

## School Improvement Intervention

### **Context:**

The Victorian Association of State Secondary Principals (VASSP) and the Victorian Principals Association (VPA) note that the Government through the Blueprint has indicated that the DEECD will be implementing programs to support and develop identified underperforming schools. This position paper addresses the balance between the needs of the system to improve systemic performance and the context of the individual school.

### **Background to the VASSP/VPA position:**

- Targeting particular schools for intensive levels of systemic intervention is recognised as a potentially positive step in systemic improvement.
- The identification of schools for intensive intervention is based on school performance data indicating relative performance at the low end of a statistical distribution.
- Communications to targeted school PCOs from regional office staff regarding the intervention intentions and processes have caused a number of members to feel vulnerable and devalued.
- Members report inconsistent systemic approaches to intervention across the state – particularly within regions.
- Students and schools in low SES areas suffer educational disadvantage but with appropriate targeted support perform in line with higher SES groups.

### **VASSP/VPA position:**

- School Improvement Intervention should be seen as a three way partnership between DEECD, the Principal and the Associations.
- Networks take inclusive actions to engage the principal class officers and leadership teams in targeted schools on the need for supportive intervention
- Regional and Network intervention strategies be developed in consultation with the principal class officers in individual schools – may be short and intensive as a circuit breaker or longer term.
- DEECD needs to ensure that Principals and school leadership teams, in already vulnerable schools, feel supported and trusted to implement the planned interventions by regional/network personnel over an agreed period of time.
- VASSP/VPA work with the RNL to provide professional coaching, when requested by members, for themselves and other staff.
- Intervention must include support for relevant diagnostic and summative testing, embedded in the concept of value-adding, that can continuously inform intervention practices.
- An intervention strategy should enable the principal to staff the school with sufficient teacher capacity to deliver planned goals and targets.
- Regional Network Leaders / regional staff are accountable to build capacity in targeted schools in a supportive, tactful and positive manner.
- Access to high level and specifically targeted professional learning to be recognised as being essential in assisting these schools and their personnel to improve student learning outcomes
- Principals and teachers be given time to complete diagnostic reviews and absorb and implement change.