

2020 Annual Implementation Plan

for improving student outcomes

Somers Primary School (4458)



Submitted for review by Hugh Greer (School Principal) on 02 December, 2019 at 02:18 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2020

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving
	Evaluating impact on learning	Emerging moving towards Evolving
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Evolving

Positive climate for learning	Empowering students and building school pride	Emerging moving towards Evolving
	Setting expectations and promoting inclusion	Evolving moving towards Embedding
	Health and wellbeing	Evolving moving towards Embedding
	Intellectual engagement and self-awareness	Emerging moving towards Evolving

Community engagement in learning	Building communities	Evolving
	Global citizenship	Emerging moving towards Evolving
	Networks with schools, services and agencies	Emerging moving towards Evolving
	Parents and carers as partners	Evolving moving towards Embedding

Enter your reflective comments	We have made improvements in these areas but these need to be consolidated. Class observations and feedback, student voice and agency and well-being supports all areas for improvement.
Considerations for 2020	<ul style="list-style-type: none"> - Intervention model - reduction in PSD funding - learning specialist role developed further
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<p>Between 2017 and 2021, evidence demonstrates that Somers Primary School students are making greater than expected progress in literacy, numeracy and science.</p>
Target 1.1	<p>- In each year between 2017 and 2021, the school will maintain fewer than 25% of students (matched cohort data) achieving low growth in NAPLAN reading, writing and numeracy.</p> <p>-By 2021 Somers Primary School’s PAT Science Assessment data demonstrates evidence of greater than expected student growth.</p> <p>-By 2020, greater than 90% of students have a positive perception in the area of Stimulated Learning on the Student Attitude to School Survey.</p>
Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	<p>Develop, document, implement and monitor an evidence-based whole-school approach to learning and teaching.</p>
Key Improvement Strategy 1.b Building leadership teams	<p>Develop the school's structural capacity to evaluate its effectiveness and drive school improvement.</p>
Goal 2	<p>By 2021, Somers Primary School students have a stronger sense of wellbeing.</p>
Target 2.1	<p>- By 2021, fewer than 10% of students are reporting an experience of bullying on the Student Attitude to School Survey.</p> <p>-By 2021, greater than 90% of students have positive responses across the ‘Learner Characteristics and Disposition’ domain on the Student Attitude to School Survey.</p>

Key Improvement Strategy 2.a Setting expectations and promoting inclusion	Develop a whole school approach to supporting students' health and wellbeing.
Goal 3	To improve student engagement by 2021.
Target 3.1	- By 2021, the average number of days absent per student is less than 14 days.
Key Improvement Strategy 3.a Empowering students and building school pride	Improve student attendance.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>Between 2017 and 2021, evidence demonstrates that Somers Primary School students are making greater than expected progress in literacy, numeracy and science.</p>	<p>Yes</p>	<p>- In each year between 2017 and 2021, the school will maintain fewer than 25% of students (matched cohort data) achieving low growth in NAPLAN reading, writing and numeracy.</p> <p>-By 2021 Somers Primary School’s PAT Science Assessment data demonstrates evidence of greater than expected student growth.</p> <p>-By 2020, greater than 90% of students have a positive perception in the area of Stimulated Learning on the Student Attitude to School Survey.</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>In 2020, fewer than 25% of student (matched cohort data) will achieve low growth in Numeracy. In 2020, Maths Online Interview data (P-2) and ODT Number Data shows greater than expected average cohort growth between March and September.</p>
<p>By 2021, Somers Primary School students have a stronger sense of wellbeing.</p>	<p>Yes</p>	<p>- By 2021, fewer than 10% of students are reporting an experience of bullying on the Student Attitude to School Survey.</p> <p>-By 2021, greater than 90% of students have positive responses across the ‘Learner Characteristics and Disposition’ domain on the Student Attitude to School Survey.</p>	<p>In 2020, greater than 80% of students reporting positive responses to Student Voice and Agency factor on the Student Attitude to School Survey.</p>

To improve student engagement by 2021.	No	- By 2021, the average number of days absent per student is less than 14 days.	
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Goal 1	Between 2017 and 2021, evidence demonstrates that Somers Primary School students are making greater than expected progress in literacy, numeracy and science.		
12 Month Target 1.1	In 2020, fewer than 25% of student (matched cohort data) will achieve low growth in Numeracy. In 2020, Maths Online Interview data (P-2) and ODT Number Data shows greater than expected average cohort growth between March and September.		
Key Improvement Strategies		Is this KIS selected for focus this year?	
KIS 1 Evidence-based high-impact teaching strategies	Develop, document, implement and monitor an evidence-based whole-school approach to learning and teaching.		Yes
KIS 2 Building leadership teams	Develop the school's structural capacity to evaluate its effectiveness and drive school improvement.		No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The school believes more constant implementation of our instructional model, with a focus on data-informed point of need teaching, will lead to fewer students achieving low growth.		
Goal 2	By 2021, Somers Primary School students have a stronger sense of wellbeing.		

12 Month Target 2.1	In 2020, greater than 80% of students reporting positive responses to Student Voice and Agency factor on the Student Attitude to School Survey.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	Develop a whole school approach to supporting students' health and wellbeing.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Improving Student Voice and Agency factors on the Student Attitudes t School Survey still remains a focs. Some improvements have been made but more improvement is necessary.	

Define Actions, Outcomes and Activities

Goal 1	Between 2017 and 2021, evidence demonstrates that Somers Primary School students are making greater than expected progress in literacy, numeracy and science.
12 Month Target 1.1	In 2020, fewer than 25% of student (matched cohort data) will achieve low growth in Numeracy. In 2020, Maths Online Interview data (P-2) and ODT Number Data shows greater than expected average cohort growth between March and September.
KIS 1 Evidence-based high-impact teaching strategies	Develop, document, implement and monitor an evidence-based whole-school approach to learning and teaching.
Actions	<ul style="list-style-type: none"> - Develop teacher capacity to assess students' numeracy progress and plan interventions to move students along a Maths continuum. - Develop teacher capacity to set 6-month growth targets to evaluate the impact of teaching on student progress. - Develop teacher capacity to set inquiry cycle growth targets to evaluate the impact of teaching on student progress. - Ensure evidence-based pedagogical approaches to teaching maths are implemented consistently across the school through collective accountability, professional learning and feedback and observation. - Support teachers to plan engaging and interesting maths intervention using the Numeracy Portal, Maths Companion, Maths 300, resolve and NRICH.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - reports that they find their maths learning interesting and engaging. - identify and reflect on their maths progress. <p>achieve high-growth on school-based and NAPLAN assessments.</p> <p>Teachers will:</p> <ul style="list-style-type: none"> - have a strong maths pedagogical content knowledge. - deliver maths lessons in line with the Somers PS High Impact Teaching Model. - receive feedback and reflect on the quality of their maths teaching. - understand what high quality maths resources look like. <p>School leaders will:</p> <ul style="list-style-type: none"> - Use multiple sources of evidence to track the implementation of the explicit teaching model.

	<ul style="list-style-type: none"> - Model how to give and receive feedback with staff. - Prioritise strategic resourcing of maths resources and professional learning. 			
Success Indicators	<ul style="list-style-type: none"> - Growth data (Maths Online Interview, ODT and inquiry cycle). - Practice observation and feedback systems developed and in operation. - Student surveys 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Communicate goals, targets and strategies to staff at the start of the year.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Coach PLT Leaders to engage in PLC Inquiry Cycle in line with Clinical Planning Rubric. Ensure inquiries are focused on maths and are leading to improved student learning outcomes as evidenced by data.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Conduct twice-termly staff professional learning sessions into understanding the curriculum, and how to implement Somers Explicit Teaching Model in maths.	<input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement termly practice observations, feedback and reflection in Maths.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Set 6-month growth targets with PLT leaders and teams.	<input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 3	<input type="checkbox"/> Equity funding will be used
Conduct close analysis of NAPLAN data to determine learning content for individual cohorts to achieve high growth.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Utilise learning specialist to ensure that maths teaching is in line with whole school pedagogical model and students are learning content to enable them to make high growth	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop 'Big 5' fundamental skills/understandings for students at each year level in Number.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	By 2021, Somers Primary School students have a stronger sense of wellbeing.			
12 Month Target 2.1	In 2020, greater than 80% of students reporting positive responses to Student Voice and Agency factor on the Student Attitude to School Survey.			
KIS 1 Setting expectations and promoting inclusion	Develop a whole school approach to supporting students' health and wellbeing.			
Actions	<ul style="list-style-type: none"> - Develop a whole school understanding of the SWPBS framework. - Further embed use of SWPBS within the classroom and across the whole school. 			
Outcomes	Students will: <ul style="list-style-type: none"> - be able to identify the school's expected behaviours. - be able to identify the SWPBS in action (eg: specific examples in their classes). 			

	<ul style="list-style-type: none"> - report higher satisfactions at school. - demonstrate positive learning behaviours at school. - have a greater say in school improvement initiatives. <p>Teachers will:</p> <ul style="list-style-type: none"> - understand what SWPBS is. - consistently implement SWPBS at all times. - model positive and respectful relationships at all times. - develop individual plans to support students displaying Tier 2 and Tier 3 behaviours. <p>School leaders will:</p> <ul style="list-style-type: none"> - have a strong knowledge of SWPBS. - model positive and respectful relationships at all times. - regularly monitor implementation and effectiveness of SWPBS. - support staff to use effective classroom practices. 			
Success Indicators	<ul style="list-style-type: none"> - SWPBS fidelity - Student Attitudes to School Survey - SWPBS data - Records of Tier 2 and Tier 3 intervention plans 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop whole-school expected behaviours for Somers Primary School. SWPBS Strategic Team	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop whole-school processes for record-keeping related to SWPBS. SWPBS Strategic Team	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

Provide professional learning for all staff on the processes and resources for SWPBS in the school. SWPBS Strategic Team	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Collect data to inform interventions.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Form Respectful Relationships Implementation Team to further develop a safer school environment	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Continue to develop student-directed learning opportunities (such as Horizons and Inspire) to ensure students have a greater opportunity to engage in learning that interests them.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Conduct professional learning with staff in how to build student agency (including feedback that leads to changed teacher practice and creating opportunities for students to understand and work towards their learning goals) into regular classroom activities.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Conduct surveys with all students so teachers receive feedback on student perception of their learning at multiple times during the year.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$23,000.00	\$23,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$23,000.00	\$23,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Implement termly practice observations, feedback and reflection in Maths.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
Conduct close analysis of NAPLAN data to determine learning content for individual cohorts to achieve high growth.	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$5,000.00	\$5,000.00
Utilise learning specialist to ensure that maths teaching is in line with whole school pedagogical model and students are learning content to enable them to make high growth	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$10,000.00	\$10,000.00
Conduct surveys with all students so teachers receive feedback on student perception of their learning at multiple times during the year.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$3,000.00	\$3,000.00

Totals		\$23,000.00	\$23,000.00
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Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Communicate goals, targets and strategies to staff at the start of the year.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Coach PLT Leaders to engage in PLC Inquiry Cycle in line with Clinical Planning Rubric. Ensure inquiries are focused on maths and are leading to improved student learning outcomes as evidenced by data.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Conduct twice-termly staff professional learning sessions into understanding the curriculum, and how to implement Somers Explicit Teaching Model in maths.	<input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Implement termly practice observations, feedback and reflection in Maths.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site

Conduct close analysis of NAPLAN data to determine learning content for individual cohorts to achieve high growth.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / <input checked="" type="checkbox"/> Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Utilise learning specialist to ensure that maths teaching is in line with whole school pedagogical model and students are learning content to enable them to make high growth	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / <input checked="" type="checkbox"/> Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Develop 'Big 5' fundamental skills/understandings for students at each year level in Number.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / <input checked="" type="checkbox"/> Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Provide professional learning for all staff on the processes and resources for SWPBS in the school. SWPBS Strategic Team	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Form Respectful Relationships Implementation Team to further develop a safer school environment	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / <input checked="" type="checkbox"/> Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Conduct professional learning with staff in how to build student agency (including feedback that leads to	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / <input checked="" type="checkbox"/> Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

changed teacher practice and creating opportunities for students to understand and work towards their learning goals) into regular classroom activities.	<input checked="" type="checkbox"/> School Leadership Team					
Conduct surveys with all students so teachers receive feedback on student perception of their learning at multiple times during the year.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site



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School term dates and holidays in Victoria

Victorian students, teachers and support staff have begun a staged return to on-site schooling. This follows advice from the Victorian Chief Health Officer.

Explore [specific advice for your school or setting](#)

Right now

Term 2

Tuesday April 14 - Friday June 26, 2020

Students in Prep – Grade 2, Year 11 and 12 and all students in specialist schools, returned to school on Tuesday 26 May 2020. Monday 25 May was a pupil free day.

Right now

Stage two: Return to face-to-face learning

Tuesday June 9 - Friday 26, 2020

Students in Prep – Grade 2, Year 11 and 12 and all students in specialist schools, returned to school on Tuesday 26 May 2020. Monday 25 May was a pupil free day.

2020 term dates

	Start date	Finish date
Term 1	28 January Students start 29 January in government schools	24 March Term end brought forward
Term 2	14 April Students start 15 April in government schools	26 June
Term 3	13 July	18 September
Term 4	5 October	18 December

[Add Victorian term dates to your calendar \(.ics file\)](#)

The first day of term 1 is a student-free day in government schools. There's a student free day each term. Your school will decide when the remaining student-free days are, so contact them for details.

+ [Future term dates](#)

+ [Previous years term dates](#)

VCE and VCAL dates

See [important administrative dates and assessment schedule](#) from the Victorian Curriculum and Assessment Authority for VCE and VCAL dates.

You can also find [VCE exam dates](#) on VCAA's website.

Other important dates

- [Key dates for principals](#) for running a school.
- [Public holidays in Victoria](#)

- [Special dates and events in Australia](#)

Other states and territories

The Commonwealth education department has [term dates for other states](#) on their website.

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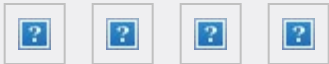
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We respectfully acknowledge the Traditional Owners of country throughout Victoria and pay respect to the ongoing living cultures of First Peoples.

