**Key Insights from the first year of implementation of the Tutor Learning Initiative in 2021 (Deloitte Access Economics)**

* Schooling for Victorian students was significantly disrupted by the COVID-19 pandemic.
* The decision to implement a tutor learning program was an appropriate response to support those students most impacted by the disruption, based on strong evidence in relation to the efficacy of small group tutoring as an effective “catch-up” strategy.
* Schools applied their understanding of students’ needs and involvement in other initiatives to select those they believed to be most suited to tutoring support, and to determine the level of support required. Students identified for participation in the TLI program were statistically more likely to be disadvantaged and disengaged than non-TLI students.
* The TLI was designed to redress the impacts of the pandemic including the disruptions caused by remote and flexible learning, yet was itself delivered under further disruption caused as the pandemic extended into 2021, including moves to remote and flexible learning – this was not the plan.
* Despite this, the majority of primary school (88%) and secondary school (75%) principals surveyed reported improvements in students’ achievement that they attributed to the TLI.
* Critically, schools reported that the benefits extend beyond academic achievement, and include improvements in student engagement and teacher practice.
* Learning growth was more common for Years 2-6, with reference to TLI students’ results on the ACER Progressive Achievement Testing (PAT) Reading (PATR) and Mathematics (PATM) tests at different points in the year.
* The percentage of students who achieved growth on the PAT scale score assessments was similar or significantly higher for TLI students than non-TLI students on 16 out of 18 measures.
* In relative terms, students participating in the TLI demonstrated similar outcomes to non-TLI students in terms of their learning growth on PATM and PATR instruments, suggesting that students who participated did not (on average) fall further behind during a year of continued disruptions.
* For the benefits of the initiative to be fully realised and endure, the Department should continue to refine the support it provides to best meet the needs of schools.