

Differentiated support for school improvement

OVERVIEW

Differentiated support for school improvement comprises four initiatives tailored to school need, recognising that schools at different stages of their improvement journey require different supports.

The four initiatives provide school-based support to build either teacher or leadership capability:

- Teaching Partners - high performing Leading Teachers work in pairs across four schools to build teaching capability, with a focus on literacy in 2019. With a one-year duration, 50 schools will receive this support annually.
- Leadership Partners - mobile leadership teams comprising an Executive Principal and two Leading Teachers work intensively with three school leadership teams over two years to build school improvement capability. Two cohorts of 24 schools will receive this support.
- School Improvement Partnerships - up to 80 leadership team pairings between schools with similar characteristics (primary/secondary, SFOE, size) but different performance outcomes to support the sharing of effective practice. Partnerships have a formal duration of one year. Up to 160 partnerships will be supported over four years.
- Executive Principals - up to 20 new Executive Principals to raise the quality of leadership in schools facing complex challenges where a principal vacancy arises.

The initiatives respond to the specific improvement needs of schools as identified in the School Strategic Plan and Annual Implementation Plan and using school data.

The initiatives are matched to schools using the Differentiated School Performance Groups, which provide a rich characterisation of a school's level of achievement and trajectory over time, along with regional contextual input.

EVIDENCE BASE

The initiatives have been designed based on the most impactful support strategies used in other jurisdictions, such as Ontario and London, where successful turnaround has been achieved.

Theory of Change – Differentiated support for school improvement

If schools receive support that is differentiated to meet them at their point of learning need and uses a collaborative capability building approach

then school leaders and teachers are enabled to develop and embed the mindsets, knowledge and skills relating to effective practice

so that all schools, regardless of their starting point, are given the best chance at improving student outcomes and are able to apply their increased capability to respond to new, different and emerging challenges to sustain their improvement.

FREQUENTLY ASKED QUESTIONS

How do schools access this support?

SEILs and other regional school improvement staff undertake the selection of schools using agreed criteria, including current school performance and contextual factors.

Schools receiving support in 2019 were selected in November 2018. New cohorts of schools will receive Teaching Partners and School Improvement Partnerships each year. The second cohort of Leadership Partners will commence in 2020. Executive Principals will be appointed as vacancies arise in eligible schools.

How are the Differentiated support for school improvement initiatives different from other school improvement programs?

The initiatives provide support to schools appropriate to their need and readiness for improvement. The initiatives are designed to deepen system capability, share knowledge of school improvement strategies and develop sustainability for ongoing improvement, with initiative staff responsible for building the skills, mindsets and practices of school-based staff. The initiatives leverage existing workforce capabilities and establish expectations that high performing schools and staff share skills and practice.

PROGRESS TO DATE

Confirmation of participant schools for 2018	Dec 2017
Recruitment of initiative workforce (Teaching Partners and Leadership Partners)	Dec 2017
Confirmation of School Improvement Partnerships	Dec 2017
Commencement of initiatives in schools	Feb 2018
Commencement of professional learning program for initiative workforce	Feb 2018
Commencement of evaluation	Mar 2018
Evidence of improvement in early change indicators in the first Interim Evaluation Report	Jul 2018
Professional Learning: Regional Learning Circles and Regional Workshops commence	May 2018
Bastow Professional Learning for School Improvement Partnerships and Teaching Partners commences	May 2018
Early change indicators demonstrating improvement expected to be met	Jul 2018
Professional Learning: Regional Learning Circles and Regional Workshops conclude	Oct 2018
Bastow Professional Learning for School Improvement Partnerships and Teaching Partners concludes	Oct 2018
Confirmation of 2019 participant schools	Nov 2018
Confirmation of 2019 School Improvement Partnerships	Nov 2018
SIPs Orientation Day	Nov 2018
Recruitment of Executive Principals as vacancies arise	Ongoing

UPCOMING ACTIVITIES AND MILESTONES

2019 commencement of initiatives in schools	Feb 2019
Final 2018 Impact report delivered	Feb 2019
Provide 2019 data dashboards each term to schools and Teaching Partners and Leadership Partners	Feb – Dec 2019
Professional Learning: Regional Learning Circles	Mar 2019
2019 School Improvement Partnerships Professional Learning	May 2019
Recruitment of 2020-2021 Teaching Partners and Leadership Partners	Oct 2019
Improvement against change indicators identified in the End of Year Evaluation Report	Dec 2019