

Ensuring a quality workforce across all schools in rural and regional Victoria

Recommendation and conclusions from 2019 report of the Expert Advisory Panel for Rural and Regional Students:

1. Attraction and retention of principals, teachers and support staff

- 1.1. *Consider a range of incentives to attract high-quality principals, teachers and support staff in order to provide the most appropriate locally-determined measures*
- 1.2. *Examine the steps that might be taken to increase the pool of available CRTs for rural and regional schools*
- 1.3. *Support the development by schools, in collaboration with local communities, of strong induction and welcome programs for potential or actual new appointments, including programs for partners/family members*
- 1.4. *Consider steps that can be taken to strengthen the support provided to new principals and teachers*
- 1.5. *Examine the feasibility of the increasing number of administration hubs for clusters/networks of rural and regional schools to reduce principal workload.*

2. Professional development

- 2.1. *Examine measures to strengthen the delivery of and access to professional learning for rural and regional staff, including access to VCAA virtual VCE Assessor Training and the delivery of Academy -based programs*
- 2.2. *Review the role of SEILS/EILS/network chairs to ensure adequate support is available for collaborative professional development.*

The Panel also concluded that a review of education housing stock across rural and regional Victoria is needed particularly in areas where accommodation is identified as a real barrier to teacher attraction or retention.

CEP would like to see:

A set of incentives and enablers for staff to work in schools in rural Victoria which includes:

- A revamped set of financial incentives which is uncapped, and which can be made more quickly and flexibly available
- Higher starting salaries and earlier access to Long-service leave for graduates and career change staff who take a rural school as their first appointment and commit to staying there for a fixed period of time, particularly for those schools on the NSW/ VIC border.
- Financial allowances for staff in NSW/ VIC border areas that allow schools to match the salaries and opportunities available in public schools in NSW

- A significant increase in government provided housing, with an initial investment in those areas with historically tight rental markets

Further recommendations

- An enhanced role for the Department and the Regional campuses of the Academy in providing a broad range of staff and leader professional learning tailored to local needs
- A long-term strategy to ensure a pipeline of staff for rural and regional specialist schools which includes scholarships, incentives and tailored pre-service courses in regional/rural Universities
- A partnership between SEILs, school networks and the Regional Campuses of the Academy taking responsibility for supporting new teachers and principals
- Opportunities for rural and regional Area teams, SEILs and School networks to explore and implement more flexible collaborative approaches to improving school performance and student outcomes.

Targeted leadership programs through the regional campuses of the Academy supporting the development needs of teaching principals in small schools to build a pipeline of applicants for these positions

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