

2021 Education State Forum



Starting soon...

Opening plenary



Colin Hunter

Wurundjeri Elder

Jenny Atta

Secretary, Department of Education
and Training



Education
and Training

The Hon. James Merlino

Deputy Premier and Minister for
Education

Overview of the day

01	Opening Plenary: Victorian Education Reform
02	Plenary discussion: How many cooks does it take to bake a cake?
03	Workshop one: A learning entitlement for all students
04	Workshop two: Health and wellbeing – the expanded role of schools
05	Workshop three: Inclusive education – a new vision
06	Closing plenary: Working together as a collaborative system

Chime Live platform

Click on 'Agenda' and then 'Join next session'

The screenshot shows the Chime Live platform interface for the 2021 Education State Forum. The top navigation bar includes 'Home', 'Welcome', 'Agenda' (highlighted with a red arrow), and 'Evaluations'. The main content area displays the agenda for Thursday, August 12, under the heading '2021 Education State Forum - Day 2'. A red arrow points to the 'Agenda' link in the left sidebar. The agenda list shows a session titled 'Victorian Education Reform' starting at 09:00. Below it, a session titled 'How many cooks does it take to bake a cake?' is listed, starting at 09:30. A red arrow points to the 'Click here to join this session' button for the 09:30 session. The button also displays the Meeting ID: 943 9147 9368 and the Passcode: 135790. The top right corner features a 'Live stream' button. The bottom of the page includes logos for 'THE EDUCATION STATE' and 'VICTORIA State Government'.

2021 Education State Forum

Agenda

Live stream

Home

Welcome

Agenda

Evaluations

Wednesday Aug 11

Thursday Aug 12

Session times below are displayed in your local device time zone.

2021 Education State Forum - Day 2

Open Day Two Program

Download to calendar

09:00

Victorian Education Reform

09:30

How many cooks does it take to bake a cake?

Click here to join this session

Meeting ID: 943 9147 9368

Passcode: 135790

THE EDUCATION STATE

VICTORIA State Government

Education and Training

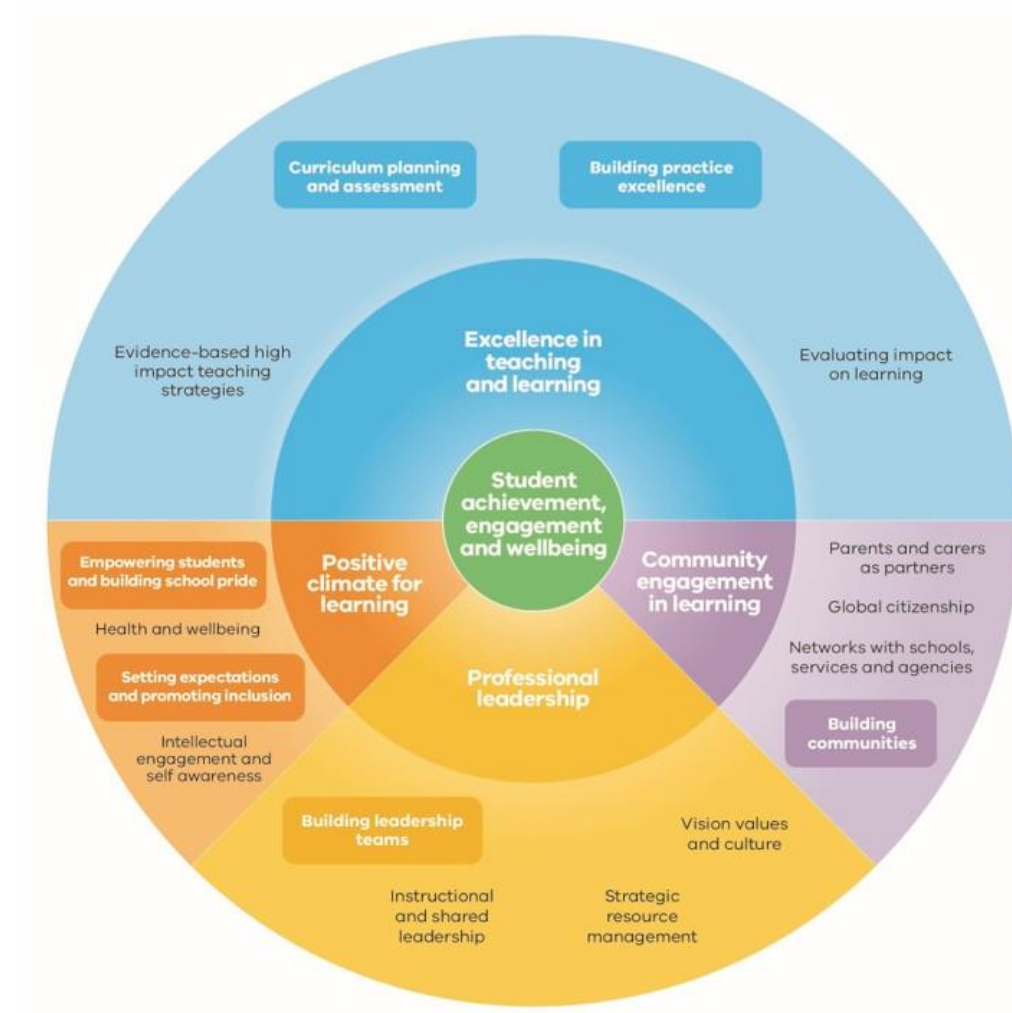
Plenary: How many cooks does it take to bake a cake?



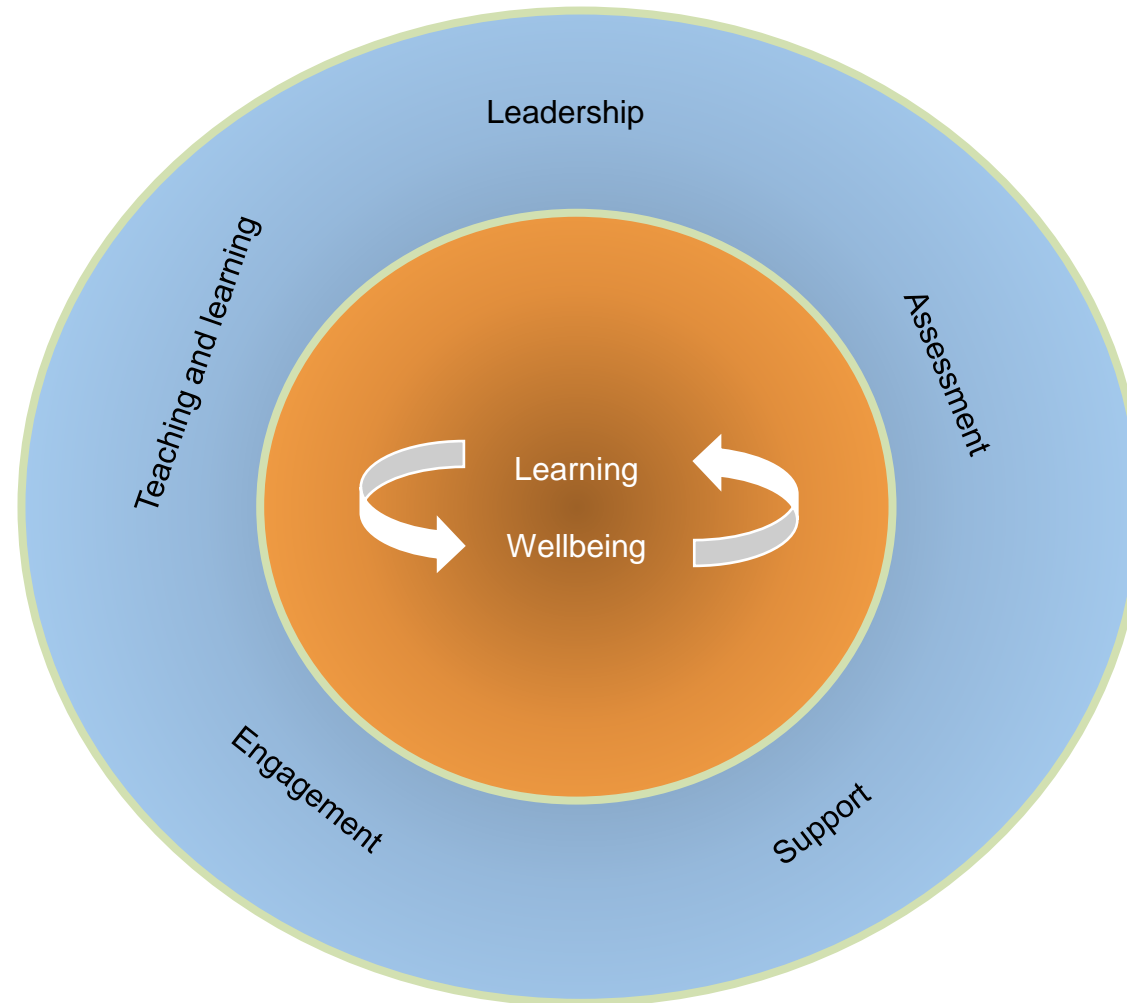
David Howes

Deputy Secretary, Schools and
Regional Services

Framework for Improving Student Outcomes



Framework for Improving Student Outcomes 2.0



DRAFT ONLY

Framework for Improving Student Outcomes 2.0

Purpose

FISO 2.0 sets out the core elements that realise the goals of excellence and equity through developing the learning and wellbeing of every student.

These core elements together build a positive environment through strong relationships that enable every student to thrive. This enables all students to become happy, healthy, and resilient; successful lifelong learners; and active, informed members of just and sustainable communities.

Outcomes

Learning

Learning is the ongoing acquisition by students of the knowledge, skills and capabilities defined by the Victorian Curriculum F-10 and senior secondary qualifications.

Wellbeing

Wellbeing is the development of the capabilities necessary to thrive, manage the challenges and opportunities of life, and have a positive sense of identity and agency.

Core elements

Leadership

Leadership refers to the shared processes and actions that build a positive school climate through practices and relationships based on high expectations, shared values, and a culture of trust.

Teaching and learning

Teaching and learning refers to documented programs and responsive practices through which the knowledge, skills and capabilities defined by the Victorian Curriculum F-10 and senior secondary qualifications are developed.

Assessment

Assessment is the use of data and evidence to assess student learning growth, attainment and wellbeing indicators to design and implement priorities for school development.

Engagement

Engagement refers to the processes and actions that support students' participation in and sense of belonging to the school community.

Support

Support refers to the processes, resources and relationships through which a tiered and personalised response is provided to enable every student to strengthen their wellbeing and achieve the highest levels of learning growth.



DRAFT ONLY

Baking a cake

Leadership: milk

Teaching and learning: butter

Assessment: sugar

Support: flour






Engagement: eggs

Different proportions, more of this, less of that,

But the same fundamentals – the better the quality of the ingredients and the better the method the better the cake



10 dimensions of the framework

 Leadership	 Teaching and Learning	 Assessment	 Engagement	 Support
The strategic direction and deployment of resources to create shared goals and values; high expectations; and a positive, safe and orderly learning environment	Documented teaching, learning and extra-curricula program based on the Victorian Curriculum F-10 and senior secondary qualifications	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing	Activation of student voice, agency, leadership and learning to strengthen students' participation and engagement in school	Tiered, responsive, and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion
Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	Use of high impact teaching, learning, and engagement strategies as part of a shared and responsive teaching and learning model that improves student outcomes	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Strong relationships and active partnerships between schools and families, communities, and agencies to strengthen students' participation and engagement in school	Active partnerships with specialist services, education providers, and community organisations to provide responsive support to students

Sources: Department of Education and Training (*FISO*) (2021); Victorian Curriculum and Assessment Authority (VCAA); ARACY, (2014); University of Newcastle (2020).

DRAFT ONLY

Workshop one: A learning entitlement for all students



Stephen Fraser

Deputy Secretary, School Education
Programs and Support

Karen Money

Executive Director, Performance

Nick Beckingsale

Executive Director, Learning and
Teaching

Tutor Learning Initiative



Achievements

- **250 million investment** to support up to 200,000 students throughout 2021
- **5,905 tutors** appointed by government schools across the state as of 28 July
- **870 tutors** appointed by non-government schools as of 6 May
- Over **80** hours of TLI professional learning webinars developed and viewed more than **15,000** times
- **All government schools** have engaged at least one tutor



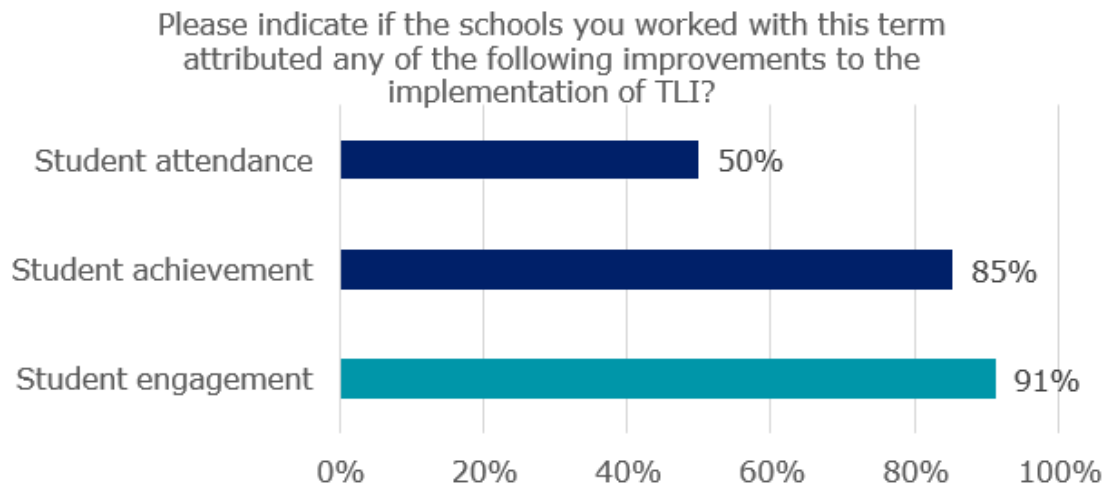
Emerging impact and support

97 per cent of SAMs agreed or strongly agreed:
“The TLI has been well received in the schools I work with.”

Source: SAM Survey, n=34

“I would just like to convey, on behalf of my schools, **how valued this program is and the benefit teachers are seeing to working in small groups with their students.** There have been many questions about whether the funding will be continued into 2022 and **how beneficial it has been for student learning growth** more broadly.”

Source: SAM Survey, n=34



Source: SAM Survey, n=34

“Academic progress over a six-month period has far exceeded our initial expectations, with **many students achieving more than 12 months growth.** ”

Principal, Wandong Primary School

“We can see improvement in terms of student learning growth, **some gains of 6 months or more so far.**”

Source: Deloitte Regional Consultation

“I have been extremely grateful for the tutor learning initiative for 2021. **I would love to see this considered for 2022 to continue the work for our students effected by the pandemic.** The impact will be seen and felt for a while.”

Source: Term 2 Principal Survey (Primary, metro)

“We have seen students who were absent or involved with youth justice come to school. They have **pathways and confidence, so much more impact than just academic results.** ”

Source: Deloitte Regional Consultation

Student Excellence Program

The Student Excellence Program

Support for Students

Victorian High-Ability Program



10-week online extension and enrichment programs in English and mathematics.

48,000 high-ability students in Years 5 to 8 at government schools.

Victorian Challenge and Enrichment Series

Over 20 expert organisations offering curriculum extension programs for high ability students.

100,000 places are available for high-ability government school students.

Support for Teachers

High-Ability Practice Leaders

Over 1,500 schools have a High-Ability Practice Leader in place:

- a point of advice for colleagues in relation to high-ability students
- coordinate participation in the Victorian High-Ability Program and Victorian Challenge and Enrichment Series.

High-Ability Toolkit



Online professional learning resources through the **High-Ability Toolkit** planned for release in Term 3, 2021.

Support for Schools

Additional High-Ability Funding for Schools

\$40 million for schools to support high-ability students.



Victorian Education Excellence Awards

Two schools per year are awarded \$25,000 each in the Victorian Education Excellence Awards for excellence in supporting high-ability students.



Liz Darwish

Parent

Stephen Fraser

Deputy Secretary, School Education
Programs and Support

Breakout group discussions

In small groups, consider how we collectively strengthen reforms that provide differentiated support to students over the next 12 months. Half will discuss the Student Excellence Program and half will discuss the Tutor Learning Initiative:

1. Tutor Learning Initiative (Groups 1 – 10)

- What is your experience of the Tutor Learning Initiative and its value for students, teachers, schools and communities?
- Is there anything missing in the current approach and/or anything that could be strengthened?

2. Student Excellence Program (Groups 11 – 20)

- Where are the gaps in the existing offering to high-ability students?
- What could be the next big thing in high-ability education?

Nominate a scribe from your group to record key themes in Slido – this may be a DET staff member.

Go to www.sli.do and enter #ESF2021SCH

Activity Duration: 15 minutes

Note: Instructions and questions will be posted to your break-out room chat

Workshop two: Health and wellbeing – the expanded role of schools



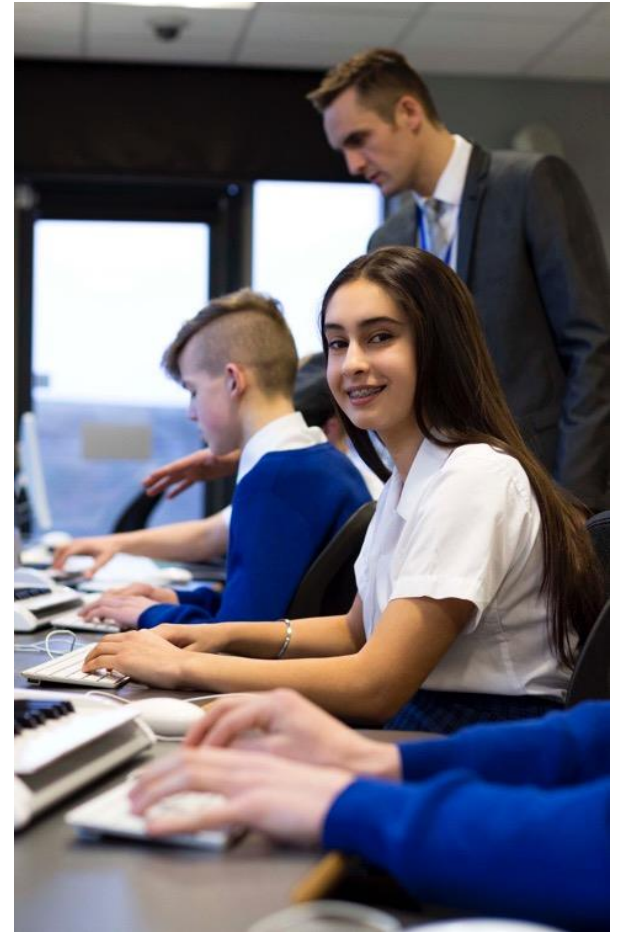
Anne-Maree Kliman

Executive Principal, Mental Health
Reform Division

Royal Commission into Victoria's Mental Health System – overview of recommendations relating to DET

Recommendation 17: Supporting social and emotional wellbeing in schools recommends that the Victorian Government:

1. fund evidence-informed initiatives, including anti-stigma and anti-bullying programs, to assist schools in supporting students' mental health and wellbeing.
2. develop a digital platform that contains a validated list of these initiatives.
3. develop a fund, modelled on School Readiness Funding for kindergartens, to support schools, with priority given to those in rural and regional areas, to select the most appropriate suite of initiatives for them.



Budget update



































































The 2021-22 Victorian State Budget provides **\$217 million in new support for schools**, ensuring mental health and wellbeing is a core part of a student's experience at school.

Schools Mental Health Fund and Menu	<p>\$200 million over 4 years School Mental Health Fund for schools to deliver programs, staff and other support specific to their school community's needs.</p> <ul style="list-style-type: none">• the Fund will be rolled out to all regional and rural government schools as a priority from Term 3, 2022, with metropolitan schools to follow from 2023• the Fund will reach all schools by Term 1, 2024
Mental Health in Primary Schools Pilot	<p>\$11.4 million over 2 years to continue and expand the Mental Health in Primary Schools pilot to reach 100 schools (90 government and 10 non-government) in 2022.</p> <ul style="list-style-type: none">• the pilot was implemented in 10 government schools in 2020 and expanded to 26 government schools in 2021• enables schools to employ a Mental Health and Wellbeing Lead, while also supporting staff to better understand and respond to mental health and wellbeing issues affecting their students
Positive Education model	<p>\$1 million over 4 years to continue and adapt the Maroondah Positive Education model.</p> <ul style="list-style-type: none">• aims to increase the wellbeing and educational outcomes of students in 27 Maroondah schools• funding will be used to continue the model and develop an evidence base• will inform a Positive Education model for the Menu
Young Carers	<p>\$1.6 million over 4 years to deliver training and resources for schools and families to support young carers.</p> <ul style="list-style-type: none">• strengthen identification and referral pathways for young carers through the mental health and education system

Draft menu

Category / type of intervention	Programs available for purchase	Program provider	Description of Program provider offering	Cost range	Evidence Strength	Staffing available for purchase	Foundation resources available to schools free of charge
Tier 1: Positive mental health promotion							
Whole school approach to positive mental health: Whole-school and universal approaches focused on positive mental health and wellbeing, including programs, training, support and resources to improve the mental health and wellbeing of all students at the school.	Positive education models	Model under development				Mental health practitioners/relevant professionals/teachers to lead positive mental health promotion activities	DET-funded initiatives <ul style="list-style-type: none">Respectful RelationshipsSchoolwide Positive Behaviour SupportSFYS* Other free resources <ul style="list-style-type: none">Achievement Program – Cancer CouncilBe You National Initiative for EducatorsSmiling MindActive Schools
		Institute of Positive Education	Aimed at improving student wellbeing through delivering training in positive education.				
		Berry Street	Provides teaching and learning strategies to improve students' wellbeing and academic achievement.				
		University of Melbourne	Professional Certificate in Education and Professional Certificate in Education (Positive Behaviour and Learning)				
	Schoolwide Positive Behaviour Support	Model under development				Teacher release to attend training on positive mental health promotion	
	Animal wellbeing programs	Dogs Connect	Designs long term, sustainable programs to introduce and integrate wellbeing dogs into schools.				
		Canine Comprehension	Dog assisted learning builds connections, develop confidence, increase attendance and reduce problematic behaviour				
Therapy Animals Australia (paws in schools)		Provides a framework for use of animals in schools to improve student wellbeing.			Teacher release to attend Respectful Relationships Social and Emotional Learning		
Social and emotional learning and mental health literacy: Mental health and wellbeing, social and emotional programs. Includes anti-stigma and early intervention programs, teacher training relating to mental health and wellbeing, support and resources.	Student peer support mental health training	Live4Life	Establishes community partnerships and delivers mental health first aid, specifically for rural and regional communities.			(guidance on capabilities and roles of staff, including minimum qualifications to be developed)	DET-funded initiatives <ul style="list-style-type: none">Resilience, Rights and Respectful Relationships Teaching ResourcesSFYS* Other free resources <ul style="list-style-type: none">Triple P – Positive Parenting Program
		Teen Mental Health First Aid	Teaches students in years 7-12 how to provide mental health first aid to their friends.				
	Mental Health literacy	Healthy Minds education and training	Teaches specific psychological skills associated with emotional wellness and resilience.				
	Youth Mental Health First Aid	Mental Health First Aid Australia	Equips teachers, support staff and parents with knowledge and skills to support young people and provide mental health first aid.				
Bullying prevention : Anti-bullying, cyber-bullying training, support and resources.	Bullying prevention and Cyber safety programs	Project Rockit – student workshops and webinars	Workshops and webinars designed to empower students to stand up to bullying, hate and prejudice.				DET-funded initiatives <ul style="list-style-type: none">Safe SchoolseSmart schools frameworkBully Stoppers training modules and resourcesSFYS* Other free resources <ul style="list-style-type: none">Be You mental health literacy training (registration required)eSafety Commissioner online safety resources
		You can do it – bullying prevention program	A range of programs for students at all levels, educators and parents focusing on social-emotional learning, resilience and bullying.				

Draft menu (continued)

Category / type of intervention	Programs available for purchase	Program provider	Description of Program provider offering	Cost range	Evidence Strength	Staffing available for purchase	Foundation resources available to schools free of charge
Tier 2: Early intervention cohort specific support							
Therapeutic learning models: Training, support and resources to improve student mental health and wellbeing by reducing the barriers experienced by some students.	Arts Therapy	Qualified therapist as outlined in capability framework	Arts therapists to be engaged through the Australian, New Zealand and Asian Creative Arts Therapy Association	  	  	Mental health practitioners or relevant professionals to help reduce barriers or discrimination. e.g. a social worker or GP to connect students with additional support	DET-funded initiatives <ul style="list-style-type: none">headspace SAFEMinds and Suicide Risk Continuum TrainingSmiling Mind VCE supportSFYS* Other free resources <ul style="list-style-type: none">Journey of Hope (for bushfire affected schools)Good Grief’s Storm Birds Program (for bushfire affected schools)
	Animal Therapy	Qualified therapist as outlined in capability framework		  	  		
	Teacher training in trauma informed practice	Berry Street	Classroom strategies to support trauma-informed learning and the science of wellbeing.	  	  		
		Australian Childhood Foundation	A framework for responding to children who have experienced trauma.	  	  		
		Blue Knot Foundation	Provides learners with a trauma-informed lens to better understand the impacts and outcomes for people who experience complex trauma.	  	  		
Cultural safety and inclusion: Includes initiatives to address racism and discrimination, training, support and resources to improve cultural safety and inclusion for students, including Aboriginal and/or Torres Strait Islander students.	Cross-cultural Responsiveness Training	Brotherhood of St Laurence	Builds the skills and confidence for working with people with culturally and linguistically diverse backgrounds.	  	  	Koorie Community Liaison Officer to support cultural safety and inclusion for Aboriginal students (guidance on capabilities and roles of staff, including minimum qualifications to be developed)	DET-funded initiatives <ul style="list-style-type: none">Bully StoppersKoorie Education CoordinatorsKoorie Engagement Support OfficersSFYS* Other free resources <ul style="list-style-type: none">Staff Cultural Understanding and Safety TrainingFoundation House – trauma and classroom strategies workshops
		Centre for Multi Cultural Youth	Essential skills and knowledge required for effective work with young people from migrant and refugee backgrounds.	  	  		
	Aboriginal mental health first aid training for staff	Victorian Aboriginal Community Controlled Health Organisation	First aid skills for helping Aboriginal and/or Torres Strait Islander peoples who are experiencing difficulties with their mental health.	  	  		
		Mental Health First Aid Australia	First aid skills for helping Aboriginal and/or Torres Strait Islander peoples who are experiencing difficulties with their mental health.	  	  		
Tier 3: Targeted support							
Mental health and wellbeing professionals: Enables schools to hire or purchase in-school support from mental health and wellbeing professionals to provide students with specialised support.	Targeted support to be provided by place based clinicians and trained professional (refer to 'Staffing available for purchase column')			  	  	Mental health practitioners and/or relevant professionals providing specialised or counselling support e.g.: <ul style="list-style-type: none">PsychologistsMental health nursesCounsellorsGPs	DET funded initiatives <ul style="list-style-type: none">Navigator Other free resources <ul style="list-style-type: none">Be You suicide post-vention (support for staff)
Counselling services: Includes funding to enable schools to purchase individualised support from specialist services.	Targeted support to be provided by place based clinicians and trained professional (refer to 'Staffing available for purchase column')			  	  	(guidance on capabilities and roles of staff, including minimum qualifications to be developed)	DET-funded initiatives <ul style="list-style-type: none">headspace counsellingOther free resourcesHelplines that offer counselling

Q&A with secondary school students

Breakout group discussions

In small groups, consider how we can ensure schools play a key role in providing wellbeing services and put student voice at the centre of mental health reform:

1. **How can we support schools in their expanded wellbeing role?**
2. **What services should be included in the 2023 Mental Health Menu?**
3. **How can we ensure student voice and agency influences the implementation of the Mental Health in Schools Reform?**

Nominate a scribe from your group to record key themes in Slido – this may be a DET staff member.

Go to www.sli.do and enter #ESFHEALTH

Activity Duration: 15 minutes

Note: Instructions and questions will be posted to your break-out room chat

Workshop three: Inclusive education – a new vision

Will be starting at 12pm



Workshop three: Inclusive education – a new vision



Sharon Barry

Executive Director, Inclusive
Education

Amanda Bowker

Manager, Disability and Additional
Needs

Panel discussion

- Chris Varney, Chief Enabling Officer, I CAN Network
- Cassie Patten, student
- Sarah Asome, Assistant Principal, Bentleigh West Primary School
- Lenny Burt, student, Grade 6, Bentleigh West Primary School

Breakout group discussions

In small groups, consider the Diverse Learners Hub and our role in delivering inclusive education:

- 1. How can the Hub best support our schools to meet the educational needs of our diverse learners?**

Nominate a scribe from your group to record key themes in Slido – this may be a DET staff member.

Go to www.sli.do and enter #ESF12INC

Activity Duration: 15 minutes

Note: Instructions and questions will be posted to your break-out room chat

Closing plenary: Working together as a collective system



Jenny Atta

Secretary, Department of Education
and Training



Education
and Training

Please complete a short survey

Please go to www.sli.do and enter #EVAL12AUG

Thank you