

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

ATTACHMENT 'GC-22' TO STATEMENT OF GILLIAN ANNE CALLISTER

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This is attachment '**GC-22**' produced and shown to **GILLIAN ANNE CALLISTER** at the time of signing her statement on 13 October 2015.

Attachment GC-22

GIVING SCHOOLS A CLEAR GUIDING MODEL TO DELIVER THE BEST EDUCATION

The Framework for Improving Student Outcomes uses the latest research on student learning and global best-practice to assist schools to focus their efforts on key areas that are known to have the greatest impact on school improvement.

Providing schools with clear direction and priorities to focus on student learning is a key part of the Education State.

This Framework will allow schools to make improvements based on the needs of their students, school and local community.

HOW WILL IT WORK?

The Framework's Improvement Model provides a common language for school improvement across the Victorian government school system. It is structured around four state-wide priorities that are proven to have a strong bearing on the effectiveness of a school:

- Excellence in teaching and learning
 - Professional leadership
 - Positive climate for learning
 - Community engagement in learning
- Six evidence-based initiatives aligned with the four state-wide priorities have been identified to help schools take action to lift student achievement outcomes, wellbeing and engagement in 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.
 - *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 of trust that is focused on improvement, and strengthen the induction of new teachers into the professional learning culture of their school.
 - *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 a 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 behaviour and engagement practices and ensuring students have the tools and skills to develop positive and self-regulating behaviours.
 - *Building communities:* Schools will strengthen their capacity to build relationships with 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.

WHY ARE FOUR KEY PRIORITIES NEEDED?

Internationally, education systems that have successfully reformed and substantially lifted student outcomes have focused their efforts on a few key priorities.

In Victoria, evidence-informed school improvement across the system will be at the heart of what we do. The four state-wide priorities will galvanise our efforts to make the pursuit of excellence in every classroom, school and region across the state a shared endeavour.

WHAT DOES THIS MEAN FOR MY CHILD/SCHOOL?

Every government school in Victoria will have a guide to use as they work to improve student outcomes.

Schools are expected to focus their improvement activity on one or more of the six evidence-based initiatives as these will be prioritised over other possible interventions.

"Focusing on positive culture and positive climate is one way of making every school a great school. Where student resilience and wellbeing sit at the centre of the school environment, we see great academic results from our students."

University Lecturer/Project Manager

"Schools need to be inclusive, they need to be part of their local communities and that means responding to and learning about our communities."

Principal

MORE INFORMATION

For more information about school improvement, see: www.education.vic.gov.au