



INQUIRY INTO THE EXTENT, BENEFITS AND POTENTIAL OF MUSIC EDUCATION IN VICTORIAN SCHOOLS

ORGANISATION

The Song Room
www.songroom.org.au

PROJECT NAME

Inquiry into the Extent, Benefits and Potential of
Music Education in Victoria Schools

CONTACT DETAILS

Caroline Aebersold
Chief Executive Officer
C2.32 Abbotsford Convent
1 St Heliers Street
Abbotsford VIC 3067
P: 03 9495 6422
E: caebersold@songroom.org.au

DATE

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Engaging Young People through Creativity

C1.28 Abbotsford Convent, 1 St Heliers Street, Abbotsford, VIC 3067
P 03 9495 6422 F 03 9495 6433 E enquiries@songroom.org.au W songroom.org.au ABN 68 790 325 760

The Song Room

The Song Room is pleased to be invited to make a submission to the Victorian Parliament's Education and Training Committee's Inquiry into the extent, benefits and potential of music education in Victorian schools.

The Song Room is very keen for the opportunity to present our evidence at the public hearing.

This submission focuses on our perceived gaps in the existing education opportunities and the evidence that shows the benefits of our music and arts programs in primary schools.

The Song Room's vision is that all Australian children have the opportunity to participate in quality music and arts programs to enhance their education, personal development and community involvement.

“The Song Room is the rain in the desert of school music education.”

- Richard Gill OAM

Introduction

The Song Room is a national not for profit organisation that provides high quality, low cost (free to students) music and arts programs into disadvantaged schools. Our program is designed to directly benefit the students involved, to develop the capacity of the generalist teacher to continue delivering a quality music and arts program without us, and to connect the school community, including parents, to the school in a creative way.

There is considerable literature available about the benefits of music and arts programs, particularly regarding the benefits available to children who usually miss out on learning and development opportunities due to socio-economic disadvantage. These benefits include 'closing the gap' of disadvantage in academic performance, and social and emotional wellbeing.

However there are not enough specialist music and arts teachers available for all more than 1800 primary schools in Victoria. The National Report on Trends in School Music Education Provision in Australia (Stevens, R., 2003) estimated that more than three out of four schools don't have a specialist music teacher.

Primary school teachers receive less than 20 hours of training across all art forms in their undergraduate degrees. This does not equip them with the skills or confidence to deliver high quality music or arts programs.

The incoming national curriculum for the arts will be overwhelmingly difficult for many generalist teachers.

There are proven benefits to students receiving quality music and arts programs as part of their education, however there is not enough capacity for specialist music and arts teachers or generalist teachers to deliver this in Victorian schools.



And it is those schools and students who most need the benefits of music and arts programs that continue to miss out.

This is the gap The Song Room fills. Our Teaching Artists – experts in their art forms – deliver our pedagogically based program into under-resourced classrooms in partnership with generalist teachers. We also provide both the Teaching Artists and generalist teachers with ongoing professional development to build capacity and skills to deliver high quality music and arts programs in poorly resourced education settings. Where possible, we set our programs up for sustainability beyond us.

Song Room: LIVE! and the Australian Curriculum for the Arts

Just as there are not enough specialist music teachers available for all schools, The Song Room recognizes it doesn't always have the capacity to reach those schools that would benefit from our school workshop music and arts program. It can be difficult to source and support Teaching Artists for schools that are particularly small and remote.



In response to this challenge, and with the incoming national curriculum for the arts in mind, The Song Room has received funding support from Education Services Australia and Department of Education, Employment and Workplace Relations (DEEWR), to develop Song Room: LIVE - an interactive learning platform that promotes active collaboration between teachers and students across the five art forms as defined by the Australian Curriculum, Assessment and Reporting Authority (ACARA): Music, Dance, Drama, Media Arts and Visual Arts.

The Song Room is the sole developer contracted by the Australian Government to provide online arts resources for the incoming Australian curriculum for the arts. The Song Room has partnered with a wide range of arts organisations, including aMuse, to produce digital resources for each art form, including music.

Song Room: LIVE! positions The Song Room as the national preferred provider of arts curriculum aligned digital resources.

Evidence supporting music education in schools

(2) General benefits to students as a result of music education

Independent research into the student outcomes of The Song Room's music and arts programs has demonstrated significant Social Emotional Wellbeing benefits. This is important for all students but especially for those coming from disadvantaged or challenging backgrounds.



The analysis of student responses to the various statements in the SEWB survey indicated how the TSR had apparently influenced SEWB through:



increased:

- **self esteem** and **confidence**,
- **positive teacher-student relationships**,
- **social skills**,
- **self expression**,
- **love of learning**,
- **confidence towards school work**



decreased:

- lack of control in **anger**, and
- **stress** and worry.

Bridging the Gap in School Achievement through the Arts

Vaughan, T., Harris, J. & Caldwell, B.J. (2011)

(3) Benefits to student academic performance as a result of music education

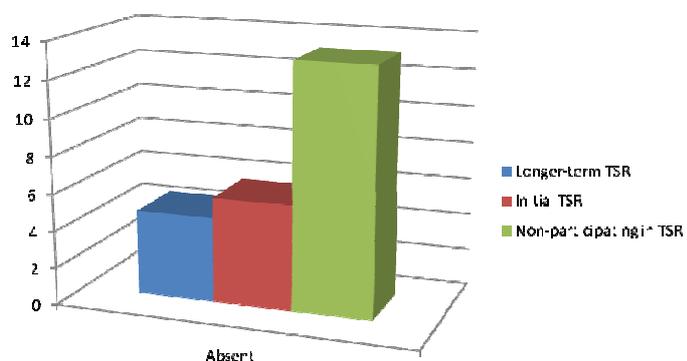
Independent research into the student outcomes of The Song Room's music and arts programs has demonstrated significant increased school attendance and increased academic performance.

School Attendance

Attendance at school significantly higher in initial and longer-term program ($p = 0.003$)

Highest level of attendance for TSR students also observed on non-program days

Percentage of student absences



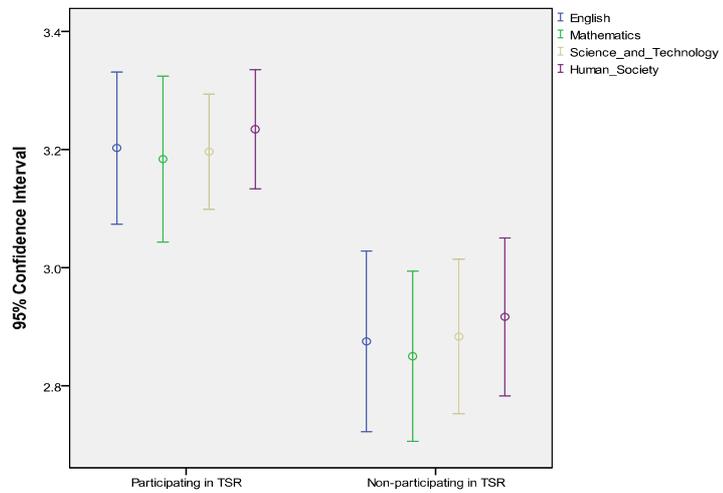
65% less absenteeism with participation in longer-term TSR in comparison to those that have not participated

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Academic Grades

- Higher grades in Science & Technology (significance of $p=0.0001$)
- Higher grades in Human Society (significance of $p=0.002$)

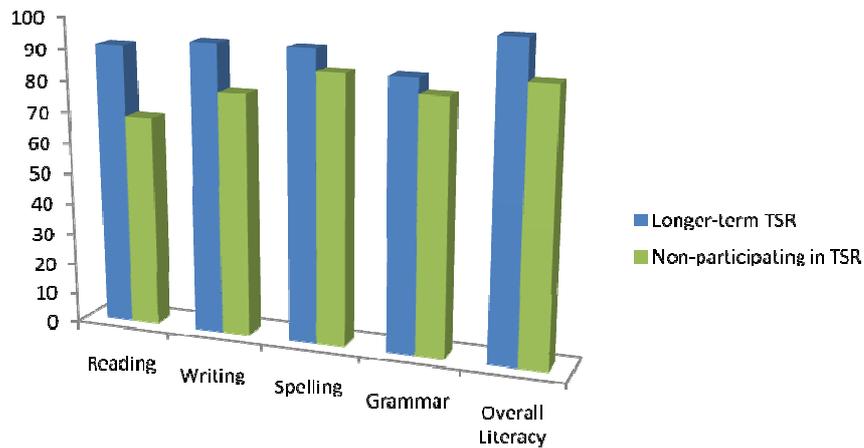


Higher academic grades for those that participated in The Song Room program

2

Literacy Levels (NAPLAN 2009)

Percentage of students above national minimum for literacy



Equivalent of a 1 year gain in literacy and reading in TSR program

Bridging the Gap in School Achievement through the Arts

Vaughan, T., Harris, J. & Caldwell, B.J. (2011)



In Professor Brian Caldwell's book *Transforming Education through the Arts*, based on his research into the outcomes of The Song Room program, Professor Caldwell provides an extensive international literature review of research into the benefits of participation in the music and arts, particularly for students from low SES settings. The benefits found internationally match the benefits found from participation in The Song Room's music and arts program.

“The findings were stunning. I have been engaged in educational research for nearly four decades and I have not seen anything like it. Students engaged in The Song Room program gained a year in NAPLAN scores on reading.”

- Prof. Brian Caldwell

The Song Room research and evaluation summary

The Song Room now has a significant body of independent research into the efficacy of our music and arts programs, particularly in terms of student outcomes.

In 2009 The Song Room received a grant from the Macquarie Group Foundation to undertake a series of research projects over the space of three years into the outcomes of our programs tailored for different student/community cohorts.

This research program is summarized below:

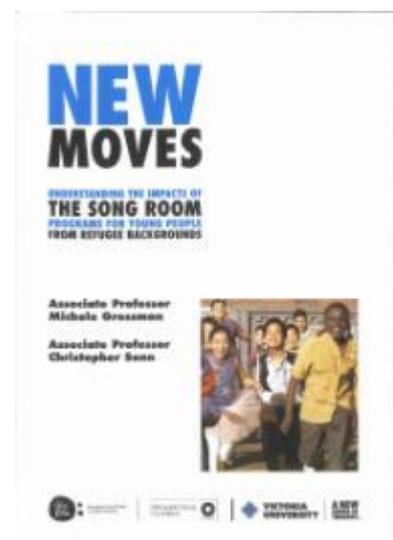
New Moves: Understanding the Impacts of The Song Room Programs for Young People from Refugee Backgrounds*

Grossman, M. & Sonn, C. (2010).

In 2009 The Song Room partnered with Victoria University to investigate the effectiveness of our programs on young people from refugee backgrounds. The study was conducted by an interdisciplinary research team with demonstrated expertise in refugee settlement research, arts based education theory and practice and theory involving young people from culturally diverse backgrounds.

The *New Moves* study examined the impacts and meanings of The Song Room programs for refugee young people in relation to three overarching domains: sense of wellbeing, sense of belonging and social inclusion, and engagement with learning.

The research report, *New Moves*, demonstrates clear positive impacts for this group of young people related to fostering sense of wellbeing, promoting sense of belonging and social inclusion and enhancing engagement with learning, as a result of participating in The Song Room programs.



New Moves highlights the importance of providing learning environments through the arts such as those fostered by The Song Room. The life-affirming qualities and benefits they confer on refugee background young people should be made readily available, highly valued and continuously strengthened.

[*A copy of the Executive Summary is available at our website.](#)

Bridging the Gap in School Achievement through the Arts*

Vaughan, T., Harris, J. & Caldwell, B.J. (2011)

In 2010 The Song Room contracted leading educational researcher, Professor Brian Caldwell, and Dr Tanya Vaughan from Educational Transformations (ET) to measure the engagement, educational and social-emotional wellbeing outcomes of our music and arts programs.

This groundbreaking research has made an important advancement in demonstrating that arts education not only has intrinsic value, but when implemented with a structured, innovative and long-term approach, it can also provide essential extrinsic benefits, such as improved school attendance, academic achievement across the curriculum as well as social and emotional wellbeing.



The research was conducted in a region of low socio-economic status and high juvenile crime rates, with a high proportion of Indigenous and non-English speaking background students. There are multiple risk factors for young people in relation school completion, future employment, crime and disengagement.

The research findings provide evidence that schools participating in The Song Room programs outperform those that are not participating on most indicators selected for investigation, including significant improvement in academic achievement (school grades and NAPLAN), school attendance and student well-being.

This research demonstrates the positive impact of The Song Room's arts-based intervention, including a number of significant student improvements, including:

- Achieving higher academic grades, including in science and technology subjects
- Gaining the equivalent of one year in literacy and reading results in NAPLAN scores
- Attending school more, with 65% less absenteeism
- Experiencing greater Social-Emotional Wellbeing, including:
 - Increased self-esteem and confidence



- Increased positive teacher-student relationships
- Increased self-identified love of learning
- Improved anger control, particularly in boys
- Decreased levels of depression, particularly in girls

This research points to the importance of providing innovative arts education to all Australian children, but also points to the way in which support for community-business-school partnerships can assist in ensuring that all children have access to high quality, diverse and tailored educational opportunities to give them every opportunity for success, regardless of their social, cultural or economic background.

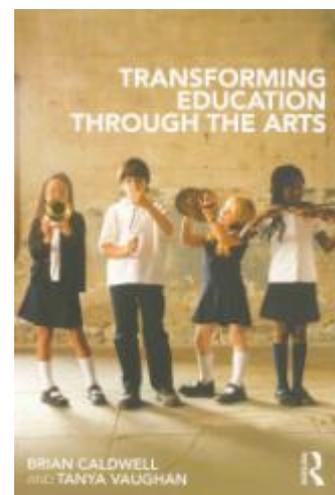
*[A copy of the Executive Summary is available from our website.](#)

The outcomes of The Song Room program were so significant and compelling, Professor Caldwell and Dr Vaughan subsequently wrote an internationally released book placing this research in an international context; **Transforming Education through the Arts.**

London and New York: Routledge Caldwell, B.J. & Vaughan, T. (2012)

“There are benefits in participating in the arts for its own sake, but the power of the study is increased immeasurably when we realise that hundreds of millions of dollars are being spent on enhancing

literacy and numeracy and dealing with disengaged students, with results across the country which are flat-lining or declining, when a better balance with guaranteed participation in the arts would likely have seen dramatic improvement.”

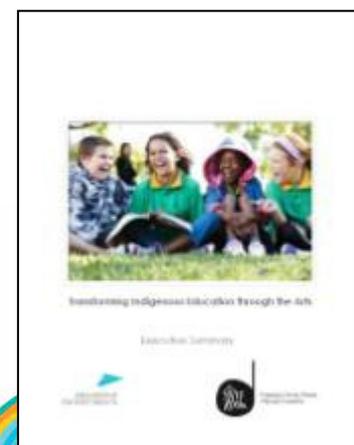


- Prof. Brian Caldwell

Transforming Indigenous Education through the Arts* Vaughan, T., (2011)

In 2011 Educational Transformations were contracted to measure the effectiveness of The Song Room’s Creative Arts Indigenous Parental Engagement (CAIPE) program in encouraging active Aboriginal and/or Torres Strait Islander parental engagement and improved student outcomes.

The Song Room’s CAIPE was a pilot music and arts program aimed to engage Indigenous parents with their children’s learning and development.



CAIPE supported a new educational approach as it supports Indigenous families and communities to 'reach in' to schools and education providers to develop partnerships with them with the aim of enhancing their children's educational outcomes.

School workshop program

The Song Room placed locally based Indigenous Teaching Artists in participating schools for the one day per week, 18 month program. Session content was themed around local Indigenous culture and music.

Early literacy storytelling program

Indigenous parents and carers participated in sessions with their children at the school and in outreach locations in the community. Session content was themed around transference of stories and local culture.

Creative community events

These program elements each culminated in community events which involved activities such as school arts installations; school murals; production of CDs/DVDs of music and dance; and school exhibitions/performances.

This program was assessed in the three trial sites through an active Aboriginal and/or Torres Strait Islander parental engagement survey, student outcomes [attendance and literacy (English grades and NAPLAN results)] and in-depth ethnographic case studies, which included investigations of the local nature of the project.

The results were similar to those found for The Song Room's general music and arts programs; The Song Room's CAIPE programs increased school attendance, improved literacy through arts education, and additionally significantly improved parental engagement in their children's educational outcomes.

IMPROVED LITERACY

- CAIPE closed the gap for Indigenous students by more than 20% in reading and more than 17% in writing and more than 12% in spelling and more than 8% in comparison to other initiatives
- CAIPE closed the gap by more than 15% in grammar and punctuation, and over 7% in writing in less than a year

IMPROVED SCHOOL ATTENDANCE

- CAIPE increased Indigenous students' full attendance by more than 8% in regional areas
- 67 percent less absenteeism was observed for the regional cohort

PARENTAL ENGAGEMENT

- CAIPE increased parents expectations of their children's school achievement, which has been associated with gains in educational outcomes of at least one year
- CAIPE connected Indigenous students, parents, teachers and Elders to creative arts and the school



REPRESENTATION OF LOCAL CULTURE

- CAIPE has an educational system that recognises and acknowledges Aboriginal culture and heritage
- The project was successful due to the inclusion of culturally derived resources which employed the cultural capital of parents, students and community members

*[A copy of the Executive Summary is available from our website.](#)

Harmony In Strings – music education pilot project in Melbourne

The Harmony in Strings Project is a current pilot project in Sacred Heart Primary School, Fitzroy, trialling, demonstrating and researching what is required in primary school music education to provide the best support for uptake of music by secondary school students, particularly in schools with limited resources.

Harmony in Strings examines an innovative model of group instrumental tuition that has been trialled overseas. The intended outcome is to make instrumental music teaching more accessible in less advantaged communities. Harmony in Strings is a unique opportunity to examine the impact and effectiveness of an inclusive model of group instrumental music teaching.

This project has extended The Song Room's successful and proven model of tailored, long-term music and performing arts programs in schools to deliver an innovative, structured and long-term instrumental and arts program into a high-needs, disadvantaged and culturally diverse school.

The program enables Grades 4, 5 and 6 students at the school to learn to play an instrument before their transition to secondary education. To meet this goal, The Song Room has embraced a 'shared delivery' model, through partnerships between classroom teachers, The Song Room and Teaching Artists, supported by a system of collaborative planning and coordinated learning.



Benefits to students participating in Harmony In Strings include:

- Provide access and opportunity for socio-economically disadvantaged children to experience instrumental music program that would not otherwise be possible;
- Achieve a range of learning, social and personal development outcomes; and
- Provide the foundations of music education for continuation into secondary school, which otherwise not likely to occur.

From the Students:

“It really changed my life because now I know how to play the violin and now I can read music notes.”

“I have been having a lot of fun and I am proud of myself more often.”

“They changed my interest.”

“I think Zoë and Heather’s teaching changed they can trust some responsible children to teach other children more songs.”

“Students are much more happy than they were before.”

“People like music more.”

“We have music a part of our life now much more things have to do and more experiences in our lifes.”

“The school has changed into a friendly and respectful way, people have seen other people’s talents and now know how to use them.”

From the Teachers:

“I think it’s an opportunity to be creative in a way, but it’s also an outlet for the kids especially for our kids who have got behavioural and emotional difficulties. It’s a way for them to let it out through music. This program does it really well. It teaches them how to focus and concentrate.”



Image courtesy of The Australian and Dave Geraghty



The Song Room ongoing internal evaluation

Highlights of The Song Room's Evaluation and Reporting



Engaging Young People
Through Creativity

Academic grades

- 52% of school teachers report that all or most students' **articulation of words** had improved
- Increased **ability to problem solve** impacted all or most students in 44% of classes
- Demonstrated **ability to concentrate on tasks** was achieved by all or most students in 63% of classes
- 73% of school teachers observed all or most students showing **enthusiasm for learning**
- 59% of school teachers confirm that all or most students **contributed ideas in class**

Social development

- All or most students were observed by 74% of school teachers to **engage in effective group work**
- 79% of school teachers also reported that most or all **students responded positively to each other** and 87% thought students **engaged positively in class activities**
- 79% of school teachers report that all or most students' **showed respect for the opinions of others**
- All or most students were observed to have **increased their class participation** by 85% of school teachers and 78% report **enhanced team work**.

Personal development

- An increased **level of self expression** was demonstrated by all or most students as observed by 71% of school teachers
- 66% of school teachers also reported that all or most students showed **self awareness in their interactions** with others
- 75% of school teachers report that all or most students' showed **confidence in contributing to group activities**.
- All or most students were observed to demonstrate the **ability to follow instructions** by 71% of school teachers and 78% report students **behaving appropriately for an activity**

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In times where parents, schools and economies are crying out for better performing students, The Song Room program offers a high quality, cost effective proven solution that has an impact right across the curriculum and into students' personal lives.



Current provision of music education in Victoria

(5) Music education provided through non-specific funding

The National Partnership Agreement on Low Socio-economic Status School Communities is seeking the following outcomes:

- All children are engaged in and benefiting from schooling.
- Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving.
- Schooling promotes the social inclusion and reduces the education disadvantage of children, especially indigenous children.
- Including outcomes for identified cohorts, such as Indigenous students, students with a disability, students with other additional learning needs, students from a non-English speaking background, refugees and homeless students

The Smarter Schools National Partnership for Low Socio-economic Status School Communities aims to improve student engagement, educational outcomes and wellbeing in participating schools.

The objectives of the National Partnership funding (non-specific funding) align with the outcomes achieved by The Song Room's music and arts programs, as evidenced by the outcomes of our research projects and evaluations (please see 'evidence supporting music education in schools' section).

“We expend so much time at schools trying to make our kids literate and numerate, but the beauty of music and the performing arts is that it brings some kids on board that often we can't reach or connect with in other areas of the curriculum. You can see the joy and sense of achievement on the faces of so many children as they sing or perform.

I think that music in particular brings another dimension to the lives of the children we teach and touches you in places that other experiences just can't do. It's like when you hear that amazing singer or that outstanding song it raises goosebumps on your arms. This is why what organisations like The Song Room have to offer are just so important in disadvantaged schools like ours.”

- Glenn Hunter, Primary Welfare Officer



(6) Music education provided through parent contribution

The Song Room's vision is for all Australian children to have the opportunity to participate in quality music and arts programs to enhance their education, personal development and community involvement.

We offer our programs into Victoria's low SES schools where children do not have access to specialist music teachers. We do not ask these families to pay for their children to access our programs. Furthermore, these families may have had limited exposure to quality music and arts programs, and may not be aware of the extrinsic benefits available to their children through participation.

We exist because these children typically miss out, often due to lack of financial resources



(7) The extent and quality of music education provision in Victorian schools

There are not enough specialist music teachers in Victoria to service the needs of all Victorian schools. Generalist teachers do not receive sufficient music and arts training in their undergraduate degrees (typically less than 20 hours) to deliver quality music and arts programs, much less align to an incoming Australian curriculum for the arts with five defined art forms.

This means many Victorian students are missing out on the intrinsic and extrinsic benefits of quality music and arts. The Song Room aims to close that gap for those students who typically miss out the most.



The Song Room in Victoria

The Song Room originated in Victoria over 10 years ago. During that time we have grown from a micro, Melbourne-only organisation to now delivering tailored and sustainable programs to around 45,000 children a year in 250 schools/communities Australia-wide.

We have achieved this through a strong partnership approach to delivery, and through securing significant private and federal government funding for our music and arts programs.

In Victoria, The Song Room has delivered around 600 music and arts programs into low SES schools and other educational settings. This includes:

- **delivered \$9.1 million of programs into disadvantaged communities**
- **reached over 118 000 Victorian students**
- **secured 91% of funds from non-Victorian government sources**

This delivery has also included the award-winning *Ping – Remote Music Education Project* which uses web 2.0 technologies (social networks, online video conferencing) in conjunction with person-to-person and peer-to-peer workshops and performances, to enhance access and participation for Victorian rural communities.



The Victorian Department of Education and Early Childhood Development has partially contributed six school workshop programs over four years and the development of The Song Room's award-winning *Ping – Remote Music Education Project*. The Department has also committed to contributing over the next three years (2012-2014) enabling a further six school workshops.

The Song Room has developed an exceptional network of leading Victorian community and arts organisations with which it has partnered as lead organisation in program development and delivery, including aMuse, Melbourne Symphony Orchestra, National Gallery of Victoria, Orchestra Victoria, 3MBS, Federation Square, Melbourne Opera, ViCSeg and The Smith Family.

The Song Room on average employs 80 Teaching Artists to deliver programs across Australia, including 40 in Victoria, Community Liaison Officers in most States / Territories, and a Management and Program Coordination team head-quartered at Abbotsford Convent in Melbourne.



Future optimum provision of music education in Victorian schools

(8) Optimum governance and oversight arrangements

For those low SES schools without specialist music teachers, a community partnership model of program delivery can be an affordable way to gain access to high quality music programs.

The community partnership model not only enables access to high quality resources, including program coordination support, quality control, evaluation and innovation, but also enables additional resources to be leveraged into disadvantaged schools.

The Song Room head office is in Abbotsford Convent, Melbourne, Victoria. We have a team of professionals from a range of backgrounds that work together to ensure high quality music and arts programs are delivered creatively, effectively and efficiently in school communities of need, and that the necessary partnerships, funds and other supports needed to ensure this are achieved.

(9) Optimum use of targeted funding

See Response to (11)

(10) Optimum balance of central mandates and supports

The Song Room recognizes the benefit of a central mandate that supports music and arts programs that are high quality and evidence-based, while allowing schools the flexibility to make their own choices.

The Song Room's music and arts program has been developed over ten years, is pedagogically based, evaluated, independently research and evidence-based. Our Teaching Artists are experts in their art forms, and receive ongoing professional development and program coordination support from The Song Room.

While adhering to our program model, each of our programs is tailored to meet each school's specific needs.

(11) Optimum balance of music specific funding, non-music specific funding and parent contribution

The Song Room's partnership approach allows us to leverage significant value from a range of non-government and government sources, including National Partnership funding.

Accessing National Partnership funding is a highly effective way to close the gap of music education in Victorian schools while achieving the stated outcomes this funding requires.



In addition to the funds raised to deliver programs into low SES schools, The Song Room has generated significant in kind and pro bono support from business, community and arts organizations. This support includes instrument donations passed on to the low SES schools we work in, contributing to improvements in school resources.

The Song Room's model is also able to develop significant economies of scale, cross school partnerships/shared resources and local capacity development, greatly enhanced by our community engagement and partnership approach.

School-community-business partnership model



The Song Room's partnership model:

- **Leverages significant non-Government funding and support** with (1) Government investment and (2) partnership delivery expertise, to ensure high-quality, tailored music and creative arts programs reach schools and communities most in need
- **Enables formation of unique and valuable partnerships** between Artists, Schools and their Communities
- **Encourages greater participation in the school and community** by stimulating creativity and enhancing student learning and self-esteem
- **Links clusters of schools** through inter-school performances and events
- Provides access to **specialist teaching artists** in school settings which is otherwise unavailable
- **Enables children to learn from professional artists**
- **Brokers access for low SES schools to resources and expertise** from complementary delivery partners, including specialist arts & cultural organisations
- **Acts as a catalyst for change** and co-operation within disadvantaged communities
- **Ensures long term value of community investment** - Importantly, the value of school-community-business partnerships in terms of long-term social and economic impact on disadvantaged children far exceeds the initial investment of any one partner in this shared delivery model
- **Broadens the pedagogical options** for teaching, **improves teacher-student relationships** and connects with families and communities

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The Song Room music and arts program is free for students.

To date The Song Room program has been free or low cost to schools. As of 1 July 2013 schools will be requested to make a contribution from their low SES budget however a school will not be refused a program if they are unable to contribute.

It is recommend the Victorian government endorses and supports low SES schools to access The Song Room, and matches each dollar the school is able to contribute to the program delivery.



A shared funding model



Engaging Young People
Through Creativity

While the overall funding is evenly balanced across the three major funding sources, the allocation to activities across the three tiers varies based on availability of low-SES or other funding for each school and the alignment with funding priorities in various Government and non-Government sectors

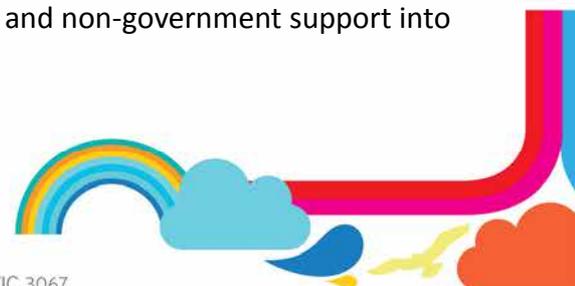
Tier 1 – Most disadvantaged		Tier 2 – Next most disadvantaged		Tier 3
Federal Government Funding: Teaching resources development, Australian arts curriculum alignment		Federal Government Funding: Teaching resources development, Australian arts curriculum alignment		Federal Government Funding: Online resource rollout and school capacity building
State Government / Head office Funding: Schools sustainability & capacity building		State Government / Head office Funding: Schools sustainability & capacity building		State Government Funding
Schools / Low-SES Funding: Direct workshop costs	Private Funding: Direct workshop costs and school - community engagement programs	Schools / Low-SES Funding: Direct workshop costs	Private Funding: Direct workshop costs, school - community engagement programs	Private Funding

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Program delivery is dependent on The Song Room's confidence of funding for that program being secured in that current financial year.

Additional benefits for Victorians

- A range of partnerships developed with Victorian arts, education and community organisations for joint/complementary program delivery and collaborations
- Develop employment pathways for local Victorian artists
- Long term value of community investment: social and economic impact on disadvantaged children far exceeds the initial investment in this delivery model
- The Song Room continues to broker and leverage Federal and non-government support into Victorian low SES schools.



The Song Room Recommendation

We estimate 390 low SES National Partnership schools in Victoria currently do not have access to a specialist music teacher (based on the Stevens report, 2003), meaning potentially 200 000 Victorian children are currently missing out.

The Song Room proposes all Victorian low SES schools without specialist music teachers are given access to The Song Room program for a minimum period of six months.

Program Components

All Song Room programs are planned, monitored and evaluated, and have a suite of key program elements in common.

- School and community consultation and partnership development undertaken by Song Room Program Coordinator
- In school work shop program delivery by Song Room Teaching Artist (minimum one hour a week per class for six months)
- Capacity building through curriculum resources, teacher and school development, use of Song Room: LIVE!
- End of program performance or exhibition encouraging parental and community engagement
- Creative Communities (additional option): The Creative Community Project has been developed from our CAIPE program. This is a school and community-driven, creative arts project developed by local students, teachers, parents and community members for the benefit of the school and school community. Outcomes may include school combined performance events, murals; school arts installations or production of CDs/DVDs of music and dance.
- Remote schools: Blended workshop and online program delivery including Teaching Artists workshop intensives, Song Room: LIVE! and online support
- Early learning: *Reading Bug* early literacy program for preschoolers and parents/carers for school readiness



Targeting Victorian schools in need

The length of the program in a particular school is determined by a range of factors including the school's level of socio economic disadvantage and capacity for self sustainability.

- **Most disadvantaged/special needs schools**

Highest need, most intense delivery – most disadvantaged schools with high student and/or staff turnover and without the community infrastructure needed to support self sustainability (eg. English Language schools, schools with severe and entrenched disadvantage)

> longer term workshop programs plus online support, and capacity building where possible

- **Very disadvantaged schools**

High need, intensive delivery - disadvantaged schools (ICSEA score 514 – 934)

> 12-18 month workshop programs plus online support and capacity building

- **Low SES schools**

Medium need and intensity of delivery – disadvantaged schools (ICSEA score 935 – 974)

> 6 month workshop programs plus online support and capacity building

- **Regional/remote model**

> intensive workshop programs, online delivery and support for regionally isolated schools unable to access a Teaching Artist for full program duration

Conclusion

The Song Room proposes all Victorian low SES schools without access to specialist music teachers are given access to The Song Room program for a minimum period of six months.

It is proposed that the Victorian government matches each dollar the low SES school is able to contribute to the program delivery.

For further information and public hearing arrangements please contact:



Alison Hill

Director of External Relations,

The Song Room

Ph: 9495 6422

Mob: 0400 77 0502

Email: alisonhill@songroom.org.au

Web: www.songroom.org.au

