers to completion of both online and face-to-face professional learning.

<sup>4</sup> For Output 7, 'supported' refers to principals and/or school leadership team staff being provided with professional learning programs, or the allocation of fixed term additional funding to facilitate professional learning and associated activities.

<sup>5</sup> For Output 8, 'supported' refers to school staff engaged in professional learning.