



Australian Government



SMARTER SCHOOLS NATIONAL PARTNERSHIPS

**IMPROVING TEACHER QUALITY
LOW SES SCHOOL COMMUNITIES
LITERACY AND NUMERACY**

**State/Territory
Progress Report 2011
(1 January – 30 June 2011)**

Due 31 October 2011

INTRODUCTION

In April 2011, states and territories provided an Annual Report to the Department of Education, Employment and Workplace Relations (DEEWR) on Smarter Schools National Partnership (SSNP) activity in the 2010 calendar year.

This Progress Report covers SSNP funded activity from 1 January to 30 June 2011. The Progress Report also focuses on key highlights and achievements, case studies as well as the milestone activities, as agreed in each state and territory Final Implementation Plan. The report also provides important information on SSNP funded activities to support the improvement in educational outcomes for Aboriginal and Torres Strait Islander students.

STRUCTURE OF REPORT

The Progress Report has five sections (see below). Detailed instructions for each section of the Progress Report are provided in the respective sections.

- Section 1 - Overview/Summary of Progress
- Section 2 - Improving Teacher Quality
- Section 3 - Low SES School Communities
- Section 4 - Literacy and Numeracy
- Section 5 - Milestone Report (against all NPs)

Sections 1 to 4 will provide a narrative description of the progress to date for each NP.

The fifth section will include tabulated responses to the relevant milestones indicated in state and territory Bilateral Agreements/Final Implementation Plans. These milestones will be pre-populated by DEEWR and will also include milestones not reported on, or not achieved, from the previous Annual Report.

Section 1 – Overview/Summary of Progress

The implementation of the Smarter Schools National Partnerships (SSNPs) in the ACT has progressed considerably in the six months to 30 June 2011. During Term 1 2011, all National Partnership schools were implementing their reform activities, with particular focus on building teacher capacity and improving literacy achievement by identifying and supporting students using improved data analysis.

Results indicate that not only is there is real engagement with SSNP activities, but real improvement in student achievement through implementation strategies. Through information sharing, many successful initiatives have been expanded throughout schools and also established in other schools.

A range of professional development, support tools and resources has been developed at the system and local school level to support implementing SSNP reforms. All participating schools have undertaken training in improving leadership capacity and using data more effectively. Information sharing across the three education sectors has continued with active engagement between the sectors.

Aboriginal and Torres Strait Islander students

All schools support their Aboriginal and Torres Strait Islander students through analysis of data to identify needs, often through a 'case study' approach which is then translated into differentiated classroom teaching practices and targeted support. Particular emphasis is placed on supporting disengaged Aboriginal and Torres Strait Islander students through individual student learning plans, which identify students who may require focussed support and engagement.

Improved school attendance

Student attendance has been identified as an ongoing concern and student attendance and engagement strategies continue to be priorities in the drive to improve student outcomes. Tracking tools have been developed for attendance, and performance against school based literacy and numeracy programs, NAPLAN and PIPS data, and any intervention or extra support the student receives. As noted above particular emphasis is placed on supporting disengaged Aboriginal and Torres Strait Islander students through individual student learning plans.

Teacher Quality

A significant achievement for the ACT under the Improving Teacher Quality National Partnership has been the establishment of the ACT Teacher Quality Institute (TQI). Legislation for the TQI came into effect on 1 January 2011, establishing the TQI as a key cross-sectoral body with responsibility for leading the implementation of a number of teacher quality initiatives, including professional registration of ACT teachers, certification against national standards, accreditation of teacher education courses and promotion of professional learning. In May, teachers currently working in ACT schools were able to

complete an online registration application process.

Literacy and Numeracy

In 2011, schools are building on their 2010 success by strengthening identification and tracking of students. The concept of 'putting faces on the data' is being used to great effect for identifying specific groups of students in need of support.

Many schools are expanding successful initiatives to become school wide approaches. Teachers have been supported to implement appropriate strategies to meet individual schools needs. Schools have also been supported in developing their own skills and strategies to progress SSNP reforms including peer mentoring and introductions to contemporary research.

Low SES Communities

Low SES Communities SSNP schools have been well supported in their implementation and continue to work on a wide range of ambitious student engagement and community partnership reform initiatives. Literacy and numeracy field officers have worked closely with classroom teachers to improve their capacity to provide quality literacy learning opportunities for their students, including increased consistency of practice across the schools and the use of whole school assessment tools to measure and track students' literacy progress.

Connections between the four low SES schools and external partners, such as the Community Services Directorate, have been further strengthened to provide increased support for high needs students and their families.

Section 2 – Improving Teacher Quality

Significant Achievements/Activities/Highlights - 1 January to 30 June 2011

A significant achievement for the ACT under the Improving Teacher Quality National Partnership has been the establishment of the ACT Teacher Quality Institute (TQI). Legislation for the TQI came into effect on 1 January 2011, establishing the TQI as a key cross-sectoral body with responsibility for leading the implementation of a number of teacher quality initiatives, including professional registration of ACT teachers, certification against national standards, accreditation of teacher education courses and promotion of professional learning.

A highlight of the cross-sectoral collaboration with ACT schools has been the successful completion in May of the online registration application process by teachers currently working in ACT schools.

A key facilitator of reform activity in the ACT is the continued work of the ACT Teacher Education Committee and the Professional Experience Committee. These cross-sectoral committees comprise a broad stakeholder representation and provide the opportunity for representative groups to engage with the national agenda and be part of developing reform activity in the ACT. Both committees have generated a strong commitment from all groups to future work designed to improve teacher quality in the ACT.

The strength of the jurisdiction in implementing consistent, sustainable reform under the Improving Teacher Quality National Partnership is the cross-sector collaboration and support for facilitation reform activity. The ACT is in the unique position of being able to develop and implement reform in collaboration with all three education sectors. There is broad stakeholder engagement and commitment to improving educational arrangements in all schools in the ACT.

Significant activities completed during 1 January to 30 June 2011 include the instigation of a program of cross-sector principal forums to increase professional discussion and information sharing across the three education sectors regarding educational initiatives at both a national and jurisdictional level. These meetings occur on a semester basis and involve all principals from all education sectors in the ACT.

A highlight for the ACT during the reporting period has been the success of the implementation of the Teach for Australia program. Five Associates commenced their placement in ACT public schools at the start of 2011, with participating school principals reporting the Associates to be highly motivated, quality individuals who are performing extremely well in the classroom. On the basis of the success of the program to date the ACT has committed to placing more Associates from cohort 3 of the program in 2012.

Another key initiative has been the establishment of the 'Down South' initiative at St Mary MacKillop College as a school centre for teacher education excellence. This initiative is a collaboration between St Mary MacKillop College and the Australian Catholic University (ACU). It is based on an immersion model and involves pre-service teachers from the Graduate Diploma of Education (Secondary). 30 teachers were enrolled in the program in January 2011.

Support for Aboriginal and Torres Strait Islander Students - 1 January to 30 June 2011

The Aboriginal and Torres Strait Islander Education Matters: Strategic Plan 2010-2013

provides clear direction for closing the learning achievement gap between Aboriginal and Torres Strait Islander students and other students. The priorities, performance measures and key actions outlined in the Plan provide a framework for committed action and innovative responses in ACT public schools to meet the needs of Aboriginal and Torres Strait Islander students, their families and communities. These include the Aboriginal and Torres Strait Islander Student Scholarship Program and the Student Aspirations Program.

The Aboriginal and Torres Strait Islander Student Scholarship Program enables public school students to have access to mentoring and provides opportunities to develop leadership skills in order to make an informed career decision around teaching. Five scholarships of \$5000 per year will be available for students to apply for during Year 10. They are targeted at those who wish to pursue a career in teaching and who intend to enrol in a tertiary package.

During the reporting period information about the scholarship program was communicated to schools, students and families as well as principals and contact teachers for Aboriginal and Torres Strait Islander students. Application forms were distributed to all interested students and posted on the Education and Training Directorate's intranet in preparation for the selection process scheduled to commence in term 3, 2011.

Progress Against TQNP Facilitation Reforms - 1 January to 30 June 2011

National Professional Standards for Teachers

The ACT has continued to participate in consultation on the National Professional Standards for Teachers, and in particular on the standards support documentation. The development of the TQI business system has also incorporated standards referencing for registration renewal and recording of professional learning.

Preliminary mapping of the National Professional Standard for Principals and the National Professional Standards for Teachers against local leadership frameworks has commenced. Planning has also started on the implementation of a framework for professional learning focussed on leadership development, underpinned by the National Standards.

During the reporting period a cross-sectoral submission to the AITSL Standards Pilot Project was accepted. The successful ACT project proposal involved collaboration between the TQI, the ACU, the University of Canberra and teachers from the Catholic and public systems. The pilot focuses on the use of standards in pre-service teacher placements to improve planning, feedback and self-reflection for pre-service and mentor teachers.

National Certification of Accomplished and Lead Teachers

The ACT has been an active participant in the AITSL process for the development of national certification of Highly Accomplished and Lead Teachers.

Planning has occurred at the local level for implementation of the Highly Accomplished and Lead Teacher standards through enterprise agreements, particularly in the public education enterprise agreement and for local level negotiation and implementation of the Highly Accomplished standard in the next Catholic education enterprise agreement.

The TQI has also been involved in local planning for certification processes based on the

standards to commence in 2012.

Nationally Consistent Registration of Teachers

The legislation for the ACT Teacher Quality Institute came into effect on 1 January 2011 and aligns with the requirements of the national framework for consistent registration of teachers.

The Teacher Quality Institute commenced the on-line registration of ACT teachers on 9 May 2011, following a cross-sectoral pilot study carried out with four schools.

The ACT continues to be part of national discussions for the consistent registration of teachers and participated in the consultation and refinement of the national framework.

National Consistency in Accreditation of Pre-service Teacher Education Courses

The ACT continues to engage at a national level in preparation for national consistency in accreditation of pre-service teacher education courses.

The accreditation of courses in the ACT will be overseen by the TQI with information also provided to the jurisdiction through the ACT Teacher Education Committee.

Professional Development and Support for Principals

Mapping of current principal professional development against leadership frameworks was undertaken during the reporting period. The Catholic Education Office has delivered a series of capability workshops for their principals based on their leadership framework. A targeted induction program for new principals and senior school leaders was conducted in January 2011.

The Education and Training Directorate has instigated an induction and orientation program for new and aspiring principals. During the reporting period a module on financial management was delivered.

ACT principals have also been involved in AITSL flagship professional development for principals through the Leading Australia's Schools program.

A program of cross-sector principal forums has been established to facilitate professional discussion on educational initiatives at both a national and jurisdictional level. It is planned that the forums will occur each semester and involve all principals from all schools in the ACT.

The Catholic Education Office and the Education and Training Directorate have also commenced coaching programs for current principals in each sector that align with sector leadership capability frameworks. Professional learning has also been provided for the principals involved in the School Autonomy project in the Education and Training Directorate. Focus topics have included staffing and recruitment and financial management.

Improved Performance Management and Continuous Improvement in Schools

Improved performance management and continuous improvement in schools in the ACT

has links to enterprise agreements for public and Catholic school teachers and varies from school to school in the independent sector.

Work completed during the reporting period involved planning for alignment of performance management processes to the National Professional Standards for Teachers and implementation of initiatives aimed to drive continuous improvement in schools. For the Education and Training Directorate this involved implementation of the Annual Professional Discussion from January 2011, and for the Catholic sector it involved participation in the Developmental Staff Appraisal (DSA) process.

New Pathways into Teaching

Five Associates from the Teach for Australia program were placed in ACT public schools at the start of 2011. Associates completed their initial intensive training in January and commenced their placement on 31 January 2011. Associates returned to Melbourne at the end of Semester 1 to complete their mid-year intensive.

During the reporting period, the training for mentor teachers was also completed at the Melbourne Graduate School of Education.

The program is being supported in the ACT through regular meetings with participating principals and program coordinators including representatives from Teach for Australia. Planning has commenced for participation in cohort 3 of the Teach for Australia program in 2012.

Better Pathways into Teaching

The ACT has been engaged in the national development of the Teach Next program under Better Pathways into Teaching. The jurisdiction has been involved in pre-tender arrangements as well as consultation regarding program delivery in 2012. The ACT has stated its willingness to be part of placing participants from the first cohort of the Teach Next program.

Discussions continue through the Teacher Education Committee about jurisdictional participation in the program and the potential for local arrangements to target career change teachers in areas of need.

Improved Quality and Availability of Teacher Workforce Data

All education sectors in the ACT participated in the AEEYSOC sub-committee formed to progress reforms related to improved quality and availability of teacher workforce data.

The development of the business system for the ACT Teacher Quality Institute has incorporated data elements in line with key elements of the national teacher workforce data set to facilitate improved national reporting and workforce planning at the school level.

The Education and Training Directorate is continuing with the redevelopment and roll out of the Staff Integrated Management System (SiMS) to assist in school-based management and workforce planning. Planning for Stage 2 of SiMS commenced during the reporting period.

Indigenous Education Workforce Pathways

As part of the *ACT Aboriginal and Torres Strait Islander Education Strategy 2010-2013* an Aboriginal and Torres Strait Islander Student Scholarship Program has been established. The scholarship enables students to have access to mentoring and provides opportunities to develop leadership skills in order to make an informed career decision regarding teaching. Five scholarships of \$5000 per year will be available for students to apply for during year 10. They are targeted at those who wish to pursue a career in teaching and who are enrolled in a tertiary package.

During the reporting period information about the scholarship program was communicated to schools, students and families as well as principals and contact teachers for Aboriginal and Torres Strait Islander students. Application forms were distributed to all interested students and posted on the Education and Training Directorate's intranet in preparation for the selection process scheduled to commence in term 3, 2011.

Quality Placements

Quality placements for pre-service teachers continues to be a priority area for the jurisdiction and was a key motivator for the cross-sectoral standards pilot proposal. Consultation on key issues regarding pre-service teacher placements continues through the ACT Teacher Education Committee.

The Professional Experience Committee, established as a sub-committee of the ACT Teacher Education Committee, has continued its work on developing options for and promoting quality pre-service teacher placements in the ACT.

School Centres of Excellence

In January 2011, the university-school-community partnership '*Down South*' was formed between the ACU and St Mary MacKillop College. The '*Down South*' initiative has developed a new model of secondary teacher education for pre-service teachers enrolled in the Graduate Diploma of Education (Secondary) course involving an immersion model with ACU staff delivering the teaching program on campus at the college.

The partnership aims to create a dynamic learning environment comprising multi-dimensional layers of interactions between all participants, including ACU academics, College staff, pre-service teachers and secondary school students, for collaborative professional learning and research opportunities. The new model commenced in January 2011 and involves placement of pre-service students for the duration of the year, with evaluation taking place throughout the program.

Following a pilot project in Early Childhood during 2010, the University of Canberra continues to evaluate throughout 2011 the changes that have been made to subjects in the Early Childhood course.

Showcase/Exemplary Activities - 1 January to 30 June 2011

'Down South' Initiative in Secondary Teacher Education

Reform activities/strategies

The '*Down South*' initiative falls into the school centre for teacher education excellence facilitation reform. This project is a collaboration between St Mary MacKillop College in Tuggeranong and the ACU. The initiative has developed a new model for secondary teacher education for pre-service teachers enrolled in the Graduate Diploma of Education (Secondary) course that is centred on an immersion model with ACU staff delivering the teaching program on campus at the college. The partnership aims to create a dynamic learning environment comprising multi-dimensional layers of interactions between all participants, including ACU academics, College staff, pre-service teachers and secondary school students, for collaborative professional learning and research opportunities.

The initiative is overseen by a Steering Committee, with preparations for the design of the partnership beginning in 2010. Initial planning determined the scope and objectives of the partnership, the courses that were to be offered by the University at the school, the mentoring networks between ACU students and College staff, and a framework to facilitate access for ACU students to professional learning opportunities at the College. Mechanisms for the incorporation of ACU students into the professional life of the College and for sharing of learning and professional dialogue were also determined.

Under the initiative ACU pre-service teachers completed an orientation program with the school, the teaching program was established and further study time was allocated throughout each week for mentor-teacher sessions across various curriculum specialisations. Professional experience was also scheduled and completed at schools other than St Mary MacKillop College to ensure pre-service teachers participated in a diverse range of learning experiences.

Progress/Outcomes

Placement of students commenced at the start of 2011. Preliminary evaluations have indicated there have been reciprocal benefits for both schools and program participants. School personnel have been engaged in positive professional learning about the nature of teacher preparation, have critically reflected on professional practice through dialogue with pre-service teachers, and lecturers and mentors and have had authentic dialogue and collaboration with University staff. Pre-service teachers have identified receiving a genuine experience of school, being able to identify links between theory and practice and developing a real feeling of being part of the school community as the major features of their experience.

Further evaluation of the program will continue throughout the placement of students and will focus on the improvement of program design and implementation.

Section 3 – Low SES School Communities

The four public schools in the Low SES School Communities National Partnership have continued to work on a wide range of ambitious student engagement and community partnership reform initiatives including:

Teacher capacity building

Since 2010, staff development has focussed on improved efficacy and capacity building, and developing a strong learning community. For 2011, staff agreed to focus on literacy, implementing a comprehensive teacher coaching literacy program. Literacy and numeracy field officers worked closely with classroom teachers to improve their capacity to provide quality literacy learning opportunities for their students, including increased consistency of practice across the schools and the use of whole school assessment tools to measure and track student literacy progress.

Identifying and supporting students and using data

In 2011, every school is using the student performance data base, developed by Florey primary school in 2010. The tailor-made system tracks student literacy achievement using a 'traffic light' approach to identify and analyse students who are at risk and to inform intervention and resourcing. A key component of the success of the assessment data tracking system was the collaborative approach adopted towards its development. Team planning days were in part dedicated to planning and reviewing what and how to collect data. The common assessment tasks and data allowed teachers to share ideas and successes. The database is now being used in 10 other schools. The teacher who created the database, Mr Deeker, published an article in the February 2011 edition of the Australian Literacy Educators' Association magazine *Practically Primary Assessment – working towards unity*.

Provision of access to extended services

Connections between the four schools and the Community Services Directorate (CSD) have been further strengthened to provide increased support for high needs students and their families.

The opening of a new Community Centre at Kippax has made their programs for supporting families during a child's early years of life more accessible to the three north side schools and their communities. The centres are staffed by professionals including social workers, psychologists, and maternal and child health nurses, and are designed to provide a range of support programs to assist parents and young children (pre-birth to 8 years). Booklets detailing the programs offered through this and the Tuggeranong Centre were sent to all Low SES School Communities principals along with information for school newsletters. A CSD representative regularly attends meetings of principals of Low SES schools to ensure open lines of communication between the two directorates.

School community partnerships

Schools have been working with their communities to support students in a variety of ways to suit the individual school context including:

- meeting with community leaders to discuss support offered to students to integrate and engage with school and to request their advocacy.
- sending invitations in indigenous languages to parents to visit the school for a guided tour and presentation.

- engagement of behaviour therapists to work with students who have experienced trauma to assist their transition into school. This initiative has had a profound effect on refugee students who are now integrated into classrooms, with support to be lessened as appropriate.

External partnerships

Canberra Institute of Technology (CIT)

CIT has supported the four Low SES schools by their attendance at community breakfasts, attendance at and support of school sporting carnivals by CIT staff and the provision of stalls and displays at school community events. CIT will hold a careers market and parent drop in centres similar to those held at Richardson Primary School in May at the other low SES schools in the second half of 2011.

CIT has worked on public artwork at Charnwood Dunlop School and landscaping at Florey Primary school to enhance the educational environment at the school and highlight career possibilities.

Support for Aboriginal and Torres Strait Islander Students – 1 January to 30 June 2011

All schools support their Aboriginal and Torres Strait Islander students through analysis of data to identify needs, often through a 'case study' approach which is then translated into differentiated classroom teaching practices and targeted support for identified students.

Student attendance has been identified as an ongoing concern and student attendance and engagement strategies continue to be priorities in the drive to improve student outcomes. Particular emphasis is placed on supporting disengaged Aboriginal and Torres Strait Islander students through individual student learning plans, which identify students who may require focussed support and engagement.

The Literacy and Numeracy National Partnership Aboriginal and Torres Strait Islander target for 2010 was 'that the proportion of 2010 year 3 Indigenous students in all public schools at or above National Minimum Standard in reading is 1 percent greater than in 2008'. The target was 83 percent and in ACT public schools the achievement was 90 percent.

Data collection and tracking

Schools are building on their 2010 success by strengthening identification and tracking of Aboriginal and Torres Strait Islander students.

The concept of 'putting faces on the data' is being used to great effect for identifying specific groups of students e.g. Aboriginal and Torres Strait Islander students, particularly as these are in small numbers and at risk of being under identified. This may be done through actual walls of data often with annotated photographs of students used at staff/team meetings or virtual walls through flags attached to the school database with identifiers to assist in tracking particular groups or individuals, and allow for selective data sets to be created for analysis of student performance.

Tracking tools have been developed for attendance and performance against school based literacy and numeracy programs, NAPLAN and PIPS data, and any intervention or extra support the student receives.

Showcase/Exemplary Activities

A whole school community engages with learning: *Richardson Primary*

Richardson is a preschool – year 6 setting with an enrolment of 226 students. The school comprises nine mainstream classes, two Learning Support classes and two preschool groups. It also has a Koori preschool group of 27 children aged 3 and 4 years. The profile of the student population is diverse with 14.5 percent being Aboriginal and Torres Strait Islander and 17 percent from backgrounds where English is not the first language.

Teachers

In 2010, the focus for staff was on efficacy and capacity building, and developing a strong learning community leading the development of a shared set of expectations for all students. This work led to a staff agreed focus on literacy for 2011. The Kindergarten – year 2 teachers are implementing a comprehensive literacy program and the year 3-6 teachers are focusing on writing.

In 2011, coaching became more structured through the use of:

- an *instructional Coaching @RPS opportunities list* used to guide discussions around coaching.
- an *English teaching self assessment* completed by teachers and used for possible coaching.
- an *instructional coaching menu of services* offered by the field officer and literacy coordinator.
- a *coaching conversations summary* template used to record the coaching conference.

These tools were adapted from the work of Jan Miller Burkins in *Practical Literacy Coaching: A Collection of Tools to support your Work* (2009).

Students

Student attendance has been identified as an ongoing concern and student attendance and engagement strategies continue to be priorities in the drive to improve student outcomes. A strategy to decrease absenteeism was developed that included the presentation at assembly, and mention in the school newsletter, of certificates for attendance. The number of certificates being awarded for 100 percent attendance has risen as this recognition becomes valued by students and families as a reflection of what is valued by the school.

Community

The school conducted interviews to discover what students wanted to do when they left school and discuss how they saw schooling in relation to their future. Very few students saw themselves going on to post secondary study and even less had family members with tertiary qualifications as role models in this regard. This information was used to assist the school to develop strategies to engage students in lifelong learning practices.

Through the partnership with CIT, a trades day was held at the school in May, with staff from CIT presenting information on variety of trades and professions. Subsequently, CIT staff set up a fortnightly drop-in centre for long term unemployed parents to discuss their educational and career options and how CIT could help them.

The school gathered information about their early childhood enrolments through the Australian Early Development Index (AEDI) which gave them valuable information about their potential future students and in particular the Aboriginal and Torres Strait Islander,

LBOTE and special needs students in their community. The Richardson Community Forum: *Understanding Child Development in Richardson* was held in May with approximately 30 participants attending. The agenda included:

- Strengths in the Richardson Community – a snapshot of what is currently being done to support children and their families.
- The Australian Early Development Index – Richardson and ACT results.
- What influences early childhood development in Richardson – exploration of child, family and local community factors influencing development in the early years in Richardson.
- Where to next – how do we achieve stronger outcomes for children in Richardson?

Through the sharing of information on areas of need between the schools and Community Services Directorate (CSD) support has been provided to students and their families. One outcome is the appointment of a speech therapist who has been engaged to offer early intervention to the 27 students enrolled in the Koori preschool.

Offering tailored learning opportunities: *Charnwood Dunlop Primary*

Charnwood Dunlop Primary School has an enrolment of just under 370 students from preschool to year 6. A number of refugee children from Sudan attend the school, many of whom have exhibited signs of trauma.

Continuing on from work done in 2010 in setting up a homework club in collaboration with Belconnen Community Services and the West Belconnen Child and Family Services to support Sudanese students, the 'Children's Opportunity for Resilience Education' program has been established. This program involves the engagement of a behavioural therapist to work with students identified as exhibiting signs of trauma and those not adapting to the school environment. The therapist supports all Sudanese students and three groups of year 5/6 students to foster resilience, confidence and anger management.

The literacy and numeracy field officer has worked closely with classroom teachers to improve their capacity to provide quality literacy and numeracy learning opportunities for their students. This has included:

- implementation of a daily literacy block.
- increased consistency of practice across the school through the development of consistent planning proformas, together with the First Steps Reading model, BEE Spelling and Writer's Notebook.
- the use of the BEE Spelling inventory and SENA test from *Count Me In Too* Numeracy as assessment for learning tools. These tools have provided teachers with rich information about students' strengths and needs.
- the use of whole school assessment tools to measure and track student literacy progress, specifically the use of PM Reading levels and BEE Spelling inventory. Internal 2010-2011 data collated by the school indicates demonstrated growth in reading.

Identifying and supporting students and using data: *Kingsford Smith School*

Kingsford Smith School is a preschool – year 10 school with around 550 P-6 mainstream and 46 special education students. Kingsford Smith School has a Low SES National Partnership field officer who works in the P-6 section of the school. The school has created a similar position to support year 7-10 students from its own funds. A number of Sudanese students enrolled at Kingsford Smith School in 2011. Many of these students

exhibit signs of having experienced trauma.

The principal at Kingsford Smith invited leaders from the Sudanese community to meet with him to discuss the issues and the best way to approach them in the school and how to improve communication with parents. After this meeting the parents received an invitation in Dinka (indigenous language) inviting them to come to the school for a guided tour and to talk about schooling in general and the expectations and opportunities at Kingsford Smith in particular. This has proven a powerful tool for the schools and has emphasised to the students and their families the importance placed on education by the leaders of the Sudanese community.

The field officer at Kingsford Smith has been working with the Improve Diagnostic Assessment Tool that was developed by Education Services Australia. This tool was trialled at five ACT schools last year with great success and is to become available to all schools this year. The field officer has continued working with the tool since the end of the trial and has provided training to staff across the school in its use. He demonstrated it to the principals of the four Low SES Schools and the Literacy and Numeracy National Partnership schools and showed how Kingsford Smith School is using it as a diagnostic tool, for pre and post testing, and for student self assessment.

Identifying, tracking and supporting students: *Florey Primary school*

Florey Primary School has an enrolment of 430 students, 35 percent of whom are ESL students. The whole staff has previously completed the professional learning course '*Teaching ESL in mainstream classrooms*' to assist them to address the needs of their ESL students. In 2011, the staff have worked on increasing the experiential base of ESL students to improve educational outcomes with a particular emphasis on literacy. Staff have placed particular emphasis on supporting disengaged boys and Aboriginal and Torres Strait Islander students and are tracking students through a comprehensive data base that flags identified groups or individuals for focussed monitoring.

The school has focussed on building consistent delivery of a balanced and differentiated literacy block in classrooms. The strategies used to build teacher capacity throughout the school include extensive professional learning, such as in-class mentoring, small group workshops and shoulder-to-shoulder training. Professional learning (e.g. First Steps Reading) is embedded in programs, and assessment practices.

In 2011, every teaching staff member at Florey Primary School uses the student performance data base (the school designed in 2010) to track student literacy achievement. They use a 'traffic light' system to identify and analyse students who are at risk and to inform intervention and resourcing. This database is now being used in 10 other schools.

This focus on student needs has led to innovation in teaching practices across the school. One example is the Literacy Links reading packs. These packs contain carefully selected books on a theme, aimed at a particular age group and supplemented by activities that can be shared with the student's family. Students' enthusiasm is apparent through the borrowing of the reading packs. This has led to increased levels of borrowing from the school library and greater connection between students and parents through reading.

The school also won a \$25 000 Innovative Practices Grant which provides for occupational therapists from Therapy ACT to:

- provide weekly assistance to a child with a communication deficit.
- assess the communication needs of other students.
- provide professional learning for the early childhood teachers on improving oral

language in students.

Section 4 – Literacy and Numeracy

Significant Achievements/Highlights/Activities – 1 January to 30 June 2011.

REFORM 1: Effective and evidence-based teaching of literacy and numeracy

Public Schools

Knowledge and capacity building

Field officers in National Partnership public schools and literacy and numeracy coordinators in all ACT public schools who cater for K-10 students have been engaged in the ACT Education and Training Directorate *Literacy and Numeracy Strategy 2009-2013* priority *Improve teachers' professional knowledge and skills in teaching literacy and numeracy*. This priority focuses on:

- developing teachers' professional knowledge, skills and capacity to use research-based practices to improve their teaching of literacy and numeracy.
- incorporating explicit, systematic and evidenced based instruction in numeracy and literacy.
- equipping teachers to draw on a flexible repertoire of skills, resources and professional knowledge to meet the needs of each student.

Literacy and numeracy coordinator positions devote 50 percent of their time to the coaching of teachers to improve their teaching practices and 50 percent working with individual and/or small groups of students. These positions are provided on a pro rata basis for all schools based on enrolments, with thirteen schools receiving extra staffing for literacy/numeracy coordinator positions for three years (2010-12) based on 2009 NAPLAN results.

Coordinator network meetings are held once a term and professional learning is tailored to build the knowledge and capacity of coordinators to drive improvements in the delivery of literacy and numeracy programs. Ninety-three coordinators attended professional learning in coaching, in four workshops held between April and July. These teachers have been using this learning to support their coaching role in schools. Coordinators now meet once a term in school network clusters for professional learning, sharing of expertise, problem solving and networking.

A survey of schools representing the range of school configurations with coordinator positions was undertaken in June 2011 to ascertain the impact of the literacy and numeracy coordinator program in schools. Principals, coordinators and classroom teachers were asked to rate the impact of the coordinators in building teacher capacity. The majority of principals and coordinators rated the impact of the program as significant to high, and the majority of teachers surveyed rated the program's impact as moderate or high.

Effective and evidence-based teaching of literacy and numeracy

Professional Learning is continuing in the system endorsed programs and a range of other related programs funded by this National Partnership with the focus in literacy moving onto writing for many schools in 2011. Table 1 shows participation in professional learning

activity.

Table 1: Professional Learning Program participation, Literacy and Numeracy, January-June 2011

Professional Learning Programs supporting Literacy and Numeracy: January-June 2011	Participation
<i>First Steps Writing</i>	9 schools (6 NP schools)
<i>First Steps Writing Facilitator Training</i>	21 participants
<i>First Steps Reading</i>	3 school
<i>First Steps Speaking and Listening Facilitator Training</i>	5 participants
<i>Teaching Persuasive Writing</i>	7 schools (1 NP school)
<i>BEE Spelling</i>	9 schools (3 NP schools)
<i>Teaching Grammar</i>	1 school
<i>10 Things a Primary Teacher Needs to Know about Grammar</i>	54 participants
<i>10 Things a Secondary Teacher Needs to Know about Grammar</i>	30 participants
<i>Working with Struggling Readers</i>	63 participants
<i>Running Records</i>	1 school
<i>Middle Years Mental Computation</i>	6 schools (1 NP school)
<i>Count Me In Too Facilitator Training</i>	18 participants
<i>Teaching ESL to Students in Mainstream Classes (TESMC)</i>	1 school
<i>ESL in the Mainstream for the Early Learner (ESLMEL) training</i>	5 participants
<i>INcorporating Strategies for an INclusive Curriculum (InSinc)Facilitator Training</i>	16 participants
<i>Foundations of Coaching</i>	93 participants

Program implementation

A study is being undertaken during 2011 to ascertain the success of literacy and numeracy programs in the National Partnership schools. The results will be reported in the 2011 Annual Report. A survey was also conducted across all public schools in term 2 and will be repeated in term 4 to gather system data on uptake and implementation of programs in

schools. Initial data indicates that schools that are participating in professional learning are showing evidence of successfully embedding learning into their programs, which is assisting both student performance and collection of assessment data.

Catholic Systemic Schools

Literacy Programs

National Partnership schools (Literacy) have investigated the *First Steps Reading and Writing* approach and the *READ On* resource to analyse and implement effective teaching procedures in literacy; specifically within literacy blocks. There has been an examination of reading and writing strategies that proficient students use, which has highlighted strategies to support student development in planning, programing, timetabling and assessment. Technological support in the implementation of *First Steps* using effective resources, including levelled books has also been provided.

Program implementation and support has included:

- *First Steps* Writing Professional Learning, February to April.
- *First Steps* Reading Professional Learning for Early Career Teachers and new staff, March
- Revision of *Gradual Release of Responsibility* at staff and curriculum meetings, term 1.
- Literacy Contact Teacher professional learning delivery in *READ On* resource and *First Steps* teaching procedures, June.
- Establishment of peer mentoring process for lesson observations and class visits in Literacy Blocks, with additional focus and support for Early Career Teachers and new staff to school.
- Implementation of 2010 recommendations for Literacy Blocks in class planning and procedures.
- 2011 focus on Literacy Blocks in structure, timetabling and use of teaching procedures.
- Integration of Reading and Writing in English programming with CEO teams, school executive and school National Partnership facilitators.
- Integration of *First Steps* in Reading and Writing programs in staff meetings and year level planning, May and June.
- Australian English Curriculum and *First Steps* Linking Document Working Party at CEO and school level, June.
- Australian English Curriculum Content Descriptors mapping to *First Steps* and programming year level workshops, terms 2 and 3.
- Primary Literacy Workshops, June.
- Unpacking the English Curriculum and investigation of strategies to assist teachers in its implementation.
- Modelled and Shared Reading Package staff investigation.
- Regional cluster meetings on a monthly basis.

- Student Centred Spelling Approach whole staff professional learning in June.
- School Technology Teacher Contact provision of professional learning and support to whole staff in IWB with particular emphasis of Literacy blocks.

Numeracy Programs

National Partnership Catholic systemic schools within the ACT have been involved in significant changes to many facets of teaching and learning with respect to numeracy. Through engagement in the various numeracy programs teachers have become more aware of the need for good pedagogy and content knowledge in order to create a significant difference in the achievements of students. They are aware that apart from influences from home, teachers have the largest impact (30 percent) to effect change in student learning.

Staff are also more aware of the need to target children at their point of need, to make mathematics relevant to every day events where possible and engage children in their own learning. Mathematical behaviours and strategies are becoming more of a focus rather than processes and therefore staff have undertaken significant professional learning to up-skill their practice and knowledge base.

Services and activities supported by National Partnership Facilitators at system level and within individual schools are as follows:

- Professional learning which involves contemporary and valid research into current methods for teaching numeracy, e.g. Pearson and Gallagher's *Gradual Release of Responsibility model*, David Sousa's *Brain Based Learning*, *Working Like a Mathematician* (Black Douglas) and the *Count Me In Too* Framework.
- Staff meet regularly to disseminate knowledge regarding the importance of uninterrupted and sustained numeracy blocks, the need for numeracy to be taught in prime teaching time and the need for numeracy to be at least 20 percent of teaching time.
- Programming days have been dedicated to schools where teachers are released to program in year groups and receive guidance from the National Partnership Facilitator.
- Professional learning days are regularly held to focus on the importance of concept thresholds, particularly in Early Numeracy Development.
- Critical examination of the relevance, the replenishment of and examples of practice with mathematical resources within the schools.
- The importance of children's self reflection about their learning (Cognitive Closure) and the impact on the student's learning.
- The unpacking of the Australian Curriculum and the four Proficiency Strands within the document.
- The scaffolding of teacher practice to ensure the differentiation of numeracy learning experiences.
- The need to use the NSW Quality Teaching Framework and Lesson Study Model as reflection tools for teaching and programming.

Independent Schools

Literacy and numeracy has been taught through an integrated curriculum at Orana Steiner School. Designated literacy and numeracy lessons have allowed Class Teachers to work through a variety of models to respond to the diversity of needs within each class. Approaches included:

- Co-teaching (with the LST) to provide small group learning within the classroom and to implement specific literacy or numeracy strategies for the whole class (e.g Guided silent reading [comprehension], Read and re-tell [comprehension], activities from the First Steps Reading and First Steps Writing resources).
- Implementing literacy and numeracy programs that target specific areas for individual students or small groups of students by a LST or LSA (under the supervision of a LST or Class Teacher). Programs include Reading Link, Multilit (reading), Count Me in Too (numeracy), Alpha To Omega (spelling), Reading Eggs (reading), spelling conferences and Magic Words (spelling).
- Consultation between Class Teacher and LST to devise inclusive curricula and differentiated materials for students with additional needs.
- Student progress in the areas of literacy and numeracy is monitored regularly through standardised diagnostic instruments for students in classes 3-7 including Neale Analysis of Reading Ability, TORCH, PAT Maths, NAPLAN and the South Australian Spelling Test.
- Peer tutoring, older class buddies, or volunteer support (arranged by the Class Teacher) may also be used to assist children's reading development.

Radford College promotes an integrated program of language development and nurtures students' appreciation of the richness of language. Their staff, along with the assistance of the literacy consultant, Barbara Brann, has developed an approach to word study called *Word Work*, a conceptual, differentiated and inquiry approach to studying words, grammatical concepts and the meaning of print in context. During January to June this year the program involved a progressive scope and sequence of phonemic awareness from pre kindergarten to year 6. Student engagement in the program has been impressive, with improvement noted in the achievement of most students. The evidence underpinning their *Word Work* approach has been informed by best practice, including the work of Shane Templeton and Barbara Brann.

At St Edmund's College, two staff members attended 'First Steps Reading Facilitators' professional development to ensure that 'up to date' and 'best practice' instructions are being delivered. These staff members have relayed the information they have received over a course of in-school workshops to 'teach' our teaching staff.

Part of the evidence-based teaching efforts at St Edmunds College has come in the form of data analysis which has been a high priority over the last academic year. NAPLAN results analysis is one such area. In 2011, the Top 20 students with relation to improvement levels from 2010 have received recognition and rewards in an attempt to raise the competition aspect of the testing process. We find this highly effective in raising effort and results in the education of boys.

REFORM 2: Strong school leadership and whole school engagement with literacy and numeracy

Public Schools

Knowledge and Capacity Building

A new structure to support the building of knowledge and capacity in literacy and numeracy has been initiated during 2011. Once a term meetings of field officers, literacy and numeracy coordinators and ESL teachers are held to share information, provide opportunities for professional learning and the development of shared understandings and the growth of a supportive network of literacy and numeracy educators across the system.

A second term meeting is held exclusively for field officers to encourage their peer support network, discussion of issues particular to their role and National Partnership priorities and business.

The cooperation and collegiality of field officers and their contribution to the systemic knowledge of literacy and numeracy is being displayed in a range of ways:

- the use of the database tool for collecting and tracking student data. This tool was developed by a field officer and has been taken up by 10 schools.
- the development of a *Criterion Based Reference Tool for Writing* by four field officers (see below). This tool is now being used by a number of schools. The tool contains nine separate criterion reference tools, one for each purpose as outlined in *First Steps* and is used for formative assessment. Further distribution and professional learning will be offered on the use of this valuable tool.
- field officers have been involved in presenting a series of data workshops to coordinators and teachers.

Strong leadership and system engagement

During the reporting period, substantial learning occurred through the partnership, with staff sharing knowledge and experience at the network, territory and national level. At the July 2011 Australian Literacy Educators Association National Conference, staff from school and central office presented on:

- whole school approach to literacy.
- school based action research in literacy.
- *Literacy Coaching: a whole system takes on the challenge* which describes the coaching focus of field officers and coordinators and its part in implementing the Literacy and Numeracy Strategy.

Leadership by field officers

Four field officers worked together over several months to develop a criterion based reference tool for writing. After trialling it in a number of schools in their network they presented it at a School Network meeting where it was well received with a number of principals present requesting its use for their schools. The field officers offered to share their expertise by providing professional learning to schools wanting to use the tool.

Catholic Systemic Schools

Literacy Programs

School Leadership in planning and programming has involved school executive, in consultation with CEO Literacy team members, mandating essential elements of the *First*

Steps approach in whole school programming to ensure crucial pedagogical elements such as differentiation, use of teaching procedures with the *Gradual Release of Responsibility* and balanced assessment, are planned for and implemented in teaching and learning.

School executive have mandated teaching time and organised school timetabling in order to make provision for daily, uninterrupted Literacy Blocks.

School executive have mandated the use of the *Gradual Release of Responsibility* programming to ensure teaching procedures in Literacy Blocks reflect the *First Steps* Approach. School leadership has supported staff in the implementation of the *Gradual Release of Responsibility* through professional learning, peer mentoring, class visits, programming and planning workshops.

School executive have audited, formulated, supported and implemented whole school agreed practice in assessment through tracking reading assessment through K-6 using regular, electronic records and auditing current school assessment practice in data collection, analysis, planning and programming. Assessment as a means of informing, monitoring and tracking teaching and learning has also been a subject of focus.

Assessment analysis and planning at whole staff and year level have been undertaken throughout the year. Schools have investigated the Australian English Achievement Standards and the English Curriculum Assessment Scope and Sequence requirements and undertaken analysis of diagnostic tools to support decisions about student learning.

School leadership have conducted resource audits and staffed and financed resource renewal in modelled, shared and guided reading and the school home reading program.

School leadership have initiated a whole school community consultation, audit and resource renewal in Home Reading. Areas of focus have included:

- Organisation of Polly pockets K-6, composition of Reading Logs K-3 and creation of mywiki reading log Years 4-6.
- A Literacy Workshop for parents was held on 29 March. The workshop formed part of an increased parent communication strategy including the Home Reading program, class reading procedures, reading purpose, outcomes and strategies.
- *Myclasses Literacy Spot* for teachers and parents in programming and Home Reading.

Numeracy Programs

School management and leadership staff have become more aware of the need for joint ownership to ensure the success of projects. Consequently, whole school consultation, planning and resolution of issues have been the focus within National Partnership schools.

Schools have delivered the Teaching and Learning for School Improvement modules and used the suggestions contained within to influence change within the staff and school structure.

As a result of whole school consultation and agreed practice the following strategies have been implemented in schools:

- Staff meetings every term dedicated to numeracy issues.
- The up-skilling of new staff members into the school's current numeracy programs by a mentoring scheme and also supported at staff meetings.
- The whole school draft, revision and implementation of a scope and sequence for

the delivery of numeracy within the school.

- Agreed practice on the delivery, marking, recording and interpretation of results from diagnostic testing e.g. *Pat Maths*, *SENA tests*, *Counting On*.
- School timetable and bell time adjustment to allow for uninterrupted and sustained numeracy blocks of one hour per day.
- The creation of *Maths Word Walls* to scaffold children's mathematical language in all classrooms.
- Maths bags (similar to home reading bags) sent home in the younger grades to scaffold numeracy learning at home and provide better partnerships between home and school.
- Problem of the week appearing in school newsletters.
- Time, money and space given to the adequate storage and easy access to numeracy resources by all staff.
- Concurrent release from *Face to Face* (RFF) to allow numeracy planning within year levels.
- Numeracy programs being planned in two week blocks to address the needs of the students in a targeted area.
- Agreed practice to teach one maths concept per week.
- Whole school regular appraisal of the numeracy plan to ascertain that the goals are being achieved.

Independent Schools

Professional development for teachers is strongly emphasised at Orana Steiner School. Teachers are supported with attendance at external training workshops and conferences and opportunities are provided at faculty and whole staff meetings to share information and/or run professional development workshops. Staff conferences are run at the beginning of each school year and are also provided during stand-down time at other times of the year. Training and support for teachers focused on the areas of literacy and numeracy has included:

- Collaborative consultation on teaching literacy and numeracy by experienced class teachers and the Learning Support teachers.
- Sharing of ideas and approaches to teaching literacy and showcasing students' work (Literacy in the Primary Years) by primary class teachers.
- First Steps Reading Training for all primary school teachers (provided by a Learning Support teacher).
- SENA workshops for all primary school teachers.

Multilit Training sessions are also offered to parents to assist their children with reading at home.

During 2011, the Radford Junior School leadership team have supported staff through the implementation of our *Word Work* program by intensive professional development including:

- Whole College (Pre K-12) keynote address *Literacy, Everyone's Business*, presented by Barbara Brann.
- Three day in-school and out of hours professional development for Junior School staff on *Spelling: It Can Make Sense*, by Barbara Brann, involving theoretical knowledge and practical application of our new approach through demonstration and mentoring of teachers within the classroom setting.
- An evening session for parents involving theoretical knowledge and practical ways to help their children at home to align with our school focus.
- Establishing a School Network Leader position to support staff (PreK – 6) in the implementation of the program and to track the progress of students through the program through 1:1 mentoring, demonstration lessons and assistance with monitoring and recording progress.
- Dedicated staff meeting and in-school release time to train staff and work through implementation challenges and needs.
- *Conversations Mornings* run by the school executive and frequent newsletter articles aimed at educating the parent community about our approach and empowering parents in the ways they can support their children at home.
- Holding professional development sessions for teachers across our PYP Network and hosting an Australian Literacy Educator's Association *Classroom Chat* at Radford College to share our inquiry approach to word study with colleagues across the ACT.

The support of the Junior School executive has been crucial to the success of the program by ensuring strong collaboration and communication.

The Canberra Girls Grammar Junior School has a shared leadership model to promote Literacy and Numeracy development across the school. There is a strong leadership team including two recently appointed coordinators – a Literacy Coordinator and a Numeracy Coordinator - who work together to guide the direction of literacy and numeracy teaching and learning, including the management of the introduction of the Australian Curriculum, resourcing, professional development and links with the wider literacy and numeracy communities.

A staff member who was an expert in the field of Reading Recovery, designed a derivative program that could be implemented by teachers and Assistants. The purpose of this program was to provide for students who qualified for Student Support in literacy, but who, under the school's triage system, required support at a level that was less than intensive individual support with a Student Support staff member. This expert trained the Assistants who worked in the early years to implement the Program with these students, regularly liaised with them to monitor student progress, and regularly liaised with them and the Director of Junior School Years ELC to 2 to manage entry into, and exit from, the Program.

Staff have regularly updated the training of the original contingent of Assistants, and trained new Assistants employed in 2011 who have, as a result, extended the Program to the early years of Primary.

At St Edmund's, part of the school based leadership and whole school engagement process has been a number of competitions and challenges that have raised awareness about the importance of Literacy and Numeracy:

- The ACT Brumbies rugby players have visited the school on a number of occasions to help with reading and comprehension exercises in a bid to stress the importance of Literacy in a young man's life.
- "That is a Strange Place to Read" has been a school wide photo competition designed to encourage staff and young men to take part in reading for fun. Photos of staff and students reading novels in strange and interesting places have been taken and displayed to show the importance of literacy but more importantly – the enjoyment of reading.
- 'Literacy Hour' has been timetabled on a daily basis to occur from 9.00–10.00am each day. This allows optimum time to spend with young fresh minds as well as to implement streaming classes for Years 4 – 6 in Numeracy and Literacy.
- Assessment Templates have been revised to incorporate a table that highlights the Numeracy and Literacy skills needed to complete the assessment accurately. This gives the teacher direct opportunity to highlight Numeracy and Literacy value in all KLA's.

REFORM 3: Monitoring student and school literacy and numeracy performance to identify where support is needed

Public Schools

Using student and school literacy and numeracy data to support student learning

All schools have data collection tools based on the system endorsed programs and a number are using the Improve Diagnostic Tool developed by Education Services Australia (ESA) and trialled by five ACT schools in 2010. This tool is based on NAPLAN type questions and provides a bank of questions that can be used to track student performance and identify areas of strength or areas needing intervention. The tool provides important evidence to support differentiation. One field officer has embedded practice in his school and has demonstrated the approach to other National Partnership school principals. Further system professional learning will be offered in terms 3 and 4 2011.

Expertise developed in the National Partnership schools continues to inform and support individual schools and the system. Field officers have run workshops for literacy and numeracy coordinators in network meetings and professional learning in data use and analysis presented by School Improvement staff.

A database developed by a field officer to collect and track student data is now being used in 10 schools and the field officer is currently supporting the schools to embed it into their practices. In each school support has been given to introduce the database, localised to suit school requirements, and provide professional learning and follow up support.

Catholic Systemic Schools

Literacy Programs

National Partnership schools (Literacy) have implemented the *First Steps* resource approach in monitoring student development and selecting *Major Teaching Emphases* based on identified student need. In reading, this has included:

- Staff programming workshops on *First Steps* balanced assessments of observation,

conversation and product.

- Staff professional development, workshops and peer mentoring in whole class and small group planning of *First Steps Major Teaching Emphases* based on identified student need in reading and writing.
- School executive and whole staff professional learning in assessments, specifically in data analysis.
- Learning Support professional learning to investigate creation of programs differentiating for student needs according to a learning support matrix.

National Partnership schools (Literacy) have had an increased focus on monitoring student and school performance through national and standardised assessments and this has included:

- Whole school *SMART Data 2010* analysis to inform teaching for 2011.
- Whole school NAPLAN *SMART Data* analysis in order to formulate curriculum plans for 2012.
- Development of school assessment scope and sequence using a variety of diagnostic tools and decision making regarding student learning during term 1.
- Whole staff analysis of the Australian English curriculum assessment scope and sequence requirements and analysis of diagnostic tools to support decisions about student learning.
- Whole school audits of current school practices in data collection of formative and summative assessments of standardised and criterion referenced testing.
- Whole school agreed practice in data collection and data analysis to inform teaching decision making.
- Regular tracking of student *PAT R Reading* data across school.

National Partnership schools (Literacy) have implemented targeted reading intervention through the reading recovery program for year one students. This has involved considerable investments in staffing, resourcing, teacher training, timetabling, assessment and professional dialogue within the school.

In addition to *Reading Recovery*, several National Partnership schools (Literacy) have targeted specific year levels with a modified reading program, using assessment data to identify students' levels of need and formulate and implement reading intervention programs which supplement the *Reading Recovery* program, particularly for year two students.

Numeracy Programs

Schools have been aware of the need to develop and implement whole of school agreed practices which facilitate effective tracking and monitoring of student performance. Schools identified a need to understand the purpose, instruments and response to diagnostic, summative and formative assessment tools. They received professional learning in the need to develop a whole school plan for assessment based on collaborative planning, reflection, evaluation and response for learning. Schools, in some cases, also planned staff meetings to use NAPLAN Data, *SMART Data*, and syllabus documents to review assessment tasks and the allocation of grades.

Specific initiatives implemented were:

- Whole school assessment plans, which included the preferred processes for its implementation of the assessment.
- Assessment processes were included in teaching programs and classroom practice.
- Quality assessment tools were implemented to have transparent and consistent assessment grading.
- Scheduled time was allocated for teachers to plan assessment, reflect on results and respond to identified learning needs.
- Data was stored in a consistent format which was easily accessed and analysed.
- Identified targets were documented and student performance was monitored and measured to ensure progress. (Numeracy Intervention Program – NIP).

Independent Schools

Radford school staff have ensured that monitoring student performance is embedded within the Word Work approach. Students complete a placement test at the start of each year to determine the appropriate level of the program for differentiated instruction within the classroom. Data is collected and passed on to the next year level as part of the handover process and is also used by the Individual Needs Team to identify students at risk.

Teachers also use the Brann Analysis Grid for Spelling (*BAGGS*) analysis of personal spelling attempts to identify possible reasons why individual students are having difficulty with spelling and use these results to tailor specific intervention as part of Word Work. The *BAGGS* analysis is used as crucial tool for reporting progress to parents at interview.

Initial NAPLAN data for 2011 indicated that students have shown improvement in the areas of Spelling, Grammar and Punctuation. This has been compared to previous data and it is also recognised that the school is achieving above other ACT schools in these areas. The school believes that in order to help our students become proficient spellers they need to know the way sounds work, know strategies and rules, see words as interesting, care about the reaction and needs of their audience, want to solve spelling problems themselves and need to become good at recognising spelling attempts in their work.

The Orana Steiner School assessment program is facilitated by Learning Support staff each year in Classes 3-7. Results are kept in a central location in the school and are used to identify students requiring additional support. Teachers are also provided with a copy of class results to assist them with their programming.

CGGS Junior School uses a wide range of methods to collect evidence about student performance in literacy and numeracy. This evidence is used to guide classroom groupings and teaching and learning strategies, identify students requiring extension and enrichment or support, identify students who require the services of external professionals in the areas of literacy and numeracy and the design of special intervention programs for those identified.

A detailed analysis of all NAPLAN results is conducted both at a group and individual level. This analysis is provided to all current relevant class and Learning Support staff so that, for the remainder of the testing year, the evidence can be taken into account by class

teachers in class program design both for the group and individuals in differentiated programs, and the specific-purpose allocation of students to the Learning Support program. The information is also tailored and packaged for the teachers of Year 4 and 6 and 3 and 5 for the following year for the purpose of guiding teaching and learning both within the class differentiated programs and Student Support programs.

Other strategies include:

- Annual end-of-year testing of literacy and numeracy from Years 2 to 6 using the Primary Achievement Tests and Single Word Spelling Test guides teaching and learning in both class and Student Support programs.
- Benchmarking in literacy is carried out periodically over a school year in Preparatory to Year 2. This information is used to guide individual development in literacy and to identify children for the Student Support programs the Junior Primary, especially the Reading Recovery and Junior Primary Reading Program.
- Each year the Preparatory cohort undertakes the PIPS assessment. While, this assessment does not provide specific guidance in areas of teaching, it alerts teachers to those students who will possibly require extension and enrichment and those who will require close monitoring and extra intervention during the Preparatory year.
- The SENA Numeracy testing is currently used in Year 3 to assist grouping for a differentiated program.
- Annual assessment using the Interactive Computerised Assessment System (INCAS) provides further information about student performance in a variety of areas of literacy and numeracy. This assessment program is currently being expanded to include Years 1 to 4. The results are used in conjunction with other evidence to identify students for Student Support and Extension and Enrichment and devise appropriate teaching programs.
- These are class-based assessments that inform grouping for units of work and the appropriate teaching and learning strategies.

Support for Aboriginal and Torres Strait Islander Students – 1 January to 30 June 2011

Public Schools

Numbers of Aboriginal and Torres Strait Islander students across the ACT are low. In 2011, the highest percentage in the Literacy and Numeracy National Partnership schools is 10.37 percent, with a total number of 165 students across the twelve Literacy and Numeracy NP schools.

The 2010 agreed measure for Aboriginal and Torres Strait Islander students *“that the proportion of 2010 year 3 Indigenous students in all public schools at or above National Minimum Standard in reading is 1 percent greater than in 2008”* had a target of 83 percent, and an achievement of 90 percent.

All schools support their Aboriginal and Torres Strait Islander students through analysis of data to identify needs, often through a ‘case study’ approach which is then translated into differentiated classroom teaching practices and targeted support if required.

Data collection and tracking

Schools are building on their 2010 success by strengthening identification and tracking tools for Aboriginal and Torres Strait Islander students.

The concept of 'putting faces on the data' is being used to identify Aboriginal and Torres Strait students, particularly as these are in small numbers and at risk of being under identified. Walls of data, including annotated student identifiers and virtual walls attached to the school database have been developed to assist in tracking particular groups or individuals. These selective data sets assist with the analysis of Aboriginal and Torres Strait Islander student performance.

Tracking tools have been developed for recording and attendance, and performance against school based literacy and numeracy programs, NAPLAN and PIPS, and any intervention or extra support the student receives.

Catholic Systemic Schools

Catholic Systemic National Partnership schools have small numbers of Aboriginal and Torres Strait Islander students. However, personal learning plans for Indigenous students have been formulated in consultation with Catholic Education Office (CEO) personnel, the school principal, the school Indigenous contact teacher and the classroom teacher. Ongoing evidence of achievement and skills and communication with families occurs each term.

National Partnership schools (Literacy) have implemented targeted reading intervention through the *Reading Recovery* program for identified year one Aboriginal and Torres Strait Islander students. In addition, *PAT R* Reading data has tracked student progress Years 2-6 for all students, including Aboriginal and Torres Strait Islander students. This data has been analysed in order to make teaching and learning decisions using the *First Steps* approach, including careful selection of *Major Teaching Emphasis* for students and implementation of the *Gradual Release of Responsibility*.

In addition, learning support school staff have liaised with CEO personnel to investigate and implement programs differentiating for student needs according to a learning support matrix.

Showcase/Exemplary Activities

Public Schools

Individual schools continue to strengthen their programs and performance in literacy and numeracy after a major investment in professional learning for field officers and related school programs in 2010. A major priority for 2011 is the building of systemic capacity in teaching and assessing literacy and numeracy achievement.

School achievements

All schools are involved in knowledge and capacity building of staff and have programs to improve outcomes for students in literacy and numeracy. The following schools offer a snapshot of some of the exemplary practices happening across the system.

Taylor primary school - Putting faces on the data

In 2010, Taylor primary school created a writing wall with writing samples displayed in the front office area to raise the profile of writing in the school and with parents. The samples

were levelled and annotated to provide information on appropriate writing standards across K-6. In 2011, the school has gone a step further with a data wall to track students' reading levels and writing phases (against *First Steps*). The data is displayed in the staff meeting area and is used for the basis of weekly staff discussions and case conferences.

Gordon primary school - Rich reading program improves outcomes

Gordon primary school has had great success with reading with their year one cohort. At the beginning of the year 20 percent of the cohort was at the benchmark level. At the end of semester 1, 40 percent of the cohort was at benchmark level. Currently there are 60 percent at or just under the end of year benchmark level. This is the result of a focus on the importance of building a rich reading program in Kindergarten and of monitoring student reading skills closely through the year.

Mt Rogers primary school - Targeted intervention

The use of a data wall has allowed Mt Rogers primary school staff to identify discrete groups and individuals needing targeted intervention and coaching. In 2011, students are grouped for reading and number to provide differentiated learning at the appropriate level.

Latham primary school - Data tracker identifying students

Latham primary school has a data tracker that has every child in the school identified (ATSI, ESL, etc). Consistent tools are used across the school to track data based on the programs that are used in the school such as *BEE Spelling*, *SENA* test from *Count Me In Too*, *Middle Years Mental Computation*, *First Steps* maps of development, *Writing Criterion Reference Tool* and *PM Benchmarks*. The creation of the data tracker has 'put faces on the data'.

Macgregor primary school - 'Lit hits' boost student outcomes

A whole school approach to the teaching of literacy and numeracy through the use of system endorsed resources ensures consistency and assists staff collaboration. Targeted intervention that is responsive and flexible, using different models such as the 'Lit Hit' where the field officer and literacy coordinator both work intensively with one year group for a short burst of time has been effective in increasing student outcomes.

Bonython primary school - Assessment for learning and individualised learning

Bonython primary school is using the system endorsed programs to capture data that is entered onto a database that allows them to filter the field by class, year level, ESL, LA, ATSI, or academic/ phase/ achievement levels.

In 2011, the school has started using *Assessment for Learning* that develops an individualised learning intention for reading, writing, numeracy and learning how to learn for every student. This means every student is tracked individually against their individual learning intentions. In the future, the leadership team plans to conduct action research looking at the difference it makes to have parents actively supporting learning through the strategies provided for home that support students learning intentions.

Charles Conder primary school - Case management

The case management approach has been highly successful in building teacher capacity to deliver differentiated teaching and learning for all students. 'Putting faces on the data' has had a number of positive effects such as:

- increasing teacher awareness of each student's reading needs.

- aiding differentiation.
- raising student awareness of their own progress with students setting personal goals for improvement.
- enhanced transparency – everyone knows where every student is in relation to agreed benchmarks.
- targeted students can be easily visually identified and supported by all.
- consistency in case management and moderation of student achievement.
- helping to build a culture of assessment and data collection as a process for driving teacher practice.
- improved percentage of students reading at benchmark level – 54 percent at the end of term 1 to 68 percent at the end of term 2.
- providing a platform for professional conversations between teachers around catering for individual needs and differentiating reading programs.

Gilmore primary school - Multi-age, multi-stage reading

Gilmore primary school has noticed attitudinal changes towards reading through their multi-age, multi-stage reading program that provides a more differentiated program. David Langford's *Quality Learning: Capacity matrix* is used in 6 out of 10 classrooms to provide students with a more student centred and differentiated approach. Engagement levels in classes that are using the capacity matrix have increased significantly. Feedback from teachers is that they feel they are able to differentiate the curriculum more effectively and cater for a diverse range of learning styles.

The gap between students who had a rich literacy experience prior to school and students that had very little literacy experience appears to be decreasing. Recent student comments and discussion reflect this change. The field officer will collect whole school attitudinal data in term 4.

Catholic Systemic Schools

Literacy Programs

Context Setting St Matthew's Primary school

St Matthew's Primary school is a coeducational Catholic School in North Canberra with an enrolment of 311 students; 163 girls and 148 boys. There are 13 classes from K-6. It is a double stream school except for the upper primary classes where there is a year 5, and year 5/6 and a year 6 class. There are twenty two Indigenous students in the school. The families come from a diverse range of socio-economic backgrounds.

St Matthew's Primary school has targeted reading as an area of focus, with particular emphasis on year one, two and four. In addition to targeting over-all performance, St Matthew's Primary school identified low performance for girls in reading in year five, and low performance of boys in year three, and achievement in top bands as areas of focus for reading.

Context Setting St Michael's Primary school

St Michael's Primary school is a Catholic school in North Canberra with an enrolment of 212 students. There are ten classes from Kindergarten to year six. There are single

streams except for a year one/two class, two year fours and two year five classes. The families come from a diverse range of socio-economic backgrounds, with many professionals.

Twenty five percent of the 2008 year three cohort were identified as experiencing difficulty in literacy and were included in the schools Learning Support Program.

St Matthew's Primary school and St Michael's Primary school

All National Partnership schools (Literacy) have investigated the *First Steps* Reading and Writing approach and the *READ On* resource to analyse and implement the *Gradual Release of Responsibility* and use effective teaching procedures in literacy based on *First Steps*.

There has been an investigation of reading and writing strategies that proficient students use, and how to support student development in planning, programming, timetabling and assessment. School leadership, National Partnership contact teachers, literacy contact teachers and CEO personnel have supported staff in the implementation of the *Gradual Release of Responsibility* through professional learning, peer mentoring, class visits, programming and planning workshops.

National Partnership schools (Literacy) planning and programming has involved school executive, in consultation with CEO literacy team members, mandating essential elements of the *First Steps* approach in whole school programming proforma to ensure crucial pedagogical elements such as differentiation, use of teaching procedures with the *Gradual Release of Responsibility* and balanced assessment are planned for and implemented in teaching and learning.

National Partnership schools (Literacy) have implemented targeted reading intervention through the Reading Recovery program for year one students. This has involved considerable investments in staffing, resourcing, teacher training, timetabling, assessment and professional dialogue within the school.

In addition to Reading Recovery, the National Partnership St Matthew's Primary school (Literacy) has targeted specific year levels with a modified reading program, using assessment data to identify students' levels of need and formulate and implement reading intervention programs which supplement the Reading Recovery program, particularly for year two students.

Progress/Outcomes St Matthew's Primary school and St Michael's Primary school

Based on current research on successful reading models by Pearson and Gallagher, and Luke and Freebody, National Partnership schools (Literacy) have implemented *First Steps*, with a specific pedagogical focus on teaching procedures, the *Gradual Release of Responsibility*, differentiation and the use of balanced assessment.

This approach ensured school executive were able to set explicit targets for school agreed practice in planning, programming, teaching pedagogy and assessment. Whole staff delivery ensured the school staff was focused on clearly articulated goals, and maximised professional conversations, professional learning and peer mentoring opportunities.

School executive were more confident to set clear targets, while staff were up skilled in practical and effective teaching and learning approaches in order to achieve those targets. The quality of teaching planning and programming improved, the timetabling allocations

for literacy became consistent, and a greater analysis of assessment to inform future teaching decisions was evident in both St Matthew's Primary school and St Michael's Primary school.

Research in student achievement indicates greater levels of success in intervention programs for younger students, so a Reading Recovery was in both St Matthew's Primary school and St Michael's Primary school, targeting students in year one.

In addition to targeting over-all performance, St Matthew's Primary school identified low performance for girls in reading in year five, and low performance of boys in year three, and achievement in top bands as areas of focus for reading.

Numeracy Programs

Context Setting Good Shepherd Primary school

Good Shepherd Primary school is a relatively new school which opened in 2002 with an enrolment of 87 students. The school has grown to an enrolment of 635 students for 2011. Good Shepherd Primary school is a Kindergarten to year six primary school located in the northern suburbs of Canberra. The school is the centre of a growing community for young families, new home owners and also for mobile families from the Australian Defence Forces and the Australian Federal Police.

Good Shepherd Primary school's teaching staff has a strong representation of teachers new to the profession but is balanced by equal representations of teachers who have more than ten years in the profession. While the school performance at the beginning of the National Partnership journey was below the Territory mean for NAPLAN-Numeracy, the school has shown solid growth for certain year groups. There has been an upward trend in the 2011 NAPLAN – Numeracy data.

Since 2009 the school has made numeracy a stronger focus, supported by National Partnership Numeracy Consultants. *SENA* testing is used for analysis in maths competence in Kindergarten to year two. *Pat Maths* is used for analysis in years three to six.

Context Setting St Thomas the Apostle Primary school

St Thomas the Apostle Primary school is a Catholic Primary school of approximately 300 students. Literacy and numeracy are key focus areas in teaching with active staff involvement in developing and reviewing both curriculum and pedagogy to ensure their relevance and effectiveness for all our students. Teachers review student educational needs regularly and parents are informed each term through a variety of reporting strategies on the learning growth of their child.

With Interactive White Boards and computers in all classrooms and computer access through computer 'breakout' areas adjacent to each classroom, information and communication technology is integrated into all aspects of teaching and learning.

The school has made numeracy a very strong and concerted focus. *SENA* testing is used for analysis in Maths competence in years Kindergarten to year two. *Counting On* and *Pat Maths* is used for analysis in Years three to six.

Reform activities/strategies Good Shepherd Primary school and St Thomas the Apostle Primary school

Both Good Shepherd Primary school and St Thomas the Apostle Primary school have had similar National Partnership journeys. This was intentional for a number of reasons. Contemporary research was evaluated by the National Partnership Facilitator at a system level. Upon evaluation of the research, it was deemed appropriate that both schools have whole school change with respect to numeracy and adapt current and well researched approaches to mathematics education. This would also provide each National Partnership school with a partner from which to draw inspiration as well as collegial advice.

Consequently each school adopted the *Gradual Release of Responsibility* model for the teaching of numeracy within their schools. Initially, the school targeting only year three and year five classes to ease this change into the school. During 2011, it has become a school wide approach to the teaching of numeracy with all classes required to plan lessons following this format. This obviously required up-skilling teachers on the model and how it applies to numeracy. In addition, teachers were introduced to the contemporary research of *Brain Based Learning* with respect to mathematics as researched by David Sousa. Both schools adopted numeracy blocks which dedicated at least 20 percent of the teaching day to numeracy. Teachers were also involved in lesson study and peer mentoring as a strategy to improve practice within the classroom. Scope and sequence documents in both schools were re-written with the view to focus on one topic or concept per week.

In addition to the change in classroom practice, teachers were supported by the implementation of the *Count Me In Too Framework*, particularly targeted to the younger students. A coordinator was appointed in each St Matthew's Primary school day per fortnight to provide mentoring to classroom teachers on the administration of the testing and the interpretation and application of the results. Through consistent and meaningful administration and interpretation of results, children here grouped and taught depending on their need. Resources were purchased to target particular areas of need. Maths bags were sent home in both schools to lift the profile of numeracy and make stronger connections with the community via the medium of numeracy.

Progress/Outcomes Good Shepherd Primary school and St Thomas the Apostle Primary school

A numeracy intervention program (NIP) for poorly performing students was adopted in both schools. Based on the *Reading Recovery* model, students were targeted, four mornings a week for 30 minute lessons. These lesson phases lasted approximately 10 weeks. Students were selected via teacher observations and other test data including NAPLAN or SENA testing.

A more comprehensive 'one on one' assessment test was conducted pre and post the involvement of students and their progress tracked. Post test growth in test results has been significant in all students involved in the project over the past two years. Concepts either 'not known' or 'partially known' in most circumstances increased to 'known' in approximately 85 percent of cases.

Independent Schools

The Multilit Reading Tutor Program has been introduced in 2011 for students in classes 3-6 at Orana Steiner School through funding acquired through the National Partnerships scheme. Multilit incorporates the major recommendations for effective reading instruction from the Government's 2005 report of the National Inquiry into the Teaching of Literacy.

The Program aims to improve the literacy skills and life opportunities of low-progress readers through a focus on phonics (word attack skills), sight words recognition and supported book reading in a 1:1 situation. *The Multilit Reading Tutor Program* is being implemented in seven classes from Term 2 by 6 staff members (3 LSTs and 3LSAs) who have participated in the *The Multilit Reading Tutor Program workshop*.

Student progress is individually recorded in Record books so that it is easy to monitor the child's progress. Most students who have been provided with this instruction have made significant progress in reading. We are planning on continuing to target class 3 students with this program to ensure that their confidence and skills are up to grade level by class 4.

In 2011, St Edmund's conducted an Audit to assess the style and quantity of tasks that were being administered to students across each KLA. The results were formulated in an excel document linking tasks to styles of delivery method i.e: Oral assessments, Research assignments, written exams, practical tasks etc.

These results were presented to the College to highlight and analyse the teaching methodology that was present in our classrooms. The results were startling. Surprisingly each year group differed considerably. Quantities, as well as types of assessment tasks also showed considerable variation. This Assessment Task Audit has allowed us to revise our pedagogy and begin work on delivering a more effective and quality driven curriculum.

Part 1 - Milestones not reported/not achieved/partially achieved in Annual Report for 2010

Milestone (state and territories may wish to identify whether the milestone relates to all sectors or a particular sector within their jurisdiction).	Detail of achievement against milestone. <i>Quantitative and Qualitative</i>	If not achieved or partially achieved, reasons why. <i>Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i>
Gap analysis of current ACT performance management practices complete.	Gap analysis of current ACT performance management practices complete. Documentation has been reviewed and updated.		
Better Pathways training program developed.	The ACT is participating in the development of the national Better Pathways training program. The jurisdiction has indicated its intention to be involved in the placement of participants from the first cohort in schools.	Timing of the program is now linked to the progression of the national initiative.	The ACT continues to participate in discussions and development of the program with DEEWR for implementation during 2012.
Model and program developed for additional School Centres of Teacher Education Excellence.	Additional model for School Centre for Teacher Education Excellence implemented during 2011 through the 'Down South' initiative with the Australian Catholic University and St Mary MacKillop College.		
Renewal strategy for performance management developed and implemented (D).	Alignment of probationary processes for the Directorate to the National Professional Standards for Teachers has commenced and will be implemented from the start of 2012.		Ongoing consultation will be carried out with the ACT Teacher Quality Institute to ensure probationary and performance management processes align where relevant with the National Professional Standards for Teachers and the requirements of nationally consistent teacher registration.

Part 2 - Milestones in Progress Report - (Achieved 1 January to 30 June 2011)

Milestone	Detail of achievement against milestone. <i>Quantitative and Qualitative</i>	If not achieved or partially achieved, reasons why. <i>Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i>
ACT Teacher Quality Institute established.	Completed. Legislation for the TQI came into effect 1 January 2011.		
Graduates allocated to the ACT from second cohort of New Pathways program placed in ACT schools.	Completed. Five Associates from the Teach for Australia program are placed in ACT public schools.		
Initial Better Pathways training program implemented.	The ACT is participating in the development of the national Better Pathways training program. The jurisdiction has indicated its intention to be involved in the placement of participants from the first cohort in schools.	Timing of the program is now linked to the progression of the national initiative.	The ACT continues to participate in discussions and development of the program with DEEWR for implementation during 2012.
Mentor teachers taking part in University of Melbourne training and network developed.	Completed. Mentor teachers completed their training with the University of Melbourne during semester 1 and the mentor network has been established.		
Workforce data collection tool contributing data to national data sets.	Phase 1 of SiMS has been launched and planning for Phase 2 functions and roll out has commenced. Development of the TQI business system has taken into account the requirements of a national data set. The ACT continues to be part of national discussions to determine the parameters of data collection for the national data set.		Data will be provided to the national data set following the finalisation of collection parameters and the instigation of national data collection processes.

Part 3 - Milestones that will progress through the 2011 calendar year (with no set milestone date)

Milestone	Detail of achievement against milestone. <i>Quantitative and Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i>
Registration of ACT teachers.	On-line registration of ACT teachers commenced on 9 May 2011.	Processes and procedures for the registration of all ACT teachers will continue throughout the remainder of 2011.

Part 1 - Milestones not reported/not achieved/partially achieved in Annual Report for 2010

Milestone (state and territories may wish to identify whether the milestone relates to all sectors or a particular sector within their jurisdiction).	Detail of achievement against milestone. <i>Quantitative and Qualitative</i>	If not achieved or partially achieved, reasons why. <i>Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i>
N/A	N/A	N/A	N/A

Part 2 - Milestones in Progress Report - (Achieved 1 January to 30 June 2011)

Milestone	Detail of achievement against milestone. <i>Quantitative and Qualitative</i>	If not achieved or partially achieved, reasons why. <i>Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i>																																																																												
Acceptance of March 2011 Annual Report for the 2010 calendar year (due 31 March 2011)	2010 Annual Report completed and accepted by 31 March 2011																																																																														
Schools have reached their school-based literacy and numeracy targets for 2010 (due March 2011)	<table border="1"> <thead> <tr> <th></th> <th colspan="2">Year 3</th> <th colspan="2">Year 5</th> </tr> <tr> <th></th> <th>Target</th> <th>Actual</th> <th>Target</th> <th>Actual</th> </tr> </thead> <tbody> <tr> <td>Charnwood Dunlop</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Reading</td> <td>403</td> <td>384</td> <td>476</td> <td>456</td> </tr> <tr> <td>Writing</td> <td>NA</td> <td>396</td> <td>474</td> <td>455</td> </tr> <tr> <td>Numeracy</td> <td>400</td> <td>378</td> <td>450</td> <td>471</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th colspan="2">Year 3</th> <th colspan="2">Year 5</th> </tr> <tr> <th></th> <th>Target</th> <th>Actual</th> <th>Target</th> <th>Actual</th> </tr> </thead> <tbody> <tr> <td>Kingsford Smith</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Reading</td> <td>397</td> <td>395</td> <td>490</td> <td>491</td> </tr> <tr> <td>Writing</td> <td>NA</td> <td>418</td> <td>477</td> <td>488</td> </tr> <tr> <td>Numeracy</td> <td>395</td> <td>370</td> <td>474</td> <td>469</td> </tr> </tbody> </table>		Year 3		Year 5			Target	Actual	Target	Actual	Charnwood Dunlop					Reading	403	384	476	456	Writing	NA	396	474	455	Numeracy	400	378	450	471		Year 3		Year 5			Target	Actual	Target	Actual	Kingsford Smith					Reading	397	395	490	491	Writing	NA	418	477	488	Numeracy	395	370	474	469	<p>While not all mean targets were met all schools met or exceeded the system growth targets for year 3 2008 to year 5 2010.</p> <table border="1"> <thead> <tr> <th></th> <th>System growth</th> <th>System growth target</th> <th>School growth</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>88</td> <td>85</td> <td>KSmith 85 CDunlop 98 Richardson 102 Florey 104</td> </tr> <tr> <td>Writing</td> <td>71</td> <td>N/A</td> <td>Florey 67 KSSmith 83 Richardson 92 CDunlop 94</td> </tr> <tr> <td>Numeracy</td> <td>85</td> <td>73</td> <td>KSmith 74 CDunlop 110 Richardson 112 Florey 120</td> </tr> </tbody> </table>		System growth	System growth target	School growth	Reading	88	85	KSmith 85 CDunlop 98 Richardson 102 Florey 104	Writing	71	N/A	Florey 67 KSSmith 83 Richardson 92 CDunlop 94	Numeracy	85	73	KSmith 74 CDunlop 110 Richardson 112 Florey 120	<p>Field officers and literacy and numeracy coordinators in all schools are working to improve student engagement with schooling and literacy and numeracy outcomes.</p> <p>Principals and school leaders are using data to more effectively identify and develop strategies to better support at risk students.</p> <p>New targets have been set for 2011 and will be reported on when NAPALN data is available.</p>
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<p>Schools have developed a process for tracking student achievement against school-based literacy and numeracy programs.</p> <p>(due March 2011)</p>	<p>All schools developed a process for tracking student achievement against school-based literacy and numeracy programs, during 2010.</p>		<p>All schools have a tracking process and a large number either have or are developing databases to increase efficiency and accessibility of data. Databases allow for accurate tracking of student achievement against school based literacy and numeracy programs. Some schools are also using data walls and flagging of identified groups and individuals to 'put faces on the data'.</p>																																																		
<p>Strategies for parent engagement and community partnerships have been developed. (due March 2011)</p>	<p>All schools have strategies for parent engagement and community partnerships. These were implemented in 2010.</p> <p>Strategies are in place and achieving support from parents and community partners.</p>		<p>Regular meetings of school principals and discussion of programs has led to programs spreading across schools, and shared opportunities e.g. the partnership with CIT</p>																																																		

	All schools are engaged in a variety of parent and community partnerships.		
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Part 3 - Milestones that will progress through the 2011 calendar year (with no set milestone date)

Milestone	Detail of achievement against milestone. <i>Quantitative and Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i>
Acceptance of progress report on activities occurring in Jan-June 2011	Progress Report prepared and submitted.	Continuous gathering of information, regular meetings with principals and timely preparation of reports.
After-care programs in place to meet school community needs (due Dec 2011)	Some have after school programs in place to meet identified school community needs eg homework clubs, sporting opportunities, after school care.	Schools organise after school programs based on identified needs of their school communities and often with support from community partners.

Section 5 – Milestone Reporting

Literacy and Numeracy NP

Part 1 - Milestones not reported/not achieved/partially achieved in Annual Report for 2010

Milestone (state and territories may wish to identify whether the milestone relates to all sectors or a particular sector within their jurisdiction).	Detail of achievement against milestone. <i>Quantitative and Qualitative</i>	If not achieved or partially achieved, reasons why. <i>Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i>
N/A	N/A	N/A	N/A

Part 2 - Milestones in Progress Report - (Achieved 1 January to 30 June 2011)

Milestone	Detail of achievement against milestone. <i>Quantitative and Qualitative</i>	If not achieved or partially achieved, reasons why. <i>Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i>
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