**2022 Victorian Education Excellence Awards**

**Recognising educational excellence in Victorian government schools**

**Information Pack**

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# The Victorian Education Excellence Awards

The Victorian Education Excellence Awards (VEEA) are the premier employee recognition program for staff in Victorian government schools.

The VEEA recognise the inspirational teachers, principals, business managers and education support staff who improve schools and support children and young people to develop the skills, courage, and curiosity they need to succeed in life.

You can nominate yourself or your colleagues to win professional learning grants of up to $25,000 to support your work in schools. The winners of each award category will also be eligible to win Victoria’s top public education prize – the Lindsay Thompson Award for Excellence in Education and a further $20,000 grant.

We want to hear about the outstanding work in your school. Share how you or a colleague engage your students in learning or work as a team to improve student outcomes. If you’re a principal, share your school improvement story and, if you work in education support, share how you connect students to their school and community.

Tell the story of education excellence at your school and demonstrate to the Victorian community what success in public education looks like.

Your achievements are critical to inspiring confidence and driving improvement in schools across Victoria. Help the community really understand what you do every day to make a difference and the positive impact your work has on young people.

The VEEA show our community what makes Victorian public education great.

This Information Pack provides information that you need to nominate for the awards. Please also read the **VEEA Terms and Conditions**.

Visit the website for more information: <https://www.education.vic.gov.au/about/awards/Pages/veea.aspx>

# Key dates

Applications open – Tuesday, 1 March 2022

Applications close – Friday 20 May, 2022 at 11.59 pm

Judging process commences – Wednesday, 8 June 2022

Shortlisted finalists contacted – week commencing Monday, 11 July 2022

Judging panel interviews – Monday, 18 July – Friday, 5 August 2022

Award presentation – Friday, 21 October 2022\*

(\*Shortlisted finalists must be available to attend)

# Eligibility

All staff employed by the Victorian government in a Victorian government school are encouraged to apply for the 2022 VEEA.

Staff in specialist, P-9 or P-12 schools are eligible to apply for either primary or secondary categories, but please focus your response to the selection criteria for the level you have chosen.

Early childhood staff are encouraged to apply for the [Victorian Early Years Awards](https://www.education.vic.gov.au/about/awards/Pages/eyawards.aspx). Non-government school staff are not eligible to apply.

|  |  |  |  |
| --- | --- | --- | --- |
| Award Eligibility | Victorian Government School Workforce Classifications | | |
|  | Principal (includes executive principals, principals, assistant principals & campus principals) | Teacher | Education Support |
| *Individual Awards* | | | |
| Outstanding Primary Principal | ✓ |  |  |
| Colin Simpson Outstanding Secondary Principal | ✓ |  |  |
| Outstanding Primary Teacher |  | ✓ |  |
| Outstanding Secondary Teacher |  | ✓ |  |
| Outstanding Early Career Primary Teacher |  | ✓ |  |
| Outstanding Early Career Secondary Teacher |  | ✓ |  |
| Outstanding Physical Education and Activity Teacher |  | ✓ |  |
| Outstanding Business Manager |  |  | ✓ |
| *Team Awards* | | | |
| Outstanding School Improvement | ✓ | ✓ | ✓ |
| Outstanding Education Support Team |  |  | ✓ |
| Outstanding Inclusive Education | ✓ | ✓ | ✓ |
| Outstanding Koorie Education | ✓ | ✓ | ✓ |
| Outstanding Provision for High-Ability Students – Primary | ✓ | ✓ | ✓ |
| Outstanding Provision for High-Ability Students – Secondary | ✓ | ✓ | ✓ |
| Dr Lawrie Shears Outstanding Global Teaching and Learning | ✓ | ✓ | ✓ |

# Award categories

### Individual awards

*A professional learning grant of* ***$20,000*** *is available for each individual award.*

#### Outstanding Primary Principal

In recognition of exceptional principals who have demonstrated leadership excellence in a Victorian government primary school. These principals have made a significant contribution to improving staff and student achievement, engagement, and wellbeing; raised the quality of teaching; and improved the overall performance of their school.

#### Colin Simpson Outstanding Secondary Principal

In recognition of exceptional principals who have demonstrated leadership excellence in a Victorian government secondary school. These principals have made a significant contribution to improving staff and student achievement, engagement, and wellbeing; raised the quality of teaching; and improved the overall performance of their school.

*This award is named in recognition of the late Colin Simpson who was a teacher and education leader in Victoria. He was the foundation principal of Richmond High School from 2017 to 2019 and principal of the Victorian College of the Arts Secondary School (VCASS) from 2004 to 2016. He was awarded the Outstanding Leadership Award at the 2009 VEEA.*

#### Outstanding Primary Teacher

In recognition of effective and innovative teachers who have demonstrated excellence in teaching practice at a Victorian government primary school and have made a significant contribution to improving student achievement, engagement, and wellbeing.

#### Outstanding Secondary Teacher

In recognition of effective and innovative teachers who have demonstrated excellence in teaching practice at a Victorian government secondary school and have made a significant contribution to improving student achievement, engagement, and wellbeing.

#### Outstanding Early Career Primary Teacher

In recognition of effective and innovative teachers in the first five years of their teaching career who have demonstrated excellence in teaching practice at a Victorian government primary school and have made a significant contribution to improving student achievement, engagement, and wellbeing.

#### Outstanding Early Career Secondary Teacher

In recognition of effective and innovative teachers in the first five years of their teaching career who have demonstrated excellence in teaching practice at a Victorian government secondary school and have made a significant contribution to improving student achievement, engagement, and wellbeing.

**Outstanding Physical Education and Activity Teacher**

In recognition of an exceptional teacher in a Victorian government school who has demonstrated leadership and excellence in teaching physical education that has led to significant improvements in student achievement, engagement, and wellbeing.

#### Outstanding Business Manager

In recognition of exceptional business managers within a Victorian government school who have demonstrated excellence in school finance and business management, while making a significant contribution to the performance of their school.

### Team awards

*A professional learning grant of* ***$25,000*** *is available for each team award.*

#### Outstanding School Improvement

In recognition of exceptional school staff within a Victorian government school who have demonstrated excellence to improve whole-school outcomes through strategic planning and improvement initiatives, and have made a significant contribution to developing effective partnerships with the broader community to improve overall school performance.

#### Outstanding Education Support Team

In recognition of exceptional education support teams within Victorian government schools that have demonstrated excellence in collaboration and teamwork within a school setting and made a significant contribution to improving student achievement, engagement, and wellbeing.

#### Outstanding Inclusive Education

In recognition of exceptional staff within Victorian government schools who have demonstrated quality teaching and learning, delivered outstanding system improvements that have made a positive impact in their school and community that support achievement, engagement and wellbeing through a positive climate for learning for students with additional needs.

#### Outstanding Koorie Education

In recognition of exceptional educators in a Victorian government school who demonstrate Aboriginal inclusion across the whole school, respectful and inclusive teaching and learning practices to improve Koorie student achievement, wellbeing and engagement and embed Aboriginal perspectives in the curriculum.

#### Outstanding Provision for High-Ability Students – Primary

In recognition of exceptional teams within Victorian government schools that have demonstrated excellence in provision for high-ability students, supporting their learning, engagement and wellbeing and helping them thrive now and into the future.

#### Outstanding Provision for High-Ability Students – Secondary

In recognition of exceptional teams within Victorian government schools that have demonstrated excellence in provision for high-ability students, supporting their learning, engagement and wellbeing and helping them thrive now and into the future.

#### Dr Lawrie Shears Outstanding Global Teaching and Learning

In recognition of teams in Victorian government schools that have demonstrated excellence in global learning and engagement at their school and have provided their students with the skills and knowledge they need to succeed in an increasingly complex and interconnected world**.**

*This award is named in honour of the late Dr Lawrie Shears who served as Director-General of the Victorian Education Department from 1973 to 1982 and was a strong advocate of building global education connections.*

### The Lindsay Thompson Award for Excellence in Education

*The recipient(s) of this award will receive an additional professional learning grant of* ***$20,000****.*

The Lindsay Thompson Award for Excellence in Education is awarded to the winner of an award category whose contribution to Victorian government school education is judged to be the most outstanding. The winner will have demonstrated exemplary practice while contributing to positive school culture and a commitment to improving student outcomes.

*This award is named in recognition of the late Honourable Lindsay Thompson, AO, CMG, who began his career as a teacher in 1951 before entering Parliament in 1955. He became Education Minister in 1967, held that position for 12 years and remains Victoria’s longest serving Education Minister. He was Deputy Premier between 1972 and 1981 and Premier between 1981 and 1982.*

# Selection criteria

The following section outlines the selection criteria for each award category. Please complete each selection criterion response in 400 words or less. Responses to the selection criterion for each award should be made via the online nomination system, Award Force: <https://veea.awardsplatform.com/>.

### Individual awards

#### Outstanding Primary Principal and Colin Simpson Outstanding Secondary Principal

* Vision, values and culture – Successfully leads the development of the school’s vision, and sets and models high standards and behaviours consistent with the Department of Education and Training values. Builds a positive school culture and shared expectations across the whole school community.
* Leading improvement, innovation, and change – Demonstrates ability to develop and implement clear, evidence-based improvement plans, policies, and initiatives. Leads and manages innovation and change to deliver high-quality educational outcomes for all students.
* Leading the management of the school – Demonstrates ability to use a wide range of data and tools to ensure efficient resource management through the use of strategic, workforce and financial planning and monitoring. Ensures expenditure and professional development for staff supports school’s goals and leads to school improvement.
* Leading teaching and learning – Demonstrates instructional leadership and the creation of a positive culture of support and collaboration among school staff, enabling effective use of data to inform teaching and learning and improve student outcomes.
* Engaging with the community and the system – Demonstrates positive and purposeful relationships with students, teachers, parents, and the broader community. Engages with inclusive and culturally responsive education practices. Positions the school as a community hub, and positively builds the reputation of the Victorian government education system.

#### Outstanding Primary Teacher and Outstanding Secondary Teacher

* Focus on students – Demonstrates significant improvement in student achievement, engagement, and wellbeing outcomes through the use of data, evidence-based practice methods and high expectations of students. Empowers students to have voice and agency in their own learning.
* Quality teaching and learning – Demonstrates high-quality teaching practice through excellent curriculum, pedagogy and assessment practices and use of high impact teaching strategies that are differentiated to meet students’ needs. Provides a supportive and productive learning environment that promotes inclusion and collaboration.
* Implementing improvement, innovation, and change – Demonstrates ability to develop and implement evidence-based improvement plans, policies, and initiatives. Leads and manages innovation and change to deliver high-quality educational outcomes for all students.
* Peer collaboration and school contribution – Demonstrates and models collaboration with peers to improve teaching and learning through participation in school-based collaborative initiatives such as Professional Learning Communities (PLCs). Challenges and supports peers to reflect on and evaluate the effectiveness of their teaching strategies and impact on learning. Contributes to the school outside of the classroom to enrich students’ learning experiences.
* Engaging with the community and the system – Demonstrates development and maintenance of positive and purposeful relationships with students, teachers, parents, and the broader community in line with the Department of Education and Training values. Engages with inclusive and culturally responsive education practices, builds school pride and connectedness, and enhances the reputation of the Victorian government education system.

#### Outstanding Early Career Primary Teacher and Outstanding Early Career Secondary Teacher

* Focus on students – Demonstrates significant improvement in student achievement, engagement, and wellbeing outcomes through the use of data, evidence-based practice methods and high expectations of students. Empowers students to have voice and agency in their own learning.
* Quality teaching and learning – Demonstrates high-quality teaching practice through excellent curriculum, pedagogy and assessment practices and use of high impact teaching strategies that are differentiated to meet students’ needs. Provides a supportive and productive learning environment that promotes inclusion and collaboration.
* Implementing improvement, innovation, and change – Demonstrates ability to develop and implement evidence-based improvement plans, policies, and initiatives. Leads and manages innovation and change to deliver high-quality educational outcomes for all students.
* Peer collaboration and school contribution – Demonstrates and models collaboration with peers to improve teaching and learning through participation in school-based collaborative initiatives such as Professional Learning Communities (PLCs). Challenges and supports peers to reflect on and evaluate the effectiveness of their teaching strategies and impact on learning. Contributes to the school outside of the classroom to enrich students’ learning experiences.
* Engaging with the community and the system – Demonstrates development and maintenance of positive and purposeful relationships with students, teachers, parents, and the broader community in line with the Department of Education and Training values. Engages with inclusive and culturally responsive education practices, builds school pride and connectedness, and enhances the reputation of the Victorian government education system.

#### Outstanding Physical Education and Activity Teacher

* Focus on students – Demonstrates significant improvement in student achievement, engagement, and wellbeing in physical education through increased participation and improved physical literacy and activity. Empowers students to have voice and agency in their own learning.
* Quality teaching and learning – Demonstrates high-quality teaching practice through excellent curriculum, pedagogy, and assessment practices in physical education and use of high impact teaching strategies that are differentiated to meet students’ needs. Provides a supportive and productive learning environment that promotes inclusion and collaboration.
* Implementing improvement, innovation, and change – Demonstrates ability to develop and implement evidence-based improvement plans, policies, and initiatives. Leads and manages innovative approaches to improve students’ physical activity and health outcomes.
* Engaging with the community and the system – Demonstrates a strong capacity to work with the school community to promote a positive health and physical activity culture in line with the Department of Education and Training values. Engages with inclusive and culturally responsive education practices, builds school pride and connectedness, and enhances the reputation of the Victorian government education system.

#### Outstanding Business Manager

* Focus on school outcomes – Demonstrates exemplary business management practices that have led to efficient systems, processes and operations that improve financial and strategic resource management throughout the school and result in improved outcomes.
* Leadership – Demonstrates effective leadership of staff to ensure effective and ethical use of school resources through transparency, integrity, and accountability to support achievement of the school’s strategic and annual plans.
* Developing self and others – Demonstrates outstanding practices to foster teamwork and collaboration and develop the capacity of staff across the school in financial and procurement processes. Models Department of Education and Training values and encourages others to do the same.
* Engagement with the community and the system - Demonstrates development and maintenance of positive and purposeful relationships with school staff, peers, and the broader community. Engages with others in an inclusive and culturally responsive manner and enhances the reputation of the Victorian government education system.

### Team awards

#### Outstanding School Improvement

* Focus on outcomes – Prioritises collaboration as a mechanism to lead the vision, values and culture of the school and models high standards and behaviours consistent with the Department of Education and Training values, focusing on the improvement of student achievement, wellbeing and engagement outcomes.
* Quality practice – Promotes collaborative practice that leads to improvement of student and school outcomes. Effective whole-school professional learning demonstrated through implementation of school-based collaborative initiatives such as Communities of Practice, Professional Learning Communities (PLCs), Differentiated Support for School Improvement (DSSI) and other collaborative teams.
* Excellence – Demonstrates collaboration as a mechanism to deliver excellence in curriculum development, planning and assessment, and engages in evidence-based professional practice methods to raise the achievement of students.
* Evidence-based improvement – Demonstrates a structured and collaborative approach to analysing school and student data and builds practice based on the Framework for Improving Student Outcomes (FISO 2.0) Improvement Cycle, as a means to drive whole-school improvement.
* Engaging with the community and the system – Demonstrates development and maintenance of positive and purposeful school relationships with students, teachers, parents, and the broader community. Develops partnerships with other schools that improve overall school performance. Engages with others in an inclusive and culturally responsive manner, and positively builds the reputation of the Victorian government education system.

#### Outstanding Education Support Team

* Focus on students – Demonstrates effective direct and/or indirect improvements to student achievement, engagement, and wellbeing, as evidenced through the provision of education support services. Empowers students to have voice and agency in their own learning.
* Quality practice – Demonstrates excellent practices in the team’s respective areas of work that promote a positive climate for learning and lead to improved student and school outcomes. Provides a supportive and productive learning environment that promotes inclusion and collaboration.
* Implementing improvement, innovation, and change – Demonstrates exemplary and innovative evidence-based practices and successful implementation of change in response to student needs that deliver high-quality outcomes for students. Demonstrates diligent management of a project(s) that led to significant improvement in the delivery of education support services (where relevant).
* Developing self and others – Demonstrates an outstanding work ethic and a commitment to teamwork and collaboration, including development and support of colleagues across the school. Models Department of Education and Training values and encourages others to do the same.
* Engaging with the community and the system – Demonstrates outstanding engagement and communication with colleagues, parents/carers, and the broader community in a manner that is inclusive and culturally responsive, while positively building the profile of the school within the Victorian government education system.

#### Outstanding Inclusive Education

* Focus on students – Demonstrates positive impact on the achievement, engagement, and wellbeing of students with additional needs through the use of data and evidence-based practice methods. Empowers students and their families to have voice and agency in regard to their education experience.
* Quality teaching and learning – Demonstrates high-quality teaching practice through excellent curriculum, pedagogy, assessment, and reporting practices in response to identified student needs. Provides a supportive and productive learning environment that promotes inclusion and collaboration.
* Implementing improvement, innovation, and change – Demonstrates ability to develop and implement evidence-based improvement plans, policies, and initiatives. Leads and manages innovation and change to deliver high-quality education outcomes for all students.
* Engaging with the community and the system – Demonstrates development and maintenance of positive and purposeful school relationships with students, teachers, parents, carers, and the broader community to develop an understanding of students with additional needs through implementation of the Inclusive Education Policy. Delivers outstanding system improvements to increase understanding around disabilities and additional needs for all students.

#### Outstanding Koorie Education

* Focus on students – Demonstrates positive impact on Koorie student achievement, engagement, and wellbeing through the use of data and evidence-based practice methods to create educational pathways and employment outcomes (where relevant) for Koorie students.
* Quality teaching and learning – Demonstrates a collaborative approach to excellent curriculum, pedagogy, assessment, and reporting practices that embed Aboriginal perspectives supporting the vision of Marrung: Aboriginal Education Plan 2016-2026 (Marrung). Provides a supportive and productive learning environment that promotes inclusion and collaboration for all students.
* Collaborate with community and the system – Demonstrates partnerships with the local Koorie community to continually improve staff and students understanding of Koorie inclusion and cultural safety, while positively building meaningful relationships between the school and Koorie community. Participates in school-based collaborative initiatives such as Communities of Practice, Professional Learning Communities (PLCs) and multidisciplinary teams designed to support Koorie student outcomes.

#### Outstanding Provision for High-Ability Students – Primary and Secondary

* Focus on students – Demonstrates strong outcomes in learning, achievement, engagement, and wellbeing of high-ability students through data and evidence-based practice methods. Empowers students to have voice and agency in their own learning.
* Quality teaching and learning – Demonstrates high-quality teaching practice for high-ability students, through excellent curriculum, pedagogy, assessment practices and support services, and use of high impact teaching strategies that are differentiated in response to identified student learning needs. Provides a supportive and productive learning environment that promotes inclusion and collaboration.
* Implementing improvement, innovation, and change – Demonstrates leadership and implementation of evidence-based initiatives and programs that support high-ability students consistent with the Framework for Improving Student Outcomes (FISO 2.0) Improvement Cycle. Leads and manages innovation and change within the Victorian government education system and delivers high-quality educational outcomes for high-ability students.
* Engaging with the community and the system – Demonstrates development and maintenance of positive and purposeful relationships with students, parents, and the broader community. Demonstrates collaboration to improve teaching and learning for high-ability students across the Victorian government education system, including through school networks.
* Demonstrates inclusion of robust teaching and learning across the curriculum, including curriculum planning for and delivery of intercultural capabilities, global citizenship, and languages across all year levels, as well as citizenship programs, including professional learning for teachers.

#### Dr Lawrie Shears Outstanding Global Teaching and Learning

* Focus on students – Demonstrates breadth and depth of global learning and engagement undertaken across all year levels at the school and its impact on student engagement and outcomes.
* Quality teaching and learning – Demonstrates inclusion of robust teaching and learning across the curriculum for all year levels, such as teaching of the Victorian F-10 Curriculum intercultural capabilities, global citizenship programs and languages, including the delivery of professional global learning programs for teachers.
* Implementing improvement, innovation, and change – Demonstrates the nature and extent of global learning and engagement activities undertaken in school and integration of these initiatives into a coherent plan for the whole school.
* Partnerships – Demonstrates commitment of school leadership in developing and maintaining positive and purposeful community and international partnerships, and illustration of these connections in supporting student outcomes and the school’s strategic plan.

# Nominations

### Who can nominate?

All eligible school-based staff are invited to nominate for the 2022 VEEA via the online nomination system, Award Force: <https://veea.awardsplatform.com/>. It is optimised for desktops, tablets (iPad and Android) and smartphones.

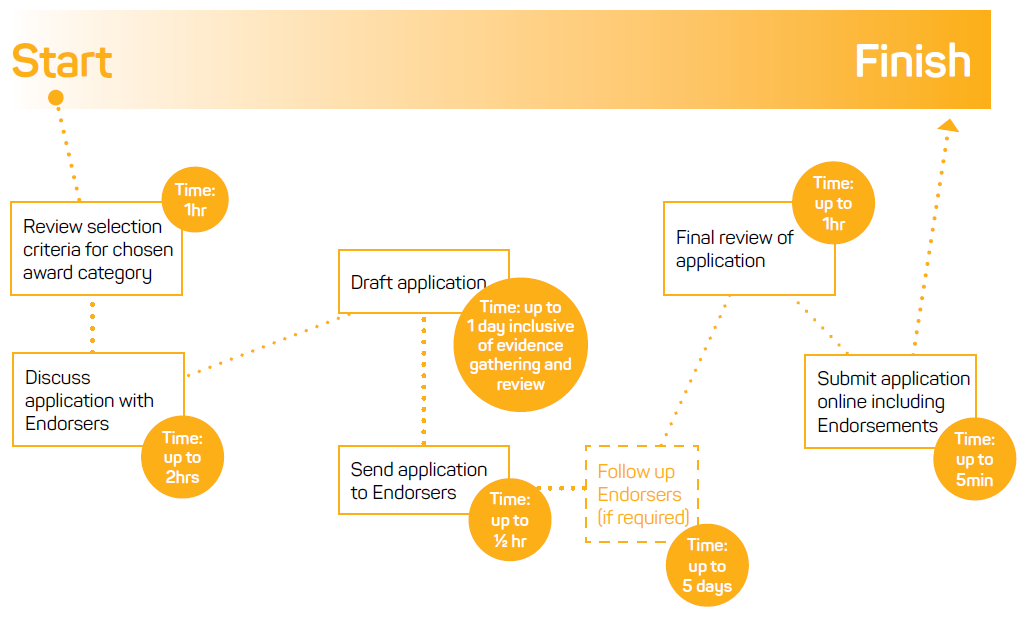
Nominations for the 2022 VEEA open 9.00am Tuesday, 1 March 2022 and close at 11.59pm Friday, 20 May 2022.

No late nominations will be accepted. Please see the timeline below and allow adequate time to complete and seek endorsements for nominations.

The following may nominate principals, teachers, business managers and education support colleagues for the VEEA:

* Executive and principal class employees
* Teachers
* Education support class employees
* School Council members
* Regional Directors, Regional Executive Directors and Area Executive Directors
* Senior Education Improvement Leaders (SEILs)
* Koorie Education Coordinators (KECs) and Koorie Education Support Officers (KESOs)

#### Indicative nomination completion timeline



### How-to guide for nominations

This section explains how you can nominate yourself or your team and/or nominate a colleague or a team of colleagues.

### Nominate yourself or you and your team

1. Visit the online nomination system, Award Force: <https://veea.awardsplatform.com/> (first-time users will need to register their details).
2. Click on ‘Start an application’ to begin. Under ‘category’, select ‘I’m entering’ and then select the relevant award category. Enter your name/the names of your team members in the ‘Name of nominee or team’ field. Click on ‘Save + next’.
3. In the ‘About the nominee(s)’ tab, enter your details. You only need to enter your email address in this tab. If nominating team members their email addresses and details are entered in the ‘Team members’ tab.
4. Complete each selection criterion in 400 words or less to demonstrate your/your team’s professional excellence and impact. Click on ‘Save + next’.
5. In the ‘Endorser details and statement’ tab, download the Nomination Endorsement Form. You may like to save and close your application at this stage, while you organise the completion of the Nomination Endorsement Forms. In addition, provide a 200-word summary that captures the key points of your nomination. Your summary may be used as a ‘finalist profile’ if you are shortlisted as a finalist.
6. Provide the Nomination Endorsement Form to your endorsers. At least two endorsers are required. Endorsements must be completed, signed, and returned to you in time for you to upload your endorsements prior to the deadline of Friday, 20 May 2022. Follow up with your endorsers to ensure they complete the forms on time.
7. When you receive your endorsements, log back into the system, and upload the completed Nomination Endorsement Forms in the space provided in the ‘Endorser details and statement’ tab. Remember to ensure the forms are signed by your endorsers. The easiest way to upload each Nomination Endorsement Form is to scan and save the form in a file on your computer and then upload it from there.
8. Double-check that you have met all the online requirements and submit your application.

### Nominate a colleague or team of colleagues

1. Visit the online nomination system, Award Force: <https://veea.awardsplatform.com/> (first-time users will need to register their details).
2. Click on ‘Start an application’ to begin. Under ‘category’, select ‘I’d like to nominate someone for’ and then select the relevant award category. Enter your colleague’s name(s) in the ‘Name of nominee or team’ field. Click on ‘Save + next’.
3. In the ‘About the nominee(s)’ tab, enter your email address. For a team award also enter the school name of the team you are nominating and the region (the ‘position’ field is not a mandatory field). In the ‘Team members’ tab you will need to enter the required details for each of the team members you are nominating. You will need to indicate that you have the support of your team members to include them in the nomination.
4. Respond to each selection criterion in 400 words or less detailing how your colleague(s) has/have demonstrated professional excellence and impact. This includes providing a short statement about why you are nominating your colleague(s). Click on ‘Save + next’.
5. Colleague(s) must accept their nomination and its requirements for the nomination to be valid. The nomination must be accepted before the nomination close date. Please allow adequate time to complete and seek endorsements for nominations. Colleagues will be sent an email asking they accept or reject the nomination. Please make sure the nominee’s email is entered in the ‘nominee email address’ section. For a team award nomination confirm they accept the nomination before submitting your application. Check the box for each team member in the ‘Team members’ tab to confirm your nominees agree to be nominated.
6. In the ‘Endorser details and statement’ tab, download the Nomination Endorsement Form. You may like to save and close your application at this stage, while you organise the completion of the Nomination Endorsement Forms. In addition, provide a 200-word summary that captures the key points of your nomination. Your summary may be used as a ‘finalist profile’ if the nominee(s) is/are shortlisted as a finalist.
7. Provide the Nomination Endorsement Form to the endorsers. At least two endorsers are required. Endorsements must be completed, signed, and returned to you in time for you to upload your endorsements prior to the deadline of Friday, 20 May 2022. Follow up with the endorsers to ensure they complete the forms on time.
8. When you receive your endorsements, log back into the system, and upload the completed Nomination Endorsement Forms in the space provided in the ‘Endorser details and statement’ tab. Remember to ensure the forms are signed by the endorsers. The easiest way to upload each Nomination Endorsement Form is to scan and save the form in a file on your computer and then upload it from there.
9. Double-check that you have met all the online requirements and submit the nomination.
10. Once the nomination is submitted, an email will be sent to your nominee(s) inviting them to review and accept the nomination. Your nominee(s) must complete this step, or the nomination will not proceed.

### Nomination endorsement requirements

### Endorsement requirements

All applicants must provide **at least two endorsements** in support of their nomination

|  | Required Endorsement | | | Additional Endorsements | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Award Category | Regional Director | Principal | Local Aboriginal Group**[[1]](#footnote-2)** | Regional Executive Directors, SEIL, KEC, KESO | School Council Member | Community Business Partner**[[2]](#footnote-3)** | Fellow colleague |
| *Individual Awards* | | | | | | | |
| Outstanding Primary Principal | Yes |  |  | Yes | Yes | Yes |  |
| Colin Simpson Outstanding Secondary Principal | Yes |  |  | Yes | Yes | Yes |  |
| Outstanding Primary Teacher |  | Yes |  |  | Yes |  | Yes |
| Outstanding Secondary Teacher |  | Yes |  |  | Yes |  | Yes |
| Outstanding Early Career Primary Teacher |  | Yes |  |  | Yes |  | Yes |
| Outstanding Early Career Secondary Teacher |  | Yes |  |  | Yes |  | Yes |
| Outstanding Physical Education and Activity Teacher |  | Yes |  |  | Yes |  | Yes |
| Outstanding Business Manager |  | Yes |  |  | Yes |  | Yes |
| *Team Awards* | | | | | | | |
| Outstanding School Improvement | Yes |  |  | Yes | Yes | Yes |  |
| Outstanding Education Support |  | Yes |  |  | Yes |  | Yes |
| Outstanding Inclusive Education | Yes |  |  | Yes | Yes | Yes |  |
| Outstanding Koorie Education | Yes |  | Yes | Yes | Yes | Yes |  |
| Outstanding Provision for High-Ability Students - Primary | Yes |  |  | Yes | Yes | Yes |  |
| Outstanding Provision for High-Ability Students - Secondary | Yes |  |  | Yes | Yes | Yes |  |
| Dr Lawrie Shears Outstanding Global Teaching and Learning | Yes |  |  | Yes | Yes | Yes |  |

### Who can endorse my nomination?

All nominations must have at least **two** endorsements: **one** from their principal or regional director, and a **second** to be chosen from a list of approved endorsers. The Outstanding Koorie Education Award requires endorsement from a school’s Regional Director and the Local Aboriginal Education Consultative Group and/or local Aboriginal community group. Additional, non-compulsory endorsements may also be provided (total maximum of four).

Nominees for, or nominators of, individual or team awards are unable to endorse their own nomination. The table above lists the award categories and the endorsers for awards.

For the purposes of the Victorian Education Excellence Awards, the definition of a ‘community business partner’ broadly encompasses the full range of organisations that schools are likely to have working relationships with, which may include not-for-profit organisations and commercial businesses.

Applicants are required to submit their endorsements by attaching the completed Nomination Endorsement Forms to their entry via the VEEA online nomination system, Award Force: <https://veea.awardsplatform.com/>

**Applications that do not meet these requirements will be incomplete and ineligible for judging**.

### Responsibilities of the Endorser

It is expected that endorsers will:

* discuss the application with the person seeking the endorsement (the nominator)
* inform the nominator as soon as possible if an endorsement cannot be provided
* fill out the Nomination Endorsement Form and provide a 300-word statement of endorsement of the nominee(s). Include your knowledge of the work the nominee(s) has done in their school and evidence of impact on student outcomes.
* sign and return the Nomination Endorsement Form to the nominator in time for it to be uploaded to the online nomination system, prior to the award application process closing on **Friday, 20 May 2022 at 11:59pm**.

### Nomination Endorsement Form

*Please email this form to each of your endorsers to complete. Each completed Nomination Endorsement Form will need to be scanned and attached to your application via VEEA online nomination system, Award Force:* [*https://veea.awardsplatform.com/*](https://veea.awardsplatform.com/)

**Endorser Details (Endorser to complete):**

|  |  |
| --- | --- |
| **Name** |  |
| **Position** |  |
| **School** |  |
| **Region** |  |
| **Mobile Number** |  |
| **Email Address** |  |
|  |  |
| **Applicant Name(s):** |  |
| **Award Category:** |  |

|  |  |  |
| --- | --- | --- |
| **Would you be happy to be contacted by a member of the judging panel if further information is required?** *Please select.* | Yes |  |
| No |  |

**Please provide a statement of endorsement of the applicant below *(maximum 300 words).* Include your knowledge of the work the nominee(s) has done in their school and evidence of impact on student outcomes.**

|  |  |  |
| --- | --- | --- |
| ***I hereby support and endorse the application of the above-mentioned candidate.*** | | |
| **Date:** | **Name:** | **Signature:** |

*Please return the completed form to the applicant to allow them to complete their application. Applications close Friday, 20 May 2022 at 11:59pm.*

# Judging

Judging panels will independently judge each award category. Judges use the matrix below to score each criterion.

|  |  |  |
| --- | --- | --- |
| **Score** | **Label** | **Description** |
| 1 | **Unsatisfactory** | * did not meet the selection criterion **and** * lacked evidence to support nomination |
| 2 | **Satisfactory** | * met most selection criterion **and** * provided some evidence to support nomination against some criterion |
| 3 | **Good** | * met most selection criterion **and** * provided good evidence to support nomination against some criterion |
| 4 | **Very good** | * met all selection criterion **and** * provided good evidence to support nomination against each criterion |
| 5 | **Excellent** | * met all selection criterion **and** * provided strong evidence against each criterion |
| 6 | **Outstanding** | * met all selection criterion **and** * provided outstanding evidence against each criterion |

Nominations will be judged online to determine the finalists for each award category. The top three nominations become finalists and are shortlisted.

### Finalist interviews

Finalists are invited to attend an interview with the judging panel for their award category. Interviews will take place from Monday, 18 July to Friday, 5 August 2022 online via Webex or Microsoft Teams.

If you are a finalist in a team award, the number of team members to attend the interview is limited to five people. During the interview, finalists will be asked to respond to questions they receive in advance.

The judging panels will then confirm the winners of each award category.

An esteemed judging panel will select the winner of the Lindsay Thompson Award for Excellence in Education from the winners of each award category.

# Professional Learning Grants

Winners of award categories receive professional learning grants of $20,000 for individual awards and $25,000 for team awards. Grants should be spent by the end of 2023. The winner of the Lindsay Thompson Award for Excellence in Education will receive an additional professional learning grant of $20,000, which should be spent by the end of 2024.

The following table lists some approved professional learning activities. Winners must submit a Professional Learning Budget Plan to obtain approval for their activities prior to commencing them. A final report outlining activities undertaken and outcomes must also be submitted.

|  |  |
| --- | --- |
| **Approved professional learning activities** | **Links** |
| All graduate programs offered by Victorian Higher Education Providers and accredited by the Victorian Institute of Teaching (VIT) are approved. | A list of these programs can be accessed by selecting ‘postgraduate’ in the initial teacher education search function on the [VIT accredited programs page](http://www.vit.vic.edu.au/registering-as-a-teacher/teaching-programs/accredited-initial-teacher-education-programs) |
| All VIT endorsed programs for qualified teachers are approved. | A list of these programs can be accessed using the ‘endorsed programs for qualified teachers’ search function on the [VIT accredited programs page](https://www.vit.vic.edu.au/registering-as-a-teacher/teaching-programs/accredited-initial-teacher-education-programs#endorsedprogram) |
| Professional learning calendar for teachers and school staff. | The Department provides a comprehensive list of [professional development](https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/professional-learning.aspx) to support teachers, education support staff and business managers. Professional development opportunities run throughout the year. Please consult the calendar. |
| All short courses that are directly related to an award winner’s professional learning goals (as outlined in their Performance and Development Plan) offered by graduate education schools/departments of Victorian Higher Education Providers are approved. Note: Education support class employees may consider courses offered by other faculties of Victorian Higher Education Providers and should consult the Department regarding options. | [Australian Catholic University](http://www.acu.edu.au/courses/other_courses/short_training_courses)  [Deakin University](http://www.deakin.edu.au/courses/find-a-course)  [Eastern College Australia](http://www.eastern.edu.au/study/courses)  [Holmesglen TAFE](http://www.holmesglen.edu.au/courses/education_and_training)  [La Trobe University](http://www.latrobe.edu.au/short-courses) (single subject study)  [Melbourne Polytechnic](http://www.melbournepolytechnic.edu.au/course-info/short-courses/) (short course guide)  [Monash University](http://www.monash.edu/education/future-students/courses/short-courses)  [RMIT University](http://shortcourses.rmit.edu.au/)  [Swinburne University of Technology](http://www.swinburne.edu.au/study/options/find/short/)  [The University of Melbourne](https://www.unimelb.edu.au/professional-development/courses)  [Victoria University](http://www.vu.edu.au/about-us/academic-colleges/education/courses-we-offer) |
| All courses offered by the Victorian Academy of Teaching and Leadership (Academy) are approved. | More information can be accessed on the [Academy professional learning courses page](https://www.academy.vic.gov.au/professional-learning) |

# Resources

Please refer to any of the Department’s resources listed below when preparing your application form to support your nomination.

#### Framework for Improving Student Outcomes (FISO 2.0)

[FISO 2.0](https://www2.education.vic.gov.au/pal/fiso/policy), a key Education State reform initiative, was first introduced in 2015 and then redesigned in 2021 for all Victorian government schools. It is an evidence-based framework that enables schools to focus their improvement efforts on practices that have the greatest impact on student learning and wellbeing.  FISO 2.0 elevates the importance of wellbeing, through which schools prepare students to manage the complexities of the world in which they live.

#### Victorian Teaching and Learning Model (VTLM)

The [VTLM](https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/Victorianteachingandlearningmodel.aspx) brings FISO 2.0 into the classroom. It creates a line of sight between the whole-school improvement approach and classroom practice. It allows teachers and school leaders to focus on high impact improvement initiatives and drive those initiatives through evidence-based decisions about their teaching and student learning.

#### High Impact Teaching Strategies (HITS)

[HITS](https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/hits.aspx) are ten instructional practices that reliably increase student learning wherever they are applied.

#### Practice Principles

The  [practice principles](https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/principlesexcellence.aspx?Redirect=1) for excellence in teaching and learning are nine signature pedagogies which make the difference in improving student achievement and motivation. They provide a starting point for a close analysis of your professional practice.

#### Professional Learning Communities (PLCs)

[PLCs](https://www.education.vic.gov.au/school/teachers/management/improvement/plc/Pages/default.aspx) are an approach to school improvement where groups of teachers work collaboratively at the school level to improve student outcomes.​

#### Marrung, Aboriginal Education Plan 2016-2026 (Marrung)

[Marrung](https://www.education.vic.gov.au/about/programs/Pages/marrung.aspx) is a strategy to ensure that all Koorie Victorians achieve their learning aspirations*.*

#### Global learning and engagement

Australia is one of the most multicultural societies in the world and globalisation places greater emphasis on the need for [intercultural capability](https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/capabilities/Pages/intercultural.aspx). Developing intercultural knowledge, skills and understandings is an essential part of living with others in a diverse and interconnected world.

# Frequently asked questions

1. **What are the Victorian Education Excellence Awards (VEEA)?**

The VEEA showcase the outstanding contributions made by teachers, principals, and education support staff in Victorian government schools. It has the following individual and team award categories:

**Individual Awards**

* Outstanding Primary Principal
* Colin Simpson Outstanding Secondary Principal
* Outstanding Primary Teacher
* Outstanding Secondary Teacher
* Outstanding Early Career Primary Teacher
* Outstanding Early Career Secondary Teacher
* Outstanding Physical Education and Activity Teacher
* Outstanding Business Manager

**Team Awards**

* Outstanding School Improvement
* Outstanding Education Support Team
* Outstanding Inclusive Education
* Outstanding Koorie Education
* Outstanding Provision for High-Ability – Primary
* Outstanding Provision for High-Ability – Secondary
* Dr Lawrie Shears Outstanding Global Teaching and Learning

The Lindsay Thompson Award for Excellence in Education is awarded to the winner of an award category whose contribution to Victorian government school education is judged to be the most outstanding.

1. **Who can nominate a colleague for an award?**

The following may nominate principals, teachers, business managers and education support colleagues for the VEEA:

* Executive and principal class employees
* Teachers
* Education support class employees
* School Council members
* Regional Directors, Regional Executive Directors and Area Executive Directors
* Senior Education Improvement Leaders (SEILs)
* Koorie Education Coordinators (KECs) and Koorie Education Support Officers (KESOs)

1. **Can I nominate a colleague for an award?**

Yes, as long as you are listed as one of the people who can nominate. Before beginning the nomination, review the selection criteria for your chosen award category to ensure that your colleague(s) meets the eligibility requirements.

Complete the online nomination on their behalf, respond to each of the selection criteria and organise endorsements for the nomination.

Once you have submitted the nomination, an email will be sent to your nominee inviting them to review and accept the nomination. Your nominee must complete this step, or the nomination will not proceed.

When nominating colleagues for a team award, enter all the required information online for each team member in the ‘Team members’ tab. Confirm that each person you are nominating agrees to be nominated.

A step-by-step process for nominating colleagues for individual and team awards can be found in the nominations section of this Information Pack.

1. **Can I nominate myself or my team for more than one award?**

Yes, provided that you meet all selection criteria for each award category. All team nominators should make sure that each person in the team meets the eligibility criteria for the award.

1. **I am a principal/teacher in a P-9/P-12 college. Do I nominate for the primary or secondary principal/teacher categories?**

Principals/teachers employed at a P-9/P-12 schools can nominate in either the primary or secondary award categories. This decision is left to the discretion of nominators and nominees. It is recommended that you focus your response to the selection criteria for the level you have chosen.

1. **I am an assistant/campus principal. Can I nominate for the Outstanding Primary/Secondary Principal awards?**

Yes. All Victorian government principal class employees who meet the category selection criteria are eligible to nominate or be nominated for the Outstanding Primary/Secondary Principal Awards.

1. **My team and I would like to nominate for the Outstanding Koorie Education Award. However, we do not identify as being of Aboriginal and/or Torres Strait Islander descent. Are we still eligible to nominate for the award?**

Yes. The Outstanding Koorie Education Award is open to all teams that meet the award criteria.

1. **For the Dr Lawrie Shears Excellence in Global Teaching and Learning award, what does global learning look like in schools?**

Global learning in schools means:

* students demonstrate intercultural understanding, respect cultural diversity, and understand their responsibilities as global citizens
* schools build global perspectives across the curriculum to support intercultural capability and invest in staff development to establish a culture of global learning
* teachers embed a global outlook in their teaching and learning programs
* schools implement effective models of language instruction, including languages other than English and use information technology to build learners’ global understanding
* schools develop intercultural capability through cultural events and activities and draw on students and community cultural diversity.

1. **Can previous VEEA winners nominate or be nominated for a 2022 VEEA?**

Previous VEEA winners are ineligible to nominate for the VEEA (in any category) until the third year after their win. To check eligibility for the 2022 VEEA, please refer to the 2022 VEEA Terms and Conditions [and](http://www.education.vic.gov.au/veea) this Information Pack.

1. **What do judges look for in a nomination?**

The judges will assess the extent to which the written application meets each selection criteria based on the response and evidence provided. Judges consider all criteria equally when assessing nominations.

Here are some tips for writing a successful nomination:

* The nomination must address each selection criteria.
* Describe what makes the nominee’s contribution outstanding. It may be helpful to think of the nomination as a job application.
* Be specific about the nominee’s strengths and provide clear examples.
* Support statements with evidence and examples of how outcomes were improved.
* Stick to the word limit. Dot points will be included in the overall word count.

1. **Can I nominate for the Lindsay Thompson Award for Excellence in Education?**

No. The Lindsay Thompson Award for Excellence in Education winner is selected from the winners of each award category by an esteemed panel of judges.

1. **If I win and receive a professional learning grant, is there a time limit on how long I have to use the money?**

Yes. Award recipients in 2022 should spend their professional learning grant before 31 December 2023. Award recipients who only spend part of their grant amount prior to 31 December 2023 may forfeit the remainder of their professional learning grant.

The recipient of the Lindsay Thompson Award for Excellence in Education receives an additional 12 months to spend their $20,000. This grant should be spent prior to 31 December 2024, or the winner may forfeit the remainder of professional learning grant.

1. **Can I submit a late nomination?**

No, late nominations will not be accepted.

# For more information

See the VEEA website: <https://www.education.vic.gov.au/about/awards/Pages/veea.aspx>

If you have further queries about the 2022 VEEA, contact the VEEA team via email: [excellence.awards@education.vic.gov.au](mailto:excellence.awards@education.vic.gov.au)

# 2022 VEEA Terms and Conditions

These terms and conditions relate to the 2022 Victorian Education Excellence Awards (VEEA). The VEEA is the premier employee recognition program for staff in Victorian government schools. By submitting a nomination, or agreeing to a nomination being submitted on their behalf, award nominees agree to be bound by the terms and conditions outlined in this document.

## Privacy compliance

1. Consistent with its [Information Privacy Policy](https://www.education.vic.gov.au/pages/privacypolicy.aspx), the Department of Education and Training (the Department) is committed to protecting the personal information that it collects and uses. Private and personal information supplied will be used by the selection panels only to assist decision-making.
2. Information will not be disclosed or used for any other purpose without the express consent of the person to whom the information relates, unless otherwise required by law.

## Key dates

1. Nominations open 9:00 am Tuesday, 1 March 2022.
2. Nominations close 11:59 pm Friday, 20 May 2022.
3. The online judging process to shortlist finalists commences Wednesday, 8 June 2022.
4. Shortlisted finalists will be contacted in the week commencing Monday, 11 July 2022. Unsuccessful nominees will also be contacted at this time.
5. Shortlisted finalists will be required to attend an online panel interview between Monday, 18 July and Friday, 5 August 2022.
6. The 2022 VEEA presentation ceremony will be held in the evening of Friday, 21 October 2022. Finalists must be available to attend.

## Eligibility

1. Awards are open to all executive and principal class, teachers, business managers and education support class employees currently employed by the Department.
2. The following awards are not open to executive and principal class employees, education support class employees or teams of teachers:
   * + Outstanding Primary Teacher
     + Outstanding Secondary Teacher Award
     + Outstanding Early Career Primary Teacher
     + Outstanding Early Career Secondary Teacher
     + Outstanding Physical Education and Activity Teacher
3. The Outstanding Early Career Primary Teacher Award and the Outstanding Early Career Secondary Teacher Award are only open to individual teachers in the first five years of their teaching career.
4. Nominees for the Outstanding Business Manager Award must be currently undertaking the role of business manager or equivalent, within a Victorian government primary, secondary, P–12 or specialist school.
5. Individual awards cannot be shared between two or more people unless those people are sharing a single role.
6. For team awards, up to 10 members of a team can be named in the nomination process.
7. Individual award recipients are ineligible to be nominated for another award in any award category until the third year following their win. For example, a person who received an award in 2020 is not eligible to be nominated until 2023.
8. Team award recipients are not eligible to nominate for the same award category until the third year following their win. For example, a team that received an award in 2020 is not eligible to be nominated in that same category until 2023.
9. Members of a team that have won an award are ineligible to nominate in any award category until the third year following their win. For example, team members who received an award in 2020 will not be eligible to be nominated until 2023.
10. Award recipients of other state, national or international professional awards are eligible to nominate for the VEEA.

## The nomination process

1. Nominations must be submitted online via the VEEA online nomination system, Award Force: <https://veea.awardsplatform.com/>
2. All nominees (including each nominee for a team award) must be employed by the Department at the time of nomination. This includes employees who are on approved leave.
3. Nominations must be accompanied by at least two endorsements as outlined in the VEEA Information Pack and VEEA Nomination Endorsement Form. The Nomination Endorsement Form is available on the VEEA website and online nomination system.
4. The Outstanding Koorie Education Award requires endorsement from a school’s Regional Director and the Local Aboriginal Education Consultative Group and/or local Aboriginal community group.
5. Additional, non-compulsory endorsements may also be provided, up to a total maximum of four.
6. For the purposes of the nomination endorsement process, a ‘community business partner’ is broadly defined as encompassing the full range of organisations that schools are likely to have working relationships with, which may include not-for-profit organisations and commercial businesses.
7. Nominations can be made on behalf of colleagues. However, those nominated must consent to the nomination. Consent is obtained via the online nomination system.
8. Nominators cannot endorse their own nomination.
9. Nominations are assessed against the selection criteria outlined in the VEEA Information Pack and replicated on the online nomination system. Chance will not play a role in determining finalist selection.
10. Nominators must be current employees of the Department. This includes employees who are on approved leave.
11. The judges’ decision will be final and no correspondence will be entered into.
12. Nominations will not be accepted after 11:59 pm Friday, 20 May 2022.
13. Incomplete nominations, nominations that do not comply with the nomination conditions, or nominations in respect of ineligible nominees, will be automatically rejected at the absolute discretion of the Department.

## Shortlisting

1. Judges will review each of the nominations within their allocated award category via the online award system.
2. Judges score nominations against each selection criteria outlined in the VEEA Information Pack. The three nominations that score the highest in each award category will be deemed finalists.
3. A legal check and a conduct and ethics check will be undertaken by the Department for all shortlisted finalists. The Department may elect to remove a finalist from the shortlist should these checks raise concerns.

## Finalist selection

1. Finalists for each award category will be invited to an interview with the category judging panel. In 2022 interviews will take place online via Webex or Microsoft Teams.
2. The judging panels will confirm the winners of each award category, which will be kept confidential until the VEEA presentation ceremony.
3. A separate, esteemed judging panel will select the winner of the Lindsay Thompson Award for Excellence in Education from the winners of each award category.
4. The Department reserves the right not to allocate an award in any category.

## Finalists

1. Finalists will be notified over the phone, as well as in writing.
2. Upon being accepted as a finalist, finalists agree to participate in a judging panel interview.
3. Upon being accepted as a finalist, finalists agree to:
   * participate in any audio, photographic and video requirements for the VEEA presentation ceremony and award promotion
   * provide permission to the Department for on-going use of images/recordings of themselves for promotional purposes.
4. The Department reserves the right to use all, or part of any material, including submissions and photographs, for any publicity campaign related to government education in Victoria. Copyright of any materials produced during, or as a result of, the award is owned by the Department.
5. VEEA recipients agree to be ambassadors for public education and promote Victoria as the Education State.
6. VEEA finalists and winners may be invited to provide input on Departmental initiatives should their expertise be relevant.

## Award categories

1. A professional learning grant of **$20,000** is available for each **individual award** **category**:
   * + Outstanding Primary Principal
     + Colin Simpson Outstanding Secondary Principal
     + Outstanding Primary Teacher
     + Outstanding Secondary Teacher
     + Outstanding Early Career Primary Teacher
     + Outstanding Early Career Secondary Teacher
     + Outstanding Physical Education and Activity Teacher
     + Outstanding Business Manager.
2. A professional learning grant of **$25,000** is available for each **team award category:**
   * + Outstanding School Improvement
     + Outstanding Education Support Team
     + Outstanding Inclusive Education
     + Outstanding Koorie Education
     + Outstanding Provision for High-Ability Students – Primary
     + Outstanding Provision for High-Ability Students – Secondary
     + Dr Lawrie Shears Outstanding Global Teaching and Learning.
3. Award category winners are eligible for consideration for the Lindsay Thompson Award for Excellence in Education. The recipient(s) of this award will receive an **additional $20,000**.

## Professional learning grants

1. The professional learning grant provided to award recipients can only be used to fund professional learning and associated costs. This can include staff replacement costs and reasonable travel/accommodation costs to participate in the nominated activity. The total amount provided by the Department will not exceed the dollar value specified above. A list of endorsed professional learning options is provided in the VEEA Information Pack.
2. All recipients must prepare a Professional Learning Budget Plan and provide this to the Department within eight (8) weeks of receiving their award, unless otherwise agreed with the Department. The Professional Learning Budget Plan must be approved by the Department prior to a recipient undertaking professional learning against their award grant. The Professional Learning Budget Plan will be included in a Grant Pack sent to award recipients following the VEEA presentation ceremony.
3. Recipients may seek to undertake other high quality, reputable professional learning not listed in the VEEA Information Pack. To do so, recipients need to detail their proposed learning in their Professional Learning Budget Plan, which is submitted to the Department for approval.
4. Should the proposed professional learning involve interstate or international travel, travel will be approved according to the Department’s Travel Policy. Note that award recipients should consider any potential coronavirus pandemic travel restrictions when developing their Professional Learning Budget Plan.
5. Recipients can propose to undertake professional learning that exceeds the amount of their award grant, provided they are able to fund the additional costs above the amount of their award grant from other sources.
6. Funding for all activities approved on the Professional Learning Budget Plan will be administered via the Department’s Schools Targeted Funding Portal.
7. Team award recipients will self-determine how funding will be allocated across team members. Disagreement around funding allocations across team members will be resolved at the local level by the school principal (or regional director where applicable).
8. Recipients will be required to provide a full acquittal of their award grant funding and are responsible for recording and documenting their professional learning grant expenditure. This includes, but is not limited to, credit card receipts and statements, and provider invoices.
9. Recipients who do not spend their award grant amount or spend only part of their grant prior to 31 December 2023 forfeit the remaining professional learning grant amount, unless otherwise agreed with the Department.
10. The recipient of the **Lindsay Thompson Award for Excellence in Education** will receive an additional  
    12 months to spend their $20,000 professional learning grant. Recipient/s who do not spend their award grant amount prior to 31 December 2024 forfeit the remaining professional learning grant amount unless otherwise agreed with the Department.
11. A request for an extension of time to use the award grant must be made in writing by no later than  
    1 December 2023. Applications will be considered on merit and granted at the sole discretion of the Department.
12. Recipients of each award category are expected to remain employed by the Department for at least one year post the completion of their professional learning. If they do not remain so employed by the Department they may, in the discretion of the Department, be required to repay all monies to the Department.

## Award alumni

1. Award recipients will be required to provide a final report as evidence of their research or professional learning activity. This report can be used to share findings with the wider school system.
2. Award recipients will share and promote the outcomes of their professional learning activity with relevant local networks and across the Victorian education system.
3. Finalists and winners may be invited to provide input on Departmental initiatives should their expertise be relevant.

## Queries

1. All queries relating to the VEEA can be sent to: [excellence.awards@education.vic.gov.au](mailto:excellence.awards@education.vic.gov.au)

1. The Outstanding Koorie Education award requires endorsement support from the Local Aboriginal Education Consultative Group and/or local Aboriginal community group. [↑](#footnote-ref-2)
2. The definition of a ‘community business partner’ broadly encompasses the full range of organisations that schools are likely to have working relationships with, which may include not-for-profit organisations and commercial businesses. [↑](#footnote-ref-3)