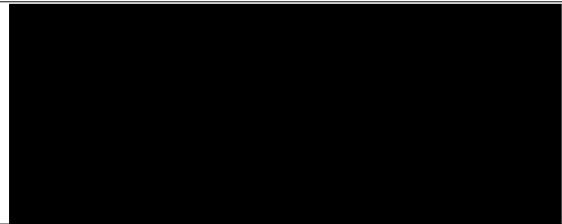


**IN THE MATTER OF THE ROYAL COMMISSION
INTO FAMILY VIOLENCE**

ATTACHMENT 'GC-19' TO STATEMENT OF GILLIAN ANNE CALLISTER

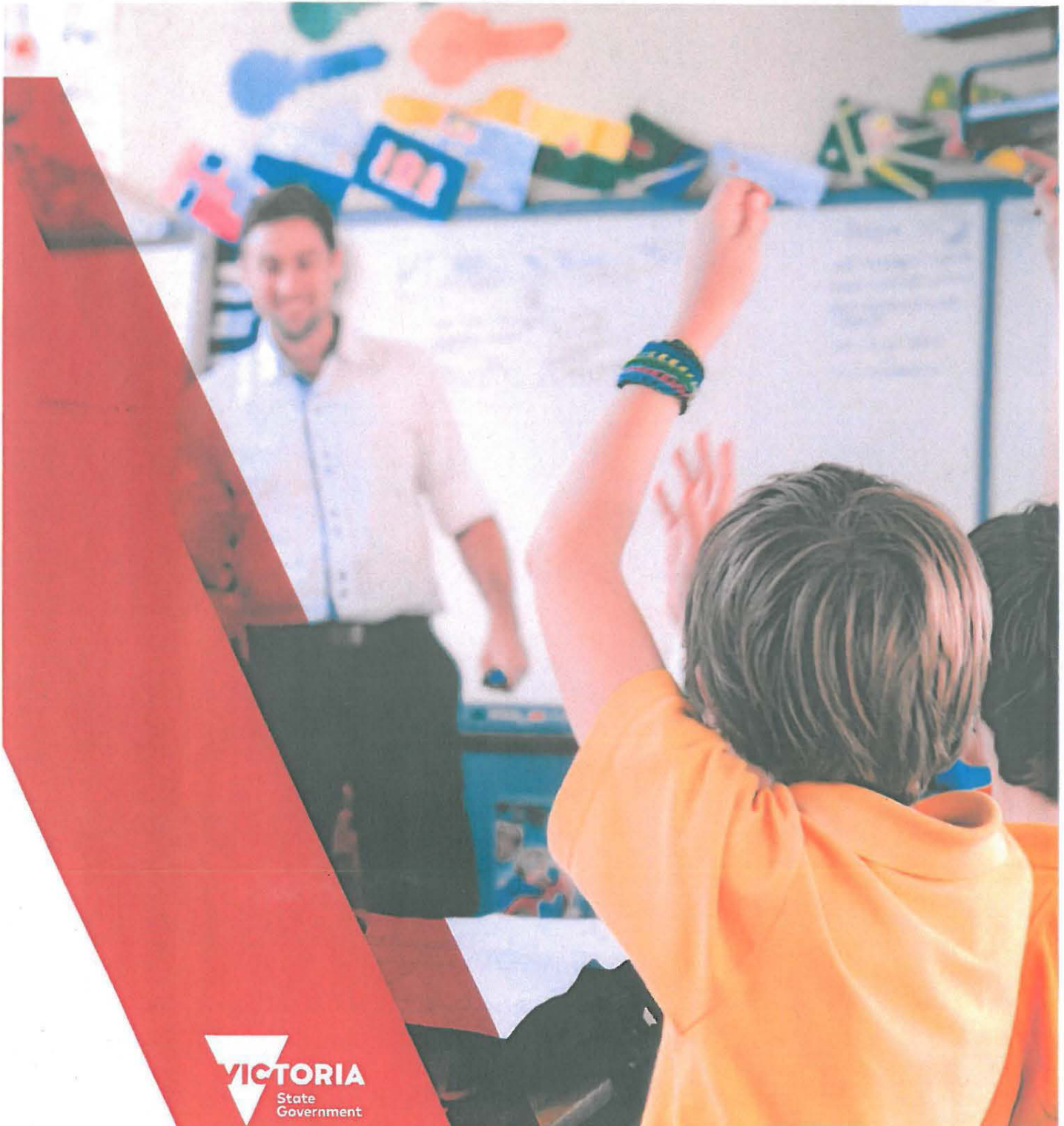
Date of Document: 13 October 2015
Filed on behalf of: State of Victoria
Prepared by:
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This is attachment '**GC-19**' produced and shown to **GILLIAN ANNE CALLISTER** at the time of signing her statement on 13 October 2015.

Attachment GC-19

EDUCATION STATE: SCHOOLS



Published by the Department of
Education and Training

Melbourne September 2015

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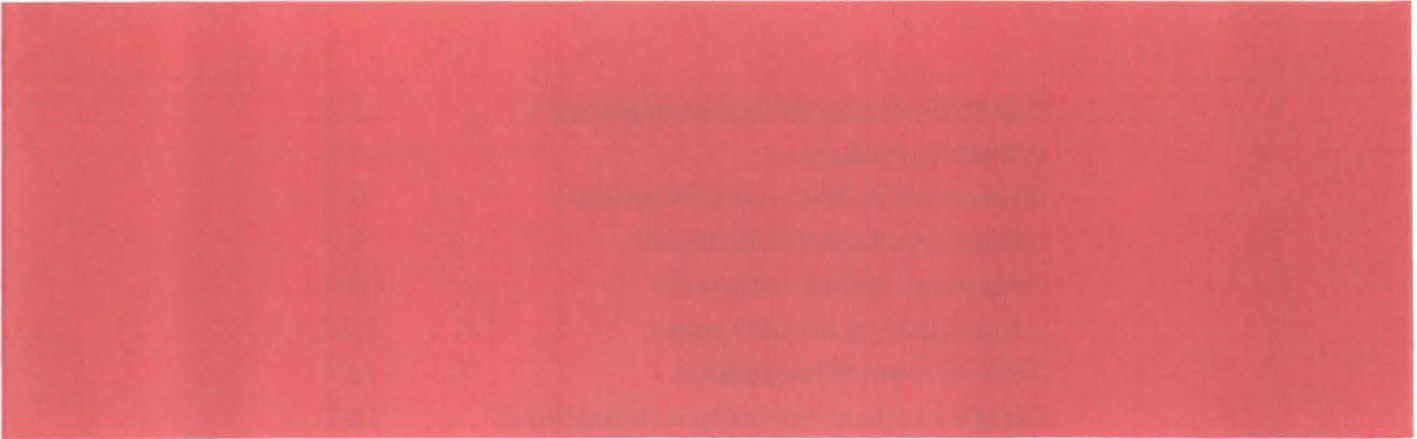
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Authorised by the Department of
Education and Training, 2 Treasury Place,
East Melbourne, Victoria, 3002.
ISBN 978-0-7594-0800-5

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OUR PROMISE TO VICTORIAN PARENTS



Our 2015-16 Victorian Budget was the single biggest injection of education funding in Victoria's history, providing almost \$4 billion in additional funding to early childhood, schools and training.

We are building and upgrading schools and helping families with the costs of uniforms, glasses, camps, excursions and more.

We've spoken with teachers and principals, kids and families from across Victoria. The message has been clear: our schools are good, but we can make them even better.

The next step is all about helping our kids learn and achieve, giving parents confidence, and giving teachers the resources and skills they need to do what they do best.

Our kids deserve the best education system in Australia. Under our plan, every single student in every single government school will be better off.

The Andrews Labor Government is providing \$747 million in extra funds to deliver great schools for every community and great teaching in every classroom.

We know there's a link between a child's social and economic background and how well they do at school – and we want that to change. We are making sure that funding is better targeted to where it's needed most, to ensure every child gets the support they need to be their best.

In a world-leading initiative, Victorian students who are falling behind will get additional support in secondary school, giving them the individual, tailored attention they need to overcome persistent learning challenges.

We are holding ourselves to account by setting ambitious targets for the Education State. Over the next 10 years, we want to see significant improvements in what and how our kids are learning. Not just in their academic pursuits, but in their resilience, in their creativity and in their health and wellbeing.

Parents can have confidence that every child will get every chance to achieve their potential and learn the skills they need for their future.

We will make sure we are giving our kids the education that industries will need, and the skills that employers will expect them to have.

The jobs of the future will come from ideas and knowledge, and we need to support our kids to be smarter, more creative and well-rounded than ever before.

Lifting student achievement also means letting our passionate and talented principals, teachers and education support staff do the job they are best qualified for – teaching our students and leading our schools. We'll ensure they get the resources, tools and networks they need to improve their teaching and support our students to be their best.

We're not stopping here. We have the reviews into school funding and the Program for Students with Disabilities as well as significant work underway in the early childhood and skills and training sectors.

We promised to make Victoria the Education State and with ambitious targets, new funding and a state-wide reform agenda, we're getting on with it.

The Hon James Merlino MP
Deputy Premier
Minister for Education



WHAT YOU TOLD US

In developing our vision for the Education State, we conducted a two-month consultation to seek the views of students, parents, carers, teachers, principals, school council members, businesses and community groups about our schools.

The consultation also tested the development of specific targets for the improvement of our education system.

The consultation included:

- 498 participants in face-to-face discussion groups in 51 sessions
- state-wide forums led by local MPs
- over 13,000 visits to the Education State website and over 2,700 downloads of the consultation papers
- 64 online contributions
- 194 written submissions.

Thousands of Victorians have told us that our schools are 'good'. Ours is a system made strong by the expertise and dedication of our teachers, principals, parents and carers and we have much to be proud of. The system isn't broken but we need to do more to take our schools from good to great.

Victorians emphasised that success for students today and tomorrow looks different to the success of yesterday; that more than ever before, the rapid pace of change in our world means that standing still is falling behind.

Key themes that emerged from the Education State consultation included:

- improving the quality of teaching is the single biggest thing we can do to improve outcomes for children and young people
- the need to ensure the overall wellbeing of children and young people is as high a priority as numeracy and literacy, and that the characteristics of a good educator are broader than the capacity to teach literacy and numeracy in a mainstream setting
- the need for all students to have access to quality education regardless of their location, learning needs or backgrounds
- the importance of ensuring students see clear learning and career pathways and have access to appropriate and timely information to make informed choices
- partnerships with communities and businesses help schools to broaden learning experience and develop localised responses to student needs
- the need to consistently monitor student learning progress and school improvement.



EDUCATION STATE SCHOOL FUNDING

We're making Victoria the Education State by building an education system that produces excellence and reduces the impact of disadvantage.

The 2015–16 Victorian Budget delivered the biggest funding boost to Victoria's education system ever, committing a record \$3.9 billion to supporting Victoria's students and families. The Budget for schools included:

- \$730 million to build, upgrade and maintain schools across the state, the biggest ever investment in school infrastructure to restore community pride in our schools
- \$148 million for camps, sports and excursions to replace the Education Maintenance Allowance (EMA) funding cut by the previous government, giving students essential experiences outside of school
- \$30 million to provide the basics students need such as uniforms, textbooks, breakfasts and eye-glasses
- \$1.6 million for mentoring programs that expand horizons and strengthen students' connections with the world of work and future study
- \$1 million for the Safe Schools Coalition to safeguard all students from bullying and homophobia
- \$8 million to establish and support Tech Schools — the future innovation centres of our system.

Our Budget laid the foundations of the Education State, but the next step is all about helping our kids learn, giving parents confidence, and giving teachers the resources and skills they need to do what they do best.

We need to focus on strong school leadership, better teaching, more collaboration between teachers and schools, and resources targeted at student need — all of it backed up by expert advice and robust evidence.

For the first time, Victoria will acquit our obligations under the Gonski agreement for the 2015, 2016 and 2017 school years.

Additional needs-based funding under the Education State will be distributed to schools from 2016. The new funding will be distributed on a per student basis, and will take into account a range of factors, to better respond to every student's needs. Every school will be better off under the Education State and no student will miss out.

The Education State funding includes \$566 million over four years. This increased funding is over and above standard yearly increases for enrolment and indexation — boosting needs-based funding to Victorian schools by more than 70 per cent. Overall, schools in rural and regional Victoria will receive more than double the per student funding increase compared to schools in metropolitan Melbourne.

We are also introducing a new loading for secondary school students at risk of falling behind. We know that if a student is below national minimum standards in Year 5, they are likely to struggle to catch up through high school.

Government secondary schools will be provided with an extra \$2,000 for each student who did not meet minimum NAPLAN standards when they were in Year 5, regardless of the student's personal background or the concentration of disadvantage in the school. This is a world-leading initiative that takes Victoria a step beyond traditional needs-based funding approaches.

FUTURE REFORMS

We will continue to explore ways to improve our school system by building on the new equity funding reforms and as guided by the outcomes of the Bracks School Funding Review, due to report in late 2015.



EDUCATION STATE INITIATIVES

The \$747 million Education State funding boost will allow schools to provide additional programs and resources to meet the needs of their students.

These initiatives have been informed by the Education State consultations and developed with the Minister's Expert Panel for Schools.¹

Each of the initiatives, based on evidence, will build the capacity of schools to deliver better teaching, stronger leadership and increased support for students.

The extra support being provided to teachers and principals will be accompanied by a new emphasis on collaboration and accountability in pursuit of ambitious state-wide targets.

The Education State initiatives include:

- \$566 million over four years targeted to meet student need to improve outcomes for kids who need extra help at school – giving them the individual, tailored attention they need
- \$21.6 million over three years to help all government school teachers teach the new Victorian Curriculum – including mandatory new subjects like digital coding and respectful relationships

- \$82.2 million over four years for an approximately extra 150 locally-based staff to provide operational support and advice so that principals can focus on students
- \$27 million over five years to train 200 Primary Maths and Science Specialists working in 100 of our most disadvantaged schools
- \$12.1 million over four years to double principal training numbers and increase training for aspiring principals
- \$13.2 million over four years to establish and operate LOOKOUT Education Support Centres for the more than 6,000 school-aged kids in out of home care
- \$8.6 million over two years to help re-engage Victorian students who drop out of school and training each year

In addition, we're investing \$18 million for an online assessment portal that will help teachers efficiently track students' progress against the new curriculum.

¹See page 19 for membership of Minister's Expert Panel for Schools

EDUCATION STATE TARGETS

The biggest ever investment in our schools must match up with better outcomes for our kids.

Victorian students deserve to be the best in Australia. We can do better. And Victorian families can't afford for us not to.

The jobs of the future in Australia will come from ideas and knowledge.

That's where Victoria's strengths are. We have always relied on people and minds to create jobs. But our kids will need to be smarter, more creative and more well-rounded.

The Government has a strong plan to grow our economy, including the six key sectors that are primed for extraordinary growth. These are where demand will be, where we can compete and where Victorians will find a high-skill, high-wage job.

We need to give every child the education they need for their future. That means giving them the opportunities to develop the skills industries will need, and the abilities employers will expect them to have.

It starts with getting it right in the early years and then in the classroom. We're going to measure the whole of a student's ability. Not just the academic, but the skills they need to be their best. And that's something we've never done before.

This means going beyond a child's academic performance and recognising excellence in critical and creative thinking. It means understanding how they are coping at school and building their resilience. These factors will differentiate Victorian educated students from the rest of Australia, and help us lead the world.

And we want a school system that stops kids from falling through the cracks. To be the Education State we cannot continue to accept the fact that approximately 10,000 young people in Years 9 to 12 leave education completely each year.

We want Victorian kids to be healthy and happy and we know that when they are, they do better in school. Monitoring a student's resilience — their ability to bounce back from a set-back — is important for teachers and schools to help their students do better and intervene when it's needed.

Over the next 10 years, we want to see significant improvement.

These are the targets we will aim for. These are the skills that our kids need to have for their best shot in life. And these are the commitments our teachers, principals and schools will strive for.

The targets reflect our focus on excellence and equity, and our goal to equip all students with the personal and practical skills to live the lives they want to live, and get the jobs they need.

They relate to the success of our system as a whole, across all sectors and for all students. They represent our shared aspirations for the success of Victorian Aboriginal students, of students experiencing disadvantage, of gifted and talented students, students with a disability, and of students living in every part of Victoria.

Critically, we can only achieve the targets by collectively changing the learning experience of students in every government, Catholic and independent school. And we cannot achieve them without valuing and supporting the work of everyone who works in our schools. This includes recognising the value of essential partnerships with parents and the broader community, with museums, galleries and libraries, and with the community sector and industry.

Goal	Ambition	Target
Learning for life		
	More students excel in reading and mathematics	Over the next five years for Year 5, and the next 10 years for Year 9, 25 per cent more students will be reaching the highest levels of achievement in reading and mathematics Source: NAPLAN
	More students excel in scientific literacy	Over the next 10 years, there will be a 33 per cent increase in the proportion of 15 year olds reaching the highest levels of achievement in scientific literacy Source: OECD Programme for International Student Assessment
	More students excel in the arts	Over the next 10 years, more Victorian students will reach the highest levels of achievement in the arts. Source: Victorian Curriculum. Measure to be developed by December 2016
	More students develop strong critical and creative thinking skills	Over the next 10 years, more students will reach the highest levels of achievement in critical and creative thinking Source: VCAA Critical and Creative Thinking online assessment. Baseline and target to be identified by December 2016.
Happy, healthy and resilient kids		
	More students will be resilient	Over the next 10 years, Victorian students reporting high resilience will grow by 20 per cent Source: Victorian Student Health and Wellbeing Survey
	More students will be physically active	Over the next 10 years, the proportion of students doing physical activity five times a week will increase by 20 per cent. Source: Victorian Student Health and Wellbeing Survey
Breaking the link		
	Breaking the link	Over the next 10 years, Victoria will reduce the impact of disadvantage on achievement. Source: NAPLAN. Measure to be developed by December 2015.
	More students stay in education for better pathways	Over the next 10 years, the proportion of students leaving education during Years 9 to 12 will halve. Source: Victorian Student Number
Pride and confidence in our schools		
	Raise the levels of community pride and confidence in Victorian government schools	Measures to be developed by December 2016

SUPPORTING SCHOOLS AGAIN

Key to lifting student achievement is letting principals and teachers do the job they are best qualified for — teaching our students and leading our schools.

The Education State consultations made it clear that principals want greater support to work collaboratively with other schools and networks to share resources, facilities and expertise.

Regional education staff provide important advice and support to help principals deliver for their school communities and also play a key role in facilitating collaboration between schools.

As part of the Regional Support Initiative, approximately 150 new staff will join regional offices across the state to assist principals in planning how to allocate the additional

Education State school funding to get the best results for their schools and lift student achievement across the state.

Principals will be guided by a new Framework for Improving Student Outcomes and supported to work with other schools and with their broader community to strengthen teaching practice and expertise.

Schools will select the initiatives that best match the needs of their students, families and communities, with access to expert guidance and coaching. This will draw on the best available evidence, and support small schools to join with others in alliances and clusters to pool their resources for the benefit of their students.

FRAMEWORK FOR IMPROVING STUDENT OUTCOMES

Four priorities	Six evidence-based initiatives
Excellence in teaching and learning	Building practice excellence Teachers, principals, and schools will work together to exchange knowledge and ideas, develop and strengthen teaching and assessment approaches, build a culture of collaboration, master the use of learning interventions and student data, and enhance feedback to students and staff.
	Curriculum planning and assessment Schools will embed a culture of curriculum planning and assessing the impact of learning programs, and adjusting them to suit individual student needs so that students can reach their potential. Schools will strengthen their use of student assessment data and feedback to evaluate students' progress, monitor the impact of teaching and adjust learning programs and interventions.
Professional leadership	Building leadership teams Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence and proven coaching and feedback methods, build a culture that is focused on improvement, and strengthen the induction of new teachers into the professional learning culture of their school.
Positive climate for learning	Empowering students and building school pride Schools will develop approaches that give students a greater say in the decisions that affect their learning and their lives at school. The whole school community will engage with students so they have voice in the learning process, and fully and proudly participate in school life.
	Setting expectations and promoting inclusion Schools will work across their communities to implement a shared approach to supporting the health, wellbeing, inclusion and engagement of all students, including setting behaviour expectations, building teachers' understandings of positive classroom behavior and engagement practices and ensuring students have the tools and skills to develop positive and self-regulating behaviours.
Community engagement in learning	Building communities Schools will strengthen their capacity to build relationships within the broader community by partnering with the community sector and providers (for example, through the GPs in Schools initiative), make strategic use of existing community resources and capabilities, and increase the services delivered 'inside the school gate'. Schools will realise the value of harnessing the full capacity of the community and parents to collectively encourage students' learning and enhance student outcomes.

PROFESSIONAL LEADERSHIP

Students and parents know the value of a great school principal, but great leadership in schools is not just about the principal. It's about the principal's ability to build a great team around them, and the extent to which they are supported to be effective leaders in their schools.

The Education State schools consultations have made it clear that the autonomy reforms of the past went too far, leaving our school leaders feeling abandoned by the system that's meant to support them.

Principals have been clear that to do their best for students, they need more professional support and help with administrative operations, including facilities management and occupational health and safety.

The Education State will give Victoria's principals the backing they need to do their best for their school communities.

Over the next four years, 40 per cent of Victoria's current school principals are expected to retire. By acting now we have the opportunity to equip the next generation of principals with the knowledge and skills they need to take on leadership roles with confidence.

The Victorian Government will provide \$12.1 million over four years to better support our current school leaders, and simultaneously strengthen the pipeline of future leaders through the Bastow Institute of Educational Leadership.

LOCAL LEADERS PROGRAM

The new Local Leaders Program will empower principals to identify and build the leadership capacity of future school leaders. As part of the program, 200 principals and assistant principals will be trained to develop the leadership skills of up to 1,300 high potential teachers.

FUTURE LEADERS

The Future Leaders Program is an eight-month course that prepares teachers for their first principal role. The program will be doubled to 160 aspiring principals each year and will include internships of up to 60 days in another school under the guidance of an experienced principal. The initiative will also improve the assessment of candidates' readiness for a principal role.

EXPERT LEADERS PROGRAM

The Expert Leaders Program is a collaborative mentoring network that will enable 80 experienced principals to share insights and practices and support other schools across the state.

FUTURE REFORMS

Building on the new initiatives to improve school leadership by substantially increasing principal training, we will:

- consider the development of a formal principalship qualification.



EXCELLENCE IN TEACHING AND LEARNING

The single most important thing we can do to improve outcomes for Victoria's students is to improve the quality of teaching in every classroom.

The new Victorian Curriculum defines the knowledge and skills that we expect all Victorian students will have the opportunity to learn. The curriculum includes the capabilities that students will require to thrive in life and work.

To deliver the Victorian Curriculum and ensure all students have equal access to knowledge and skills, we need great teaching in every Victorian classroom.

Great teaching focuses on students' learning growth, with teachers expertly enabling every student to progress.

Great teaching requires time — to prepare, collaborate and plan — and time to share great practice through on-the-job training.

We also know that teachers need timely access to rich and accurate information about how each child in their class is progressing in order to target their teaching to the full range of achievement of their students, along with ongoing support to hone their skills and become more expert in their practice.

We're investing \$21.6 million to make sure our teachers and schools are supported to implement the new curriculum.

This new professional development program will train school leadership teams to develop whole-school curriculum and assessment plans using Victorian Curriculum and Assessment Authority resources.

The program will equip teachers and schools to deliver the new and priority areas of learning set out in the new curriculum.

It will develop best practice specialist curriculum programs in areas including STEM (science, technology, engineering and mathematics), digital coding, early years literacy, critical thinking, music and financial literacy.

The curriculum also includes Australia's system of government, our history, including Aboriginal and Torres Strait Islander histories and cultures, and respectful relationships.

DELIVERING THE VICTORIAN CURRICULUM

\$21.6 million will support teachers in government schools to implement the new Victorian Curriculum, including training for school leadership teams on the use of the new curriculum and planning time for every government school teacher to implement changes associated with the new curriculum.

The initiative will also fund the development of professional development programs led by an expert teacher in a range of areas including:

- STEM
- digital coding
- learning about religions
- critical thinking
- literacy in the early years
- music
- financial literacy
- health education and personal and social capability, including respectful relationships
- civic participation
- ethical understanding in a global world

Catholic and independent sector schools will be able to access these programs.

SECONDARY STEM CATALYSTS PROGRAM

Building on Government's investment in 10 new Tech Schools, and Victoria's significant existing strength in STEM initiatives, including our Maths and Science Specialist Centres and education partnerships with institutions like Scienceworks and museums throughout Victoria, this new program will train 60 teachers across 30 secondary schools to become STEM "catalysts"—experts who can inspire fellow teachers to bring science, technology, engineering and mathematics alive for Year 7 and 8 students. Through engaging lessons and digital technologies, STEM catalysts will support teachers to increase students' interest in these priority subject areas.

PRIMARY MATHEMATICS AND SCIENCE SPECIALISTS

To focus on building STEM expertise in the early years of schooling, the \$27 million Primary Mathematics and Science Specialist initiative will train 200 primary school teachers as mathematics and science specialists to work with students alongside other teachers in over 100 of Victoria's most disadvantaged primary schools.

MONITORING LEARNING AND TARGETING TEACHING

INSIGHT ASSESSMENT PLATFORM

The \$18 million Insight Assessment Platform (Insight) is a new online tool for tracking students' progress. It will help teachers target their teaching to the specific needs of every student.

Insight will bring together the best assessments of student achievement in reading, mathematics, critical and creative thinking, and other learning areas. When assessments are completed online, the results will be immediately available to their teachers. Teachers will be able to understand the progress their students are making over time and across the curriculum. Teachers will know what students know and therefore what they need to learn next.

LOCAL APPROACHES TO IMPROVE ABORIGINAL OUTCOMES

The Government is developing an Aboriginal Education Strategy, working with local indigenous communities to collect information on patterns of enrolment, transitions, mobility, attendance, academic performance and engagement. This information will be shared with reference groups of Aboriginal community members and service providers, to bring together the data with local knowledge and expertise to form the basis of local action.

FUTURE REFORMS

Building on the new initiatives to boost training in the new Victorian Curriculum, we will:

- investigate methods for attracting the highest-calibre candidates into the teaching profession and to government schools (especially in some domains such as mathematics and science)
- identify ways to elevate the community standing of teaching as a high status career
- investigate supports for early career teachers to assist their transition into their career
- draw on the promising early stages of experimental school models to re-conceptualise what secondary schools could look like in the future — including the use of virtual learning. There is also the potential for schools to become central hubs for multi-disciplinary services and community organisations.



POSITIVE CLIMATE AND COMMUNITY ENGAGEMENT IN LEARNING

Local collaboration with parents, employers and community organisations plays a key role in providing the structure and expertise to enable student learning. Through building trust and social capital these partnerships generate a culture of high expectations and shared responsibility for student learning.

Victoria has some world-leading examples of partnerships between industries and schools which enable curriculum to be applied in the real world. These partnerships have shown a positive impact on student retention, as well as strengthening career pathways, and meeting the workforce needs of local employers.

Initiatives like the Gippsland School Industry Partnership, profiled through the Education State consultation, have focused on building a network of rural secondary schools that are incorporating links with businesses and industry into their curriculum and teaching approaches. These links have a focus on skills like critical thinking, leadership, empathy and the capacity to understand different cultures and perspectives that employers across the world are saying they need in their employees.

The Education State is about building on these examples to ensure we continue to develop whole-community engagement in learning.

All students need to be supported to reach their potential, and need a positive climate that prioritises learning, and promotes inclusion and engagement. Some students have additional needs, which must be met for them to be able to reach their potential.

NAVIGATOR

We're investing in new ways to re-engage young people in education and training with the \$8.6 million Navigator initiative.

The Navigator initiative will help break the cycle of disadvantage that affects young people who disengage at a young age from education and training.

Student enrolment records show that each year too many secondary school students leave government schools and do not go on to further education or training.

Under the Navigator initiative, specialised support workers will help disengaged young people, their families and local education providers to plan and support a return to school or a training pathway. Progress will be tracked and monitored via a centrally managed database.

To help effectively target Navigator resources, the Government will work with schools and community service agencies to establish a Disengaged Students Register, to identify students with the greatest need.

The new service will draw on evidence from the former Youth Connections program which delivered consistently positive outcomes for young people in terms of addressing barriers and re-engaging them in education and training.

Eight Navigator services will be established across the state, tailored to local communities and leveraging local expertise.

LOOKOUT EDUCATION SUPPORT CENTRES

We will provide \$13.2 million over four years to establish new LOOKOUT Education Support Centres to help ensure vulnerable young people in out of home care stay in education.

We know that children in out of home care are less likely than their peers to attend school, engage with education or attain a Year 12 or equivalent qualification, leading to poorer social, academic and life outcomes.

The new LOOKOUT centres will work with schools and carers to advocate for and protect the rights and interests of the more than 6,000 school-aged children and young people in Victoria who are in out of home care.

A team of education staff, including a campus principal, will take responsibility for monitoring and evaluating students' progress at school, setting educational outcome targets and helping carers and social workers to better support each child's needs.

Full implementation of LOOKOUT Education Support Centres is expected to be rolled out in each of the state's four regions throughout 2016-17.

FUTURE REFORMS

Building on the investments in 2016, we will:

- improve the connection of education and allied health services with other government and community services
- take action to support the Student Support Services workforce, including more professional practice and supervision guidance for Student Support Services Officers and the release of supervision and practice guidelines affirming the principles for health and wellbeing.

We will help schools build community support for learning by investigating:

- ways to give students a stronger voice in their learning, making it more relevant and engaging
- ways to increase engagement of parents and carers as partners in their children's education.



WHAT'S NEXT

The success of the Education State reforms in schools is all about what happens next.

Each year we will tell Victorians how much progress we have made toward our targets. If progress is not evident, we will treat it as a signal to adjust our course and refocus.

We will learn as we do the work and build on our successes.

We will also be guided by feedback from schools, from parents and carers and the broader community. This will be helped by our new Regional Support Initiative, where multidisciplinary teams working at a local level can communicate between schools and with the Department and the Government about what's working and what could be better.

We will also continue working with the best and brightest thinkers to help build the Education State. The Minister's Expert Panel for Schools has been established to bring together national and global experts with deep knowledge of what works in Victoria and elsewhere to lift student outcomes.

These experts back the Government's determination to break the link between where you come from and how well you do at school, because the evidence is clear: great education systems around the world combine high quality and equity.

Importantly, this is just the first stage of our plan to make Victoria the Education State. There is still more to come from our work with the early childhood and skills and training sectors, and we will continue to build and grow our work with schools.

We know that the Education State is about what all Victorians can achieve together. Our goals are ambitious and will require determination and perseverance.

If we seize this opportunity to invest our resources where they are needed most and work in partnership with parents, business and the broader education community to support our teachers and leaders to be their best, then we will deliver excellence and opportunity for all Victorians and ensure the future prosperity of our state.



MINISTER'S EXPERT PANEL FOR SCHOOLS

Name	Position
Mr Tom Bentley	Writer and policy adviser
Professor Deborah Corrigan	Deputy Dean and Co-Director of the Centre for Science, Maths & Technology Education, Faculty of Education, Monash University
Professor Stephen Dinham OAM	Chair of Teaching Education and Director of Learning and Teaching, Melbourne Graduate School of Education, University of Melbourne
Professor John Hattie	Director Melbourne Educational Research Institute, Melbourne Graduate School of Education, University of Melbourne
Dr Ben Jensen	CEO, Learning First
Professor Stephen Lamb	Director of the Centre for International Research on Education Systems and Research Chair in Education, Victoria University
Associate Professor David MacKenzie	Faculty of Health, Arts and Design, Swinburne Institute for Social Research, Swinburne University
Professor Collette Tayler	Chair in Early Childhood Education and Care in the Melbourne Graduate School of Education, University of Melbourne
Professor Christine Ure	Head of the School of Education, Deakin University

