

Appendix D:

Audit background

The department is responsible for establishing, managing, monitoring and reporting on the initiative. It provides schools with policy, guidance and support to deliver the initiative. It does this through its Policy and Advisory Library and support for staff recruitment, funding and professional practice.

The department's support and guidance to schools

Policy and guidance

The department's policy and guidance informs schools about the intent and approach for the initiative. It includes information and requirements for delivering the initiative.

The department's guidance on ...	Includes ...
tutor arrangements	<ul style="list-style-type: none">• information about a tutor's role in the initiative• eligibility criteria for employing tutors• guidance on how schools can employ tutors.
student selection	criteria and assessment advice for selecting students to receive initiative support.
program design	guidance on designing an initiative program, including in-class and out-of-class models and the frequency of tutoring session.
assessment	advice on using a range of assessment tools to monitor student learning growth.
monitoring requirements	guidance on monitoring requirements, including coding of tutors on the department's central systems and tagging students on CASES21, the department's internal school reporting system.

The department published *Tutor Learning Initiative – What works? Implementation insights for 2022*. It draws on material from school case studies, principal focus groups and surveys, and its external evaluation. This is available on the department's Policy and Advisory Library.

Tutor recruitment support and requirements

The department supports schools to recruit tutors through its online job advertising and recruitment portal.

Government schools can use this portal throughout the school year to identify and shortlist suitable tutors from a register.

Tutors must be one of the following:

- a teacher currently registered with the Victorian Institute of Teaching (VIT)
 - a teacher with VIT Permission to Teach (employed as an education support (ES) class employee)
 - a pre-service teacher (employed as an ES class employee) working under the supervision of a registered teacher
 - a speech therapist or occupational therapist (employed as an ES class employee) tutoring in specific identified student needs
 - a retired teacher who has re-registered with the VIT – retired teachers may contact the VIT for support.
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Professional practice

The department provides further guidance on designing tutoring programs in its *Tutor Practice Guide*. This includes advice on the instructional model within schools and tutoring and the use of explicit teaching practices.

The practice guide also describes the 4 elements of the tutoring cycle:

- evaluate and diagnose
- prioritise and set goals
- develop and plan
- implement and monitor.

The practice guide lists and, where possible, links to the main sources of evidence for student learning interventions and the role of small group learning. It provides an initiative group learning plan template for tutors.

School leaders and tutors have access to the department's suite of professional learning webinars and resources on:

- effective literacy and numeracy teaching practice
- small group learning
- incorporating student voice.

The department brings these resources together in its online initiative hub.

Program funding 2021–2023

Funding formula The department's funding for the initiative is universal in government schools. For non-government schools, the initiative is based on private income per student not exceeding \$7,500.

Exceptions apply for certain school types, such as camp schools. The funding formula for government and non-government schools relies on total school enrolment and levels of disadvantage.

The funding allocation for government schools is based on a model of students receiving:

- 2 to 3 45-minute sessions each week
- in groups of no more than 5 students
- for 26 weeks.

The department advises schools that they can allocate this funding to meet their specific contexts and student needs they have identified over time.

Funding per student

Government schools receive a base level allocation of \$25,000 and additional loadings based on student enrolments and levels of disadvantage.

The department calculates a per-student rate for primary and secondary students. The rate is higher for students identified as experiencing social disadvantage.

Figure D1: Initiative funding formula for government schools 2023

Student type	Base funding per student enrolment	Loading per social disadvantage student enrolment
Primary	\$157.98	\$424.96
Secondary	\$178.77	\$480.88

Source: The department.

For non-government schools, the funding floor is \$6,250 per school and the per-student rate is \$543.31.

Program design, implementation and monitoring

Guidance for schools' program design

The department's guidance notes that research indicates tutoring is most effective when students receive:

- 45-minute small group learning sessions 3 times per week
- for 6 to 20 weeks
- in tutoring cycles of 5 to 8 weeks.

Schools may consider student needs such as age, learning difficulties and local circumstances when setting up their tutoring timetable.

According to the department's guidance, schools should:

- measure student attainment using a standardised assessment tool at the start and end of the tutor learning
- record student participation in the initiative through the department's CASES21 reporting system
- complete implementation surveys.

Assessing and monitoring students

The department advises tutors and schools to monitor student learning growth with regular assessments and update tracking documentation such as student individual education plans and initiative group learning plans.

The department has bought a statewide licence so schools can assess students using the Australian Council of Education Research's Progressive Achievement Test (PAT).

The department strongly encourages schools to use the PAT Reading and PAT Maths for year 3 to 10 students to measure student achievement at the beginning and end of their participation in the initiative.

For students in Foundation and years 1 and 2, the department 'strongly encourages' schools to use the English Online Interview and the Mathematics Online Interview. The department advises schools on the relevant modules and timing of these.

The department advises that schools may also use other standardised assessment tools, including:

- the Digital Assessment Library, English and Mathematics assessments for years 2 to 10
 - Abilities Based Learning and Education Support for students with disabilities and additional needs
 - the Reading and Vocabulary Assessment Tool for students with English as an additional language.
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Monitoring schools' implementation

The department has student achievement managers in its regional offices to assist in the delivery and monitoring of initiative implementation.

Student achievement managers work with schools to monitor their delivery of the initiative against the framework. The department recommends this occurs twice yearly and collects data on schools' progress against the framework.

The department advised us that from 2024, it will refer to student achievement managers as education improvement leaders. Every government school has an education improvement leader that assists in relation to the initiative.
